History

Y1/2 Skills		
Chronological Awareness	**Disciplinary Concepts**	**Historical Enquiry**
Sequencing up to four artefacts on a timeline. Sequencing up to six photographs, focusing on the intervals between events. Sequencing up to six events on a timeline. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)	**Change and continuity** Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes. **Cause and consequence** Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. **Similarities and differences** Beginning to look for similarities and differences over time in their own lives. Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives **Historical significance** Recalling special events in their own lives. Discussing who was important in a historical event. **Sources of evidence** Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source. **Historical interpretations** Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from artefacts, photographs and written sources.	**Posing historical questions** Asking questions about sources of evidence (e.g. artefacts). Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. **Gathering, organising and evaluating evidence** Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source. **Interpreting findings, analysing and making connections** Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers. **Evaluating and drawing conclusions** Making simple conclusions about a question using evidence to support. **Communicating findings** Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.

History

Y1/2 Knowledge

Chronological Awareness	Disciplinary Concepts	Substantive Concepts
To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know a decade is ten years To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time.	**Change and continuity** To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that daily life has changed over time but that there are some similarities to life today. **Cause and consequence** To know that everyday objects have changed as new materials have been invented. To know that changes may come about because of improvements in technology. **Similarities and differences** To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that people spend their holidays in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past. To know that there are explanations for similarities and differences between children's lives now and in the past. **Historical significance** To know that some people and events are considered more 'special' or significant than others. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. **Sources of evidence** To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. **Sources of evidence** To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past. **Historical interpretations** To know that the past can be represented in photographs. To know that the past is represented in different ways	**Achievements and follies of mankind** To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals. To know and begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals. **Power (monarchy, government and empire)** To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.

Vocabulary

Chronological Awareness	Disciplinary Concepts	Historical Enquiry	Substantive Concepts
Future, memory, past, present, Timeline, event, (beyond) living memory (3), history, lifetime, period	Artefact, change (1), clues, different, similar	Artefact, change (1), clues, different, similar	**Power (monarchy, government and Empire) -** king (1), monarchy, power, queen (1), ruler **Achievements and follies of mankind -** Explorer, discovery, inventor **Invasion, settlement and migration -** war

National Curriculum End of KS1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Pupils should use a wide vocabulary of everyday historical terms.
- Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Pupils should should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

History

Y3/4 Skills		
Chronological Awareness	**Disciplinary Concepts**	**Historical Enquiry**
Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.	**Change and continuity** Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies. **Cause and consequence** Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. **Similarities and differences** Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. **Historical significance** Recalling some important people and events. Identifying who is important in historical sources and accounts. **Sources of evidence** Using a range of sources to find out about a period Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author. **Historical interpretations** Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.	**Posing historical questions** Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence. **Gathering, organising and evaluating evidence** Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources Identifying the bias of a source. Comparing and contrasting different historical sources. **Interpreting findings, analysing and making connections** Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?" **Evaluating and drawing conclusions** Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today. **Communicating findings** Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.

History

Y3/4 Knowledge

Chronological Awareness

To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.
To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.
To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.
To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.
To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.

Disciplinary Concepts

Change and continuity
To know that change can be brought about by advancements in transport and travel.
To know that change can be brought about by advancements in materials.
To know that change can be brought about by advancements in trade
Cause and consequence
To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
To know that advancements in science and technology can be the cause of change.
Historical significance
To know that significant archaeological findings are those which change how we see the past.
To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
Sources of evidence
To know that archaeological evidence can be used to find out about the past.
To know that we can make inferences and deductions using images from the past.
Historical interpretations
To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
To know that assumptions made by historians can change in the light of new evidence.

Substantive Concepts

Power (monarchy, government and empire)
To understand the development of groups, kingdom and monarchy in Britain.
To know who became the first ruler of the whole of England.
To understand the expansion of empires and how they were controlled across a large empire.
To understand that societal hierarchies and structures existed including aristocracy and peasantry.
To understand some reasons why empires fall/collapse.
Invasion, settlement and migration
To know that there were different reasons for invading Britain.
To understand that there are varied reasons for coming to Britain.
To know that there are different reasons for migration.
To know that settlement created tensions and problems.
To understand the impact of settlers on the existing population.
To understand the earliest settlements in Britain.
To know that settlements changed over time.
Civilisation (social and cultural)
To understand how invaders and settlers influence the culture of the existing population.
To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
To know that education existed in some cultures, times and groups.
Trade
To know that communities traded with each other and over the English Channel in the Prehistoric Period.
To understand that trade began as the exchange of goods.
To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.
To understand that the Roman invasion led to a great increase in British trade with the outside world.
To understand that trade develops in different times and ways in different civilisations.
To understand that the traders were the rich members of society.
Belief
To understand that there are different beliefs in different cultures, times and groups.
To know about paganism and and the introduction of Christianity in Britain.
To know how Christianity spread.
To compare the beliefs in different cultures, times and groups.
Achievements and follies of mankind
To be able to identify achievements and inventions that still influence our lives today from Roman times.
To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain
To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

History

Y3/4 Vocabulary		
Chronological Awareness	**Disciplinary Concepts and Historical Enquiry**	**Substantive Concepts**
AD, age, BC, chronological, date, prehistory, sequence, ancient, era, modern	archaeology, claim, conclusion, evidence, historian, impact, primary source, reconstruction, secondary source, source, cause, compare, consequence, continuity, deduction, historically significant, interpret, point of view	**Power (monarchy, government and Empire)** emperor, empire, government, law, kingdom, sovereign **Achievements and follies of mankind** Legacy, achievement, technology **Invasion, settlement and migration** Border, conquer, expand, invasion, settlement, decline, occupation/occupy territory **Civilisation (social and cultural)** Civilisation, hygiene, leisure, apprentice, childhood, class, master, poorer, poverty, servant, wealthier, working conditions **Trade** Goods, trade, export, import, barter, currency **Beliefs** Beliefs, ceremony, myth, religion, afterlife, convert, creation, gods/goddesses, missionary, monastery, pope, ritual, sacred

National Curriculum End of KS2

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Pupils should understand how our knowledge of the past is constructed from a range of sources.

History

Y5/6 Skills		
Chronological Awareness	**Disciplinary Concepts**	**Historical Enquiry**
Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.	**Change and continuity** Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. **Cause and consequence** Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. **Similarities and differences** Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time. **Historical significance** Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments. **Sources of evidence** Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. **Historical interpretations** Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.	**Posing historical questions** Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others. **Gathering, organising and evaluating evidence** Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. **Evaluating and drawing conclusions** Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources. Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. **Communicating findings** Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.

History

Y5/6 Knowledge		
Chronological Awareness	**Disciplinary Concepts**	**Substantive Concepts**
To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events.	**Change and continuity** To know that change can be brought about by conflict. To know that change can be traced using the census. **Cause and consequence** To know that members of society standing up for their rights can be the cause of change. **Historical significance** To know how historians select criteria for significance and that this changes. **Sources of evidence** To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes. **Historical interpretations** To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.	**Power (monarchy, government and empire)** To understand how the monarchy exercised absolute power To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires. **Invasion, settlement and migration** To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. **Beliefs** To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. **Civilisation (social and cultural)** To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. **Trade** To know that trade routes from Britain expanded across the world . To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. **Achievements and follies of mankind** To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities.

History

		To know some of the impacts of war on daily lives. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.
Y5/6 Vocabulary		
Chronological Awareness	**Historical Enquiry and Disciplinary Concepts**	**Substantive Concepts**
century, decade	Bias, effect, perspective, propaganda, historical enquiry, legacy, reliable	**Power (monarchy, government and Empire)** heir, democracy, parliament, state, tyrant, legislation, politics, suffrage **Achievements and follies of mankind** advancement **Invasion, settlement and migration** Raid, alliance, conflict, emigration, evacuation, immigration, migration, refugee **Civilisation (social and cultural)** Citizen, enslaved, enslaver, ethics, cultural exchange, culture, hierarchy, noble, occupation, peasant, society **Trade** Exchange, merchant, trade route, tax

National Curriculum End of KS2

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Pupils should understand how our knowledge of the past is constructed from a range of sources.