



## History Overview 2025-2026

### **Intent:**

Through our History Curriculum, we aim to inspire in pupils a curiosity and fascination about the History of Britain and other societies. We aim to provide an inclusive curriculum which represents our school community, giving all of our pupils the understanding of their place in our world and their heritage. History at Bassingbourn Community Primary School aims to be ambitious and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills and concepts. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past, with the intention to improve every child's cultural capital.

At Bassingbourn, our History curriculum is designed with the intent that all children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- To discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire into Historical themed questions and form their own opinions and interpretation of the past
- Children are able to form links through historical and geographical concepts, exploring how these are layered and intertwined across human civilization allowing for a deeper explanation and broader understanding of the humanities

### **Implementation:**

At Bassingbourn, we plan our History lessons based on the KAPOW scheme of study, incorporating the National Curriculum outcomes. Younger children in EYFS will have 'History' incorporated into their topics throughout the year within the class provision. In KS1 and KS2, children will study three units of History across the school year. In ensuring high standards of teaching and learning in History, the whole school overview ensures there is progression throughout the school and that children build upon knowledge and skills learnt in previous years. For younger children in Early Years and Key Stage 1, this incorporates changes in living memory and learning about the lives of significant people and events of the past. In Key Stage 2, the focus broadens out to Britain's early history, how it has influenced and been influenced by the wider world, in addition to understanding the significant aspects of the history of the wider world through ancient civilisations and empires. Where possible, teaching will be supplemented by trips to places of historical interest, visits from people from the community or borrowing artifacts from local museums.

### **Impact:**

History is assessed using the end of unit assessment tasks written by KAPOW and adapted by the teacher. The assessment tasks will assess the skills and knowledge taught in the unit. Children who are "working towards" and at "greater depth" are recorded in order to track progression and provide intervention where appropriate. Teachers make use of curriculum journeys in order to help children track their own learning progress. Children are also encouraged to discuss their understanding of the unit and the

concepts that arise within the unit. Pupils at the school will be more prepared for the opportunities, responsibilities and experiences of later life. Further information regarding assessment of impact is available in the Assessment Guidance.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Reception</b>	<b>All about Me</b> Children will be able to: Name and describe the people who are familiar to them Talk about their immediate family	<b>Transport</b> Children will be able to: Talk about transport in the past and present.	<b>Pirates</b> Children will be able to: compare and contrast characters from the past and compare them to the present.			<b>Let's create – Toys</b> Children will be able to talk about toys in the past and present within living memory e.g. toys their grandparents played with.
<b>KS1 (Y1/2) (Cycle A)</b>	<b>How Am I Making History?</b>		<b>How have toys changed?</b>		<b>How did we learn to fly?</b>	
Knowledge	Children will know that photographs can tell us about the past.  We can find out about the past by asking the people who were there.  To know that we remember some of the events we lived through.  To know that a timeline shows the order events happened and that we start by 'now' on a timeline then look back.  Children will know that within living memory is 100 years.  Children to know that throughout someone's lifetime, some things will change and some things will stay the same. People celebrate special events in different ways.		Throughout someone's lifetime, some things change and some things will stay the same.  Everyday objects have changed over time and they change as new materials have been invented.  Everyday objects have similarities and differences with those used for the same purpose in the past.  Artefacts can tell us about the past and some inventions can still influence their own lives today.		Children to now that changes may come about because of improvements in technology.  Historians use evidence from sources to find out more about the past.  Begin to identify and know achievements and inventions that still influence their own lives today.  Know the contribution that inventions have on the future.  To understand the achievements of significant individuals.	

Skills	<p>Sequencing three/four events in their own life</p> <p>Use common words and phrases for the passing of time (now, long ago, then, before, after)</p> <p>Place events on a timeline</p> <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Begin to look for similarities and differences over time in their own lives</p> <p>Use artefacts and photographs to answer simple questions</p> <p>Communicate findings through discussion and timelines with physical objects.</p>	<p>Sequence three/four artefacts from different periods of time.</p> <p>Describe simple changes and ideas/objects that remain the same</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Make inferences and deductions from sources of evidence</p> <p>Communicate findings through discussion and timelines with physical objects.</p>	<p>Sequence up to 6 events on a timeline</p> <p>To begin to recognise how long each event lasted.</p> <p>Recognise some things which have changed or stayed the same as the past and identify the reasons for change</p> <p>Use sources to show an understanding of historical concepts</p> <p>Describe the main features of concrete evidence of the past or historical evidence.</p> <p>Express a personal response to a historical story or event through discussion.</p>
Vocabulary	<p>Change</p> <p>Different</p> <p>Event</p> <p>Future</p> <p>Memory</p> <p>Past</p> <p>Present</p> <p>Similar</p> <p>Timeline.</p>	<p>Artefact</p> <p>Different</p> <p>Memory</p> <p>Past</p> <p>Present</p> <p>Similar</p>	<p>beyond living memory</p> <p>inventor</p> <p>lifetime</p> <p>living memory</p> <p>past</p> <p>present</p> <p>timeline</p>
Year 3	<b>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</b>	<b>Why did the Romans invade and settle in Britain?</b>	<b>What was important to ancient Egyptians?</b>

Knowledge	<ul style="list-style-type: none"> <li>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born</li> <li>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.</li> <li>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</li> <li>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</li> <li>To know that change can be brought about by advancements in transport and travel.</li> </ul>	<ul style="list-style-type: none"> <li>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.'</li> <li>To know that AD is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born</li> <li>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>To know that change can be brought about by advancements in materials.</li> <li>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> </ul>	<ul style="list-style-type: none"> <li>To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> <li>To know that change can be brought about by advancements in trade.</li> <li>To know that significant archaeological findings are those which change how we see the past.</li> <li>To know that archaeological evidence can be used to find out about the past.</li> <li>To know that we can make inferences and deductions using images from the past.</li> <li>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.</li> <li>To know that assumptions made by historians can change in the light of new evidence.</li> <li>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that change can be brought about by advancements in materials.</li> <li>• To know that change can be brought about by advancements in trade.</li> <li>• To know that significant archaeological findings are those which change how we see the past.</li> <li>• To know that archaeological evidence can be used to find out about the past.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• 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.</li> <li>• To know that assumptions made by historians can change in the light of new evidence.</li> <li>• To understand the development of groups, kingdom and monarchy in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that archaeological evidence can be used to find out about the past.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To understand the expansion of empires and how they were controlled across a large empire.</li> <li>• To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>• To understand some reasons why empires fall/collapse.</li> <li>• To know that there were different reasons for invading Britain.</li> <li>• To understand that there are varied reasons for coming to Britain.</li> <li>• To know that settlement created tensions and problems.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To understand that there are different beliefs in different cultures, times and groups.</li> <li>• To compare the beliefs in different cultures, times and groups.</li> <li>• To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To understand that there are varied reasons for coming to Britain.</li> <li>• To know that settlement created tensions and problems.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> <li>• To know that settlements changed over time.</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• To understand that trade began as the exchange of goods.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• To understand that trade began as the exchange of goods.</li> <li>• To understand that the Roman invasion led to a great increase in British trade with the outside world.</li> <li>• To understand that trade develops in different times and ways in different civilisations.</li> <li>• To understand that the traders were the rich members of society.</li> <li>• To understand that there are different beliefs in different cultures, times and groups.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.</li> <li>• To understand that the traders were the rich members of society.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about paganism and the introduction of Christianity in Britain.</li> <li>• To be able to identify achievements and inventions that still influence our lives today from Roman times.</li> </ul>	
Skills	<p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p>	<ul style="list-style-type: none"> <li>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>• Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• Using BC/AD/Century.</li> <li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Placing the time studied on a timeline.</li> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in</li> <li>• 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</li> <li>• Using BC/AD/Century.</li> <li>• Sequencing eight to ten artefacts, historical pictures or events.</li> <li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Placing the time studied on a timeline.</li> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>• Noticing connections over a period of time.</li> <li>• Making a simple individual timeline.</li> </ul>

	<p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question “How do we know?”</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	<ul style="list-style-type: none"> <li>• Noticing connections over a period of time.</li> <li>• Making a simple individual timeline.</li> <li>• Identifying what the situation was like before the change occurred.</li> <li>• Comparing different periods of history and identifying changes and continuity.</li> <li>• Describing the changes and continuity between different periods of history.</li> <li>• Identifying the links between different societies.</li> <li>• Identifying the consequences of events and the actions of people.</li> <li>• Identifying reasons for historical events, situations and changes.</li> <li>• Identifying similarities and differences between periods of history.</li> <li>• Explaining similarities and differences between daily lives of people in the past and today.</li> <li>• Identifying similarities and differences between social,</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying reasons for change and reasons for continuities.</li> <li>• Identifying what the situation was like before the change occurred.</li> <li>• Comparing different periods of history and identifying changes and continuity.</li> <li>• Describing the changes and continuity between different periods of history.</li> <li>• Identifying the links between different societies.</li> <li>• Identifying the consequences of events and the actions of people</li> <li>• Identifying reasons for historical events, situations and changes.</li> <li>• Using a range of sources to find out about a period.</li> <li>• Using evidence to build up a picture of a past event.</li> <li>• Observing the small details when using artefacts and pictures.</li> <li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books</li> <li>• Understanding how historical enquiry questions are structured.</li> <li>• Creating historically-valid questions across a range of time periods, cultures and groups of people.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Defining the terms ‘source’ and ‘evidence’.</li> </ul>
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	<p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>cultural, religious and ethnic diversity in Britain and the wider world.</p> <ul style="list-style-type: none"> <li>• Recalling some important people and events.</li> <li>• Identifying who is important in historical sources and accounts.</li> <li>• Using a range of sources to find out about a period.</li> <li>• Using evidence to build up a picture of a past event.</li> <li>• Observing the small details when using artefacts and pictures.</li> <li>• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li> <li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>• Evaluating the usefulness of different sources.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting the appropriate information from a historical source.</li> <li>• Selecting and recording relevant information from a range of sources to answer a question.</li> <li>• Understanding that there are different ways to interpret evidence.</li> <li>• Interpreting evidence in different ways.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question “How do we know?”</li> <li>• Understanding that there may be multiple conclusions to a historical enquiry question.</li> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> </ul>
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|  |  | <ul style="list-style-type: none"><li>• Asking questions about the bias of historical evidence.</li><li>• Using a range of sources to construct knowledge of the past.</li><li>• Defining the terms 'source' and 'evidence'.</li><li>• Extracting the appropriate information from a historical source.</li><li>• Selecting and recording relevant information from a range of sources to answer a question.</li><li>• Identifying primary and secondary sources.</li><li>• Identifying the bias of a source.</li><li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li><li>• Making links and connections across a period of time, cultures or groups.</li><li>• Asking the question "How do we know?"</li></ul> |  |
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		<ul style="list-style-type: none"> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> </ul>	
Vocabulary	AD (Anno Domini) age barter BC (Before Christ) date evidence export historian import prehistory primary source reconstruction secondary source settlement trade	archaeology border chronology civilisation conquer emperor empire expand government hygiene impact invasion leisure myth primary source secondary source sequence settlement	achievement afterlife beliefs chronological civilisation continuity creation goods source trade

Year 4	How have children's lives changed?	What changed in Britain after the Anglo-Saxon Invasion?	How did the achievements of the ancient Maya impact their society and beyond?
Knowledge	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</li> <li>• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li> <li>• To know that advancements in science and technology can be the cause of change.</li> <li>• To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To know that assumptions made by historians can change in the light of new evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that significant archaeological findings are those which change how we see the past.</li> <li>• To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To understand the development of groups, kingdom and monarchy in Britain.</li> <li>• To know who became the first ruler of the whole of England.</li> <li>• To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>• To know that there were different reasons for invading Britain.</li> <li>• To understand that there are varied reasons for coming to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• History is divided into periods of history, e.g. ancient times, Middle Ages and modern.</li> <li>• Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</li> <li>• History is divided into periods of history, e.g. ancient times, Middle Ages and modern.</li> <li>• A chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Change can be brought about by advancements in materials.</li> <li>• Change can be brought about by advancements in trade.</li> <li>• The actions of people can be the cause of change (e.g. Lord Shaftesbury).</li> <li>• Advancements in science and technology can be the cause of change.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</b></li> <li>• <b>To know that education existed in some cultures, times and groups.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know that there are different reasons for migration.</li> <li>• To know that settlement created tensions and problems.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> <li>• To know that settlements changed over time.</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• To understand that there are different beliefs in different cultures, times and groups.</li> <li>• To know about paganism and the introduction of Christianity in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Significant archaeological findings are those which change how we see the past.</b></li> <li>• <b>‘Historically significant’ events are those which changed many people’s lives and had an impact for many years to come.</b></li> <li>• <b>Archaeological evidence can be used to find out about the past.</b></li> <li>• <b>We can make inferences and deductions using images from the past.</b></li> <li>• <b>Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</b></li> <li>• <b>Assumptions made by historians can change in the light of new evidence.</b></li> <li>• <b>Some important people and events.</b></li> <li>• <b>Settlements changed over time.</b></li> <li>• <b>Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</b></li> </ul>
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Skills	<ul style="list-style-type: none"> <li>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>Placing the time studied on a timeline.</li> <li>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Using BC/AD/Century.</li> <li>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>Placing the time studied on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Using BC/AD/Century.</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Placing the time studied on a timeline.</li> <li>Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient.</li> <li>Noticing connections over a period of time.</li> <li>Making a simple individual timeline.</li> <li>Identifying what the situation was like before the change occurred.</li> </ul>

	<ul style="list-style-type: none"> <li>• Noticing connections over a period of time.</li> <li>• Making a simple individual timeline.</li> <li>• Identifying reasons for change and reasons for continuities.</li> <li>• Identifying what the situation was like before the change occurred.</li> <li>• Comparing different periods of history and identifying changes and continuity.</li> <li>• Describing the changes and continuity between different periods of history.</li> <li>• Identifying the consequences of events and the actions of people.</li> <li>• Identifying reasons for historical events, situations and changes.</li> <li>• Identifying similarities and differences between periods of history.</li> <li>• Explaining similarities and differences between daily lives of people in the past and today.</li> <li>• Recalling some important people and events.</li> <li>• Identifying who is important in historical sources and accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>• Noticing connections over a period of time.</li> <li>• Making a simple individual timeline.</li> <li>• Identifying reasons for change and reasons for continuities.</li> <li>• Identifying what the situation was like before the change occurred.</li> <li>• Comparing different periods of history and identifying changes and continuity.</li> <li>• Describing the changes and continuity between different periods of history.</li> <li>• Identifying the links between different societies.</li> <li>• Identifying the consequences of events and the actions of people.</li> <li>• Identifying reasons for historical events, situations and changes.</li> <li>• Recalling some important people and events.</li> <li>• Identifying who is important in historical sources and accounts.</li> <li>• Using a range of sources to find out about a period.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing different periods of history and identifying changes and continuity.</li> <li>• Describing the changes and continuity between different periods of history.</li> <li>• Identifying the links between different societies.</li> <li>• Identifying the consequences of events and the actions of people.</li> <li>• Identifying reasons for historical events, situations and changes.</li> <li>• Identifying similarities and differences between periods of history.</li> <li>• Explaining similarities and differences between people's daily lives in the past and today.</li> <li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Using a range of sources to find out about a period.</li> <li>• Using evidence to build up a picture of a past event.</li> <li>• Observing the small details when using artefacts and pictures.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Using a range of sources to find out about a period.</li> <li>• Using evidence to build up a picture of a past event.</li> <li>• Observing the small details when using artefacts and pictures.</li> <li>• Identifying sources which are influenced by the personal beliefs of the author.</li> <li>• Identifying and giving reasons for different ways in which the past is represented.</li> <li>• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li> <li>• Evaluating the usefulness of different sources.</li> <li>• Understanding how historical enquiry questions are structured.</li> <li>• Creating historically-valid questions across a range of time periods, cultures and groups of people.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>• Creating questions for different types of historical enquiry.</li> <li>• Asking questions about the bias of historical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Using evidence to build up a picture of a past event.</li> <li>• Observing the small details when using artefacts and pictures.</li> <li>• Identifying and giving reasons for different ways in which the past is represented.</li> <li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>• Evaluating the usefulness of different sources.</li> <li>• Understanding how historical enquiry questions are structured.</li> <li>• Creating historically-valid questions across a range of time periods, cultures and groups of people.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>• Asking questions about the bias of historical evidence.</li> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Extracting the appropriate information from a historical source.</li> <li>• Identifying primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and giving reasons for different ways in which the past is represented.</li> <li>• Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>• Creating historically valid questions across a range of time periods, cultures and groups of people.</li> <li>• Asking questions about the main features of everyday life in periods studied (e.g. how did people live?).</li> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Extracting the appropriate information from a historical source.</li> <li>• Selecting and recording relevant information from a range of sources to answer a question.</li> <li>• Comparing and contrasting different historical sources.</li> <li>• Understanding that there are different ways to interpret evidence.</li> <li>• Interpreting evidence in different ways.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Defining the terms 'source' and 'evidence'.</li> <li>• Extracting the appropriate information from a historical source.</li> <li>• Selecting and recording relevant information from a range of sources to answer a question.</li> <li>• Identifying primary and secondary sources.</li> <li>• Identifying the bias of a source.</li> <li>• Comparing and contrasting different historical sources.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question "How do we know?"</li> <li>• Recognising similarities and differences between past events and today.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the bias of a source.</li> <li>• Comparing and contrasting different historical sources.</li> <li>• Understanding that there are different ways to interpret evidence.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question "How do we know?"</li> </ul>	<ul style="list-style-type: none"> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question, 'How do we know?'</li> <li>• Understanding that there may be multiple conclusions to a historical enquiry question.</li> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Recognising similarities and differences between past events and today.</li> <li>• Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Creating a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> </ul>
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	<ul style="list-style-type: none"> <li>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>Constructing answers using evidence to substantiate findings.</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>		<ul style="list-style-type: none"> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> <li>Comparing the beliefs of different cultures, times and groups.</li> </ul>
Vocabulary	exchange trade route	cause change consequence continuity convert deduction evidence invasion kingdom missionary monastery primary source secondary source settlement	achievement afterlife ancient civilisation creation currency decline gods/goddesses historian ritual settlement trade
Year 5	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Knowledge	<ul style="list-style-type: none"> <li>To understand that historical periods have characteristics that distinguish them.</li> </ul>	<ul style="list-style-type: none"> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans,</li> </ul>	<ul style="list-style-type: none"> <li>To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>To understand how to represent a scale on a timeline.</b></li> <li>• <b>To understand how to create their own timeline selecting significant events.</b></li> <li>• <b>To know that change can be brought about by conflict.</b></li> <li>• <b>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</b></li> <li>• <b>To understand that different empires have different reasons for their expansion.</b></li> <li>• <b>To understand that there are changes in the nature of society.</b></li> <li>• <b>To know that there are different reasons for the decline of different empires.</b></li> <li>• <b>To understand there are increasingly complex reasons for migrants coming to Britain.</b></li> <li>• <b>To understand that migrants come from different parts of the world.</b></li> <li>• <b>To know about the diverse experiences of the different</b></li> </ul>	<p>Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.</p> <ul style="list-style-type: none"> <li>• To understand that historical periods have characteristics that distinguish them.</li> <li>• To understand how to work out durations of periods and events.</li> <li>• To understand that inventories are useful sources of evidence to find out about people from the past.</li> <li>• To know that the most reliable sources are primary sources which were created for official purposes.</li> <li>• To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>• To understand that there are different interpretations of historical figures and events.</li> <li>• To understand how the monarchy exercised absolute power.</li> <li>• To understand there are increasingly complex reasons for migrants coming to Britain.</li> <li>• To be aware of the different beliefs that different cultures, times and groups hold.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>To understand that historical periods have characteristics that distinguish them.</b></li> <li>• <b>To understand how to work out durations of periods and events.</b></li> <li>• <b>To understand how to represent a scale on a timeline.</b></li> <li>• <b>To know that members of society standing up for their rights can be the cause of change.</b></li> <li>• <b>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</b></li> <li>• <b>To understand that there are different interpretations of historical figures and events.</b></li> <li>• <b>To understand the process of democracy and parliament in Britain.</b></li> </ul>
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	<p><b>groups coming to Britain over time.</b></p> <ul style="list-style-type: none"> <li>• <b>To be aware of the different beliefs that different cultures, times and groups hold.</b></li> <li>• <b>To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.</b></li> <li>• <b>To understand the changes and reasons for the organisation of society in Britain.</b></li> <li>• <b>To know that trade routes from Britain expanded across the world.</b></li> <li>• <b>To understand that the expansion of trade routes increased the variety of goods available.</b></li> <li>• <b>To understand that the methods of trading developed from in person to boats, trains and planes.</b></li> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand the changing nature of religion in Britain and its impact.</li> <li>• To be aware of how different societies practise and demonstrate their beliefs.</li> <li>• To be able to identify the impact of beliefs on society.</li> <li>• To understand the changes and reasons for the organisation of society in Britain.</li> <li>• To understand how society is organised in different cultures, times and groups.</li> <li>• To know that trade routes from Britain expanded across the world .</li> <li>• 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.</li> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand that different empires have different reasons for their expansion.</b></li> <li>• <b>To understand that there are changes in the nature of society.</b></li> <li>• <b>To know that there are different reasons for the decline of different empires.</b></li> <li>• <b>To be aware of the different beliefs that different cultures, times and groups hold.</b></li> <li>• <b>To be aware of how different societies practise and demonstrate their beliefs.</b></li> <li>• <b>To be able to identify the impact of beliefs on society.</b></li> <li>• <b>To understand how society is organised in different cultures, times and groups.</b></li> <li>• <b>To be able to compare development and role of education in societies.</b></li> <li>• <b>To be able to compare education in different cultures, times and groups.</b></li> <li>• <b>To understand that there are differences between early and later civilisations.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• To understand the impact of war on local communities.</li> <li>• To know some of the impacts of war on daily lives.</li> <li>• To be able to identify the achievements of civilisations and explain why these achievements were so important.</li> </ul>		<ul style="list-style-type: none"> <li>• 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).</li> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• To know that new and sophisticated technologies were advanced which allowed cities to develop.</li> <li>• To be able to identify the achievements of civilisations and explain why these achievements were so important.</li> <li>• To be able to compare the achievements of different civilisations and groups.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Putting dates in the correct century.</li> <li>• Using the terms AD and BC in their work.</li> <li>• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.</li> <li>• Developing a chronologically secure understanding of British,</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>• Putting dates in the correct century.</li> <li>• Using the terms AD and BC in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events on a timeline, comparing where they fit in with times studied in previous year groups.</li> <li>• Using the terms AD and BC in their work.</li> <li>• Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age</li> </ul>

	<p>local and world history across the periods studied.</p> <ul style="list-style-type: none"> <li>• Placing the time, period of history and context on a timeline.</li> <li>• Relating current study on timeline to other periods of history studied.</li> <li>• Making links between events and changes within and across different time periods / societies.</li> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Comparing significant people and events across different time periods.</li> <li>• Recognising primary and secondary sources.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>• Suggesting explanations for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>• Placing the time, period of history and context on a timeline.</li> <li>• Relating current study on timeline to other periods of history studied.</li> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Making links between events and changes within and across different time periods / societies.</li> <li>• Identifying the reasons for changes and continuity.</li> <li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li> <li>• Describing the links between different societies.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>• Placing the time, period of history and context on a timeline.</li> <li>• Relating current study on a timeline to other periods of history studied.</li> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Making links between events and changes within and across different time periods/societies.</li> <li>• Describing the links between main events, similarities and changes within and across different periods studied.</li> <li>• Describing the links between different societies.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Analysing and presenting the reasons for changes and continuity.</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> </ul>
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	<ul style="list-style-type: none"> <li>Identifying how conclusions have been arrived at by linking sources.</li> <li>Understanding that different evidence creates different conclusions.</li> <li>Planning a historical enquiry.</li> <li>Suggesting the evidence needed to carry out the enquiry.</li> <li>Creating a hypothesis to base an enquiry on.</li> <li>Asking questions about the interpretations, viewpoints and perspectives held by others.</li> <li>Using different sources to make and substantiate historical claims.</li> <li>Recognising 'gaps' in evidence.</li> <li>Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>Interpreting evidence in different ways using evidence to substantiate statements.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and presenting the reasons for changes and continuity.</li> <li>Starting to analyse and explain the reasons for, and results of, historical events, situations and change.</li> <li>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Making links with different time periods studied.</li> <li>Describing change throughout time.</li> <li>Identifying significant people and events across different time periods.</li> <li>Recognising primary and secondary sources.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Identifying bias in a source and identifying the value of the sources to historical enquiry and</li> </ul>	<ul style="list-style-type: none"> <li>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li> <li>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Making links with different time periods studied.</li> <li>Describing change throughout time.</li> <li>Identifying significant people and events across different time periods.</li> <li>Comparing significant people and events across different time periods.</li> <li>Explain the significance of events, people and developments.</li> <li>Recognising primary and secondary sources.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Challenging existing interpretations of the past using interpretations of evidence.</li> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> <li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>• Evaluating conclusions and identifying ways to improve conclusions.</li> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>	<p>the limitations of sources.</p> <ul style="list-style-type: none"> <li>• Evaluating the usefulness of historical sources.</li> <li>• Developing strategies for checking the accuracy of evidence.</li> <li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>• Creating a hypothesis to base an enquiry on.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Considering a range of factors when discussing the reliability of</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing accounts of events from different sources.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Addressing and devising historically valid questions.</li> <li>• Understanding that different evidence creates different conclusions.</li> <li>• Evaluating the interpretations made by historians.</li> <li>• Identifying methods to use to carry out the research.</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> </ul>
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		<p>sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <ul style="list-style-type: none"> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing explanations for past events using cause and effect.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>
Vocabulary	exchange trade route	bias democracy enslaved enslaver heir merchant occupation parliament perspective propaganda	citizen democracy legacy

		reliable society sovereign state tyrant	
<b>Year 6</b>	<b>What can the census tell us about the local area?</b>	<b>What was the impact of WW2 on the people of Britain?</b>	<b>Unheard Stories: Who should go on the £10 banknote?</b>
Knowledge	<ul style="list-style-type: none"> <li>To know that change can be traced using the census.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>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.</li> <li>To understand the types of information that can be extracted from the census.</li> <li>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</li> <li>To understand how to compare different census extracts by analysing the entries in individual columns.</li> </ul>	<ul style="list-style-type: none"> <li><b>To understand that historical periods have characteristics that distinguish them.</b></li> <li><b>To understand how to work out durations of periods and events.</b></li> <li><b>To understand how to represent a scale on a timeline.</b></li> <li><b>To understand how to create their own timeline selecting significant events.</b></li> <li><b>To know that change can be brought about by conflict.</b></li> <li><b>To know that members of society standing up for their rights can be the cause of change.</b></li> <li><b>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</b></li> </ul>	<ul style="list-style-type: none"> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know how historians select criteria for significance and that this changes.</li> <li>To understand that there are different interpretations of historical figures and events.</li> <li>To understand how the monarchy exercised absolute power.</li> <li>To understand the process of democracy and parliament in Britain.</li> <li>To understand that there are changes in the nature of society.</li> <li>To be aware of the different beliefs that different cultures, times and groups hold.</li> <li>To identify the impact of beliefs on society.</li> <li>To understand the changes and reasons for the organisation of society in Britain.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that the most reliable sources are primary sources which were created for official purposes.</li> <li>• To understand the changes and reasons for the organisation of society in Britain.</li> <li>• To be able to compare development and role of education in societies.</li> <li>• To understand the changing role of women and men in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand that there are different interpretations of historical figures and events.</b></li> <li>• <b>To understand the process of democracy and parliament in Britain.</b></li> <li>• <b>To understand that there are changes in the nature of society.</b></li> <li>• <b>To know that there are different reasons for the decline of different empires.</b></li> <li>• <b>To understand there are increasingly complex reasons for migrants coming to Britain.</b></li> <li>• <b>To understand that migrants come from different parts of the world.</b></li> <li>• <b>To know about the diverse experiences of the different groups who came to Britain over time.</b></li> <li>• <b>To understand the changes and reasons for the organisation of society in Britain.</b></li> <li>• <b>To understand how society is organised in different cultures, times and groups.</b></li> <li>• <b>To understand the changing role of women and men in Britain.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand how society is organised in different cultures, times and groups.</li> <li>• To compare the development and role of education in societies.</li> <li>• To understand the changing role of women and men in Britain.</li> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• To identify the achievements of civilisations and explain their importance.</li> </ul>
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		<ul style="list-style-type: none"> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• To know that new and sophisticated technologies allowed cities to develop.</li> <li>• To understand the impact of war on local communities.</li> <li>• To know some of the impacts of war on daily lives.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>• <b>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</b></li> <li>• <b>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.</b></li> <li>• <b>Relating current study on timeline to other periods of history studied.</b></li> <li>• <b>Comparing and making connections between different contexts in the past.</b></li> <li>• <b>Describing change throughout time.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events on a timeline and identifying where it fits in with previously studied time periods.</li> <li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>• Placing the time, period of history and context on a timeline.</li> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Making links between events and changes within and across different time periods/societies.</li> <li>• Identifying the reasons for changes and continuity.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Describing the links between main events, similarities and changes within and across different periods studied.</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> <li>• Starting to analyse and explain the reasons for and results of historical events, situations and change.</li> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Making links with different time periods studied.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Identifying the reasons for changes and continuity.</b></li> <li>• <b>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</b></li> <li>• <b>Recognising primary and secondary sources.</b></li> <li>• <b>Using a range of sources to find out about a particular aspect of the past.</b></li> <li>• <b>Evaluating the usefulness of historical sources.</b></li> <li>• <b>Identifying how conclusions have been arrived at by linking sources.</b></li> <li>• <b>Addressing and devising historically valid questions.</b></li> <li>• <b>Planning a historical enquiry.</b></li> <li>• <b>Suggesting the evidence needed to carry out the enquiry.</b></li> <li>• <b>Identifying methods to use to carry out the research.</b></li> <li>• <b>Developing an awareness of the variety of historical evidence in</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describing the links between main events, similarities and changes within and across different periods studied.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Analysing and presenting the reasons for changes and continuity.</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> <li>• Starting to analyse and explain the reasons for and the results of historical events, situations and change.</li> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Making links with different time periods studied.</li> <li>• Describing change throughout time.</li> <li>• Identifying significant people and events across different time periods.</li> <li>• Comparing significant people and events across different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing change throughout time.</li> <li>• Identifying and comparing significant people and events across different time periods.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Explain the significance of events, people and developments.</li> <li>• Comparing accounts of events from different sources.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Addressing and devising historically valid questions.</li> <li>• Planning a historical enquiry.</li> <li>• Asking historical questions of increasing difficulty.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Recognising gaps in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> <li>• Reaching conclusions which are increasingly complex and substantiated by a range of</li> </ul>
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	<p><b>different periods of time.</b></p> <ul style="list-style-type: none"> <li>• <b>Recognising ‘gaps’ in evidence.</b></li> <li>• <b>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</b></li> <li>• <b>Interpreting evidence in different ways using evidence to substantiate statements.</b></li> <li>• <b>Making increasingly complex interpretations using more than one source of evidence.</b></li> <li>• <b>Making connections, drawing contrasts and analysing within a period and across time.</b></li> <li>• <b>Beginning to interpret simple statistical sources.</b></li> <li>• <b>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</b></li> <li>• <b>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of events, people and developments.</li> <li>• Recognising primary and secondary sources.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>• Comparing accounts of events from different sources.</li> <li>• Suggesting explanations for different versions of events.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Identifying how conclusions have been arrived at by linking sources.</li> <li>• Developing strategies for checking the accuracy of evidence.</li> <li>• Addressing and devising historically valid questions.</li> <li>• Understanding that different evidence creates different conclusions.</li> <li>• Suggesting the evidence needed to carry out the enquiry.</li> </ul>	<p>sources.</p> <ul style="list-style-type: none"> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Showing written and oral evidence of continuity and change as well as indicating simple causation.</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Showing written and oral evidence of continuity and change as well as indicting simple causation.</b></li> <li>• <b>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</b></li> <li>• <b>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</b></li> <li>• <b>Using evidence to support and illustrate claims.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identifying methods to use to carry out the research.</li> <li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>• Creating a hypothesis to base an enquiry on.</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>• Interpreting evidence in different ways using evidence to substantiate statements.</li> </ul>	
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|  |  | <ul style="list-style-type: none"><li>• Making increasingly complex interpretations using more than one source of evidence.</li><li>• Making connections, drawing contrasts and analysing within a period and across time.</li><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li><li>• Evaluating conclusions and identifying ways to improve conclusions.</li><li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li><li>• Showing written and oral evidence of continuity and change as well as indicting simple causation.</li><li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Constructing explanations for past events using cause and effect.</li></ul> |  |
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		<ul style="list-style-type: none"> <li>• Using evidence to support and illustrate claims.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing explanations for past events using cause and effect.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>	
Vocabulary	decade historical enquiry occupation politics reliable suffrage	advancement alliance cause conflict cultural exchange emigration evacuation immigration migration propaganda	alliance legacy politics society