

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world*
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind*
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses*
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed*
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

The scheme of learning has a clear progression of substantive knowledge and vocabulary and links to other curriculum subjects. Our curriculum is planned around the following historical concepts: Conflict, Political, Social and Cultural and Economic.

Progression in disciplinary knowledge (concepts such as chronology, change, cause and consequence, historical enquiry and interpretation) is integrated within the curriculum and developed alongside the substantive knowledge which the children learn each year.

History Curriculum Overview

	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Nursery 1	Amazing Autumn	Frozen Land	5,4,3,2,1 Blast Off!	All the Colours of The Rainbow	The Garden of Life	Once Upon a Time
	<i>How their families and themselves have changed from the past / toys they used to play with when they were babies</i>	<i>Richard Weber – Arctco explorer – finding out about is 7 expeditions to the North Pole</i>	<i>Famous people from the past – Henri Matisse – famous artist</i>	<i>Famous people from the past - Neil Armstrong / Helen Sharman</i>	<i>Special events that have been celebrated in their own lives and those of their parents such as weddings, birthdays etc.</i>	<i>Stories passed down - Traditional Tales</i>
Nursery 2	Rhyme Time!	Sparkle and Shine	Explorers Here We Go!	My World, Your World	Dig, Dig, Digging	Summer Scrapbook
	<i>Olden day school games – compare to what we have and do today including rhyme games,</i>	<i>Occupations of members of their families and sorting into those during the night / day</i>	<i>Significant figures -Jacques Cousteau</i>	<i>Study of family history / family tree.</i>	<i>Local history – finding out about mines / local mining from the past.</i>	<i>Memories – discussing memories from our memory tree of their time in nursery, recalling events in own life.</i>
Reception	Magical Me!	Are We Nearly There Yet?	Dinosaur World	Watch Them Grow	Off on Safari	Oh, I Do Like to Be Beside the Seaside
	<i>Past events in their own / family life (sense of chronology) People who live in our town. now and roles in the community.</i>	<i>Transport from the past (compare and contrast to modern day) Photos from ‘old’ town.</i>	<i>Historical figures - Barnum Brown / Mary Anning linked to palaeontology and modern-day dinosaur hunter, Dr Phil Manning (compare and contrast)</i>	<i>Baby to now timeline of their own using photographs, noticing what they can do now that they couldn’t do as a baby. (sense of chronology)</i>	<i>Past events in their own / family life – holidays / visits to places (sense of chronology)</i>	<i>Seaside holidays from the past (compare and contrast to their own experiences and learning)</i>
Year 1		Childhood	The Great Fire of London		School Days / Local History	
		<i>Comparing modern childhood to the childhoods of their parents (1980s/1990s) and grandparents (1960s/1970s), and before their grandparents’ time.</i>	<i>The Great Fire of 1666 is an event that most people know about today because it changed the face of London as we know it today.</i>		<i>Children learn about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</i>	
Year 2		Who made a difference?		Magnificent Monarchs		
	<i>Children learn about historically significant people who have had a major impact on the world. (explorers, activists, health professionals)</i>			<i>Children learn about the English and British monarchy to the present day.</i>		
Year 3		Through the Ages			Romans in Britain	Anglo Saxons
	<i>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i>				<i>Children learn about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</i>	<i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo invasions.</i>

<u>Year 4</u>			Vikings		Ancient Egypt
			<i>Children learn about Viking invasions up to the Norman conquest</i>		<i>Develop children's knowledge of ancient Egypt. Teach children about life on the Nile, the great pyramids and the powerful rule of the ancient pharaohs.</i>
<u>Year 5</u>		Ancient Greeks		The Tudors	Local History
		<i>This project teaches children about developments and changes of ancient Greek history and exploring the lasting legacy of ancient Greece.</i>		<i>This project teaches children how to know and understand how people's lives were shaped by the Tudors from Henry VII to Mary I.</i>	<i>Local history study which provides rich opportunities to engage children in their immediate local area and understand their own history and how history contributes to a greater overall understanding and bigger picture.</i>
<u>Year 6</u>	Britain at War – WW1		Britain at War – WW2		The Mayans
	<i>This project teaches children about the causes, events and consequences of the First World.</i>		<i>Causes, events and consequences of the Second World War. The project focuses on life in Britain for civilians and includes a local area study.</i>		<i>An introduction to the ancient civilisation Mayans. The Maya people are remembered for amazing creations, like their spectacular buildings and beautiful objects.</i>

History Progression – Knowledge (Substantive Knowledge)

	EYFS	1	2	3	4	5	6
Conflict				<p><u>THROUGH THE AGES</u> evidence to suggest that tribes were battling each other due to the high demand for Iron and Gold (change and continuity).</p> <p><u>ROMANS IN BRITAIN</u> The Roman Empire used three methods of conquest. Emperor Claudius was successful in invading Britain. Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule. The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia. Parts of Hadrian's Wall can still be seen in Northumberland today.</p> <p><u>ANGLO SAXONS</u> Invaders' enter a country by force with the intention of conquering it. Invaders may take land, treasure, and people as slaves, and they may also kill and injure people and destroy their homes, crops and livelihoods. Alfred the Great was an Anglo Saxon King. He fought the Vikings and then made peace so that English and Vikings settled down to live together.</p>	<p><u>VIKINGS</u> The Vikings first visited England in AD 789, when they sailed from Norway. In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injured the monks and took some as slaves. Over the next 60 years, the Vikings continued to raid England in the spring and summer, before returning to Scandinavia in the winter. In 1066, William Duke of Normandy led the Norman invasion. He was crowned and became known as William the Conqueror</p>	<p><u>TUDORS</u> The War of the Roses was a civil war in England over who should rule. The Battle of Bosworth was the final major battle in the War of the Roses. Henry Tudor defeated Richard III at the Battle of Bosworth and became King.</p> <p><u>LOCAL HISTORY STUDY</u> There has been a human presence in North East England for close to 10,000 years. Our region's recorded history begins with the arrival of the Romans. Emperor Claudius built Hadrian's Wall. The Vikings invaded Lindisfarne and many local areas. The Kingdom of Northumbria was one of the main Anglo Saxon Kingdoms. A War of the Roses battle takes place in Northumberland. Henry Percy, Earl of Northumberland was an English nobleman and military commander in the War of the Roses. The closing of the mines and shipyards in the North East.</p>	<p><u>BRITAIN AT WAR – WW1</u> Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</p> <p><u>BRITAIN AT WAR – WW2</u> The Battle of Britain was a major air campaign fought over southern Britain in 1940. Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain. D-Day Landings was one of the largest military operations and was called Operation Overlord. Troops landed on the beaches in Normandy. Britain, USA, Canada and 10 other allied countries were involved.</p>
Political		<p><u>GREAT FIRE OF LONDON</u> Samuel Pepys kept a diary. He wrote all about the Great Fire in it. This is how we know what happened.</p> <p><u>LOCAL STUDY</u> Samuel Wilderspin improved infant schools for children.</p>	<p><u>WHO MADE A DIFFERENCE</u> Rosa Parks was an activist. She wanted every person to be treated kindly and fairly, no matter what their skin colour. Emily Davison stood up for women's rights. She went to prison many times. She dies when she was knocked down by the King's horse.</p> <p><u>MAGNIFICENT MONARCHS</u> A monarch is a ruler such as a King, Queen or Emperor. The role of monarch has changed in Britain over time. Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1588. Queen Victoria, ruled over Great Britain and the British Empire. Her reign is known as the Victorian era. King Charles III is the current British monarch. Paintings and photographs give clues to a monarch's reign.</p>	<p><u>ROMANS IN BRITAIN</u> An Empire is a group of countries ruled by a single person, government, or country. A Civilization is a group of people with their own languages and way of life. examples of civilizations are the Greeks, the Romans, the Mayans, the Aztecs, and the Vikings.</p> <p><u>ANGLO SAXONS</u> 7 main Anglo Saxon kingdoms include: Northumbria, East Anglia, Mercia, Wessex, Sussex, Kent, Essex. Augustine the Monk was sent to persuade the pagans to become Christians. Religion in Anglo Saxon times moved from paganism to Christianity. Gildas the Wise was a monk who wrote about the invasion.</p>	<p><u>VIKINGS</u> King Athelstan became the first King of all England. England has been united since the reign of Athelstan. The Vikings were a civilisation.</p> <p><u>ANCIENT EGYPT</u> The Egyptians were a civilisation. Pharaohs ruled over ancient Egypt with absolute power. Tutankhamun's tomb (a boy Pharaoh) was uncovered in 1923. The tomb was filled with many precious items belonging to Tutankhamun in life. Cleopatra was the last Pharaoh and ruled with the help of two Roman leaders. (Julius Caesar and Marc Antony)</p>	<p><u>ANCIENT GREEKS</u> Greece is situated in southeast Europe. Its capital city is Athens. Greece is made up of thousands of islands. Ancient Greek history can be divided into seven main periods or civilisations. Ancient Greek lands were made up of the Greek mainland, surrounding islands and Greek colonies across the Mediterranean Sea. Democracy comes from the Greek word 'demos' which refers to entire population. Democracy meant Greek cities were ruled by its citizens. Male citizens over 18 were allowed to speak during this assembly and vote on important matters for the city.</p> <p><u>TUDORS</u> Henry VIII had six wives (Catherine of Aragon, Anne Boleyn, Jane Seymour, Anen of Cleves, Katharine Howard, Catherine Parr)</p>	<p><u>BRITAIN AT WAR – WW1</u> Causes of the First World War include alliances, imperialism, militarism and nationalism. The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. Propaganda was used to encourage volunteers to join the war effort. The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day</p> <p><u>BRITAIN AT WAR – WW2</u> The main reasons for the start of WW2 included Hitler's ambitious foreign policy and Britain initially pursuing appeasement. The end of the war came in two parts – Victory in Europe and Victory in Japan.</p> <p><u>MAYANS</u></p>

						<p>The Church of England was formed so Henry VIII could marry Anne Boleyn. Henry VIII's children were Mary, Elizabeth and Edward. The oldest male heir inherited the throne. Lady Jane Grey ruled for nine days before she was executed. Religion in England was split between Catholicism and Protestantism Edward VI's short reign was heavily influenced by religion and so was his successors. Religion played a big part on the political and social lives of people. When Edward died, this created a religious war between Mary, Elizabeth and the rest of the country. During the Tudor period, Britain started to prosper under the reign of Elizabeth, some historians call it 'The Golden Age' due to the new technology and age of exploration.</p> <p><u>LOCAL HISTORY</u> De-Industrialisation in the North East had a profound impact on communities.</p>	<p>The Mayans were a civilisation. The Maya civilisation began long ago in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America. The Mayan civilization developed in Yucatan Peninsula around 200 B.C., and mysteriously disappeared around 900 A.D. They lived in different cities, ruled by different kings and queens, but the Mayas shared a lot of common beliefs and traditions.</p>
<p>Social and Cultural</p>		<p><u>CHILDHOOD /LOCAL STUDY</u> Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</p> <p><u>CHILDHOOD / LOCAL STUDY</u> An artefact is an object from the past.</p> <p><u>CHILDHOOD</u> Families consist of generations of people from the present and past. A family tree is a diagram that shows someone's family relationships.</p> <p><u>GREAT FIRE OF LONDON</u> Houses were built from wood with thatched roofs. This meant they could catch fire easily. The fire started in a bakery, near Pudding Lane. The fire swept through London in four days.</p> <p><u>LOCAL STUDY</u> What remains of the original school building and what has changed over time. Name 2 key differences in school then and now.</p>	<p><u>WHO MADE A DIFFERENCE</u> Florence Nightingale was a nurse. She became known as 'The Lady with the Lamp.' She showed people nursing was an important job. Mary Seacole was British – Jamaican. She cared for many sick soldiers. She paid for everything from her own money. Captain James Cook drew detailed maps of New Zealand and discovered Australia. Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.</p>	<p><u>THROUGH THE AGES</u> BC stands for Before Christ, and it's a way of counting years before the estimated birth of Jesus Christ. AD stands for Anno Domini, which is Latin for in the year of the Lord. It's a way of counting years based on the estimated birth of Jesus Christ. In astronomy, scientists use the terms CE and BCE, which stand for Common Era and Before Common Era Palaeolithic, Mesolithic, neolithic are periods in the Stone Age <u>Tools</u> Stone Age tools were made from stone, wood and bone. Bronze tools were sharper, stronger and more efficient than stone tools. Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy. Stone Age people lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic. Bronze Age people lived in permanent settlements, in roundhouses. Iron Age people lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. Stone Age people built monuments, including stone circles, henges and earthworks.</p>	<p><u>VIKINGS</u> Men and boys trained in boat building, weapon making, crafts and combat. They lived in longhouses, with a central fire and thatched roof. When the Vikings invaded, they were pagans and worshipped many gods. Over time, they converted to Christianity.</p> <p><u>ANCIENT EGYPT</u> Egypt is in the North-East corner of Africa and is well known for its ancient history and culture. Ancient Egyptians believed many different Gods and Goddesses controlled the world. Egyptians believed that when a person died, their spirit would live again in the afterlife. They were buried with possessions that would help in the afterlife such as food, drink, clothes and treasure. They were buried in tomb such as the Pyramids or in the Valley of the Kings. Egyptians used mummification to preserved bodies of their dead. Ancient writing is called hieroglyphics. It uses pictures to represent different objects, sounds, actions and ideas. The ancient Egyptians invented: clocks and calendars for telling the time, paper from the papyrus plants, a shaduf, which used a lever mechanism to move a heavy bucket of water from a low to higher level.</p>	<p><u>ANCIENT GREEKS</u> The Greeks believed that gods and goddesses watched over them. The Greeks believed the gods lived in Mount Olympus, in a palace in the clouds. Zeus was the king of the gods. Other Gods include Poseidon, Hades, Athena, Hercules. The Greeks built temples to their gods and goddesses. The Olympic Games began in Olympia. Every four years, people came from all over the Greek world to watch and take part. The Olympics was a religious festival as well as a sporting event. Pythagoras was a mathematician who coined the term 'mathematics', meaning 'that which is learned. Hippocrates was a doctor in ancient Greece. Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today. Aristotle was a great philosopher. Philosophy is about knowledge, right and wrong, reasoning and the value of things.</p> <p><u>TUDORS</u> Punishments in Tudor times could be extremely severe. Tudors enjoyed being entertained</p> <p><u>LOCAL HISTORY</u> Northern monasteries were dissolved under Henry VIII.</p>	<p><u>BRITAIN AT WAR – WW1</u> A range of animals supported during World War 1. (e.g., horses, dogs, pigeons, elephants) Armistice Day is celebrated on 11th November.</p> <p><u>BRITAIN AT WAR – WW2</u> The Blitz was the German air bombing campaign in Britain. How Britain's Home Front reacted during the attacks including blackouts, air raid shelters, and air raid precautions. The North East were targeted due to ship building industries on the Tyne, Wear and Tees. Children from cities were evacuated to the countryside for safety during the Blitz. Understand the Holocaust describes the death of millions of Jewish people. Anne Frank was killed during the holocaust, but she left a diary which tells of her time in hiding</p> <p><u>MAYANS</u> Maya civilisation were polytheistic like the Egyptians, meaning they believed in multiple gods and goddesses. The ancient Maya only had around a dozen or so gods and goddesses. Maya temples are considered one of the most impressive examples of architecture in world history. Maya glyphs, is historically the native writing system of the Maya civilization.</p>

				<p>Bronze Age people were buried with objects, including Bell Beaker pottery, to use in the afterlife. Iron Age Priests called druids led worship. Humans were sacrificed as offerings to the gods.</p> <p>Skara Brae is a Neolithic settlement in the Orkney Islands, Scotland. Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales.</p> <p>The Amesbury Archer was buried near Stonehenge with his tools, including arrowheads, a metalworking stone and some Bell Beaker pottery.</p> <p><u>ROMANS IN BRITAIN</u> There are two explanations for the founding of the city of Rome in Italy.</p> <p>The Romans brought new technology to farmland etc, new pottery and new payment methods which changed the way people traded throughout Britain.</p> <p><u>ANGLO SAXONS</u> Settlers' move into a new area peacefully and make their homes there.</p> <p>County names often come from the names and geographical location of the Anglo-Saxons who first settled here.</p> <p>The Anglo-Saxons chose to live in small villages instead, which were often set up by clearing away a part of a forest.</p> <p>The Anglo-Saxons positioned their villages near a water source, such as a river or lake, which would provide drinking water and fish to eat.</p> <p>The Anglo-Saxons lived in family houses which were built around a central hall where the village chief lived.</p>		<p>Throughout the 20th century there were many changes to the way ships were built. Workers were at times very busy, but at other times there was little or no work.</p>	
<p>Economic</p>		<p><u>CHILDHOOD</u> Aspects of life changes over time this includes homes, jobs, shops, toys, schools, transport and technology.</p> <p>Technology is a device that has been designed based on scientific knowledge and understanding.</p> <p><u>GREAT FIRE OF LONDON</u> The city was rebuilt with houses made of stone and brick.</p>		<p><u>ROMANS IN BRITAIN</u> The Romans built towns in Britain that were similar to towns across the Roman Empire.</p> <p>The Roman invasion of Britain was heavily influenced by Britain's natural resources such as: Iron, Gold and Tin.</p> <p>The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.</p> <p><u>ANGLO SAXONS</u> Settlers may build houses, plant crops, rear animals and create communities.</p>	<p><u>VIKINGS</u> In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injured the monks and took some as slaves.</p> <p><u>ANCIENT EGYPT</u> The River Nile provided water, food, transportation and excellent soil for growing food.</p> <p>The Nile flooded every year making the land fertile.</p>	<p><u>LOCAL HISTORY</u> The main industries in the North East have been farming, mining, shipbuilding, glassworks.</p> <p>Coal mining was once the main industry in North East England.</p> <p>A coal mine, buildings and equipment are known as a colliery.</p> <p>At the start of the 20th century, almost half of the world's ships were being made in the North East of England.</p> <p>There are many famous ships, types of ships and engines that were developed in the North East.</p> <p>Shipbuilding was a difficult and dangerous industry, with many risks.</p> <p>During World War One, many ships sank, so after the war there were a</p>	<p><u>BRITAIN AT WAR – WW1</u> The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p> <p><u>BRITAIN AT WAR – WW2</u> The North East were targeted due to ship building industries on the Tyne, Wear and Tees.</p> <p><u>MAYANS</u> In ancient Maya times, children had very different lives to today. They dressed differently and their homes were much smaller.</p>

						<p><i>few years when there was high demand for building new ships. The first stained glass to be produced in Britain was made in Sunderland.</i></p> <p><i>Wearside one of the earliest glass making centres in the country.</i></p> <p><i>By the 19th Century, glass making was a hugely successful industry in Sunderland.</i></p>	<p><i>Families lived in great cities like Yax Mutal and Palenque, and also in surrounding farmland.</i></p> <p><i>Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.</i></p>
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History Progression – Skills (Disciplinary Knowledge)

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Continuity and Change	Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time	Begin to identify old and new things across periods of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same.	Identify key things that stayed the same between periods. Identify key things that changed between periods. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Start to explain the impact of some changes that have happened throughout different periods of time. Start to understand that there are times in history when change happens suddenly.	Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history
				Identify why some changes between different periods of time have had more significant consequences than others.
Cause and Consequence	Question why things happen and give explanations.	Understand that a cause makes something happen and that historical events have causes. Understand that a consequence is something that happens as a direct result of something else.	Understand that a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequences. Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over.	Examine in more detail the short and long term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another, Understand that one event can have multiple consequences that impact on many countries and civilisations. Understand and describe in some detail the main changes to an aspect of a period in history. Address and devise historical questions about cause and consequence.
		Explain that historical events are caused by things that occurred before them.		
Similarities and Differences	Know about similarities and differences between themselves and others, and among families, communities and traditions	Recognise some similarities and differences between the past and the present. Identify that some things within living memory are similar and some things are different.	Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. Identify and give some examples of how life was similar in the past.	Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.
		Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. Identify some similarities and differences between ways of life in different periods.		
Historical Significance	Recognise and describe special times or events for family or friends .	Explain reasons why someone might be significant. Talk about why the event or person was important and what changed/happened	Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. Identify historically significant people and events from a period of history and give some detail about what they did or what happened.	Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
			Begin to understand that historical significance is a decision that people	

				living in modern times make about what they feel are important aspects of the past.	can change throughout different periods.	
Historical Interpretations		Observe and use pictures, photographs and artefacts to find out about the past. Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.		Look at two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Begin to understand some of the ways in which historians and others investigate the past.	Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and start to question its reliability; Know that people in the past represent events or ideas in a way that may be to persuade others; Continue to develop their understanding of how historians and others investigate the past.	
			Start to understand that there can be different versions of the same event from the past Start to use stories or accounts to distinguish between fact and fiction;			
						Show an awareness of the concept of propaganda;
Historical Investigations	Be curious about people and show interest in stories. Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding and asks appropriate questions. Know that information can be retrieved from books and computers.	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Sort some objects/artefacts into new and old and then and now.		Use a range of primary and secondary sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research.	Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.	
			Use evidence to explain the key features of events;			
Chronological Understanding	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters.	Sequence artefacts and events that are close together in time; Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.		Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; Understand that a timeline can be divided into BC (before Christ) and AD (anno domini).	Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; Understand how some historical events/periods occurred concurrently in different locations	
		Sequence pictures from different periods; Describe memories and changes that have happened in their own lives;	Order dates from earliest to latest on simple timelines;			
Knowledge and Understanding of Events and People in the Past	Talk about past and present events in their own lives and in lives of family members.	Know and recount episodes from stories and significant events in history; Understand that there are reasons why people in the past acted as they did; Describe significant individuals from the past.		Find out about the everyday lives of people in time studied compared with our life today; Explain how people and events in the past have influenced life today; Identify key features, aspects and events of the time studied; Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	
Presenting, Organising and Communicating	Record, using marks they can interpret and explain.	Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past.		Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);	Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; Plan and present a self-directed project or research about the studied period.	

			<p><i>Start to present ideas based on their own research about a studied period.</i></p>	
<p>Substantive Concepts and Historical Vocabulary</p>	<p><i>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</i></p>	<p><i>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; Talk and write about things from the past using some historical vocabulary.</i></p>	<p><i>Build on prior knowledge to start to gain further understanding of substantive concepts; Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</i></p>	<p><i>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; Start to recognise that some concepts, such as technology, will be different across different periods of history; Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information</i></p>