

History: Progression Mapped by Strand



Our School Vision

But those who hope in the Lord will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.
Isaiah 40:31

Rationale

- ✚ Promote high aspiration
- ✚ Promote opportunities for cultural capital
- ✚ Create a vocabulary-rich curriculum

Intent

We aim for an ambitious History curriculum that helps students to understand the past: equipping them with the knowledge and critical thinking skills to make sense of their present and position them as agents of change for the future. We aim to:

- Teach citizenship through history
- Encourage children to apply what they learn in history to know how to behave in society
- Give children cultural capital and sense of ownership of national institutions
- Encourage children to aim high by learning about significant individuals
- Encourage children to think about what lessons we have learnt from history

We recognise that History makes a crucial contribution to children's citizenship education: helping them to examine human behaviour, to empathise with people living in very different circumstances and to understand our common humanity and diversity. As a rights respecting school, we want to make sure we fully exploit these opportunities in our History curriculum, to develop students who are able to compare their lives with those studied, appreciate diversity and difference, and to think sensitively and analytically about human actions.

We have high aspirations for our students: we want to give them the self-belief and ambition to aim high in their education and future careers. We want our children to see the diversity of our school community reflected in the history content, to learn about inspiring individuals who have pioneered change and innovation. In doing so, we hope to inspire our students to reflect on how they too can make a positive contribution to their own community.

We want our students to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have carefully designed our History curriculum so that children progress build on this knowledge throughout the school. In addition to this, we recognise the important role that History plays in preparing children with skills that they can use in life: including learning how to be good and responsible citizens and learning lessons from History.

We intend for our children to have real life experiences and learn about History in an active and creative way and therefore visitors and trips form a fundamental part of our curriculum. Links to Geography and other subject areas are also explored. The planning of learning always begins with the skills and knowledge that needs to be taught in order to build upon prior learning and enrichment opportunities and opportunities to apply learning are carefully designed through the planning process.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Teachers check students' existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Units are structured around a historical enquiry question. The rationale for this is that they provide coherence and a sense of real historical purpose to the sequence of lessons. They encourage children to be active, enthusiastic learners by encouraging them to raise their own questions and offer their own arguments. It also designed to encourage depth and challenge by supporting higher thinking skills such as analysis, evaluation and comparison.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Hamilton plans and resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including Key Stage History and the History Association, of which the school is a member. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

Order of History Units

We decided to structure the History curriculum based on the content and concepts studied in each historical period, rather than chronological order. We considered how the content of each historical period best fit certain age groups with regard to their maturity and developmental ability.

In KS1 children learn to develop a sense of time and begin to understand how the past influences what life is like now. We look at changes within living memory (History of Communication), events beyond our living memory that are nationally significant (Great Fire of London), the lives of significant individuals who have influenced our lives today (Emmeline Pankhurst, Nelson Mandela) and the study of significant people and places in our locality (Thomas Coram and the Foundling Hospital).

As they move into KS2 children expand their historical knowledge and are encouraged to become critical thinkers. They are taught how a range of historical sources allows us to construct a knowledge and understanding of the past and devise historically valid questions about change, cause, significance, similarity and difference.

We ensure that the children have a chronological understanding by having timelines displayed in each classroom and that each teacher explicitly makes links with different time periods over the year. This ensures the children make connections with earlier knowledge.

I) Content taught

We have selected specific historical periods to reflect the needs and diversity of our students.

We have made use of local history opportunities, wherever possible. This enriches our curriculum by allowing us to exploit the rich historical opportunities: access to local experts, sources of evidence, museums, trips and firsthand experience . In doing so, we hope to bring history alive for students and help them to develop an enthusiasm about the past, especially in their locality. Furthermore, we hope to strengthen students' knowledge and appreciation of their local community and develop an identity and pride in where they live.

We also consider the strength of local institutions for learning about history outside of Britain. For example, the nearby British Museum and Petrie Museum have some of the world's leading collection of Egyptian material and is utilized for workshops and talks for the study of Ancient Egypt in Year 3.

As a multicultural, multi faith school, we have also tried to reflect the diversity of our students in our choices of historical figures and history content. Students learn about inspiring women and people of colour such as: Amelia Earheart, Bessie Coleman, Mary Anning, Emmeline Pankhurst and Nelson Mandela. The study of Baghdad in Year 4 aims to give children a greater understanding of Early Islamic civilization and encourage them to reflect on the shared commonalities between western and eastern culture.

II) Content overview by year group

In addition to covering the statutory content outlined in the History National Curriculum (2014), for the non-statutory content we have chosen periods of history that we feel best suit the needs of our students. The rationale for these choices has been outlined below.

Year 1, Thomas Coram was chosen as a study of a local area and significant individuals. By focusing on the lives of the founding children, students are given the opportunity to empathize with children of a similar age who lived very different lives. Trips to nearby Foundling museum also helps to bring history alive and to give students an appreciation for their local area.

Fire of London was chosen as a local area study. Our school is in close proximity to Baker Street and we believe linking history topics to our local area helps to bring history alive for students and deepen their understanding

Year 2 - History of communication is studied in Year 2. This content was chosen as we believe it is meaningful and relatable to children's lives today: helping them to better understand the modern world. Children's learning is also enriched by a trip to the nearby postal museum.

Emmeline Pankhurst and Nelson Mandela are studied as significant individuals. These figures were chosen as being inspiring role models who reflect the values promoted by us as a rights respecting school.

In Year 3, We have retained Ancient Egypt as a period of study because year after year we see that students are particularly fascinated and interested in this period of history. We find that this period promotes enthusiasm for history by creating excitement, awe and wonder about life so long ago.

In Year 4, we chose Baghdad as a non-European society that provides contrasts with British history. A key rationale for choosing this topic is the diversity of our students and our school's commitment to tolerance and equality. We have a high percentage of muslim students and as a Rights Respecting School, we believe everyone has a right to be treated equally, whatever their race or religion. By contrasting British History with Baghdad we want students to understand how much western and muslim civilizations have in common and how much they owe to each other.

In Year 5, the Tudors unit was selected as a study of an aspect of British history that extends pupils' chronological knowledge beyond 1066. We chose this period as it is a time of momentous social and religious change and helps give students cultural capital by equipping them with a strong understanding of their country's history. As a church school, we also felt it was important for children to understand the origins of the church of England.

Ancient Greece was chosen as it provides an interesting thematic contrast to the Tudors – allowing children to further explore the role of power and government.

In Year 6, we teach Children in London in World War 2 for our post 1066 local history study, making use of the rich WW2 resources and trip opportunities our local area has to offer.

Impact

History is a well-enjoyed subject across the school. Children speak positively about their experiences of learning history and demonstrate good recall and understanding of the topics learnt throughout school. Key history vocabulary is displayed on classroom walls and on a title page at the beginning of each unit. Children take part in at least one history trip each year as well as history theme days and workshops in school. They are able to speak confidently about the skills they have learnt in history lessons and how they are able to apply this to areas of learning. Students can name different significant individuals and explain why they are important and how they have inspired them.

Strength for Today, Bright Hope for Tomorrow **Key Stage 1 History Progression by Strand**

	HISTORICAL ENQUIRY METHODS AND SKILLS	HISTORICAL CONCEPTS
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Year + subject	Using and understanding sources and evidence	Understanding that there are different versions/ interpretations of the past	Causes and Consequences	Chronology
Year 1 History of flight And Thomas Coram GREEN IS NEW LEARNING	<ul style="list-style-type: none"> • Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories. • Can make deductions about artefacts, spotting clues to function and use and can talk about how they would have been used e.g. in role play • Can ask simple, but relevant, questions of the teacher in the role of, for example, Amelia Earhart. • Can find answers to questions about objects by looking in books. • Can consult and use information from two simple sources to find information 	<ul style="list-style-type: none"> • Know that a familiar event, like a birthday can be represented in different ways, e.g. a photograph, a video and memories. • Children know that there may be different versions of a popular story e.g. in how a character is shown. • • Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. • • Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions 	<ul style="list-style-type: none"> • Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Thomas Coram acted as he did because (Care must be taken to select an event or a personal action that has a modern parallel so that children can give reasons for similar events today before moving into past situations.). • Can give simple consequences of somebody's actions, e.g. 'because of the things Thomas Coram did, children '. 	<p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).</p> <ul style="list-style-type: none"> • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. something very old, old and new • More confident in use of terms 'old' and 'new'.
Historical terms/ Organisation and Communication <ul style="list-style-type: none"> • Confident with 'old' and 'new'; confident with 'then' and 'now' • Will write simple captions – some will write elementary sentences to describe • Can label/annotate simple drawings of washday artefacts and items • Can write four or five captions, possibly using connectives, to show the sequence of activities. • Can write simple sentences describing an event, • Can orally retell the main episodes of famous past events, in the correct sequence. • Can write simple sentences containing period-specific detail about events in the past 				

	HISTORICAL ENQUIRY METHODS AND SKILLS		HISTORICAL CONCEPTS		
	Using and understanding sources and evidence	Understanding that there are different versions/ interpretations of the past	Causes and Consequences	Similarity and difference/continuity and change	Chronology

<p>Year 2 History of Communication And comparison between Emmeline Pankurst and Nelson Mandela GREEN IS NEW LEARNING</p>	<ul style="list-style-type: none"> • Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories. • Can make deductions about artefacts, spotting clues to function and use and can talk about how they would have been used e.g. in role play • Can ask simple, but relevant, questions of the teacher in the role of, for example, Amelia Earhart. • Can find answers to questions about objects by looking in books. • Can consult and use information from two simple sources to find information • Children are able to gather ideas from a few simple sources when building up their understanding • Children realise that we can find out about a person's life by using a range of sources, such 	<ul style="list-style-type: none"> • Know that a familiar event, like a birthday can be represented in different ways, e.g. a photograph, a video and memories. • Children know that there may be different versions of a popular story e.g. in how a character is shown. • • Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. • • Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions • Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. • Realises that there may be more than one way of looking at a significant historical person, e.g some women loved Emmeline Pankhurst, whereas others might see her as a troublemaker • Realises that not all sources of information give the same information e.g: by comparing what a book tells us compared with a painting 	<ul style="list-style-type: none"> • Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Thomas Coram acted as he did because (Care must be taken to select an event or a personal action that has a modern parallel so that children can give reasons for similar events today before moving into past situations.). • Can give simple consequences of somebody's actions, e.g. 'because of the things Thomas Coram did, children '. • Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent. • Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of Pankhurst or Mandela's actions (e.g. 'she helped women get the vote) • More-able pupils certainly should be able to give a few consequences of 	<p>The key concept of Year 2 is change. Whenever pupils study a theme, eg: communication, they should be comparing not just 'then' and 'now' but 'then' with another 'then', eg: Victorian times with 1930s or 1950s and then today so that they see the similarities and differences.</p> <ul style="list-style-type: none"> • Can also see that not everyone in the past had the same experience, eg: rich and poor • Can describe how features of life today, such as communication, differ from those of earlier times, referring to subject-specific detail, eg: in pictures, can describe and explain a telegram. • Can offer reasons why simple changes occur, eg: why communication methods have been changed by technology 	<ul style="list-style-type: none"> • Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. something very old, old and new • More confident in use of terms 'old' and 'new'. • Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. • Understands that the world was different in the olden days. • Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Nelson Mandela's life can be divided into phases • Realises that we use dates to describe events in time, eg: 1876 invention of the telephone • Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use
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	<p>as letters, as well as books.</p> <ul style="list-style-type: none"> • Children spot the differences between sources and come to a conclusion as to the most common view. 	<ul style="list-style-type: none"> • Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea. • Understands that it is not always possible to know for sure what happened. 	<p>events/people's actions, e.g. giving a convincing explanation of 'why we remember Emmeline Pankhurst or Nelson Mandela'.</p>		<p>dates and phrases to mark the passing of time).</p> <ul style="list-style-type: none"> • Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.
<p>Historical terms/Organisation and Communication</p> <ul style="list-style-type: none"> • Confident with 'old' and 'new'; confident with 'then' and 'now' • Will write simple captions – some will write elementary sentences to describe • Can label/annotate simple drawings of washday artefacts and items • Can write four or five captions, possibly using connectives, to show the sequence of activities. • Can write simple sentences describing an event, • Can orally retell the main episodes of famous past events, in the correct sequence. • Can write simple sentences containing period-specific detail about events in the past <ul style="list-style-type: none"> • A major feature is the depth of period detail children include in their answers. We are looking for widespread use of precise terms • More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in Victorian times' • Label and annotate a historical picture, showing awareness of significant features not seen today, e.g. typewriter • Make increasing use of period specific vocabulary, • Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl • Can explain why events happened using phrases such as 'another reason was' and 'also' which connect the various ideas 					

Key Stage 2 History Progression by Strand

	Historical enquiry methods and skills	Understanding Historical concepts
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Year + subject	Using and understanding sources and evidence	Understanding that there are different versions/ interpretations of the past	Cause and consequence	Similarity and difference/continuity and change	Chronology
Year 3 Ancient Egypt GREEN IS NEW LEARNING	<ul style="list-style-type: none"> Children extract simple information from text/pictures/objects showing basic comprehension Children make simple deductions about what those text/pictures mean 	<ul style="list-style-type: none"> Children can identify differences between versions of the same event e.g. <i>the video gives a different view to what we have just read</i> 			<ul style="list-style-type: none"> Can confidently spot major anachronisms from most periods studied when compared with today Can sequence events in simple narrative e.g. Howard Carter's discovery Can use words which mark the passing of time e.g. moving from simple <i>before</i> and <i>after</i> to use words such as <i>during</i> or <i>while</i> e.g. when describing the process of mummification Realises that Ancient means thousands of years ago
Year 3 Stone Age	Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence.	<ul style="list-style-type: none"> Children give a simple reason why we might have more than one version: e.g. <i>No-one there recording the event; lost in translation.</i> 	Children can give explanation of why Stonehenge was built	Describe / make links between main events, situations and changes within and across different periods/societies Make simple observations about different types of people, events, beliefs within a society	<ul style="list-style-type: none"> Can talk about three periods of time .e.g. Stone Age, Bronze Age, Iron Age
Knowledge and understanding about characteristic features of historical societies <ul style="list-style-type: none"> Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied. Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same. 					
Organisation and Communication <ul style="list-style-type: none"> Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations Answers contain some simple period-specific references Writes in simple and accurate, sequenced, sentences when narrating what happened in the past 					
Historical terms					
Historical enquiry methods and skills			Understanding Historical concepts		
Using and understanding sources and evidence	Understanding that there are different versions/	Causes and Consequences	Similarity and difference/continuity and	Chronology	

		interpretations of the past		change	
Year 4 Romans GREEN IS NEW LEARNING	<ul style="list-style-type: none"> Children extract simple information from text/pictures/objects showing basic comprehension Children make simple deductions about what those text/pictures mean <p>Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence.</p> <ul style="list-style-type: none"> Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Children see that some sources are more useful than others and can explain why 	<ul style="list-style-type: none"> Children can identify differences between versions of the same event e.g. <i>the video gives a different view to what we have just read</i> Children give a simple reason why we might have more than one version: e.g. <i>No-one there recording the event; lost in translation.</i> Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views 	<ul style="list-style-type: none"> Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Moving from two causes to realising that you need to give several causes to explain some events; 	Describe / make links between main events, situations and changes within and across different periods/societies	<ul style="list-style-type: none"> Can confidently spot major anachronisms from most periods studied when compared with today Can sequence events in simple narrative e.g. Howard Carter's discovery, Boudicca's revolt Can use words which mark the passing of time e.g. moving from simple <i>before</i> and <i>after</i> to use words such as <i>during</i> or <i>while</i> e.g. when describing the process of mummification. Realises that Ancient means thousands of years ago. <p>Can talk about three periods of time e.g. Ancient Egypt, Howard Carter's time, the present.</p> <ul style="list-style-type: none"> Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt
Year 4 Anglo-Saxons	<ul style="list-style-type: none"> Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as: <i>We cannot tell for sure. Most evidence suggests.</i> 	<ul style="list-style-type: none"> Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Sutton Hoo 	<ul style="list-style-type: none"> Moves away from simply listing to trying to give a little detail about each cause Realises that events usually happen for a combination of reasons, even though there is still some element of listing 		<ul style="list-style-type: none"> Can talk about the past in terms of periods e.g. Egyptian, Roman, Anglo-Saxon
Year 4 Vikings	<ul style="list-style-type: none"> Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people 	<ul style="list-style-type: none"> Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. <i>This version is not</i> 	<ul style="list-style-type: none"> Starts to genuinely explain rather than list May dwell on one cause at expense of others but it is real attempt to explain not just describe 		<ul style="list-style-type: none"> Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings Can successfully match simple iconic images to each of the periods studied

	who suffered most at the hands of these raiders	<i>accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</i>			
Year 4 Baghdad			• Explains an event using simple form of classification e.g. to do with money or religion		
Knowledge and understanding about characteristic features of historical societies <ul style="list-style-type: none"> • Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days. They are secure in understanding the main differences between today and the period being studied. • Children show an understanding of the main ideas associated with that society. <i>They are starting to explain rather than just describe.</i> • <i>Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Baghdad and do not describe home life as if it was the same for everyone. They know that there are different levels in society.</i> • <i>Children can make links between different features of a society to make sense of the world lived in by people in the past.</i> 					
Organisation and Communication <ul style="list-style-type: none"> • Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations • Answers contain some simple period-specific references • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past • <i>Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas</i> • <i>Begins to sustain an answer, providing some supporting evidence</i> • <i>Ideas are beginning to have some shape, though not yet structured in paragraphs</i> • <i>Can use appropriate ways of communicating their understanding</i> 					
Historical terms					
	Historical enquiry methods and skills		Understanding Historical concepts		
	Using and understanding sources and evidence	Understanding that there are different versions/ interpretations of the past	Causes and Consequences	Similarity and difference/continuity and change	Chronology
Year 5	• Children extract simple	• Children can identify	• Analysing actions of	Describe / make links between	• Can confidently spot major anachronisms

<p>Ancient Greece GREEN IS NEW LEARNING</p>	<p>information from text/pictures/objects showing basic comprehension</p> <ul style="list-style-type: none"> • Children make simple deductions about what those text/pictures mean • Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence. • Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. • Children see that some sources are more useful than others and can explain why • Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as: <i>We cannot tell for sure. Most evidence suggests.</i> • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders 	<p>differences between versions of the same event e.g. <i>the video gives a different view to what we have just read</i></p> <ul style="list-style-type: none"> • Children give a simple reason why we might have more than one version: e.g. <i>No-one there recording the event; lost in translation.</i> • Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Sutton Hoo • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. <i>This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</i> <p>• Children grasp that interpretations might differ</p>	<p>people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade</p> <ul style="list-style-type: none"> • Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. • Moving from two causes to realising that you need to give several causes to explain some events • Moves away from simply listing to trying to give a little detail about each cause • Realises that events usually happen for a combination of reasons, even though there is still some element of listing • Starts to genuinely explain rather than list • May dwell on one cause at expense of others but it is real attempt to explain not just describe • Explains an event using simple form of classification e.g. to do with money or religion 	<p>main events, situations and changes within and across different periods/societies</p>	<p>from most periods studied when compared with today</p> <ul style="list-style-type: none"> • Can sequence events in simple narrative e.g. Howard Carter's discovery, Boudicca's revolt • Can use words which mark the passing of time e.g. moving from simple <i>before</i> and <i>after</i> to use words such as <i>during</i> or <i>while</i> e.g. when describing the process of mummification. • Realises that Ancient means thousands of years ago. <p>Can talk about three periods of time e.g. Ancient Egypt, Howard Carter's time, the present.</p> <ul style="list-style-type: none"> • Can talk about the past in terms of periods e.g. Egyptian, Roman, Anglo-Saxon • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings • Can successfully match simple iconic images to each of the periods studied <p>• Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life</p>
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		depending on the aspect of history that people are looking at: e.g. Views of Ancient Greece might be more positive if looking at benefits of democracy and more negative if looking at rights of women	<ul style="list-style-type: none"> • Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently 		
Year 5 Tudor monarchs	<ul style="list-style-type: none"> • Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. <i>This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</i> 	<ul style="list-style-type: none"> • Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind. 	<ul style="list-style-type: none"> • Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen • Explain an event with reference to abstract ideas such as long and short-term or events building up; • Starts to express explanation in term of relative importance backed up by reasoned argument e.g. <i>The main reason was... Also important... Some people think</i> 		<ul style="list-style-type: none"> • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre • Uses more sophisticated time markers within, as well as between periods e.g this was in the last 10 years of Henry's life

Knowledge and understanding about characteristic features of historical societies

Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.

- Children can make links between different features of a society to make sense of the world lived in by people in the past.

- Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.

- Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.

- Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

- Children understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.

They know about the importance of slave culture to that society.

Organisation and Communication

- Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations
- Answers contain some simple period-specific references
- Writes in simple and accurate, sequenced, sentences when narrating what happened in the past
- Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas
- Begins to sustain an answer, providing some supporting evidence
- Ideas are beginning to have some shape, though not yet structured in paragraphs
- Can use appropriate ways of communicating their understanding

- Answers are structured and provide supporting evidence for statements made
- Able to see two sides of a question and can offer arguments on both sides
- Answers are relevant to the question set
- Widespread use of period specific detail to make the work more convincing and authentic

Historical terms

	Historical enquiry methods and skills		Understanding historical concepts		
	Using and understanding sources and evidence	Understanding that there are different Versions/ Interpretations of the past	Causes and Consequences	Similarity and difference/continuity and change	Chronology
Year 6 London children WWII GREEN IS NEW LEARNING	<ul style="list-style-type: none"> • Children extract simple information from text/pictures/objects showing basic comprehension • Children make simple deductions about what those text/pictures mean • Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence. • Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. • Children see that some sources are more useful than others and can explain why • Children start to raise questions about what the 	<ul style="list-style-type: none"> • Children can identify differences between versions of the same event e.g. <i>the video gives a different view to what we have just read</i> • Children give a simple reason why we might have more than one version: e.g. <i>No-one there recording the event; lost in translation.</i> • Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written 	<ul style="list-style-type: none"> • Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade • Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. • Moving from two causes to realising that you need to give several causes to explain some events 	Describe / make links between main events, situations and changes within and across different periods/societies	<ul style="list-style-type: none"> • Can confidently spot major anachronisms from most periods studied when compared with today • Can sequence events in simple narrative e.g. Howard Carter's discovery, Boudicca's revolt • Can use words which mark the passing of time e.g. moving from simple '<i>before and after</i>' to use words such as <i>during or while</i> e.g. when describing the process of mummification. • Realises that Ancient means thousands of years ago. Can talk about three periods of time e.g. Ancient Egypt, Howard Carter's time, the present. • Can talk about the past in terms of periods e.g. Egyptian, Roman, Anglo-Saxon • Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings • Can successfully match simple iconic images to each of the periods studied • Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted,

<p>evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as: <i>We cannot tell for sure. Most evidence suggests.</i></p> <ul style="list-style-type: none"> • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders • Can consider the worthiness of a source by reference to what is known about the topic. e.g. saying <i>This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</i> • Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. E.g. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?' 	<p>sources and come up with different views</p> <ul style="list-style-type: none"> • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Sutton Hoo • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. <i>This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</i> • Children grasp that interpretations might differ depending on the aspect of history that people are looking at: e.g. Views of Ancient Greece might be more positive if looking at benefits of democracy and more negative if looking at rights of women • Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind. • Children understand that all history is to some extent interpretations and see why 	<ul style="list-style-type: none"> • Moves away from simply listing to trying to give a little detail about each cause • Realises that events usually happen for a combination of reasons, even though there is still some element of listing • Starts to genuinely explain rather than list • May dwell on one cause at expense of others but it is real attempt to explain not just describe • Explains an event using simple form of classification e.g. to do with money or religion • Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently • Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen • Explain an event with reference to abstract ideas such as long and short-term or events building up; • Starts to express explanation in term of relative importance backed up by reasoned argument e.g. <i>The main reason was... Also important... Some people think</i> • By the end of the key 			<p>how Elizabeth I changed in the way she ruled during the last 10-15 years of her life</p> <ul style="list-style-type: none"> • Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre • Uses more sophisticated time markers within, as well as between periods e.g this was in the last 10 years of Henry's life • Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.
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		some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.	stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.		
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Knowledge and understanding about characteristic features of historical societies

Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in different times and do not describe life as if it was the same for everyone. They know that there are different levels in society.

- Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.
- Children can make links between different features of a society to make sense of the world lived in by people in the past.
- Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.
- Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.
- Children understand that people's experiences varied depending on status and prior experience e.g. Children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.

Organisation and Communication

- Answers are structured and provide supporting evidence for statements made
- Able to see two sides of a question and can offer arguments on both sides
- Answers are relevant to the question set
- Widespread use of period specific detail to make the work more convincing and authentic
- When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes.
- Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing.
- Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think

Historical terms