Subject: History (Using Kapow Primary)

	National Curriculum links	
<ul> <li>how people's lives have shaped this new and understand significant aspedissolution of empires; characteristic feegain and deploy a historically grounder understand historical concepts such a use them to make connections, draw accounts, including written narratives of understand the methods of historical e and why contrasting arguments and ir</li> </ul>	ure that all pupils: ese islands as a coherent, chronological narrative ation and how Britain has influenced and been ir cts of the history of the wider world: the nature of eatures of past non-European societies; achieven ed understanding of abstract terms such as 'emp s continuity and change, cause and consequence contrasts, analyse trends, frame historically-valid and analyses enquiry, including how evidence is used rigorously hterpretations of the past have been constructed	Afluenced by the wider world f ancient civilisations; the expansion and hents and follies of mankind ire', 'civilisation', 'parliament' and 'peasantry' ce, similarity, difference and significance, and questions and create their own structured to make historical claims, and discern how
regional, national and international his short- and long-term timescales.	their growing knowledge into different contexts, story; between cultural, economic, military, politic	cal, religious and social history; and between
Early Years Foundation Stage (EYFS)	Key Stage One (KS1)	Key Stage Two (KS2)
<ul> <li>Understanding the World</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should

a non-European society that provides
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## Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	All About Me	Being a Hero	Me in my World	Super Creatures	Once upon a time	All at Sea
Skills  ELG: Understanding the World  *Talk about the lives of the people around them and their roles in society.  *Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.	Nursery *To know how I have changed *To make sense of their own life using family photos Reception *To know about my own life-story *To know how I have changed	Nursery *To know how I have changed Reception *To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)	Nursery *To talk about some of the ways I have changed over my life so far Reception *To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	Nursery *To talk about some of the ways I have changed over my life so far Reception *To talk about how I have changed over my life and compare these with others *To know about the past through settings, characters and events encountered in books read in class and storytelling	Nursery *To know about the past through settings, characters and storytelling. Reception *To compare and contrast characters from stories, including figures from the past *To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)	Nursery *To know some similarities and differences between things in the past and now. Reception *To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)

Key knowledge	Know some ways they have changed Know some key events in their life	Know the difference between past and present	Know the difference between past and present	Know the difference between past and present Know if something happened in their lifetime or before their lifetime	Know the difference between past and present	Know some similarities and differences between things that happened in the past and in the present
Key vocabulary	<mark>Family, now,</mark> Relationships	remembrance, <mark>Yesterday,</mark> tomorrow	<mark>Today, Before,</mark> after	Time, old, young	Past, Present, future	New,
Assessment of progress	Ongoing assessmer	nt on Tapestry. End o	f year EYFS assessmei	nt.		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	How am I making hist	ory? (Kapow – 6	How have toys changed? (Kapow 6		How did we learn to fly? (Kapow – 6	
	lessons)		lessons)		lessons)	
Skills	Sequencing three or fr own life. Using common words passing of time (e.g. n before, after). Placing events on a sin Being aware that som changed and some h in their own lives. Describing simple cha ideas/objects that ren Understanding that so while other items remo some are new. Beginning to look for s differences over time Recalling special ever Using artefacts, photo museums to answer sin the past. Beginning to identify of represent the past (e.g. Making simple observe from a source. Interpreting evidence deductions. Describing the main fe evidence of the past of evidence. Communicating findir discussion and timeling objects/ pictures.	and phrases for the ow, long ago, then, mple timeline. e things have ave stayed the same nges and hain the same. me things change in the same and milarities and n their own lives. graphs and visits to mple questions about lifferent ways to g. photos, stories). ations about the past by making simple eatures of concrete or historical ags through	Using common words passing of time (e.g. r before, after). Sequencing three or f different periods of tin Beginning to look for s differences over time Describing simple cho ideas/objects that rer Understanding that so while other items reme some are new. Asking why things hap to explain why with su Being aware that som changed and some h in their own lives. Recalling special even Using artefacts, photo	now, long ago, then, four artefacts from me. similarities and in their own lives. anges and main the same. ome things change ain the same and open and beginning upport. The things have have stayed the same of the same and visits to make stayed the same nots in their own lives. ographs and visits to mple questions about s (e.g. artefacts). then and now. different ways to g. photos, stories). questions based on cople. ut sources of cts). mation, such as	Sequencing six photos the intervals between Placing events on a til Knowing where peoplinto a chronological fil Identifying simple reas Asking questions about things, why events hap happened as a result. Recognising why peoil events happened and a result. Knowing some things changed/stayed the Finding out about peoil beliefs in society. Discussing who was im historical event. Using artefacts, photo museums to ask and of about the past. Making simple observi- source or artefact. Using sources to show historical concepts (se Recognising different past is represented (in accounts). Comparing pictures of people or events in th Asking a range of que events and people.	events. meline. le/events studied fit ramework. sons for changes. ut why people did ppened and what ple did things, why d what happened as which have same as the past. ople, events and hportant in a ographs and visits to answer questions ations about a an understanding of see above). ways in which the icluding eye-witness or photographs of e past.

	Using voogbulgeveuch gewold now lang	Drawing out information from sources	Understanding the importance of
	Using vocabulary such as – old, new, long time ago.	Drawing out information from sources. Making simple observations about the past	Understanding the importance of historically-valid questions.
		from a source. Interpreting evidence by	Evaluating how reliable a source is.
		making simple deductions.	Understanding how we use books and
		Making simple inferences and deductions	sources to find out about the past.
		from sources of evidence.	Using a source to answer questions about
		Describing the main features of concrete	the past.
		evidence of the past or historical	Evaluating the usefulness of sources to a
		evidence.	historical enquiry.
		Drawing simple conclusions to answer a	Selecting information from a source to
		question.	answer a question.
		Communicating findings through discussion	Making links and connections across a unit
		and timelines with physical objects/	of study.
		pictures.	Making simple conclusions about a
		Using vocabulary such as – old, new, long	question using evidence to support.
		time ago.	Communicating answers to questions in a variety of ways, including discussion,
			drama and writing (labelling, simple
			recount).
			Using relevant vocabulary in answers.
			Describing past events and people by
			drawing or writing.
			Expressing a personal response to a
			historical story or event through discussion,
			drawing our writing.
			Identifying a primary source.
Key knowledge	To know that a timeline shows the order	To know that throughout someone's	To know that beyond living memory is
	events in the past happened.	lifetime, some things will change and some	more than 100 years ago.
	To know that we start by looking at 'now'	things will stay the same.	To know that changes may come about
	on a timeline then look back.	To know that everyday objects have	because of improvements in technology.
	To know that 'the past' is events that have	changed over time.	To know that some events are more
	already happened.	To know that everyday objects have	significant than others.
	To know that 'the present' is time	changed as new materials have been	To know the impact of a historical event on
	happening now.	invented.	society.
	To know that within living memory is 100	To know some similarities and differences	To know that 'historically significant'
	years.	between the past and their own lives.	people are those who changed many
	To know that people change as they grow older.	To know that everyday objects have similarities and differences with those used	people's lives. To know that historians use evidence from
		for the same purpose in the past.	sources to find out more about the past.

	To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs.	To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today.	To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals.
Key vocabulary	celebratecelebrationchangechildhooddifferenteventfamilyfuturegrandparentlifetimeliving memorymemorynowpresentpastremembersignificantsimilartime capsuletimeline	artefact century decade different evidence living memory memory modern now past present remember similar source special	beyond living memory decade evidence eyewitness historically significant living memory past present primary source source
Assessment of progress	Kapow Quizlets for beginning and end of End of Year key skills/knowledge teache	of topics. Knowledge Organisers for use the assessment.	nroughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	How have explorers	changed the	What is a Monarch?		How was school different in the past?	
	world? (Kapow – 6 le	world? (Kapow – 6 lessons)				
Skills	world? (Kapow – 6 k Using common words passing of time (e.g. n before, after). Placing events on a sir Recording on a timelir historical stories heard Describing simple cha ideas/objects that rem Understanding that so while other items remo some are new. Asking why things hap to explain why with su Using artefacts, photo museums to answer sir the past. Finding answers to sim the past using sources Beginning to identify of represent the past (e.g. Asking questions about evidence (e.g. artefacts, to answer que Drawing out information Making simple observed from a source. Interpreting evidence deductions.	and phrases for the bw, long ago, then, inple timeline. ie a sequence of orally. inges and in the same. me things change in the same and pen and beginning oport. graphs and visits to nple questions about (e.g. artefacts). ifferent ways to g. photos, stories). juestions based on ople. t sources of cts). aution, such as uestions. on from sources. ations about the past	(Kapow – 6 lessons) Sequencing up to six p focusing on the interv Knowing where peop into a chronological fi Identifying similarities of between ways of life of Identifying simple reas Asking questions about things, why events hap happened as a result. Recognising why peo events happened and a result. Knowing some things changed/stayed the Finding out about peo beliefs in society. Discussing who was im event. Using artefacts, photo museums to ask and of about the past. Making simple observ source or artefact. Using sources to show historical concepts (se Recognising different past is represented (in accounts). Comparing pictures of people or events in the	als between events. le/events studied fit ramework. and difference at different times. sons for changes. ut why people did ppened and what ple did things, why d what happened as which have same as the past. ople, events and hportant in a historical ographs and visits to answer questions ations about a an understanding of see above). ways in which the including eye-witness or photographs of	Sequencing up to six focusing on the interv Knowing where peop into a chronological f Recognising some thi changed/stayed the Identifying similarities between ways of life Finding out about per beliefs in society. Making comparisons Using artefacts, photo museums to ask and a about the past. Making simple observ source or artefact. Using sources to show historical concepts (se Recognising different past is represented (in accounts). Comparing pictures of people or events in th Asking a range of que events and people. Understanding the im historically-valid quess Understanding how w sources to find out about Using a source to ans the past.	vals between events. ble/events studied fit framework. ngs which have same as the past. sons for changes. and difference at different times ople, events and with their own lives. ographs and visits to answer questions vations about a v an understanding of ee above). ways in which the including eye-witness or photographs of he past. estions about stories, aportance of tions. ve use books and bout the past.

	Making simple inferences and deductions	Asking a range of questions about stories,	Evaluating the usefulness of sources to a
	from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence. Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.	Asking a range of questions about stones, events and people. Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) Using relevant vocabulary in answers. Describing past events and people by	<ul> <li>Evaluating the oserumess of sources to a historical enquiry.</li> <li>Selecting information from a source to answer a question.</li> <li>Making links and connections across a unit of study.</li> <li>Making simple conclusions about a question using evidence to support.</li> <li>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>Using relevant vocabulary in answers.</li> <li>Describing past events and people by drawing or writing.</li> <li>Expressing a personal response to a historical story or event through discussion, drawing our writing.</li> </ul>
Key knowledge	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives.	drawing or writing. To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time To know that some events are more significant than others. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.	To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.

	To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.	To know that in the past monarchs had absolute power.	
Key vocabulary	explorer       voyage         compass       map         crew       exploration         significant       legacy	absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State	past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred

	invade investing keep			
Assessment of progress	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic End of Year key skills/knowledge teacher assessment.			

	Term 1 Term 2	Term 3	Term 4	Term 5	Term 6
Topic	British History – Would you prefer to live in the Stone Age, Iron Age or Bronze Age (Kapow – 6 lessons)	<pre>? settle in Britain? (Kapow – link to local area</pre>	British History - Why did the Romans settle in Britain? (Kapow – 6 lessons) – link to local area		lives changed?
Skills	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	periods of history e.g. ancie ages and modern. Using dates to work out the between periods of time ar of historical events or period Using BC/AD/Century. Beginning to develop a chr secure knowledge of local, world history across the per Placing the time studied or Using dates and terms relat and passing of time e.g. mi continuity and ancient. Noticing connections over time. Identifying what the situation before the change occurre Comparing different periods identifying the changes and between different periods of Identifying the links between	ent times, middle e interval nd the duration ds. ronologically , British and riods studied. n a timeline. ted to the unit illennium, a period of on was like ed. ds of history and ontinuity. nd continuity of history. en different ces of events rical events, differences	Understanding that hi periods of history e.g. middle ages and mod Using dates to work of between periods of ti of historical events or Sequencing eight to th historical pictures or e Beginning to develop secure knowledge of world history across th Placing the time studi Using dates and terms and passing of time e continuity and ancier Noticing connections time. Making a simple indiv Identifying reasons for for continuities. Identifying what the si before the change of Comparing different pe Identifying the consect and the actions of pe Identifying reasons for situations and change	ancient times, dern. ut the interval me and the duration periods. ren artefacts, events. a chronologically local, British and he periods studied. ed on a timeline. s related to the unit a.g. millennium, ht. over a period of idual timeline. r change and reasons ituation was like ccurred. periods of history and and continuity. guences of events cople. r historical events,

Identifying reasons for historical events,	Explaining similarities and differences	similarities and differences between
situations and changes.	between daily lives of people in the past	periods of history.
Identifying similarities and differences	and today.	Explaining similarities and differences
between periods of history.	Identifying similarities and differences	between daily lives of people in the past
Explaining similarities and differences	between social, cultural, religious and	and today.
between daily lives of people in the past	ethnic diversity in Britain and the wider	Recalling some important people and
and today.	world.	events. Identifying who is important in
Identifying similarities and differences	Recalling some important people and	historical sources and accounts.
between social, cultural, religious and	events.	Using a range of sources to find out about
ethnic diversity in Britain and the wider	Identifying who is important in historical	a period.
world.	sources and accounts.	Using evidence to build up a picture of a
Using a range of sources to find out about	Using a range of sources to find out about	past event.
a period.	a period.	Observing the small details when using
Using evidence to build up a picture of a	Using evidence to build up a picture of a	artefacts and pictures.
past event.	past event.	Identifying sources which are influenced
Observing the small details when using	Observing the small details when using	by the personal beliefs of the author.
artefacts and pictures.	artefacts and pictures.	Identifying and giving reasons for different
Exploring different representations from the	Identifying the differences between	ways in which the past is represented.
period e.g. archaeological evidence,	different sources and giving reasons for the	Identifying the differences between
museum evidence, cartoons and books.	ways in which the past is represented.	different sources and giving reasons for the
Evaluating the usefulness of different	Exploring different representations from the	ways in which the past is represented.
sources.	period e.g. archaeological evidence,	Evaluating the usefulness of different
Understanding how historical enquiry	museum evidence, cartoons and books.	sources.
questions are structured.	Evaluating the usefulness of different	Understanding how historical enquiry
Asking questions about the main features	sources.	questions are structured.
of everyday life in periods studied, e.g.	Asking questions about the main features	Creating historically-valid questions across
how did people live.	of everyday life in periods studied, e.g.	a range of time periods, cultures and
Creating questions for different types of	how did people live.	groups of people.
historical enquiry.	Asking questions about the bias of	Asking questions about the main features
Using a range of sources to construct	historical evidence.	of everyday life in periods studied, e.g.
knowledge of the past.	Using a range of sources to construct	how did people live.
Extracting the appropriate information	knowledge of the past.	Creating questions for different types of
from a historical source.	Defining the terms 'source' and	historical enquiry.
Identifying primary and secondary sources.	'evidence'.	Asking questions about the bias of
Interpreting evidence in different ways.	Extracting the appropriate information	historical evidence.
Understanding and making deductions	from a historical source.	Using a range of sources to construct
from documentary as well as concrete	Identifying primary and secondary sources.	knowledge of the past.
evidence e.g. pictures and artefacts.	Identifying the bias of a source.	Defining the terms 'source' and
Making links and connections across a	Understanding and making deductions	'evidence'.
period of time, cultures or groups.	from documentary as well as concrete	

	Asking the question "How do we know?" Reaching conclusions that are substantiated by historical evidence. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences	evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?" Reaching conclusions that are substantiated by historical evidence. Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry.	Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?" Recognising similarities and differences between past events and today. Communicating knowledge and understanding through discussion, debates, drama, art and writing. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.
Key knowledge	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1 AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1 AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that change can be brought about by advancements in materials.	To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change.

To know that prehistory is divided into the	To know that the actions of people can be	To know that 'historically significant' events
Paleolithic, Mesolithic, Neolithic, Bronze	the cause of change (eg. Lord	are those which changed many people's
Age and Iron Age periods.	Shaftesbury).	lives and had an impact for many years to
To know that the Stone Age, Bronze Age	To know that archaeological evidence	come.
and Iron Age periods are named after the	can be used to find out about the past.	To know that we can make inferences and
materials that were commonly used to	To know that we can make inferences and	deductions using images from the past.
make tools.	deductions using images from the past.	To know that assumptions made by
To know that change can be brought	To understand the expansion of empires	historians can change in the light of new
about by advancements in transport and	and how they were controlled across a	evidence.
travel.	large empire.	To understand that society was organised
To know that change can be brought	To understand that societal hierarchies and	in different ways in different cultures and
about by advancements in materials.	structures existed including aristocracy and	times and consisted of different groups
To know that change can be brought	peasantry.	with different roles and lifestyles.
about by advancements in trade.	To understand some reasons why empires	To know that education existed in some
To know that significant archaeological	fall/collapse.	cultures, times and groups.
findings are those which change how we	To know that there were different reasons	
see the past.	for invading Britain.	
To know that archaeological evidence	To understand that there are varied	
can be used to find out about the past.	reasons for coming to Britain.	
To know that we can make inferences and	To know that settlement created tensions	
deductions using images from the past.	and problems.	
To know that archaeological evidence has	To understand the impact of settlers on the	
limitations: it does not give all the answers	existing population.	
or tell us about the emotions of people	To understand the earliest settlements in	
from the past.	Britain.	
To know that assumptions made by	To understand how invaders and settlers	
historians can change in the light of new	influence the culture of the existing	
evidence.	population.	
To understand the development of groups,	To understand that society was organised	
kingdom and monarchy in Britain.	in different ways in different cultures and	
To understand that there are varied	times and consisted of different groups	
reasons for coming to Britain.	with different roles and lifestyles.	
To know that settlement created tensions	To know that communities traded with	
and problems.	each other and over the English Channel	
To understand the impact of settlers on the	in the Prehistoric Period.	
existing population.	To understand that trade began as the	
To understand the earliest settlements in	exchange of goods.	
Britain.	To understand that the Roman invasion led	
To know that settlements changed over	to a great increase in British trade with the	
time.	outside world.	

	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo- Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To understand that trade develops in different times and ways in different civilisations. To understand that there are different beliefs in different cultures, times and groups. To know about paganism and and the introduction of Christianity in Britain. To be able to identify achievements and inventions that still influence our lives today from Roman times.	
Key vocabulary	pre-history BC/AD period Palaeolithic Mesolithic Neolithic settlement archaeology flint evidence hunter-gatherer trade tribe	Boudicca empire inference invasion legacy Romans settlers	childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant

			working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform
Assessment of progress	Kapow Quizlets for beginning and end c End of Year key skills/knowledge teache	of topics. Knowledge Organisers for use the assessment.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Торіс	(Kapow – 6 lessons)	What did the Ancient Egyptians believe? (Kapow – 6 lessons) British museum or external visitor		British History (Anglo-Saxons) - How hard was it to invade and settle in Britain? (Kapow – 6 lessons) Trip - Battle Abbey		British History - Were the Vikings raiders, traders or settlers? (Kapow – 6 lessons)	
Skills	Sequencing events or to times studied in KS1 fit in. Understanding that his periods of history e.g., middle ages and mod Using dates to work ou between periods of tir of historical events or Using BC/AD/Century. Beginning to develop secure knowledge of I world history across th Placing the time studie Using dates and terms and passing of time e. continuity and ancien Noticing connections time. Making a simple indivi Identifying the links be societies. Identifying the consec and the actions of pe- Identifying reasons for situations and change Understanding how his questions are structure	to see where these story is divided into ancient times, lern. ut the interval ne and the duration periods. a chronologically ocal, British and e periods studied. ed on a timeline. related to the unit g. millennium, t. over a period of dual timeline. tween different guences of events ople. historical events, is.	Sequencing events or to times studied in KS1 fit in. Understanding that hi periods of history e.g. middle ages and mod Using dates to work o between periods of ti of historical events or Using BC/AD/Century Beginning to develop secure knowledge of world history across th Placing the time studi Using dates and terms and passing of time e continuity and ancier Noticing connections time. Making a simple indiv Identifying reasons for for continuities. Identifying what the si before the change of Comparing different pe identifying the chang between different pe	I to see where these story is divided into ancient times, dern. ut the interval me and the duration periods. a chronologically local, British and he periods studied. ed on a timeline. s related to the unit .g. millennium, nt. over a period of idual timeline. r change and reasons ituation was like ccurred. periods of history and ind continuity. les and continuity	To know that change about by advanceme To know that advance and technology can change. To know that 'historica are those which chan lives and had an impo come. To know that archaed can be used to find o To know that archaed can be used to find o To know that assumpt historians can change evidence. Identifying what the si before the change of Comparing different p identifying the links be societies. Identifying the consed and the actions of pe Identifying reasons for situations and change Creating historically-v a range of time perior groups of people	ents in trade. ements in science be the cause of ally significant' events aged many people's act for many years to ological evidence ut about the past. make inferences and ges from the past. ions made by e in the light of new ituation was like ccurred. periods of history and ind continuity. etween different quences of events ople. historical events, es. alid questions across	

Creating biderically valid averticity	I de artifuir a the a linka le atura an aliffarrant	Adving a vestiges all suit the laige of
Creating historically-valid questions across	Identifying the links between different	Asking questions about the bias of
a range of time periods, cultures and	societies.	historical evidence.
groups of people.	Identifying the consequences of events	Using a range of sources to construct
Asking questions about the bias of	and the actions of people.	knowledge of the past.
historical evidence.	Identifying reasons for historical events,	Extracting the appropriate information
Extracting the appropriate information	situations and changes.	from a historical source.
from a historical source.	Recalling some important people and	Selecting and recording relevant
Identifying primary and secondary sources.	events.	information from a range of sources to
Understanding that there are different	Identifying who is important in historical	answer a question.
ways to interpret evidence.	sources and accounts.	Identifying primary and secondary sources.
Interpreting evidence in different ways.	Using a range of sources to find out about	Identifying the bias of a source.
Understanding and making deductions	a period.	Comparing and contrasting different
from documentary as well as concrete	Using evidence to build up a picture of a	historical sources.
evidence e.g. pictures and artefacts.	past event.	Interpreting evidence in different ways.
Making links and connections across a	Observing the small details when using	Making deductions from documentary as
period of time, cultures or groups.	artefacts and pictures.	well as concrete evidence, e.g. pictures
Asking the question "How do we know?"	Identifying and giving reasons for different	and artefacts.
Understanding that there may be multiple	ways in which the past is represented.	Making links and connections across a
conclusions to a historical enquiry question.	Exploring different representations from the	period of time, cultures or groups.
Reaching conclusions that are	period e.g. archaeological evidence,	Using a range of sources to find out about
substantiated by historical evidence.	museum evidence, cartoons and books.	a period.
Recognising similarities and differences	Evaluating the usefulness of different	Using evidence to build up a picture of a
between past events and today.	sources.	past event.
Communicating knowledge and	Understanding how historical enquiry	Identifying and giving reasons for different
understanding through discussion,	questions are structured.	ways in which the past is represented.
debates, drama, art and writing.	Creating historically-valid questions across	Identifying the differences between
Constructing answers using evidence to	a range of time periods, cultures and	different sources and giving reasons for the
substantiate findings.	groups of people.	ways in which the past is represented.
Creating a simple imaginative	Asking questions about the main features	Exploring different representations from the
reconstruction of a past event using the	of everyday life in periods studied, e.g.	period, e.g. archaeological evidence,
evidence available to draw, model,	how did people live.	museum evidence, cartoons and books.
dramatise, write or retell the story.	Asking questions about the bias of	Evaluating the usefulness of different
Creating a structured response or narrative	historical evidence.	sources.
to answer a historical enquiry.	Using a range of sources to construct	Understanding that there may be multiple
	knowledge of the past.	conclusions to a historical enquiry question.
	Extracting the appropriate information	Understanding how historical enquiry
	from a historical source.	questions are structured.
	Identifying primary and secondary sources.	Reaching conclusions that are
	Identifying the bias of a source.	substantiated by historical evidence.

		Comparing and contrasting different	Constructing answers using evidence to
		historical sources.	substantiate findings.
		Understanding that there are different	Identifying weaknesses in historical
		ways to interpret evidence. Understanding	accounts and arguments.
		and making deductions from documentary as well as concrete	Creating a structured response or narrative to answer a historical enquiry.
		evidence e.g. pictures and artefacts.	Describing past events orally or in writing,
		Making links and connections across a	recognising similarities and differences with
		period of time, cultures or groups.	today.
		Asking the question "How do we know?"	
Key Knowledge	To know that AD means Anno Domini and	To know that significant archaeological	To understand the development of groups,
, 0	can be used to show years from the year	findings are those which change how we	kingdom and monarchy in Britain.
	1AD.	see the past.	To know that there were different reasons
	To know that change can be brought	To know that 'historically significant' events	for invading Britain.
	about by advancements in trade.	are those which changed many people's	To understand that there are varied
	To know that significant archaeological	lives and had an impact for many years to	reasons for coming to Britain.
	findings are those which change how we	come.	To know that there are different reasons for
	see the past. To know that 'historically significant' events	To know that we can make inferences and deductions using images from the past.	migration. To know that settlement created tensions
	are those which changed many people's	To understand the development of groups,	and problems.
	lives and had an impact for many years to	kingdom and monarchy in Britain.	To understand the impact of settlers on the
	come.	To know who became the first ruler of the	existing population.
	To know that archaeological evidence	whole of England.	To understand how invaders and settlers
	can be used to find out about the past.	To understand that societal hierarchies and	influence the culture of the existing
	To know that we can make inferences and	structures existed including aristocracy and	population.
	deductions using images from the past.	peasantry.	To understand that society was organised
	To know that archaeological evidence has	To know that there were different reasons	in different ways in different cultures and
	limitations: it does not give all the answers	for invading Britain.	times and consisted of different groups
	or tell us about the emotions of people	To understand that there are varied	with different roles and lifestyles.
	from the past. To know that assumptions made by	reasons for coming to Britain.	To know that communities traded with
	historians can change in the light of new	To know that there are different reasons for migration.	each other and over the English Channel in the Prehistoric Period.
	evidence.	To know that settlement created tensions	To understand that trade began as the
	To understand that societal hierarchies	and problems.	exchange of goods.
	and structures existed including aristocracy	To understand the impact of settlers on the	To understand that trade routes existed
	and peasantry.	existing population.	between Britain in the Roman, Anglo-
	To understand that society was organised	To understand the earliest settlements in	Saxon and Viking times.
	in different ways in different cultures and	Britain.	To understand that trading ships and
	times and consisted of different groups	To know that settlements changed over	centres (e.g. York) were a reason for the
	with different roles and lifestyles.	time.	Vikings raiding Britain.

	To understand that there are different beliefs in different cultures, times and groups. To compare the beliefs in different cultures, times and groups. To be aware of the achievements of the Ancient Egyptians.	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	To understand that trade develops in different times and ways in different civilisations. To understand that the traders were rich members of society. To know about paganism and the introduction of Christianity in Britain. To compare the beliefs in different cultures, times and groups. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
Key vocabulary	afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus	Angles Britons Convert inference Invasion Kingdom Missionary paganism Pope	Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event longboat one-sided perspective Viking
Assessment of progress	Kapow Quizlets for beginning and end of End of Year key skills/knowledge teache	I of topics. Knowledge Organisers for use th er assessment.	nroughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Торіс	British History – What	British History – What was life like in		History – What was life like in How did the Mayan civilisation compare		civilisation compare	What was the impact of World War II on	
	Tudor England? (Kapov	w – 7 lessons)	to the Anglo-Saxons?	? (Kapow – 6 lessons)	the people of Britain	? (Kapow – 6 lessons)		
Skills	Sequencing events on comparing where it fits in previous year groups Putting dates in the cor Using the terms AD and Developing a chronolo understanding of British history across the period Placing the time, period context on a timeline. Relating current study of periods of history studie Comparing and making between different cont Making links between e within and across differ societies. Identifying the reasons continuity. Describing the links bet similarities and change different periods/studie Describing the links bet societies. Explaining the reasons f continuity using the voo of the period as well. Analysing and presentii changes and continuity	in with times studied BC in their work. gically secure , local and world ds studied. d of history and on timeline to other d. g connections texts in the past. events and changes ent time periods / for changes and ween main events, s within and across d. ween different for changes and cabulary and terms ing the reasons for	in previous year group Putting dates in the c Using the terms AD ar Using relevant dates of the period and period Age, Bronze Age, Iron Developing a chrono understanding of Britis history across the peri Placing the time, peri context on a timeline Relating current study periods of history stud Comparing and maki between different co	ts in with times studied os. orrect century. ad BC in their work. and relevant terms for d labels e.g.Stone a Age logically secure sh, local and world ods studied. od of history and v on timeline to other lied. ing connections ntexts in the past. events and changes erent time periods / as for changes and etween main events, ges within and across ied. etween different s for changes and	in previous year group Developing a chronol understanding of Britis history across the perio Placing the time, perio context on a timeline. Comparing and maki between different co Making links between within and across different continuity. Describing the reason continuity. Describing the links between similarities and chang different periods/studi Explaining the reasons continuity using the vo of the period as well. Analysing and presen changes and continu Giving reasons for hist results of historical eve changes.	ts in with times studied os. logically secure sh, local and world ods studied. od of history and ng connections ntexts in the past. events and changes erent time periods / is for changes and etween main events, les within and across ied. s for changes and ocabulary and terms ting the reasons for ity. orical events, the ents, situations and id explain the reasons orical events, e. and differences		

Starting to analyse and explain th		
for, and results of historical events		world.
situations and change.	Giving reasons for historical events, the	Making links with different time periods
Describing similarities and differer		
between social, cultural, religious		Describing change throughout time.
ethnic diversity in Britain and the		
world.	for, and results of historical events,	across different time periods.
Making links with different time pe	eriods situations and change.	Comparing significant people and events
studied.	Describing similarities and differences	across different time periods.
Describing change throughout tir		Explain the significance of events, people
Identifying significant people and	events ethnic diversity in Britain and the wider	and developments.
across different time periods.	world.	Recognising primary and secondary
Recognising primary and second		sources.
sources.	Identifying significant people and event	s Using a range of sources to find out about
Using a range of sources to find o		a particular aspect of the past.
a particular aspect of the past.	Comparing significant people and even	Identifying bias in a source and identifying
Identifying bias in a source and ic	dentifying across different time periods.	the value of the sources to historical
the value of the sources to historia	cal Recognising primary and secondary	enquiry and the limitations of sources.
enquiry and the limitations of sour	rces. sources.	Comparing accounts of events from
Evaluating the usefulness of histor	ical Using a range of sources to find out abo	ut different sources.
sources.	a particular aspect of the past.	Suggesting explanations for different
Developing strategies for checkin		
accuracy of evidence.	the value of the sources to historical	Evaluating the usefulness of historical
Planning a historical enquiry. Iden		sources.
methods to use to carry out the re		Identifying how conclusions have been
Asking historical questions of incre		arrived at by linking sources.
difficulty e.g. who governed, how		Developing strategies for checking the
what results?	versions of events.	accuracy of evidence.
Creating a hypothesis to base an		Addressing and devising historically valid
on.	arrived at by linking sources.	questions.
Using different sources to make a		Understanding that different evidence
substantiate historical claims.	accuracy of evidence.	creates different conclusions.
Developing an awareness of the		
historical evidence in different pe		out the enquiry.
time.	Understanding that different evidence	Identifying methods to use to carry out the
Distinguishing between fact and		research.
Recognising 'gaps' in evidence.	Planning a historical enquiry.	Asking historical questions of increasing
Identifying how sources with diffe		
perspectives can be used in a his	torical out the enquiry.	what results?
enquiry.		

Considering a range of factors when	Creating a hypothesis to base an enquiry	Creating a hypothesis to base an enquiry
discussing the reliability of sources, e.g.	on.	on.
audience, purpose, accuracy, the creators	Asking questions about the interpretations,	Asking questions about the interpretations,
of the source.	viewpoints and perspectives held by	viewpoints and perspectives held by
Making connections, drawing contrasts	others.	others.
and analysing within a period and across	Using different sources to make and	Using different sources to make and
time.	substantiate historical claims.	substantiate historical claims.
Communicating knowledge and	Developing an awareness of the variety of	Developing an awareness of the variety of
understanding in an increasingly diverse	historical evidence in different periods of	historical evidence in different periods of
number of ways, including discussion,	time.	time.
debates, drama, art, writing, blog posts	Recognising 'gaps' in evidence. Identifying	Distinguishing between fact and opinion.
and podcasts.	how sources with different perspectives	Recognising 'gaps' in evidence.
Using historical evidence to create an	can be used in a historical enquiry.	Identifying how sources with different
imaginative reconstruction exploring the	Using a range of different historical	perspectives can be used in a historical
feelings of people from the time.	evidence to dispute the ideas, claims or	enquiry.
Constructing structured and organised	perspectives of others.	Using a range of different historical
accounts using historical terms and	Considering a range of factors when	evidence to dispute the ideas, claims or
relevant historical information from a range	discussing the reliability of sources, e.g.	perspectives of others.
of sources.	audience, purpose, accuracy, the creators	Considering a range of factors when
Constructing structured and organised	of the source.	discussing the reliability of sources, e.g.
accounts using historical terms and	Interpreting evidence in different ways	audience, purpose, accuracy, the creators
relevant historical information from a range	using evidence to substantiate statements.	of the source.
of sources.	Making increasingly complex	Interpreting evidence in different ways
	interpretations using more than one source	using evidence to substantiate statements.
	of evidence.	Making increasingly complex
	Challenging existing interpretations of the	interpretations using more than one source
	past using interpretations of evidence.	of evidence.
	Making connections, drawing contrasts	Challenging existing interpretations of the
	and analysing within a period and across	past using interpretations of evidence.
	time.	Making connections, drawing contrasts
	Beginning to interpret simple statistical	and analysing within a period and across
	sources.	time.
	Reaching conclusions which are	Reaching conclusions which are
	increasingly complex and substantiated by	increasingly complex and substantiated by
	a range of sources.	a range of sources.
	Evaluating conclusions and identifying	Evaluating conclusions and identifying
	ways to improve conclusions.	ways to improve conclusions.
	Communicating knowledge and	Communicating knowledge and
	understanding in an increasingly diverse	understanding in an increasingly diverse
	number of ways, including discussion,	number of ways, including discussion,

		debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.	debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
Key knowledge	To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand that inventories are useful sources of evidence to find out about people from the past. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.	To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo- Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events. To know that change can be brought about by conflict. To understand how the monarchy exercised absolute power.	To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events. To know that change can be brought about by conflict. To know that members of society standing up for their rights can be the cause of change. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.

			To understand the impact of war on local communities. To know some of the impacts of war on daily lives.
Key vocabulary	Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions	abandon city-state Classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest	Accuracy appeasement Battle of Britain bias The Blitz evacuation Reliability Treaty of Versailles
Assessment of progress	Kapow Quizlets for beginning and End of Year key skills/knowledge	d end of topics. Knowledge Organisers teacher assessment.	s for use throughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Торіс	What did the Greeks (Kapow – 6 lessons)	What did the Greeks ever do for us? (Kapow – 6 lessons)		Unheard histories: Who should feature on the £10 banknote? (Kapow – 6 lessons)		What does the census tell us about our local area (Historical Enquiry)? (Kapow – 6 lessons)	
Skills	Sequencing events of comparing where it fi studied in previous ye Using the terms AD ar Using relevant dates of the period and period Age, Bronze Age, Iron Developing a chrono understanding of Britis history across the peri Placing the time, period context on a timeline Relating current study periods of history stud Comparing and maki between different co Making links between within and across different periods/stud Describing the links be similarities and chang different periods/stud Describing the reason continuity using the vo of the period as well. Analysing and presen changes and continu	is in with times ar groups. d BC in their work. and relevant terms for d labels e.g.Stone Age ogically secure h, local and world ods studied. od of history and on timeline to other fed. ng connections ntexts in the past. events and changes erent time periods / etween main events, es within and across ed. etween different s for changes and ocabulary and terms ting the reasons for	for, and results of histor situations and change Describing similarities between social, cultur ethnic diversity in Britor world. Making links with differ studied. Describing change the Identifying significant across different time p Comparing significant across different time p Using a range of source a particular aspect of Explain the significant and developments. Describing how secor	ing connections ntexts in the past. etween main events, jes within and across ied. forical events, the ents, situations and ad explain the reasons prical events, e. and differences tral, religious and ain and the wider erent time periods roughout time. people and events periods. t people and events periods ces to find out about f the past. ce of events, people	the period and period Age, Bronze Age, Iron Relating current study periods of history stud Recognising primary of sources. Using a range of source a particular aspect o Evaluating the useful sources. Identifying how conc arrived at by linking so Addressing and devis questions. Planning a historical of Suggesting the evide out the enquiry. Identifying methods to research.	its in with times ear groups. and relevant terms for d labels e.g.Stone n Age. y on timeline to other lied. and secondary ces to find out about f the past. ness of historical lusions have been ources. sing historically valid enquiry. nce needed to carry o use to carry out the eness of the variety of different periods of n evidence. of factors when	

Giving reasons for historical events, the	Comparing accounts of events from	audience, purpose, accuracy, the creators
results of historical events, situations and	different sources.	of the source.
changes.	Evaluating the usefulness of historical	Interpreting evidence in different ways
Starting to analyse and explain the reason		using evidence to substantiate statements.
for, and results of historical events,	Addressing and devising historically valid	Making increasingly complex
	<b>e</b> ,	
situations and change.	questions.	interpretations using more than one source
Describing similarities and differences	Evaluating the interpretations made by	of evidence.
between social, cultural, religious and	historians.	Making connections, drawing contrasts
ethnic diversity in Britain and the wider	Planning a historical enquiry.	and analysing within a period and across
world.	Suggesting the evidence needed to carry	time.
Making links with different time periods	out the enquiry.	Beginning to interpret simple statistical
studied.	Identifying methods to use to carry out the	sources.
Describing change throughout time.	research.	Reaching conclusions which are
Identifying significant people and events	Asking historical questions of increasing	increasingly complex and substantiated by
across different time periods.	difficulty e.g. who governed, how and with	a range of sources.
Comparing significant people and events	what results?	Communicating knowledge and
across different time periods.	Creating a hypothesis to base an enquiry	understanding in an increasingly diverse
Explain the significance of events, people	on.	number of ways, including discussion,
and developments.	Asking questions about the interpretations,	debates, drama, art, writing, blog posts
Recognising primary and secondary	viewpoints and perspectives held by	and podcasts.
sources.	others.	Showing written and oral evidence of
Using a range of sources to find out about	Using different sources to make and	continuity and change as well as indicting
a particular aspect of the past.	substantiate historical claims.	simple causation.
Describing how secondary sources are	Developing an awareness of the variety of	Using historical evidence to create an
influenced by the beliefs, cultures and tim		imaginative reconstruction exploring the
of the author.	time.	feelings of people from the time.
Comparing accounts of events from	Distinguishing between fact and opinion.	Constructing structured and organised
different sources.	Recognising 'gaps' in evidence.	accounts using historical terms and
Evaluating the usefulness of historical	Identifying how sources with different	relevant historical information from a range
sources.	perspectives can be used in a historical	of sources.
Addressing and devising historically valid	enquiry.	Using evidence to support and illustrate
questions.	Using a range of different historical	claims.
Understanding that different evidence	evidence to dispute the ideas, claims or	Constructing structured and organised
creates different conclusions.	perspectives of others.	accounts using historical terms and
Evaluating the interpretations made by	Considering a range of factors when	relevant historical information from a range
historians.	discussing the reliability of sources, e.g.	of sources.
Identifying methods to use to carry out the		Using evidence to support and illustrate
research.	of the source.	claims.
	Interpreting evidence in different ways	
	using evidence to substantiate statements.	

	Asking questions about the interpretations, viewpoints and perspectives held by others. Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Making increasingly complex interpretations using more than one source of evidence. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.	Making increasingly complex interpretations using more than one source of evidence. Making connections, drawing contrasts and analysing within a period and across time. Reaching conclusions which are increasingly complex and substantiated by a range of sources. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.	
Key knowledge	To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians.	To know that members of society standing up for their rights can be the cause of change. To understand that there are different interpretations of historical figures and events. To understand how the monarchy exercised absolute power.	To know that change can be traced using the census. To know that members of society standing up for their rights can be the cause of change. To know that a census is carried out every ten years and is an official survey which

The sum allowed are all the set to be the set of the set of the set		
To understand that historical periods have	To understand the process of democracy	records every person living in a household
characteristics that distinguish them.	and parliament in Britain.	on a specific date.
To understand how to work out durations	To understand that there are changes in	To understand the types of information that
of periods and events.	the nature of society.	can be extracted from the census.
To understand how to represent a scale on	To be aware of the different beliefs that	To understand some of the key terms on
a timeline.	different cultures, times and groups hold.	the census, for example, scholar, ditto,
To know that members of society standing	To be able to identify the impact of beliefs	occupation and marital status.
up for their rights can be the cause of	on society.	To understand how to compare different
change.	To understand the changes and reasons	census extracts by analysing the entries in
To know that we must consider a source's	for the organisation of society in Britain.	individual columns.
audience, purpose, creator and accuracy	To understand how society is organised in	To understand the changes and reasons
to determine if it is a reliable source.	different cultures, times and groups.	for the organisation of society in Britain.
To understand that there are different	To be able to compare development and	To be able to compare development and
interpretations of historical figures and	role of education in societies.	role of education in societies.
events.	To understand the changing role of	To understand the changing role of
To understand the process of democracy	women and men in Britain.	women and men in Britain.
and parliament in Britain.	To understand the development of global	
To understand that different empires have	trade.	
different reasons for their expansion.	To understand that people in the past	
To understand that there are changes in	were as inventive and sophisticated in	
the nature of society. To know that there are different reasons for	thinking as people today.	
	To be able to identify the achievements of	
the decline of different empires. To be aware of the different beliefs that	civilisations and explain why these	
	achievements were so important.	
different cultures, times and groups hold. To be aware of how different societies	To be able to compare the achievements	
practise and demonstrate their beliefs.	of different civilisations and groups.	
To be able to identify the impact of beliefs		
on society.		
To understand how society is organised in		
different cultures, times and groups.		
To be able to compare development and		
role of education in societies.		
To be able to compare education in		
different cultures, times and groups.		
To understand that there are differences		
between early and later civilisations.		
To understand there was a race to		
discover new countries and that this		

	resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.		
Key vocabulary	assembly city-state Classical Golden Period democracy monarchy oligarchy ethics philosophy government	Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable remembered watermark Winston Churchill Betty Snowball	bobbins can-hooker carding census comparing condition enumeration books enumerator flax flax linen flax mill spinner governess head of household inference joiner observation overlooker piecer reconstruct schedule scholar shilling suffragette textile mill textiles William Dodd yarn

Assessment of	Kapow Quizlets for beginning and end of topics. Knowledge Organisers for use throughout each topic
progress	End of Year key skills/knowledge teacher assessment.