

## History Progression of Knowledge St Joseph's Catholic Primary School.

History is factual knowledge of the past - key events, place, people etc - and includes two types - '**generative knowledge**' and '**fingertip knowledge**':

**Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts (such as invasion, empire, settlement, social history, crime and punishment, communication and invention) and abstract concepts such as chronological knowledge (knowledge relating to broader developments and the features of historical periods).

Substantive Concepts are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion. **Chronological knowledge** is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.

**Fingertip knowledge** is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

### **Disciplinary Knowledge and Historical Enquiry.**

**Disciplinary knowledge** is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

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**Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:**

- **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- **Cause** - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- **Consequence** - understanding the relationship between an event and other future events.
- **Change and continuity** - analysing the pace, nature and extent of change.
- **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** - understanding how and why different accounts of the past are constructed

National Curriculum Programmes of Study						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>			
<b>Knowledge &amp; Understanding of British History</b>	<ul style="list-style-type: none"> <li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>			
<b>Local History</b>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• A local history study</li> </ul>			
<b>Knowledge &amp; Understanding of Wider World History</b>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul>		<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			
<b>History Skills and</b>	<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history • Establish clear</li> </ul>			

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<b>Concepts</b>	<p>relating to time</p> <ul style="list-style-type: none"> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>	<p>narratives within and across periods studied</p> <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>
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### Half Termly units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Toys</p> <p>Changes within living memory</p>	<p>Gunpowder Treason and Plot</p> <p><i>The lives of Significant individuals/ Events beyond living memory.</i></p> <p>Why do we wear poppies?</p> <p><i>Events beyond living memory that are significant nationally or globally</i></p>	<p>Stourbridge Glass</p> <p><i>Local History</i></p>	The Roman Empire	Ancient Egypt	<p>The Mayans</p> <p>Industrial Revolutions/ The Victorians</p>
Spring	<p>Explorers (Lives of significant individuals)</p>	<p>It's not fair <i>(Significant individuals - Comparing the lives of Rosa Parks and Emily Davison)</i></p>	<p>Changes in Britain throughout the Stone Age</p>	Anglo Saxons	Ancient Greece	

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Summer	Flight  <i>Events beyond living memory that are significant nationally or globally</i>	Prayers and chocolate  <i>Local history study</i>	The Iron Age	Vikings	Crime and Punishment	World War 2
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### EYFS

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. Examples include:

**All About Me:** children begin to make sense of their own life-story and family history by looking at photos and sharing family stories.

**Festivals and Celebrations:** learning about significant people and events such as birthdays and Bonfire Night.

The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

### Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

#### 'Understanding the World'

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and

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exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

### ELGs:

- Past and Present - Children at the expected level of development will:
- 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 experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

### Adapting the curriculum for pupils with SEND in history

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

### End points:

**By the end of EYFS, children will:** Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

**By the end of KS1:** Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

**By the end of KS2, children will:** Have developed a chronologically secure knowledge and understanding of British, local and world

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history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

### Substantive knowledge KS1

Key Concepts:			
1. Invasion & Empire	2. Settlements & Social History	3. Crime and Punishment	4. Communication and Invention
Area of Study	EYFS	Year 1	Year 2
<b>Scope</b>	Understanding of the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality	
<b>Chronology</b>	Past and present Living memory	Within living memory Beyond living memory  1492 - Christopher Columbus 1783 – Montgofier Brother 1903 - The first flight 1969 - Moon landing Toys - 1940 onwards	Within living memory Beyond living memory  1605 – The Gunpowder Plot  1914-1918 – World War 1  1768 – onwards – The Cadbury family
	To talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none"> <li>• To place known events and objects in chronological order</li> <li>• To sequence events and recount changes within living memory</li> <li>• To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe events from the past, using common words and phrases relating to the passing of time</li> <li>• To sequence events on a timeline</li> </ul>

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<b>Invasion and Empire</b>		<ul style="list-style-type: none"> <li>• To know that Christopher Columbus was an explorer.</li> <li>• To know that Christopher Columbus discovered the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that King James I was King of England and Scotland</li> <li>• To know that WW1 took place between 1914 and 1918</li> <li>• To know that many countries were involved in WW1</li> <li>• To know that some battles in WW1 took place in Flanders Fields</li> </ul>
<b>Settlements and Social History</b>		<ul style="list-style-type: none"> <li>• To know that toys in the past were different to toys today.</li> <li>• To know the names of some toys were popular</li> <li>• To recognise similarities and differences between toys from the past and toys today.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the causes of the Gunpowder Plot</li> <li>• To know the names of the main plotters</li> <li>• To know how Catholics were treated because of their faith</li> <li>• To know why the Gunpowder Plot failed</li> <li>• To know why we celebrate Bonfire night</li> <li>• To know the links between the Gunpowder Plot and our local area.</li> <li>• To know why poppies were chosen as a symbol of remembrance</li> <li>• To know the date of Remembrance Day and why it was chosen</li> <li>• To know how the lives of women and children changed during WW1</li> <li>• To know how animals were used in war.</li> <li>• To know why Rosa Parks is remembered.</li> <li>• To know how Rosa Park's actions influenced the Civil Rights movement in the USA</li> </ul>

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			<ul style="list-style-type: none"> <li>To know who the Suffragettes were and what they wanted.</li> <li>To know about the life and death Emily Davison</li> <li>To know about the Cadbury family.</li> <li>To know that the Cadbury family were influenced by their Quaker beliefs</li> </ul>
<b>Crime and Punishment</b>			<ul style="list-style-type: none"> <li>To know how the Gunpowder plotters were punished</li> <li>To know how Suffragettes were punished</li> </ul>
<b>Communication and invention</b>		<ul style="list-style-type: none"> <li>To know that toys have changed over the years.</li> <li>To know that television and radio brought the events of the Moon Landing to a global audience.</li> <li>To know about advancements in technology e.g. spacecraft</li> <li>To know about the first hot air balloon flight</li> <li>To know about the first aeroplane flight and its impact on modern travel</li> </ul>	<ul style="list-style-type: none"> <li>To know about the establishment of the Bournville village and factory</li> </ul>

### Substantive knowledge KS2

<b>Key Concepts:</b>	
1. Invasion & Empire	2. Settlements & Social History
3. Crime and Punishment	4. Communication and Invention
Area of Study	Year 3
	Changes to Britain from the Stone Age to Iron Age Local history – Glassmaking in Stourbridge
	<b>Year 4</b> The Roman Empire and its impact on Britain



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Scope		Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for control of England
<b>Chronology</b>	15000 – 3000BC Stone Age  3000BC – 800BC Bronze Age  800BC – 43AD Iron Age  1800 – present Glassmaking in Stourbridge	43AD – 410AD Romans  449AD – 1066AD Anglo Saxons  793AD – 1066 Viking
	<ul style="list-style-type: none"> <li>• To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD.</li> <li>• To know the Stone Age is divided into three periods:                             <ul style="list-style-type: none"> <li>➤ Palaeolithic 30,000 BC – 10,000 BC</li> <li>➤ Mesolithic 10,000BC – 8,000BC</li> <li>➤ Neolithic 8000BC – 3000BC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To place and describe some historical periods and eras on a timeline.</li> <li>• To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.</li> </ul>
<b>Invasion and Empire</b>	<ul style="list-style-type: none"> <li>• To know about tribal attacks e.g.</li> <li>• Celts during the Iron Age.</li> <li>• To know that the Iron Age ended in 43AD after the final Roman invasion of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the Britain was once part of the Roman Empire.</li> <li>• To know that Claudius successfully invaded Britain in 43AD.</li> <li>• To know that Julius Caesar invaded Britain twice in 55BC and 54BC.</li> <li>• To know the impact Romans had on Britain.</li> <li>• To know about the invasion of the Anglo-Saxons.</li> <li>• To know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain. They                             <ul style="list-style-type: none"> <li>• travelled from Scandinavia and landed in Lindisfarne.</li> </ul> </li> <li>• To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England</li> </ul>
	<ul style="list-style-type: none"> <li>• To know some settlements of the Stone Age.</li> <li>• To know some settlements of the Iron Age.</li> <li>• To know some settlements of the Romans.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich.</li> </ul>

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<b>Settlements and Social History</b>	<ul style="list-style-type: none"> <li>• To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm</li> <li>• To know that the first man was known as a hunter gatherer</li> <li>• To know that Stonehenge is thought of as the world's most famous prehistoric monument</li> <li>• To know that the Stone Age people were nomads but then became settlers.</li> <li>• To know when the first glasscone was built uin Stourbridge and why</li> <li>• To know what life was like in a glascone</li> <li>• To know the role of women in the glass industry.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the rulers of Viking times.</li> <li>• To know jobs and education during the Viking era.</li> <li>• To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries.</li> <li>• To know that the Vikings landed at Lindesfarne</li> <li>• To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village)</li> </ul>
<b>Crime and Punishment</b>	<ul style="list-style-type: none"> <li>• To know that there were no laws in the Stone Age and Iron Age Britain</li> </ul>	<ul style="list-style-type: none"> <li>• To know laws and justice during the Anglo-Saxon era.</li> <li>• To know the Vikings stole treasures from Monasteries.</li> <li>• To know the types of punishments for committing crimes in.</li> <li>• To know laws and justice during the Anglo-Saxon era.</li> </ul>
<b>Communication and invention</b>	<ul style="list-style-type: none"> <li>• To know the origins of glass making in the local area</li> <li>• To know key facts about the development of glass making technology</li> <li>• To know the factors that influenced the golden age of glass making and its decline.</li> <li>• To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gathers).</li> <li>• To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery</li> </ul>	<ul style="list-style-type: none"> <li>• To know that during their occupation of Britain the Romans built an extensive network of roads</li> </ul>

<b>Key Concepts:</b>			
<b>1. Invasion &amp; Empire</b>	<b>2. Settlements &amp; Social History</b>	<b>3. Crime and Punishment</b>	<b>4. Communication and Invention</b>
<b>Area of Study</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Scope</b>	The Egyptians Ancient Greece Crime and Punishment	The Mayans Industrial Revolution and Victorians World War 2	
<b>Chronology</b>	7500BC – 30AD Egyptians  776BC – 146BC – Ancient Greece	1750AD – 1900AD – Industrial Revolution	
	To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.  To sequence local, national and international events as well as historical periods.  To use dates (BC and AD) and terms accurately in describing events.	To identify periods of rapid change in history and contrast them with times of relatively little change.  To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	
<b>Invasion and Empire</b>	To know the origin of the Greek Empire	To know key facts about the Maya Civilisation To know how WW2 began and ended To know and which countries and world leaders were involved in WW2 To know what the Blitz was	
<b>Settlements and Social History</b>	To know the religion and gods of Ancient Egypt. To know the housing and class system of Ancient Egypt To know death and burial rituals (mummification) To know about gods, goddesses and religious beliefs in ancient Greece. To know about the city states of Sparta and Athens and make comparisons. To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy. To know key aspects of daily life in ancient Greece	To know some Mayan gods and sacrifices, food and diet. To know about some Mayan temples and buildings (Chichen Itza) To know about the Mayan number system To know what Mayan people ate and grew To know differences in: jobs and child employment, rich and poor, schooling and migration of population from rural to towns and cities during the Victorian Era. To know about public health and medical care in Victorian times To know about different leisure activities of rich and poor	

		<p>people in Victorian times          To know about safety measures during the Blitz          To know that children were evacuated during WW2 and the benefits of this.          To know why rationing was introduced.          To know about the 'Dig for Victory' campaign          To know who Anne Frank was and why she is remembered.          To know the effects of the war on the lives of everyday people</p>
<p><b>Crime and Punishment</b></p>	<p>To know Roman beliefs about crime and punishment          To know how the legal system worked in AngloSaxon Britain.          To know the similarities and differences between the modern British and Roman justice system and that of the Anglo-Saxons.          To know popular punishments in Tudor Britain          To know about the experiences of Victorian prisons          To know the similarities and differences between modern methods of crime prevention and detection with what existed in the past          To know the Government and the Rule of Law.          To know about democracy leading to punishment such as: bankruptcy, exile, death by poisoning.</p>	
<p><b>Communication and invention</b></p>	<p>To know how the Egyptians used the River Nile for their way of life.          To know how modern life has been influenced by the Ancient Greeks</p>	<p>To know inventions during the Industrial Revolution e.g. steam engine          To know the impact that the Industrial Revolution had on the people of Britain.</p>

## Disciplinary knowledge:

Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

Disciplinary Knowledge at KS1			
Key Concepts:			
1. Invasion & Empire	2. Settlements & Social History	3. Crime and Punishment	4. Communication and Invention
Area of Study	EYFS	Year 1	Year 2
Scope	Understanding of the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality	
Cause & Consequence	To talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none"> <li>To recognise some causes to historical events.</li> <li>To identify consequences to historical events.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there are reasons why people in the past acted as they did.</li> <li>To identify causes and consequences from the past.</li> </ul>
Change and continuity		To recognise some similarities and differences between the past and the present.	To identify similarities and differences between ways of life in different periods.
Similarity and differences	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To recognise some similarities and differences between individuals e.g. <b>within</b> the life and times of Christopher Columbus.	To identify similarities and differences between societies e.g. <b>the time of King James I</b>
Historical Significance	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To recognise why certain individuals e.g. Christopher Columbus are significant in history (achievements and impact)	To identify why certain people/events are significant in the wider context of history e.g. Guy Fawkes and the Gunpowder Plot, Rosa Parkes etc
Sources and evidence	To comment on images of familiar situations in the past.	To look at simple artefacts and pictures to ask questions about the past.	To look at a source (such as photographs from WWI) to find answers to questions about the past.  To choose and select evidence (from

			a selection provided) and say how it can be used to find out about the past.
<b>Historical Interpretations</b>	<p>To use stories or accounts to distinguish between fact and fiction.</p> <p>To look at more than two versions of the same event or story in history and identify differences.</p>	<p>To start to compare two versions of a past event.</p> <p>To explain that there are different types of sources that can be used to help represent the past.</p>	To look at more than two versions of the same event or story in history and identify differences.

## Disciplinary Knowledge at KS2

### Key Concepts:

1. Invasion & Empire

2. Settlements & Social History

3. Crime and Punishment

4. Communication and Invention

Area of Study	Year 3	Year 4	Year 5	Year 6
<b>Scope</b>				
<b>Cause &amp; Consequence</b>	<p>To find out about the cause of an event.</p> <p>To identify key consequences over a period of time and be able to give reasons for those changes.</p>	<p>To explain how people and events in the past have influenced life today.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>To examine causes and results of great events and the impact these had on people.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
<b>Change and continuity</b>	To find out about the everyday lives of people compared with our life	To explain how people and events in the past have influenced life today.	To describe connections and contrasts between aspects of history, people,	To use appropriate historical terms such as culture, religious, social,

	today.		events and artefacts studied.	economic and political when describing the past.
<b>Similarity and differences</b>	To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.	To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo-Saxons and the native Britons.	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. <b>within</b> Ancient Egypt.	To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. <b>within</b> the period of the Industrial Revolution.
<b>Historical Significance</b>	To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.  To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.	To explain advancements in technology in the Mayan civilisation.	To describe the achievements of the Ancient Egyptians and their significance to human development.	To evaluate the achievements of the Industrial Revolution as a turning point in British history in the context of then and now.
<b>Sources and evidence</b>	To gather more detail from sources such as maps to build up a clearer picture of the past.  To suggest sources of evidence to help answer questions to present findings.	To devise my own questions to find answers about the past.  To begin to undertake my own research.  To compare different accounts of an event and explain why they may differ.	To recognise when I am using primary and secondary sources of information to investigate the past.  To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.	To use sources of information to form testable hypothesis about the past.  To locate and analyse relevant information to justify claims about the past.  To investigate my own lines of enquiry by posing historically valid questions to answer.
<b>Historical Interpretation</b>	To look at more than two versions of the same event or story in history and identify differences.	To find and analyse a wide range of evidence about the past. To investigate different accounts of historical	To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding	To show an awareness of the concept of propaganda.  To know that people in the

		<p>events and be able to explain some of the reasons why the accounts may be different.</p>	<p>about the past.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>	<p>past represent events or ideas in a way that may be to persuade others.</p> <p>To begin to evaluate the usefulness of different sources.</p>
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