



HISTORY



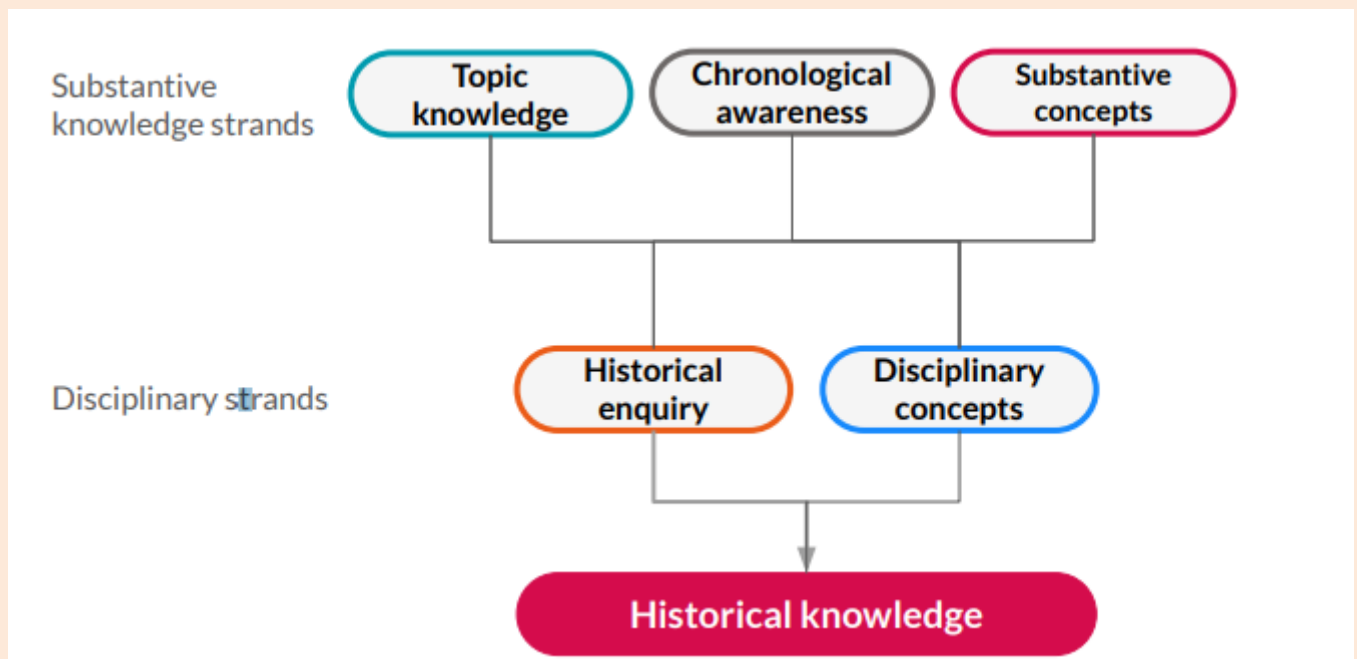
INTENT:

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in history.

At All Saints, we aim for a high quality history curriculum which should nurture hearts and inspire minds in pupils with a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION:

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



This scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. A timeline supports children in developing this chronological awareness.



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Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
 - Historical significance.
- Historical interpretations.
 - Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

This scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

IMPACT:

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of the History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
 - Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
 - Explain how and why interpretations of the past have been constructed using evidence.
 - Make connections between historical concepts and timescales.



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- Meet the end of key stage expectations outlined in the National curriculum for History.

Pupils are assessed against national curriculum objectives every half term. This is monitored by the subject leader, the senior leadership and the School Development Group.

SMSC

(to be developed in all lessons)

SPIRITUAL: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES

(to be developed in all lessons)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

The teaching of history offers an unique opportunity to: investigate some of the origins of these values; look at periods in history when these values have been demonstrated and upheld; look at civilisations / times where these values were not at the centre of their ways of lives and to analyse events in UK and world history where British values have been tested (such as both World Wars).



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Organisation of the History scheme:

Substantive knowledge strands

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of Substantive (abstract) concepts.

Chronological awareness

Understanding language related to chronology
Building a mental timeline of the chronological order of periods
Developing awareness of general features of periods
Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire)
Invasion, settlement and migration
Civilisation (social and cultural)
Tax and trade
Beliefs
Achievements and follies of mankind

Disciplinary strands

Disciplinary concepts

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings



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Progression of Skills (chronological awareness):

Year 1	Year 2
<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p>

Lower Key stage 2	Upper Key stage 2
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>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.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>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, Aztecs, and Victorians.</p>



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Progression of Knowledge (substantive (abstract) concepts):

Sub-strand	Year 1	Year 2
Power (monarchy, government and empire)		<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>
Achievements and follies of mankind	<p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).</p>

Sub-strand	Lower key stage 2	Upper key stage 2
Power (monarchy, government and empire)	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p>
Invasion, settlement and migration	<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>



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Sub-strand	Lower key stage 2	Upper key stage 2
Civilisation (social and cultural)	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	<p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>
Trade	<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p>	<p>To know that trade routes from Britain expanded across the world.</p> <p>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).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of global trade.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
Beliefs	<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p>	<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>
Achievements and follies of mankind	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p>



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Progression of Skills (disciplinary concepts):

Sub-strand	Year 1	Year 2
Change and continuity	<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p>
Cause and consequence	<p>Asking why things happen and beginning to explain why with support.</p> <p>To know that everyday objects have changed as new materials have been invented.</p>	<p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology.</p>
Similarities and differences	<p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Knowing some things which have changed / stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>

Sub-strand	Year 1	Year 2
Historical significance	<p>Recalling special events in their own lives.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>Discussing who was important in a historical event.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>
Sources of evidence	<p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Identifying a primary source.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>
Historical interpretations	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p> <p>To know that the past can be represented in photographs.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p> <p>To know that the past is represented in different ways.</p>



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Sub-strand	Lower key stage 2	Upper key stage 2
Change and continuity	<p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p> <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p>
Cause and consequence	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
Similarities and differences	<p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p>
Historical significance	<p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p> <p>To know how historians select criteria for significance and that this changes.</p>
Sources of evidence	<p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying sources which are influenced by the personal beliefs of the author.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes.</p>



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Sub-strand	Lower key stage 2	Upper key stage 2
Historical interpretations	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Independently using textbooks to gain historical knowledge.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>



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Progression of Skills (historical enquiry):

Sub-strand	Year 1	Year 2
Posing historical questions	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p>
Gathering, organising and evaluating evidence	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identifying a primary source.</p>

Sub-strand	Year 1	Year 2
Interpreting findings, analysing and making connections	<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers.</p>
Evaluating and drawing conclusions	<p>Drawing simple conclusions to answer a question.</p>	<p>Making simple conclusions about a question using evidence to support.</p>
Communicating findings	<p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>



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Sub-strand	Lower key stage 2	Upper key stage 2
Posing historical questions	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>
Gathering, organising and evaluating evidence	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>

Sub-strand	Lower key stage 2	Upper key stage 2
Interpreting findings, analysing and making connections	<p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p>
Evaluating and drawing conclusions	<p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p>	<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p>
Communicating findings	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>



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Progression

KS1 (Year 1 & Year 2)

	Autumn 1	Spring 1	Summer 1
Cycle A 2023/24 2025/26 2027/28	<u>How am I making history?</u> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	<u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	<u>How have explorers changed the world?</u> Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.
Cycle B 2024/25 2026/27 2028/29	<u>What is a monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	<u>How have toys changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	<u>How was school different in the past?</u> Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.



HISTORY



Lower KS2 (Year 3 & Year 4)

	Autumn 1	Spring 1	Summer 1
<p>Cycle A</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p><u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p><u>British history 2: Why did the Romans settle in Britain?</u></p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today</p>	<p><u>What did the ancient Egyptians believe?</u></p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story</p>
<p>Cycle B</p> <p>2024/25</p> <p>2026/27</p> <p>2028/29</p>	<p><u>How have children's lives changed?</u></p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>	<p><u>British history 3: How hard was it to invade and settle in Britain?</u></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>	<p><u>British history 4: Were the Vikings raiders, traders or settlers?</u></p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>



HISTORY



Upper KS2 (Year 5 & Year 6)

	Autumn 1	Spring 1	Summer 1
<p>Cycle A</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p><u>British history 5: What was life like in Tudor England?</u></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times</p>	<p><u>What did the Greeks ever do for us?</u></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p><u>How did the Maya civilisation compare to the Anglo-Saxons?</u></p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p>
<p>Cycle B</p> <p>2024/25</p> <p>2026/27</p> <p>2028/29</p>	<p><u>What does the census tell us about our local area?</u></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>	<p><u>British history 6: What was the impact of World War II on the people of Britain?</u></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>	<p><u>Unheard histories: Who should go on the £10 banknote?</u></p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>



HISTORY

