

Progression in History

History is factual knowledge of the past - key events, place, people etc - and includes two types of knowledge - 'Disciplinary knowledge' and 'Substantive Concepts':

Substantive Concepts

Substantive concepts are 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. Substantive concepts can include concepts such as: invasion, empire, settlement, social history, crime and punishment, communication and invention. The table below also includes chronological knowledge.

Substantive Concepts	Class 2				Class 3				Class 4				Class 5											
	Cycle A		Cycle B		Cycle A		Cycle B		Cycle A		Cycle B		Cycle A		Cycle B									
	History of farming: locality	Houses & homes in locality	George Stephenson - trains	Grace Darling	Local study – The school and its community	Great Fire of London	Local study - castles	Stone Age	Romans	Local history – Clee Hill	Egyptians	Ancient Benin	Anglo Saxons and Scots	Walter Tull	Queen Elizabeth II	Chronology of the law	History of Numbers	WW2 & the Blitz	Vikings & Anglo Saxons	Ancient Olympic games	The Maya	Ancient Greece	Education	Migration to Britain
Monarchy		Queen Victoria,			King Charles II & King Charles III	William the Conqueror					Tutankhamen		Alfred the Great		Queen Elizabeth II	King James I King Henry VIII			Ethelred II				Queen Victoria	
Invasion & Empire						Battle of Hastings		Romans			British Invasion		Anglo-Saxons, World War II,					WW2	Vikings			Ancient Greece		
Settlement	Farming,	Houses and homes			Great Fire of London	Ludlow Castle	Stone Age	Romans Roads	Clee Hill	Egyptians	Benin							WW2 & Clee Hill	Lindisfarne		The Maya			
Social History				RNLI				Romans Roads			Benin					Changes to Law		WW2 & Clee Hill		Olympics impact		Daily Life	Schools	Social changes
Democracy & Equality				Grace Darling							Benin Bronzes			Walter Tull	Different Classes	Changes to the law	Alan Turing	Home Front				Democracy	Gender/ wealth	Segregation
Church and Religion										Gods/ afterlife			St Bede			Henry VIII			Conversion of faith					
Law					Schools			Crime and punishment								Chronology			Types of ruling				Schools	
Invention & Discovery			Stephenson Rocket	RNLI		Fire service		Use of Tools		Dhustone							Number systems				Chocolate			

Progression of Substantive Concepts

	EYFS		Key Stage 1		Key stage 2		Key stage 3
	Nursery	Class 1- Year R	Class 2 – Year 1/2	Class 3 – Year 2/3	Class 4 – Year 4/5	Class 5 _Year 5/6	Year 7
Key dates	Child's age	2023 – current year to date Birthdays, Special calendar dates	0 – Birth of Christ 1666 - Great Fire of London 1837 – 1901 – Queen Victoria 1829 – Stephenson's Rocket 1916 - 2001 - Joseph Cyril Bamford	15000 – 3000BC Stone Age 3000BC – 800BC Bronze Age 800BC – 43AD Iron Age 7500BC – 30AD Egyptians 43AD – 410AD Romans 1066 – William the Conqueror 1200 – 1800 – Kingdom of Benin	449 – 1066 Anglo Saxons 1605 – The Gunpowder Plot 1914-1918 – World War I 1926-2022 - Queen Elizabeth:	776BC – 146BC – Ancient Greece Civilisation 793 – 1066 Viking 978 to 1013 – Ethelred II 1750 – 1900 – Industrial Revolution	Medieval Britain 1066-1509 Britain 1509-1745 1901 to the present day.
Chronology	<p>EYFS:</p> <ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 		<p>KSI</p> <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 		<p>KS2</p> <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 		<p>KS3</p> <ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
	Living Memory :Talk about things that happened yesterday or are happening tomorrow. Remember and talks about significant events in their own experience	Past and present - Living memory Know some similarities and differences between things in the past and now, drawing on their experiences That we celebrate someone's birthday every year at the same time because this is when they were born	To describe events from the past, using common words and phrases relating to the passing of time To sequence events on a timeline To place known events and objects in chronological order To sequence events and recount changes within living memory	To place and describe some historical periods and eras on a timeline. To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes. To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD. To know the Stone Age is divided into three periods: ➤ Palaeolithic 30,000 BC – 10,000 BC ➤ Mesolithic 10,000BC – 8,000BC ➤ Neolithic 8000BC – 3000BC To know that many castles were built during the Middle Ages (5 th Century AD to 15 th Century) Benin Select information about Africa's past and justify what they consider were its most significant events	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).	Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time
	<p>EYFS :</p> <ul style="list-style-type: none"> Prince/ princess / king/ queen A kingdom is ruled by a king or queen 		<p>KSI:</p> <ul style="list-style-type: none"> Seats and symbols of power Castles and palaces Royalty Duty 		<p>KS2:</p> <ul style="list-style-type: none"> Succession I usually hereditary but it can be elected Monarchy and diarchy The difference between ruling and reigning Some monarchs have a significant impact on how we live today Absolute power versus democracy/ constitutional power Monarchs rule until death, abdication or revolution Importance of religion and religious leadership and faith The reach of monarchy changes over time Not all countries have monarchs Throughout history, royal dynasties have dominated. 		

<p>Monarchy</p>	<p>Read stories which contain characters who are royal – prince, princess, king, queen,</p>	<p>Talk about the lives of people around them and their roles in society ie King Charles III is the King of the United Kingdom</p>	<p>Queen Victoria was the Queen of England between 1837 and 1901 To sequence events and recount changes within living memory King Charles was King during the Great fire of London</p>	<p>To know that in 1066 William the Conqueror defeated King Harold the II at the Battle of Hastings . That Ludlow Castle was home to Royalty including King Edward V</p>	<p>Know the meaning of the words 'royalty' and 'monarchy'. Consider the role of the royal family and how our monarch was 'chosen'. Identify how our monarch is perceived differently and why different interpretations may occur. Discuss the role of technology in how perceptions and interpretations may have changed over time. Identify what the King's/Queen's role is and why this might be perceived differently depending on the role, beliefs and intentions of an individual. Evaluate the significance of a monarch in society <u>Anglo-Saxons</u> Alfred the Great <u>Chronology of Law</u> Know that King James I was the King during the Gunpowder plot Know that King Henry VIII created the Church of England as a result of disagreeing which church laws.</p>	<p>The development of a united English kingdom. Early "kings" of England including Ethelred, Alfred, Athelstan and Cnut. To know the rulers of Viking times. Queen Victoria reigned for over 63 years between 1837 and 1901 To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy</p>	<p>The development of Church, state and society in Medieval Britain 1066-1509 The development of Church, state and society in Britain 1509-1745</p>
<p>Invasion and Empire</p>				<ul style="list-style-type: none"> • Involves conflict • Taking power • Coming from another place of country 	<ul style="list-style-type: none"> • May be met with resistance • Could happen repeatedly • Coming to stay and settle 	<ul style="list-style-type: none"> • Resistance may persist for some time and may influence settlement and laws • Harder to invade an island • Could be piecemeal or in one attack • Can have a long-term impact 	
				<p>Roman Britain To know that the Britain was once part of the Roman Empire. Know that Britain was invaded a number of times by the Romans and why Claudius successfully invaded Britain in 43AD /Julius Caesar invaded Britain twice in 55BC and 54BC.) Know why the Romans left Britain Towers and Turrets To know that in 1066 William the Conqueror defeated King Harold the II at the Battle of Hastings . Benin Know about the British invasion in Benin and explain what caused Benin to lose its Bronzes</p>	<p>Invasion of the Anglo-Saxons To know that the Vikings conflicted with the Anglo Saxons for control over Britain. Vikings travelled from Scandinavia and landed in Lindisfarne. To know how WW2 began and ended and which countries and world leaders were involved in WW2 To know what the Blitz was To know that WW1 took place between 1914 and 1918 To know that many countries were involved in WW1 and that some battles in WW1 took place in Flanders Fields (Walter Tull)</p>	<p>To know the origin of the Greek Empire Viking raids and settlement and Anglo-Saxon resistance Know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships</p>	<p>Ideas, political power, industry and empire: Britain, 1745-1901</p>

Settlements	That dinosaurs once lived on the planet	To talk about features of local change in the context of Clee Hill within their living memory i.e roadworks or if any new shops/buildings appear locally	To know that farms in the past were different to farms today. To recognise similarities and differences between houses from the past and houses today. Know what peoples' lives were like in 1666 (houses, food, health, transport) and how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity).	To know that castles why castles were built in our locality including geographical reasons. To know some settlements of the Stone Age. To know some settlements of the Iron Age. To know that Stonehenge is thought of as the world's most famous prehistoric monument To know why quarrying led to more houses, schools and school being built in Clee Hill Know the impact that the discovery of coal and Dhustone had on Clee Hill. That Ludlow Castle was home to Royalty including King Edward V To learn how people lived in the Kingdom of Benin To learn the effect of trade on Benin people To know some settlements of the Romans	To know the links between the World Wars and our local area. To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich.	To know that the Vikings landed at Lindisparne To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village). To know about different leisure activities of rich and poor people in Victorian times	Challenges for Britain, Europe and the wider world 1901 to the present day. The Holocaust, A local History project the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 Study of a significant society or issue in world history and its interconnections with other world developments
Social History		To understand how life has changed over time for their family Comparing toys from the past with modern day toys Which toys were popular in the past (withing their parent's lifetimes and beyond)	Identify features of schooling for different times Use evidence to look at the impact of war on children Know about many aspects of past school life Empathise with past people about local patterns of education and how they have changed	To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm Know the impact of the Romans on modern Britain.	To know how the lives of women and children changed during WW2 To know about safety measures during the Blitz To know that children in our locality were evacuated during WW2 and the benefits of this. To know the effects of the war on the lives of everyday people in our locality	Identify some of the key causes of migration to Britain Reasons why migrants wanted to come to Britain which allows students to look at common causes of To know how modern life has been influenced by the Ancient Greeks 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 the impact that the Industrial Revolution had on the people of Britain	
Church & Religion				Egyptian Gods: Myth, Ra, Osiris, Isis, Horus Beliefs and attitudes of the past religious diversity Wall paintings, gods and preparation for the afterlife. To know the religion and gods of Ancient Egypt.	Changes in religious beliefs (paganism and Christianity) Venerable Bede/ St Bede and his role in providing vital sources of history regarding the conversion to Christianity To know how people with different religion were treated throughout history because of their faith To know how the relationship with the church has shaped Britain, including laws, over time.	The nature of religious life when the Saxons and Vikings first arrived; The nature of and reactions to the re-introduction of Christianity; How and why Christianity spread;	
Democracy & Equality		That we are all different and that differences should be celebrated Provide opportunities to overthrow stereotype in occupations. Opportunities to experience a diverse range of different festivals and celebrations	To know who Grace Darling and the impact of her actions		To know how why Walter Tull's legacy is important to challenge racism That Walter's father was an immigrant. To know how WWII changed the lives of many women on the Home Front.	To know the conditions of Victorian children in the past and to compare the rights for children with today To know what the Windrush generation is and how the lives of the Windrush generation have been impacted. To know how democracy worked in Ancient Greece	

Law				<p>To know that there were no laws in the Stone Age and Iron Age Britain To know Roman beliefs about crime and punishment</p>	<p>To know how the law enabled people to be punished and how these punishments changed over time. To know laws and justice during the Anglo-Saxon era. To know the types of punishments for committing crimes in. To know the Government and the Rule of Law. That many groups of people were treated unfairly due to their race or religion throughout history. Know how the law has changed over time to support equality. To know how the relationship with the church has shaped Britain, including laws, over time.</p>		
Invention & Discovery			<p>To know that before steam trains were invented, people had never travelled that fast. To know that Stephenson's rocket was the first ever steam locomotive.</p>	<p>Most of our evidence for the Stone Age comes from archaeologists Archaeologists can disagree with each other Some recent discoveries that are changing the way we think about the Stone Age To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gathers). To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery To know that during their occupation of Britain the Romans built an extensive network of roads Know why the radar station of built on Clee Hill and its key purpose at the time.</p>			
Topic specific vocabulary		<p>Me, me, me - History, present, now, today, yesterday, last week, before my parents were born, before, after, next, last, when I was born, before I was born</p>	<p>Grace Darling: Lighthouse Shipwreck, Coast, Rescue, Heroine, Bamburgh, Northumberland. Museum, Steamship, awarded, Farne Islands, honour, survivors Great Fire of London: , 17th Century, 1666, monarch, King Charles II, Samuel Pepys, Thomas Farriner, Tower of London, St Paul's Cathedral, River Thames, Pudding Lane, leather bucket, fire hooks, gunpowder, fire carts, bakery, stone oven, diary, artefact, picture, photograph, information, research. George Stephenson: Locomotive, passenger, railroad, carriage, steam engine, Farming: machinery, livestock, combine harvester, Houses and homes: terraced, detached, cottage</p>	<p>Castles: arrow loop, barbican, battlement, drawbridge, moat, tower, portcullis, chainmail Local History: locality, community, radar station, quarry, heritage Benin: animist, brass, Yoruba, Edo, Oba, dynasty, ceremony Ancient Egypt: afterlife, akhet, canopic jars, hieroglyphics, pyramids, sarcophagus, irrigation, shaduf, Nile, Pharaoh, tomb, papyrus, canopic jar, mummification, after-life, sarcophagus, Romans: Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga Stone Age: flint, hunter-gatherer, prehistoric, sacrifice, bronze, iron, tribe, Neolithic Palaeolithic Mesolithic</p>	<p>History of law: Confess, guilty, trial, verdict, suffragette, vote, movement WW2: Allies axis, Nazi Party, propaganda Anglo Saxons & Scots: Pagan, kingdom, invaders, Christian, dark ages Monastery monk Normans conquest medieval middle ages, wattle and daub, manuscript, Walter Tull legacy, tradition, league</p>	<p>Ancient Greece: myth, democracy, legacies, empire, city states, civilisation, Mount Olympus, Marathon, parliament democracy government, Parthenon, philosopher, Vikings: Lindisfarne, Jorvik, Athens, Sparta, Troy, longboat, rune, Valhalla, Education/ Victorians: Coronation, Workhouses, Mining, Factory, Chimney, Inventions, monarch monarchy aristocracy, Migration to Britain, civil rights, prejudice, racism, justice, Maya: bajos, cenotes, chultuns, cacao beans, maize, civilisation, drought, jaguar, scribes, codices</p>	

Disciplinary Knowledge

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 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.

	Class 2					Class 3					Class 4					Class 5								
	Cycle A			Cycle B		Cycle A			Cycle B		Cycle A			Cycle B		Cycle A			Cycle B					
	History of farming : locality	Houses & homes in locality	George Stephenson - Trains	Grace Darling	Local study – The school and its community	Great Fire of London	Local study: castles	Stone Age to Iron Age	Romans	Local history – Clee Hill	Egyptians	Ancient Benin	Anglo Saxons and Scots	Who was Walter Tull?	Queen Elizabeth II	Chronology of the law	Chronology of Number	WW2 & the Blitz	Vikings & Anglo Saxons	Ancient Olympics	The Maya	Ancient Greece	Chronology of education	Migration of Britain
Change and Continuity																								
Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event																								
Similarities and differences																								
Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.	Now and then		Ways to travel		Schools		Castle life				Religious beliefs		Walter Tull				Now and then						Schools/work	
Cause and Consequence																								
Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.	Farm Machinery			RNLI		Fire Engines			Infrastructure	Development of CH		Siege of Benin	Place names			Our Law	Our number system	How WW2 began	Raiding & Trading		Chocolate	Democracy		Modern Britain
Historical significance																								
Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.			Stevenson's rocket			Thomas Farnor	William the Conqueror		Julius Caesar		Tutankhamun		King Alfred	Walter Tull		Guy Fawkes					Olympics			
Sources of evidence																								
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.		Blist Hill				Samuel Pepys		Skara Brae	Wrexeter	Local					Modern	Newspapers/ law		Local people					V & A	
Historical interpretations																								
Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.	Comparing photos				Comparing places			Interpreting pictures			Howard Carter	Slave Trade			Personal Viewpoints			Different viewpoints	Killers or settlers?					Different viewpoints

Progression of Disciplinary Knowledge

	EYFS		Key Stage 1		Key Stage 2		Key Stage 3
	Nursery	Reception	Class 2 – Year 1/2	Class 3 – Year 2/3	Class 4 – Year 4/5	Class 5 – Year 5/6	Year 7
Vocabulary – including the passing of time	old, new when I was younger, a long time ago, today, tomorrow	History, present, now, today, yesterday, last week, before my parents were born, before, after, next, last, when I was born, before I was born	alike, history, artefacts, memory remember remembrance, now adays	similar a long time ago, history, ancient, century ,present, civilisation, chronology chronological duration sequence, archaeology archaeologist explorer artefact	century, decade, invasion, BC/ AD, primary source, secondary source, decade, propaganda, impact invasion culture beliefs settlements, political religious social timescale timeline	territory, invasion, millennium , bias, era inference change continuity, society significant diversity, significance cause consequence, trends interpretation hypothesis	Use historical terms and concepts in increasingly sophisticated ways
Chronology	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. 		<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods 		<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time 		<ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
Similarities and differences	<p>Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and tradition</p>		<p>Pupils identify a few similarities, differences and changes ie how modes of transport are different from the past, how schools are different</p>	<p>Pupils can make valid statements about the main similarities, differences and changes ie compare Ancient Egyptian festivals to modern such as Easter.</p>	<p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. i.e. How has live in Britain changed since Walter Tull lived there?</p>	<p>Pupils can compare similarities, differences and changes within and across a wide range of periods in suitable depth. They can articulate a coherent narrative that highlights the depth of their knowledge and understanding. Ie If I was at school in the Victorian times I would have found it different because it was so strict and the days were much longer.</p>	<p>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>

<p>Cause and Consequence</p> <p>Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.</p>	<p>Question why things happen and give explanations</p>	<p>Identify at least one relevant cause for, and effect of, several events covered. I.e. as a result of technology, less people were employed on a farm or as a result of the Great Fire of London, the Fire Brigades were set up or as a result of the Underground Railway many slaves were freed.</p>	<p>Understand importance of causes and effects for some of the key events and developments. i.e. how Clee Hill changed over time as a result of quarrying on Clee Hill. Houses and infrastructure built during the rise of quarrying and amenities closing as a result of the technological advances. AS a result of the Roman's invading establishing road system OR causes and results of the massacre and siege of Benin.</p>	<p>Explain the role and significance of different causes and effects of a range of events and developments i.e place names from the Anglo Saxon period and how they have evolved into current place names or the Saxons invasion of Britain and how this follows on from the Romans before leading into the Vikings.</p>	<p>Consider different types of causes and effects for most of the events covered, including longer- and shorter-term aspects ie how the raiding of Vikings led to improved trade or how Greek democracy has built the British Values of today.</p>	<p>Analyse / explain reasons for, and results of, historical events, situations, changes</p>
<p>Historical significance</p> <p>Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.</p>	<p>Recognise and describe special times or events for family or friends</p>	<p>Pupils recognise the difference between past and present in their own and others' lives. They can depict on a timeline the sequence of a few objects and/or pieces of information. Pupils can sequence events in their life. I.e sequencing the events of our school over time</p>	<p>Pupils can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms. Place the time studied on a timeline. Use dates and terms related to the unit and the passing of time. I.e Ancient Egyptian time were a long time before the birth of Christ or the battle of Hastings was in 1066 – this was before the Great Fire of London.</p>	<p>Pupils can sequence with independence the key events, objects, themes, societies and people covered using dates, period labels and terms. They can make informed comparisons between different times in the past. I.e. Following the life of Walter Tull pre and post war and the comparisons between how he was treated in the past and how his legacy is now so important.</p>	<p>Pupils can explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. They can sequence several historical events on a timeline, considering the relationships to each other. Pupils have a confident chronological overview of the key periods studied across KS2.. ie placing events on a timeline and justifying why they are there such the migration to Britain from different groups and how this has shaped the country we live in today.</p>	<p>Consider/explain the significance of events, people and developments in their context and in the present.</p>
<p>Sources of evidence</p> <p>Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.</p>		<p>With guidance, pupils can extract information from several different types of sources including written, visual and oral sources and artefacts. They can find answers to simple questions about the past using sources of information. I.e first hand experiences at Blist Hill to compare houses from the past with their own home or extracting evidence from Samuel Pepys's diary to learn more about the Great Fire of London.</p>	<p>Sources are things which survive from the past Pupils can recognise possible uses of a range of sources for answering historical enquiries. Use sources of evidence to build up a picture of a past event. I.e hieroglyphics and artefacts found in the Pyramids (Ancient Egypt) or first hand experiences of local residents to find more about Clee Hill in the past. (Local History). Looking at how Benin is built from a range of sources</p>	<p>There are different type of sources - i.e. written or archaeologists Pupils can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries.. I.e understanding how different coins found during the Anglo Saxon period can tell them about different time periods across Europe or monastic records/ Venerable Bede</p>	<p>Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. They can suggest omissions in information and suggest the means of finding this out. Pupils can bring together knowledge from different sources of information in a fluent account ie looking at the validity of evidence for the Ancient Greeks. Do historians know the purpose of items or just suggest possible solutions? How can the reliability of evidence from the past be influenced, ie in the Victorian Era?</p>	

<p>Historical interpretations</p> <p>Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.</p>		<p>Pupils can consider one reason why an event or person might be significant. They are beginning to distinguish between fact and fiction. I.e an account/ re-enactment of what it was like to live in house/ homes in the past or photographic evidence.</p>	<p>Pupils can select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ. Pupils can distinguish between different sources of evidence, comparing the versions of the same story. I.e Howard Carter's discovery of Tutankhamun from his point of view or from a local Egyptian. Should the Benin bronzes have been taken?</p>	<p>Pupils can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. They can explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at. I.e looking at WW2 from the perspective of a German (Rose Blanche) Kinder transport</p>	<p>Pupils can compare the significance of events, developments and people across History and time periods studied. They can understand and explain the nature and reasons for different interpretations in a range of topics. They can consider how to check the accuracy of interpretations fact, fiction or opinion. Pupils can confidently use sources of information such as the library/ the internet to follow up a line of enquiry. I.e were Vikings killers or settlers? If the records were recorded by Monks, are the events biased against the Vikings? Should the Vikings sailed to England? How can we distinguish between fact, fiction or opinion?</p>	
<p>Sentence organisers</p>		<p>It is because... I know ... because ...</p>	<p>This source shows... because... I can tell Because... Why is... What is...</p>	<p>You can tell this is a ... source because... The similarities between then and now is</p>	<p>In my opinion... I think.... Because It is evident that...since... This source is reliable / unreliable as...</p>	