

St Botolph's Church of England Primary School

History Curriculum



Our aim is to provide our children with an engaging, exciting, and empowering curriculum that equips them for today and their future. At St. Botolph's Church of England Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Curriculum aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term time-

History Intent:

To develop a curiosity and inquisitiveness about life in the past and the skills of enquiry, analysis, interpretation and problem solving, leading to an understanding of past events and how they have influenced the present.

Our Curriculum:

EYFS are following the Early Learning Goals. The concepts of similarity, difference, change, past and present are explored, and significant events and individuals are learnt about through stories shared. The pupils will begin to learn vocabulary associated with the past and will identify past events within their own experience.

KS1 topics have been devised to provide opportunities for diversity when learning about the lives and achievements of significant individuals – such as Neil Armstrong and Mae Jamison, Mary Seacole and Edith Cavell and exciting subject matter – the discoveries of Mary Anning and Howard Carter. We have chosen Nicola de la Haye as a local Significant individual to tie with a significant historical event in our locality – the Battle of Lincoln. Changes within living memory have been approached through shops and shopping in Sleaford and is supported by our local museum.

At St. Botolph's, our KS2 topics have been arranged chronologically through the Key Stage to give a clear understanding of this concept for the pupils. Topics have been built around a central enquiry question with sub-questions for each lesson and using the Chris Quigley skills progression alongside the NC objectives. Key concepts have been agreed to thread through all topics in the school. In addition to those suggested by the NC, we have chosen 'Legacy' as an additional concept for our school. Pupils will build on prior knowledge and be enabled to make links between periods of history studied.

Our Christian values: Perseverance, Thankfulness, Truthfulness, Compassion, Respect and Friendship.

Yearly Overview

	Autumn	Spring	Summer
Reception	The history of my family. Thankfulness Compassion The history of my home Thankfulness respect How Christmas has changed. Respect Thankfulness	The history of me. Changes from baby to child. Respect History of our school. Respect How toys have changed. Toy shops Thankfulness Respect Compassion	Grace Darling. Perseverance Nine protected characteristics How seaside holidays have changed. Thankfulness Respect

Year 1	How has shops and shopping changed since the 1930's? Thankfulness Link to EYFS – toy shops	Mary Seacole and Edith Cavell why do we remember them? Link to EYFS -significant individual Grace Darling - compassion for others Compassion Perseverance Nine protected characteristics	Neil Armstrong and Mae Jemison - why were their achievements important? Perseverance Thankfulness Nine protected characteristics
Year 2	How did Nicola de la Haye save England? Perseverance	The Great Plague or The Great Fire – which was worse? Thankfulness	Whose discoveries were the most significant - Mary Anning's or Howard Carter's? Link to Year 1 – perseverance and achievements of significant people and events Perseverance Nine protected characteristics
Year 3	Topic 1 How did homes and settlements change from the Stone Age to the Iron Age. Thankfulness Perseverance	Topic 2 The Ancient civilisations: When were they and what did they achieve? (One significant innovation). Link to British Stone Age and Bronze Age – Autumn Term Perseverance	Topic 3 (<i>Follow on in term 3 after Topic 2</i>) What made Ancient Egypt a great civilisation? Link to Howard Cater and the discovery of the tomb of Tutankhamun – Y2 Thankfulness Compassion
Year 4	Topic 1 What did the Ancient Greeks do for us? Link to Ancient Egypt (myths) Y3 Thankfulness 9 protected characteristics	Topic 2 How were the Romans important in British history? Link to Indus Valley Y3/ Ancient Egypt Y3/ Ancient Greece Y4 Thankfulness	Topic 3 How was the Mayan civilisation similar and different to other major civilisations of the past? Links to the British Stone Age, Ancient Egypt, Ancient Sumer, Indus Valley- Y3 Respect
Year 5	Topic 1 Who were the Anglo-Saxons? Link to the departure of the Romans from Britain – Y4	Topic 2 How did the Anglo-Saxons and Vikings struggle for the Kingdom of England?	

		1066 The death of Edward the Confessor and the contenders for the crown. The Battle of Hastings and the Bayeux Tapestry. Link to Anglo-Saxons Autumn Term Perseverance Nine protected characteristics
Year 6	Topic 1 What were the causes and consequences of WW2? Perseverance Thankfulness Nine protected characteristics	Topic 2 Which event at Sleaford Old Place had the biggest impact in history? Link to WW2 – Autumn term

Progression of Knowledge. **Also see separate knowledge information sheets.**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	To name the member of their family and talk about their relationship to them. Talk about the people that are important to them and share why they are important to them. Talk about where they live. Describe their house. Talk about any changes within their house now	Recognise that shops and shopping have changed over time. To know that more shops used to specialise in products e.g. greengrocer, fishmonger, ironmonger and how nowadays, many of these products are sold in supermarkets. Learn something about life in the 1930s – e.g. pre-decimalisation money, daily	Learn about the discoveries of Mary Anning and Howard Carter. Understand their significance and their legacy in terms of our understanding about the past. Pupils to consider, using what they've learnt, whose discoveries were the most significant. Learn about the discrimination against Mary	Learn about the chronology of the three periods of the Stone Age and the Bronze Age and the Iron Age. Use artefacts to learn about life during these eras and understand how we know. Consider changes in homes and settlements (hunter-gatherer to farmer).	Know where the time period known as Ancient Greece fits on the world history timeline and be able to see its relationship with other world and British time periods studied. Explore key features of this civilisation: religion and beliefs, the difference in characteristics between the Spartans and the Athenians, wars and conflicts.	Learn how the withdrawal of the Roman legions from England left England open to attack and invasion. Learn where the Scots, Angles, Saxons and Jutes originated from and why and how they came to invade and settle in England, eventually creating four Kingdoms. Use artefacts to learn about life in Anglo-Saxon England and find	Autumn / Spring Learn about how impact of the Treaty of Versailles paved the way for the rise of fascism in Germany and the eventual start of WW2. Find out why Hitler was able to gain popularity and power in Germany and the results of his plan for Germany including his idea of 'social cleansing' by discrimination due to religion,

	<p>such as; extensions, bedrooms being decorated etc.</p> <p>Talk about how they celebrate Christmas. Share their Christmas traditions</p> <p>To think about the toys they have asked for and how these toys work and are made. Compare this with Grandparent's Christmas. Think about the similarities between Christmas now and Grandparent's Christmas</p> <p>Think about differences between Christmas now and Grandparent's Christmas.</p>	shopping, being served in shop rather than self-service as today. Understand how rationing affected shopping during WW2.	Anning due to her gender.		<p>Consider why this civilisation is significant and how its legacy can be seen in the modern western world.</p> <p>9 protected characteristics – women prohibited from competing in main Olympic games.</p>	out about social diversity and religion during this time period.	<p>disability, sexual orientation and race.</p> <p>Identify the countries involved in the war and understand that it had a global impact. Learn about the Battle of Britain and why it was a turning point in the war. Use primary sources of evidence to understand how people lived through the Blitz and its impact on morale and daily life. Understand how government campaigns and slogans helped to motivate British people to join in with the war effort and to keep moral up.</p>
Spring	To be able to talk about themselves now; what they look like, what	Learn about the motivations (compassion) and work of Mary	Learn about the causes and consequences of The Great Plague	Learn about the places and the time periods of the great civilisations:	Learn about the spread of the Roman Empire and the eventual	Find out who the Vikings were and where they came from. Learn about	

	<p>they can do, what they enjoy, their favourite toy Using a photo of them as a baby, to be able to talk about; what they look like, what they could do, what their favourite toy was Talk about any similarities between themselves as a baby and themselves now.</p> <p>Talk about some of the places that they have been to in Sleaford. Talk about the school they went to before coming to St Botolph's.</p> <p>Talk about our school and explore, using photographs and artefacts, the changes over time, including the old school building (visit)</p>	<p>Seacole during the Crimea War and Edith Cavell during WW1. Learn about the discrimination due to race of Mary Seacole. Consider the legacy of these nurses and Identify how they have been remembered.</p>	<p>and The Great Fire on London. What was the effect of the plague on daily life? How did the fire spread so quickly? What are the differences between firefighting in 1666 and today? How do we know about these events and why have they become part of British history? Find out about Samuel Pepys and his diary. How are these events remembered? Consider which event was the worst.</p>	<p>Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty. Consider what we mean by a civilisation and what a civilisation needs to be successful. Learn about a significant invention or advancements in learning of the civilisations.</p>	<p>conquering of Britain. Learn how the strength of the Roman army was instrumental in this, despite resistance. Find out how we know about the Romans through artefacts and architecture left behind. Understand how the Romans were influenced by the society and culture of the Ancient Greeks and how Roman settlement impacted the way of life in Britain through studying Roman Lincoln. The pupils will then consider the legacy of the Romans in Britain.</p>	<p>their skills of shipbuilding and navigation and how this enabled widespread exploration and trade. Learn about the first Viking attack on Lindisfarne and subsequent raids and attacks around the English British coast. Learn how these raids changed to winter camps and eventually settlements. Learn that the Vikings took over Northumbria, East Anglia and parts of Mercia and York In 866. Find out how the Anglo-Saxons fought against the Vikings and their agreement with King Alfred and Danegeld. How did Alfred rule and protect his Kingdom? Learn about Ivar the Boneless and how he overcame</p>	<p>Spring / summer</p> <p>Learn about Old Place and its location in Sleaford. Find out about its significance during the following historic events: The fortification of Old Place as a garrison during the English Civil War The use of Old Place as a convalescent hospital for wounded servicemen during WW1 The use of Old Place as a military headquarters during WW2</p>
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	<p>To be able to talk about what is the same and what is different about the school</p> <p>Think about what they do at school and compare this to when their Grandparents were at school</p> <p>To compare the children's toys with their grandparents' toys – Grandparents visit to school</p> <p>Talk about what is the same about the toys and what is different.</p>					<p>physical disability to become a great leader.</p> <p>Learn: Who the main contenders for the English throne were following the death of Edward the Confessor. How history is often told by the victors and the possible bias of the Bayeux Tapestry.</p>	
Summer	<p>Learn about lifeboats and lighthouses now and in the past. Make comparisons.</p> <p>Hear the story of Grace Darling and what she did. Grace Darling is famous for rescuing 9 sailors whose ship sank in a storm - at the</p>	<p>Learn key facts and information about the moon landings. Explore what life was like during the 1960s. Find out about Neil Armstrong and his journey to becoming an astronaut and the first man on the moon. Understand the challenges faced by Mae</p>	<p>Learn about Lincoln Castle, its features and life within during the 13th century. Who lived in the castle – roles, status and responsibilities? Learn about the reasons for the creation of the Magna Carta, its legacy and the</p>	<p>Spring / summer The key dates and location of Ancient Egypt. The significance on the river Nile in the development of the civilisation. The social hierarchy and the experiences of men, women and children. The importance of the pharaoh and</p>	<p>The Maya change from hunter-gatherer to farmer and comparison with the British Stone Age. Crops grown. The architecture and building types of the city-states. Religious beliefs and practices, including the sacred ball game.</p>		See above

	<p>time many people thought her bravery was unusual because she was a girl.</p> <p>Learn about seaside activities when their grandparents were young: games played at the seaside, Punch and Judy shows, donkey rides, arcades. What are the children's experiences of the seaside – similarities and differences Look at how travel to the seaside has changed – people used to travel by train to the seaside and now, we might use a car to drive to the seaside or fly to a seaside abroad.</p> <p>Look at how seaside clothing has changed .</p>	<p>Jemison and how she overcame these to become the first African American woman in space. Why is she an inspirational role-model? Consider the significance of their achievements.</p>	<p>subsequent Barons War. Find out about Nicola de la Haye and her role during the Barons War and the siege of Lincoln Castle in the Second Battle of Lincoln.</p>	<p>learn about some important pharaohs. The religious beliefs and practices – including details of some of the gods and goddesses. The belief and story of entry into the afterlife. How archaeologists and historians use primary sources to learn about the past.</p>	<p>The social hierarchy and different roles and occupations within this. Trade, writing, number and astrology. What happened to the Maya city states - and the Maya today.</p>		
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Progression of Procedural Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<p>Observe or handle evidence to answer questions about the past.</p> <p>Answer questions such as: What was it like for people? What happened?</p> <p>Use artefacts, pictures and stories to make comment on the past.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form hypothesis about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form hypothesis about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
Build an overview of world history	<p>Have a basic understanding of historical events.</p> <p>Talk about significant people from the past</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Give a broad overview of life in Britain.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give a broad overview of life in Britain.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</p>	<p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

						men, women and children.	Identify continuity and change in the history of the locality of the school.
Understand chronology	<p>Sort images and artefacts into categories, giving reasons for why they have sorted them this way.</p> <p>Sequence events in the correct order.</p> <p>Explain the order of events using phrases such as; 'then' and 'now', 'old' and 'new' Now and then</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p>	<p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p>
Communicate historically	<p>To understand words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children.</p> <p>To use the words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children, in the right context.</p>	<p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Autumn						Autumn / spring	Autumn / spring
<p>Observe or handle evidence to answer questions about the past. Use artefacts, pictures and stories to make comment on the past. Answer questions such as: What was it like for people? What happened?</p> <p>Sort images and artefacts into categories, giving reasons for why they have sorted them this way.</p> <p>Sequence events in the correct order. Explain the order of events using phrases such as; 'then' and 'now', 'old' and 'new', now and then.</p> <p>To understand words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Describe significant people from the past</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Place events and artefacts in order on a time line.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p> <p>Give a broad overview of life in Britain.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time,</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Autumn / spring</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form hypothesis about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Autumn / spring</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form hypothesis about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p>

	<p>To use the words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children, in the right context.</p>	<p>happened in their own lives.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>	<p>representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>(Ancient Civilisations – Year 3)</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to</p>	<p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p> <p>Use appropriate historical vocabulary to communicate including: Dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p>Describe the main changes in a period of history e.g. The Battle of Britain as a turning point in the War, (using terms such as: social, religious, political, technological and cultural).</p> <p>Use appropriate historical vocabulary to communicate including: Dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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					<p>communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		
Key concepts	<p>Continuity and change</p> <p>Similarity, difference and significance</p>	<p>Continuity and change</p> <p>Similarity, difference and significance.</p>	<p>Cause and consequence</p> <p>Similarities, differences, and significance</p> <p>Legacy</p>	<p>Cause and consequence</p> <p>Continuity and change</p> <p>Similarity, difference and significance</p> <p>Legacy</p>	<p>Similarity, difference and significance</p> <p>Continuity and change</p> <p>Cause and consequence</p> <p>Legacy</p>	<p>Continuity and change</p> <p>Cause and consequence</p> <p>Similarity, Difference and Significance</p> <p>Legacy</p>	<p>Continuity and change</p> <p>Cause and consequence</p> <p>Legacy</p>
Spring	<p>Observe or handle evidence to answer questions about the past. Use artefacts, pictures and stories to make comment on the past.</p> <p>Sort images and artefacts into</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p>	<p>Spring/ summer</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form hypothesis about the past.</p>	<p>Spring / summer</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>

<p>categories, giving reasons for why they have sorted them this way. Sequence events in the correct order. Explain the order of events using phrases such as; 'then' and 'now', 'old' and 'new' Now and then</p> <p>To understand words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children. To use the words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children, in the right context.</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Describe significant people from the past (Samuel Pepys?).</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and centuries to</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era,</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p> <p>Use appropriate historical vocabulary to communicate including:</p>	<p>Use sources of information to form hypothesis about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the main changes in a period of history, (using terms such as: social, religious, political, technological and cultural).</p>
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		<p>centuries to describe the passing of time.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>	<p>change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era,</p>	<p>Dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>	<p>Use appropriate historical vocabulary to communicate including: Dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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					<p>change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		
Key concepts	<p>Continuity and change</p> <p>Similarity, difference and significance</p>	<p>Similarity, difference and significance.</p> <p>Cause and consequence</p> <p>Legacy</p>	<p>Cause and consequence</p> <p>Similarities, differences, and significance.</p> <p>Legacy</p>	<p>Similarities, differences, and significance.</p> <p>Continuity and change</p> <p>legacy</p>	<p>Continuity and change</p> <p>Cause and consequence</p> <p>Similarity, Difference and Significance</p> <p>Legacy</p>	<p>Continuity and change</p> <p>Cause and consequence</p> <p>Similarity, Difference and Significance</p> <p>Legacy</p>	<p>Continuity and Change</p> <p>Similarity, Difference and Significance</p> <p>Cause and consequence</p> <p>Legacy</p>
Summer	<p>Observe or handle evidence to answer questions about the past. Use artefacts, pictures and stories to make comment on the past.</p> <p>Answer questions such as: What was it like for people? What happened?</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories,</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories,</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p> <p>Describe the social, ethnic, cultural or</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical questions.</p> <p>Use more than one source of evidence for historical enquiry in order to</p>	See above	See above

	<p>Sort images and artefacts into categories, giving reasons for why they have sorted them this way.</p> <p>Sequence events in the correct order.</p> <p>Explain the order of events using phrases such as; 'then' and 'now', 'old' and 'new' Now and then</p> <p>To understand words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children.</p> <p>To use the words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children, in the right context.</p>	<p>online sources and databases to find out about the past.</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: long ago, recently, when my parents/carers were children, years, decades and centuries to</p>	<p>online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: long ago, recently, when my parents/carers were children,</p>	<p>religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p>gain a more accurate understanding of history.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p>		
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		describe the passing of time.	years, decades and centuries to describe the passing of time.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		
Key concepts	<p>Continuity and change</p> <p>Similarity, difference and significance</p> <p>Cause and consequence</p> <p>Legacy</p>	<p>Similarity, difference and significance.</p> <p>Legacy</p> <p>Cause and consequence</p>	<p>Cause and consequence</p> <p>Similarity, difference and significance.</p> <p>Legacy</p>	<p>Continuity and change</p> <p>Similarities, differences, and significance</p> <p>Cause and consequence</p> <p>Legacy</p>	<p>Continuity and change</p> <p>Similarity, Difference and Significance</p> <p>Legacy</p>		