Subject: History (Using Kapow Primary)

	National Curriculum links	
 how people's lives have shaped this not know and understand significant aspedissolution of empires; characteristic fe gain and deploy a historically grounde understand historical concepts such as use them to make connections, draw a accounts, including written narratives of the statement of t	ure that all pupils: ese islands as a coherent, chronological narrative ation and how Britain has influenced and been ir cts of the history of the wider world: the nature o eatures of past non-European societies; achieven ed understanding of abstract terms such as 'emp s continuity and change, cause and consequence contrasts, analyse trends, frame historically-valid	Afluenced by the wider world f ancient civilisations; the expansion and hents and follies of mankind ire', 'civilisation', 'parliament' and 'peasantry' ce, similarity, difference and significance, and questions and create their own structured
 gain historical perspective by placing tregional, national and international his short- and long-term timescales. 	terpretations of the past have been constructed their growing knowledge into different contexts, tory; between cultural, economic, military, politic	understanding the connections between local, cal, religious and social history; and between
 Early Years Foundation Stage (EYFS) Understanding the World Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Key Stage One (KS1) Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which	Key Stage Two (KS2) Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should

 we find out about the past and identify different ways in which it is represented. Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	 understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
-	 on the western world a non-European society that provides contrasts with British history

Year group: EYFS (Nursery/Reception)

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

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	How am I making his	tory? (Kapow – 6	How have toys chang	ged? (Kapow 6	How did we learn to	fly? (Kapow – 6
	lessons)		lessons)		lessons)	
Skills	Sequencing three or f own life. Using common words passing of time (e.g. r before, after). Placing events on a si Being aware that som changed and some h in their own lives. Describing simple cha ideas/objects that ren Understanding that so while other items rema	and phrases for the now, long ago, then, mple timeline. The things have have stayed the same anges and main the same. The things change	Using common words passing of time (e.g. r before, after). Sequencing three or different periods of tir Beginning to look for differences over time Describing simple cho ideas/objects that rer Understanding that so while other items rem some are new. Asking why things hap to explain why with so	how, long ago, then, four artefacts from me. similarities and in their own lives. anges and main the same. ome things change ain the same and open and beginning	Sequencing six photo the intervals between Placing events on a ti Knowing where peop into a chronological f Identifying simple rea Asking questions about things, why events ha happened as a result Recognising why peop events happened an a result. Knowing some things changed/stayed the	n events. imeline. ble/events studied fit framework. sons for changes. ut why people did uppened and what pole did things, why d what happened as which have

Beginning to look for similarities and	Being aware that some things have	Finding out about people, events and
differences over time in their own lives.	changed and some have stayed the same	beliefs in society.
Recalling special events in their own lives.	in their own lives.	Discussing who was important in a
Using artefacts, photographs and visits to	Recalling special events in their own lives.	historical event.
museums to answer simple questions about	Using artefacts, photographs and visits to	Using artefacts, photographs and visits to
the past.	museums to answer simple questions about	museums to ask and answer questions
Beginning to identify different ways to	the past.	about the past.
represent the past (e.g. photos, stories).	Finding answers to simple questions about	Making simple observations about a
Making simple observations about the past	the past using sources (e.g. artefacts).	source or artefact.
from a source.	Sorting artefacts from then and now.	Using sources to show an understanding of
Interpreting evidence by making simple	Beginning to identify different ways to	historical concepts (see above).
deductions.	represent the past (e.g. photos, stories).	Recognising different ways in which the
Describing the main features of concrete	Asking how and why questions based on	past is represented (including eye-witness
evidence of the past or historical	stories, events and people.	accounts).
evidence.	Asking questions about sources of	Comparing pictures or photographs of
Communicating findings through	evidence (e.g. artefacts).	people or events in the past.
discussion and timelines with physical	Using sources of information, such as	Asking a range of questions about stories,
objects/ pictures.	artefacts, to answer questions.	events and people.
Using vocabulary such as – old, new, long	Drawing out information from sources.	Understanding the importance of
time ago.	Making simple observations about the past	historically-valid questions.
	from a source. Interpreting evidence by	Evaluating how reliable a source is.
	making simple deductions.	Understanding how we use books and
	Making simple inferences and deductions	sources to find out about the past.
	from sources of evidence.	Using a source to answer questions about
	Describing the main features of concrete	the past.
	evidence of the past or historical	Evaluating the usefulness of sources to a
	evidence.	historical enquiry.
	Drawing simple conclusions to answer a	Selecting information from a source to
	question. Communicating findings through discussion	answer a question. Making links and connections across a unit
	and timelines with physical objects/	of study.
	pictures.	Making simple conclusions about a
	Using vocabulary such as – old, new, long	question using evidence to support.
	time ago.	Communicating answers to questions in a
		variety of ways, including discussion,
		drama and writing (labelling, simple
		recount).
		Using relevant vocabulary in answers.
		Describing past events and people by
		drawing or writing.

e Ta o Ta a Ta b Ta c C C Ta c C Ta c C C Ta c C C Ta c C C Ta c C C Ta c C C C C C C C C C C C C C	 b know that a timeline shows the order events in the past happened. b know that we start by looking at 'now' on a timeline then look back. b know that 'the past' is events that have already happened. b know that 'the present' is time appening now. b know that within living memory is 100 ears. b know that people change as they grow alder. b know that throughout someone's fetime, some things will change and some hings will stay the same. b know that there are similarities and lifferences between their lives today and heir lives in the past. b know that some people and events are considered more 'special' or significant han others. b know that we can find out about the past. b know that we remember some (but not all) of the events that we have lived mough. c know that the past can be represented heir lives called a photographs. 	To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time. To know that everyday objects have changed as new materials have been invented. To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. To know some inventions that still influence their own lives today.	Expressing a personal response to a historical story or event through discussion, drawing our writing. Identifying a primary source. To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals.
	hange childhood lifferent event	century decade different	decade evidence eyewitness
	elebrate celebration hange childhood	artefact century	beyond living memory decade

	grandparent living memory now past significant time capsule	lifetime memory present remember similar timeline	evidence living memory memory modern now past present remember similar source special	historically significant living memory past present primary source source
Assessment of progress		ets for beginning and end o ey skills/knowledge teache	of topics. Knowledge Organisers for use the assessment.	nroughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	How have explorer	•	What is a Monarch		How was school dif	ferent in the past?
	world? (Kapow – 6	lessons)	(Kapow – 6 lessons)			
Skills	Using common words passing of time (e.g. before, after). Placing events on a s Recording on a timel historical stories heard Describing simple che ideas/objects that re Understanding that so while other items rem some are new. Asking why things ha to explain why with so Using artefacts, photo	s and phrases for the now, long ago, then, imple timeline. ine a sequence of d orally. anges and main the same. ome things change iain the same and open and beginning upport.	Sequencing up to six focusing on the interv Knowing where peop into a chronological f Identifying similarities between ways of life Identifying simple rea Asking questions about things, why events ha happened as a result Recognising why peo events happened an a result. Knowing some things changed/stayed the Finding out about peo beliefs in society.	photographs, rals between events. ile/events studied fit ramework. and difference at different times. sons for changes. ut why people did ppened and what ple did things, why d what happened as which have same as the past.	Sequencing up to six focusing on the interv Knowing where peop into a chronological to Recognising some thi changed/stayed the Identifying simple rea Identifying similarities between ways of life Finding out about pe beliefs in society. Making comparisons Using artefacts, photo museums to ask and about the past. Making simple observed source or artefact.	vals between events. ble/events studied fit framework. ngs which have same as the past. sons for changes. and difference at different times ople, events and with their own lives. ographs and visits to answer questions

	Finding answers to simple questions about the past using sources (e.g. artefacts). Beginning to identify different ways to represent the past (e.g. photos, stories). Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence. Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as – old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.	Discussing who was important in a historical event. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) Using relevant vocabulary in answers. Describing past events and people by drawing or writing.	Using sources to show an understanding of historical concepts (see above). Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Making links and connections across a unit of study. Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.
Key knowledge	To know that a timeline shows the order events in the past happened.	To know that beyond living memory is more than 100 years ago.	To know a decade is ten years. To know that beyond living memory is more than 100 years ago.

	To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that some people and events are considered more 'special' or significant than others. To know that photographs can tell us about the past. To know that the past can be represented in photographs. To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.	To know that events in history may last different amounts of time To know that some events are more significant than others. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that in the past monarchs had absolute power.	To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.
Key vocabulary	explorer voyage compass map crew exploration significant legacy	absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle	past timeline date different decade present important similar modern living memory evidence source

		coronation crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade	preferred
		investing keep	
Assessment of progress	Kapow Quizlets for beginning End of Year key skills/knowled	g and end of topics. Knowledge Organisers for dge teacher assessment.	r use throughout each topic

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	British History – Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (Kapow – 6 lessons)		British History - Why did the Romans settle in Britain? (Kapow – 6 lessons) – link to local area		How have children's lives changed? (Kapow – 6 lessons)	
Skills	Sequencing events or to times studied in KS I fit in. Understanding that hi periods of history e.g. middle ages and mod Using dates to work of between periods of til	to see where these story is divided into ancient times, dern. ut the interval	Understanding that hi periods of history e.g. ages and modern. Using dates to work of between periods of the of historical events or Using BC/AD/Century	ancient times, middle ut the interval me and the duration periods.	Understanding that his periods of history e.g. middle ages and moo Using dates to work ou between periods of the of historical events or Sequencing eight to t historical pictures or e	ancient times, dern. ut the interval me and the duration periods. en artefacts,

of historical events or periods. Using	Beginning to develop a chronologically	Beginning to develop a chronologically
BC/AD/Century.	secure knowledge of local, British and	secure knowledge of local, British and
Beginning to develop a chronologically	world history across the periods studied.	world history across the periods studied.
secure knowledge of local, British and	Placing the time studied on a timeline.	Placing the time studied on a timeline.
world history across the periods studied.	Using dates and terms related to the unit	Using dates and terms related to the unit
Placing the time studied on a timeline.	and passing of time e.g. millennium,	and passing of time e.g. millennium,
Using dates and terms related to the unit	continuity and ancient.	continuity and ancient.
and passing of time e.g. millennium,	Noticing connections over a period of	Noticing connections over a period of
continuity and ancient.	time.	time.
Noticing connections over a period of	Identifying what the situation was like	Making a simple individual timeline.
time.	before the change occurred.	Identifying reasons for change and reasons
Identifying reasons for change and reasons	Comparing different periods of history and	for continuities.
for continuities.	identifying changes and continuity.	Identifying what the situation was like
Identifying what the situation was like	Describing the changes and continuity	before the change occurred.
before the change occurred.	between different periods of history.	Comparing different periods of history and
Comparing different periods of history and	Identifying the links between different	identifying changes and continuity.
identifying changes and continuity.	societies.	Describing the changes and continuity
Describing the changes and continuity	Identifying the consequences of events	between different periods of history.
between different periods of history.	and the actions of people.	Identifying the consequences of events
Identifying the links between different	Identifying reasons for historical events,	and the actions of people.
societies.	situations and changes.	Identifying reasons for historical events,
Identifying reasons for historical events,	Identifying similarities and differences	situations and changes. Identifying
situations and changes.	between periods of history.	similarities and differences between
Identifying similarities and differences	Explaining similarities and differences	periods of history.
between periods of history.	between daily lives of people in the past	Explaining similarities and differences
Explaining similarities and differences	and today.	between daily lives of people in the past
between daily lives of people in the past	Identifying similarities and differences	and today.
and today.	between social, cultural, religious and	Recalling some important people and
Identifying similarities and differences	ethnic diversity in Britain and the wider	events. Identifying who is important in
between social, cultural, religious and	world.	historical sources and accounts.
ethnic diversity in Britain and the wider	Recalling some important people and	Using a range of sources to find out about
world.	events.	a period.
Using a range of sources to find out about	Identifying who is important in historical	Using evidence to build up a picture of a
a period.	sources and accounts.	past event.
Using evidence to build up a picture of a	Using a range of sources to find out about	Observing the small details when using
past event.	a period.	artefacts and pictures.
Observing the small details when using	Using evidence to build up a picture of a	Identifying sources which are influenced
artefacts and pictures.	past event.	by the personal beliefs of the author.
Exploring different representations from the	Observing the small details when using	Identifying and giving reasons for different
period e.g. archaeological evidence,	artefacts and pictures.	ways in which the past is represented.

museum evidence, cartoons and be		Identifying the differences between
Evaluating the usefulness of differen		different sources and giving reasons for the
sources.	ways in which the past is represented.	ways in which the past is represented.
Understanding how historical enquir		Evaluating the usefulness of different
questions are structured.	period e.g. archaeological evidence,	sources.
Asking questions about the main fee		Understanding how historical enquiry
of everyday life in periods studied, e		questions are structured.
how did people live.	sources.	Creating historically-valid questions across
Creating questions for different type		a range of time periods, cultures and
historical enquiry.	of everyday life in periods studied, e.g.	groups of people.
Using a range of sources to construct		Asking questions about the main features
knowledge of the past.	Asking questions about the bias of	of everyday life in periods studied, e.g.
Extracting the appropriate informati		how did people live.
from a historical source.	Using a range of sources to construct	Creating questions for different types of
Identifying primary and secondary s		historical enquiry.
Interpreting evidence in different wa		Asking questions about the bias of
Understanding and making deducti		historical evidence.
from documentary as well as concr		Using a range of sources to construct
evidence e.g. pictures and artefact		knowledge of the past.
Making links and connections acros		Defining the terms 'source' and
period of time, cultures or groups.	Identifying the bias of a source.	'evidence'.
Asking the question "How do we know		Extracting the appropriate information
Reaching conclusions that are	from documentary as well as concrete	from a historical source.
substantiated by historical evidence		Selecting and recording relevant
Constructing answers using evidence		information from a range of sources to
substantiate findings.	period of time, cultures or groups.	answer a question.
Identifying weaknesses in historical	Asking the question "How do we know?"	Identifying primary and secondary sources.
accounts and arguments.	Reaching conclusions that are	Identifying the bias of a source.
Creating a structured response or no		Comparing and contrasting different
to answer a historical enquiry.	Communicating knowledge and	historical sources.
Describing past events orally or in w		Understanding and making deductions
recognising similarities and difference		from documentary as well as concrete
	Constructing answers using evidence to	evidence e.g. pictures and artefacts.
	substantiate findings.	Making links and connections across a
	Identifying weaknesses in historical	period of time, cultures or groups.
	accounts and arguments.	Asking the question "How do we know?"
	Creating a simple imaginative	Recognising similarities and differences
	reconstruction of a past event using the	between past events and today.
	evidence available to draw, model,	Communicating knowledge and
	dramatise, write or retell the story.	understanding through discussion,

		Creating a structured response or narrative to answer a historical enquiry.	debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.
Key knowledge	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1 AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that change can be brought about by advancements in trade. To know that significant archaeological findings are those which change how we see the past. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1 AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that change can be brought about by advancements in materials. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain.	To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To know that assumptions made by historians can change in the light of new evidence. To understand that society was organised in different ways in different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.

To know that archaeological evidence had limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence. To understand the development of groups kingdom and monarchy in Britain. To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time	 and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. 	
and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain.	with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the	
To understand that the traders were the rich members of society.		

Key vocabulary	pre-history period Mesolithic settlement flint hunter-gather trade	BC/AD Palaeolithic Neolithic archaeology evidence er tribe	Boudicca empire inference invasion legacy Romans settlers	childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty
Assessment of progress		ets for beginning and key skills/knowledge to		poverty bill reform anisers for use throughout each topic

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

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

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

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Торіс	British History – What	was life like in	How did the Mayan civilisation compare		What was the impact	t of World War II on
	Tudor England? (Kapov	w – 7 lessons)	to the Anglo-Saxons?	' (Kapow – 6 lessons)	the people of Britain	? (Kapow – 6 lessons)
Skills	Sequencing events on comparing where it fits in previous year groups Putting dates in the cor Using the terms AD and Developing a chronolo understanding of British history across the period Placing the time, period context on a timeline. Relating current study of periods of history studie Comparing and making between different cont Making links between e within and across differ societies. Identifying the reasons continuity. Describing the links bet similarities and change different periods/studie Describing the links bet societies. Explaining the reasons t continuity using the voo of the period as well. Analysing and presentii changes and continuity	in with times studied rect century. I BC in their work. gically secure , local and world ds studied. d of history and on timeline to other ed. g connections texts in the past. events and changes ent time periods / for changes and ween main events, s within and across d. ween different for changes and cabulary and terms ng the reasons for	in previous year group Putting dates in the co Using the terms AD an Using relevant dates of the period and period Age, Bronze Age, Iron Developing a chrono understanding of Britis history across the peri Placing the time, perio context on a timeline Relating current study periods of history stud Comparing and maki between different co	ts in with times studied os. orrect century. ad BC in their work. and relevant terms for d labels e.g.Stone a Age logically secure sh, local and world ods studied. od of history and of history and of n timeline to other ied. ng connections ntexts in the past. events and changes erent time periods / as for changes and etween main events, les within and across ied. etween different s for changes and	in previous year group Developing a chrono understanding of Britis history across the peri- Placing the time, peri- context on a timeline. Comparing and maki- between different co Making links between within and across diffe- societies. Identifying the reason continuity. Describing the links be similarities and chang different periods/stud Explaining the reason continuity using the vo- of the period as well. Analysing and presen changes and continu Giving reasons for hist results of historical eve-	ts in with times studied os. logically secure sh, local and world ods studied. od of history and ing connections ntexts in the past. events and changes erent time periods / as for changes and etween main events, les within and across ied. s for changes and ocabulary and terms ting the reasons for ity. rorical events, the ents, situations and ad explain the reasons orical events, e. and differences

	ng to analyse and explain the reasons	Analysing and presenting the reasons for	ethnic diversity in Britain and the wider
	nd results of historical events,	changes and continuity.	world.
	ions and change.	Giving reasons for historical events, the	Making links with different time periods
	ibing similarities and differences	results of historical events, situations and	studied.
	een social, cultural, religious and	changes.	Describing change throughout time.
	c diversity in Britain and the wider	Starting to analyse and explain the reasons	Identifying significant people and events
world		for, and results of historical events,	across different time periods.
Makin	ng links with different time periods	situations and change.	Comparing significant people and events
studie		Describing similarities and differences	across different time periods.
	ibing change throughout time.	between social, cultural, religious and	Explain the significance of events, people
	fying significant people and events	ethnic diversity in Britain and the wider	and developments.
	s different time periods.	world.	Recognising primary and secondary
Reco	gnising primary and secondary	Describing change throughout time.	sources.
source		Identifying significant people and events	Using a range of sources to find out about
	a range of sources to find out about	across different time periods.	a particular aspect of the past.
	ticular aspect of the past.	Comparing significant people and events	Identifying bias in a source and identifying
Identi	fying bias in a source and identifying	across different time periods.	the value of the sources to historical
	alue of the sources to historical	Recognising primary and secondary	enquiry and the limitations of sources.
	iry and the limitations of sources.	sources.	Comparing accounts of events from
Evalue	ating the usefulness of historical	Using a range of sources to find out about	different sources.
source	es.	a particular aspect of the past.	Suggesting explanations for different
	loping strategies for checking the	Identifying bias in a source and identifying	versions of events.
	racy of evidence.	the value of the sources to historical	Evaluating the usefulness of historical
	ing a historical enquiry. Identifying	enquiry and the limitations of sources.	sources.
	ods to use to carry out the research.	Comparing accounts of events from	Identifying how conclusions have been
	g historical questions of increasing	different sources.	arrived at by linking sources.
difficu	ulty e.g. who governed, how and with	Suggesting explanations for different	Developing strategies for checking the
-	results?	versions of events.	accuracy of evidence.
Creat	ting a hypothesis to base an enquiry	Identifying how conclusions have been	Addressing and devising historically valid
on.		arrived at by linking sources.	questions.
	different sources to make and	Developing strategies for checking the	Understanding that different evidence
	antiate historical claims.	accuracy of evidence.	creates different conclusions.
	loping an awareness of the variety of	Addressing and devising historically valid	Suggesting the evidence needed to carry
	cal evidence in different periods of	questions.	out the enquiry.
time.		Understanding that different evidence	Identifying methods to use to carry out the
	guishing between fact and opinion.	creates different conclusions.	research.
	gnising 'gaps' in evidence.	Planning a historical enquiry.	Asking historical questions of increasing
	fying how sources with different	Suggesting the evidence needed to carry	difficulty e.g. who governed, how and with
persp	ectives can be used in a historical	out the enquiry.	what results?
enqui	ry.		

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

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

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

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

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

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

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

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

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