



Birdsedge
First School

History

Curriculum Map Document

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1. Statement of Intent

As outlined by the National Curriculum, a high quality History Curriculum should:

'help pupils gain coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence sift arguments, and develop perspective and judgement, History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.'

Our vision is that Birdsedge pupils leave with an increased understanding of historical facts, as well as an understanding of its influence on our day to day lives which will enable them to become confident and well educated citizens within our society. We believe that our History curriculum should provide all children with the ability to delve deeper and make connections to the past and the world in which they live now. We aim to inspire children to actively explore different periods of time as well as cultures, in order to paint a bigger picture of how life today came about. We will teach children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective and reliability.

Curriculum: At Birdsedge First School our History teaching aims to deliver a curriculum which enables the children to become confident, creative, independent and individual learners, providing them with an understanding of the past through learning about human achievements and experiences. The children will develop their sense of chronology throughout the study of the topics in Key Stage 1 and 2.

Developing Skills: Children will develop and broaden their critical thinking skills. They will investigate sources such as pictures, stories, accounts and artefacts to ask and answer questions about the past and how these have an impact on the world today.

Visitors and Visits: We seek to broaden children's real-life experiences both inside and outside the classroom through educational visits, visitors, exploration and discovery. We believe that within history lessons, our children acquire a range of knowledge and skills which they can apply to other subjects and in a variety of different situations, in order to develop a love of history.

Diversity and Stereotypes: We believe very strongly at Birdsedge in exposing children to stories from the past to create lessons that provide a strong focus on stereotypes, unconscious bias, British values, hate crime and various forms of discrimination. We use interactive sessions to explore prejudice, creating authentic change and challenging attitudes and behaviours in all of our children and families.

In all our subjects taught, at Birdsedge First School we strive to ensure that all pupils know more and can do more each year but always remembering more of what they have learned. Ultimately we want our children, whatever their age, to always be ready and BEST prepared for the next stage in their education. As outlined over the next page, our Humanities subjects follow a whole school theme which is planned progressively for each year group to ensure good coverage and progress as a child moves through school. Throughout their History studies we want our children to build a meaningful understanding of History chronology, gradually studying further back in time as they move through school but always with a retrieval of prior knowledge and skills to build on and make links to.

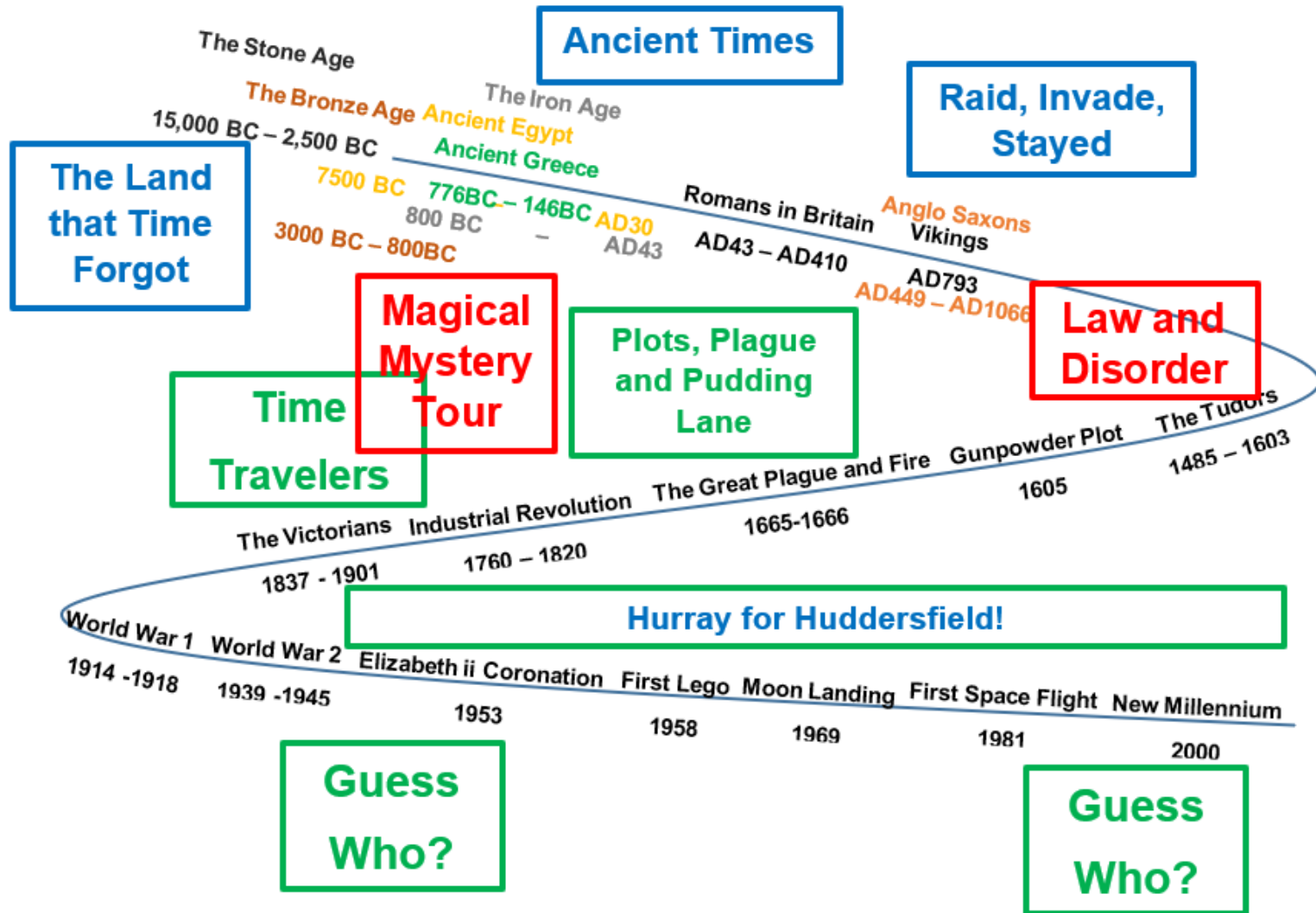
2. History at BFS an Overview

Our History Curriculum: A Journey Through Time at Birdsedge First School

Each year pupils will study three History focused topics, each one exploring a different period of time.

Teachers use the time line to place these periods in context as they learn about them and gradually build children's understanding of chronology

Two enrichment weeks are dedicated to a local history study every year.



3. Whole School Long Term Plan

Class 1 Cycle 1	Major Glad, Major Dizzy!	Rapunzel	Hermelin Meercat Mail	Where The Wild Things Are	The Secret of Black Rock	The Last Wolf
	Guess Who? <i>History: Significant people from the past – monarchs, pioneers or activists.</i> <i>Art: Drawing and Painting Portraits</i> <i>DT: Simple mechanisms objects/vehicles</i>		Plots, Plague and Pudding Lane <i>History: Significant Event from the past - Great Fire of London and Samuel Pepyes</i> <i>Art: Drawing and Painting - Landscapes</i> <i>DT: Construction - structures</i>		Happy Holidays <i>Geog: Travel agent comparing UK to a country in North America</i> <i>Art: Drawing and Sketching– Observational Drawing</i> <i>DT: Food where it comes from what to eat on holiday</i>	
Class 2 Cycle 1	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
	Wonderful Water! <i>Geog: The Water Cycle, Rivers and Mountains with focus on UK, Russia and South America.</i> <i>Art: Drawing and Sketching – designing products</i> <i>DT: Design a product to reuse plastic. Make a water filter</i>		Raid, Invade, Stayed <i>History: Romans, Vikings and Anglo Saxons</i> <i>Art: Sculpture Clay Pottery</i> <i>DT: Construction with hydraulic mechanism</i>		On Top Of The World <i>Geog: Physical and Human Features – Mountains with a focus on Africa</i> <i>Art: Mosaic to create a mountainous landscape</i> <i>DT: Textiles – clothing for mountaineer</i>	
Class 1 Cycle 2	The River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned The Dark	Rosie Revere
	Ocean Adventure <i>Geog: Hot and Cold areas of the world. Compare the UK with Antarctica.</i> <i>Art: Collage use range of materials to create a scene</i> <i>DT: Mechanisms – moving Diorama</i>		Time Travellers <i>History: Compare 2 significant people – Florence Nightingale and Mary Seacole</i> <i>Art: Sculpture – Victorian Clay Tiles and sculptures</i> <i>DT: Construction including electronic</i>		Location, Location, Location <i>Geography: Urban and Rural in the UK and Australia</i> <i>Art: Printing – Aboriginal Australian Art</i> <i>DT: Textiles – Holiday Item</i>	
Class 2 Cycle 2	The Iron Man	Fox	The Rhythm of the Rain	Jemmy Button	Egyptology	The Lost Book of Adventures
	Ancient Times <i>History: Ancient Greece/Egypt</i> <i>Art: Painting. Ancient Egyptian Art and Hieroglyphics</i> <i>DT: Construction with electronic mechanisms. Recreating a secure Egyptian Tomb</i>		Wild Wild World <i>Geog: Physical Geography – natural disasters volcanoes and earthquakes with a focus on India</i> <i>Art: Use digital media to enhance narrative by editing sound, video and still images</i> <i>DT: Research structure of earthquake proof houses and design a prototype</i>		The Land that Time Forgot <i>History: Comparison of two early societies Mayans in Mexico and Bronze Age in Britain</i> <i>Art: Printing – early society</i> <i>DT: South American Cuisine</i>	

Interim Cycle 3 – Key Stage 2

Class 2 Cycle 3	Where we Once Stood	Father	Into the Forest	King Kong	The Hound of the Baskervilles	The Promise
(Year 5 R2W)	<p align="center"><u>Magical Mystery Tour</u></p> <p><i>History: Local History Study with a focus on late 1800s and the Caphouse Colliery</i></p> <p><i>Art: Drawing and Painting – Watercolours to create mood and atmosphere</i></p> <p><i>DT: Construction with Electronic Mechanism – create a souvenir</i></p>		<p align="center"><u>Lost in the Jungle</u></p> <p><i>Geog: Study of Rainforests with a locality focus on North and South America.</i></p> <p><i>Art: Printing. Collage – creating a mixed media image of a rainforest</i></p> <p><i>DT: Construction – design and make a rainforest hide</i></p>		<p align="center"><u>Law and Disorder</u></p> <p><i>History: A look at Crime and Punishment beyond 1066 with a focus on Anglo Saxon, Tudor and Victorian Periods</i></p> <p><i>Art: Drawing and Sketching – illustration for crime and punishment book</i></p> <p><i>DT: mechanisms – create a moving part for crime and punishment book</i></p>	

4. Learning Sequence Key Stage 1

Guess Who?

	Knowledge and Skills	Learning Sequence	Vocabulary
<p>Children develop understanding of self and build confidence in who they are their abilities. Children explore differences in families and talk about own family and people who are special to them. Children learn about different types of homes and jobs within their local community.</p>			
Reception	<p>Talk about members of their immediate family and community. Build confidence and turn taking through getting to know you games Name and describe people who are familiar to them. Comment on images of familiar situations in the past</p>	<p>Create your own face; use mirrors to look at our own faces; talk with peers about different features; discuss similarities and differences; talk about what makes them special and unique Create a representation of your own home; use construction materials to design and build a home; draw a picture of family home and use descriptive language to describe the house/flat/caravan etc; use different resources to create own home. Create a class display for the jobs that people in the children's families do. Ask questions and record visit from people in different jobs and from within the community</p>	<p>Family Home House Caravan Flat Bungalow Friends Special Outside Inside Live</p>
<p>Children learn about two people from the past who have contributed to significant achievements (monarchs, pioneers or activists) one from within living memory, another from beyond. Through this study children make comparisons between two different periods of time.</p>			
Year 1/2	<p>Use artefacts, stories, pictures and online sources to find out about the past Be introduced to different representations of the past and discuss similarities and differences Ask some questions about the past Use a timeline to develop chronological language Describe significant people from the past Describe and discuss historical events beyond living memory Develop understanding of changes within living memory Develop understanding of local history Use historical vocabulary eg past, long, ago</p>	<p>Using historical vocabulary, order personal events on a timeline (eg their birth, first time walked, started nursery, started Year 1) · Model a class timeline that includes Y1 child's timeline and add a teacher's key dates to reinforce understanding of chronology · Encourage children to use appropriate vocabulary whilst creating this Share images of key people and share their story Can children place this date on the class timeline? Use a variety of images and online sources to generate historically-valid questions Through discussion of variety of sources, can children find answers to their questions? Children present their findings orally to the class, demonstrating understanding of the significance of Key people in history</p>	<p>Queen Royal Ruled Britain Timeline Secondary Important Throne Ago Date</p> <p>Reign Monarch British Order Source Elizabeth i Elizabeth ii Charles iii Primary</p>

Plots, Plague and Pudding Lane

Knowledge and Skills

Learning Sequence

Vocabulary

Children learn about families situations in the past and compare with their own lives and families. Children develop an understanding of people around them who can help – particularly the emergency services of fire and police.

Reception	<p>Talk about members of their immediate family and community. Build confidence and turn taking through getting to know you games Name and describe people who are familiar to them. Comment on images of familiar situations in the past Learn about people who help us in our lives Learn about how to keep safe and healthy Understand risks and how to get help</p>	<p>Ask questions and record visit from nurse; role-play doctors; write prescriptions and appointment notes; research who works in a hospital and their main roles; take part in a nurse visit and write about their role. Explore fire safety; role play firefighters; create a fire engine outside; look at fire safety and discuss how firefighters keep us safe; design a firefighter's uniform and discuss what safety features it needs; research the job of firefighters and the role they play; take part in firefighter visit. Explore the role of the police and the influence they have on our lives; role-play police officers; use tablets to 'discover and record' evidence; take part in a police visit; make a police car; record the different roles of the police and how they keep us safe.</p>	<p>Fire engine Firefighter Officer Police</p>	<p>Help Community Care Safety Arrest Healthy</p>
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Children ask and answer questions about a significant historical event beyond living memory 'The Great Fire of London'. Through the study children make comparisons between life in this time period and today and how things have changed over time.

Year 1/2	<p>Use artefacts, stories, pictures and online sources to find out about the past Be introduced to different representations of the past and discuss similarities and differences Ask some questions about the past Use a timeline to develop chronological language Describe and discuss historical events beyond living memory Describe significant people from the past Develop understanding of local history Use historical vocabulary e.g. past, long, ago</p>	<p>Recap purpose and meaning of a timeline · Using historical vocab (eg past, long ago), place key dates onto a timeline, using the last class timeline as a reminder (children's birth dates, teacher's birth date, monarchs etc.) Provide images of Great Fire of London to generate questions about this event (eg When did it happen / why did it start?) Use stories, videos and appropriate websites for children to find out answers Create a separate timeline of events for Great Fire of London (chronology of the days) Investigate significance of Samuel Pepys as significant person from the past and explore Use these sources to discuss similarities/differences between life today and life in this period (eg focus on housing)</p>	<p>Pudding Lane Thomas Farriner Samuel Pepys Fire Spread Bakery Burned Flames London Diary</p>	<p>Houses Blazing River Thames 1666 Escape Leather buckets Extinguish fire</p>
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Time Travellers

	Knowledge and Skills	Learning Sequence	Vocabulary	
<p>Children learn about families situations in the past and compare with their own lives and families. Children develop an understanding of people around them who can help – particularly doctors and nurses when learning about how to keep ourselves safe and healthy. Children learn about historical heroes and what made them special.</p>				
Reception	<p>Learn about people who help us in our lives Talk about the lives of the people around them and their roles in society; Develop and understanding of the past and know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Describe their immediate environment Explain some similarities and differences between life in this country and life in other countries, Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments,</p>	<p>Ask questions and record visit from nurse; role-play doctors; write prescriptions and appointment notes; research who works in a hospital and their main roles; take part in a nurse visit and write about their role. Learn about the past through settings, characters and events encountered in books read in class and storytelling. Find out about their immediate environment by using knowledge from observation, discussion, stories, non-fiction texts and maps; Find out about a contrasting county through drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Doctor Nurse Medicine Help Safe Past Heroes Save Different Same</p>	
<p>Children compare two significant people from the same time period and learn how they contributed to significant achievements. Through this study children develop knowledge of the Victorian period and compare this with life today.</p>				
Year 1/2	<p>Use a range of artefacts, pictures, stories and online sources to answer historical questions Understand different representations of the past by drawing comparisons Ask a wide range of questions about the past using parts of stories and sources Describe and understand the significance of historical events beyond living memory (nationally or globally) Describe key people from the past who have contributed to national and international achievements and understand their significance Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods Know about local historical events, people and places Use a wider range of historical vocabulary eg decade, century, source</p>	<p>Recap what is meant by timeline (prior timeline and discuss each section on there) Dig up two time-capsules: from 1850 (each with clues – Mary Seacole Jamaican pandemic, Florence Nightingale London) Find out about this period of time – the Victorian Era and what life in Britain was like (link to Art sequence of learning) Hunt through clues found inside the capsules (clues about Mary Seacole and Florence Nightingale eg dates, pictures, photos) Based on the information found in each capsule, generate historically-valid questions (eg Who are these people? Where is this? When did this happen?) Using stories and sources, find out about the significance of Mary Seacole and Florence Nightingale Whilst carrying out research, analyse similarities and differences and record these in a leaflet Create a historical glossary to support understanding of new historical words (eg nursing, medical etc.) Add Mary Seacole/Florence Nightingale key events to timeline</p>	<p>Florence Nightingale Crimean War Wounded Mary Seacole Century Account Nurse Victorian Soldier</p>	<p>1820 Decade Secondary Jamaica Source Primary Lamp 1805 Battlefield</p>

5. Learning Sequence Key Stage 2

Raid, Invade, Stayed

Children use range of sources to compare different eras / understand different representations of the past. Through this children find out about the Roman Empire and its impact on Britain. They also learn about the Anglo Saxons and Scots settlement in Britain and the Viking and Anglo Saxon struggle of the Kingdom of England.

Knowledge and Skills	Learning Sequence	Vocabulary	
<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select key information from a range of sources to answer historical questions</p> <p>Understand what types of question are historically-valid and identify how to find the answer</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Understand how Britain has been influenced by the wider world</p> <p>Compare different eras considering similarities and differences</p> <p>Develop a range of historical vocabulary</p>	<p>Recap children's previous learning about chronology – what can they remember? Place key dates and eras on a timeline to date.</p> <p>Use clues from a range of sources about the Roman/Viking/Anglo Saxon to establish when each period was and make links across timeline eg This happened after...so...</p> <p>Discuss similarities and differences</p> <p>Introduce specific vocabulary such as settler, agriculture, warrior, etc.</p> <p>Discuss what is meant by legacy and learn about legacies these groups of people left eg Romans and aqueducts, road.</p> <p>Children generate own historically-valid questions about each time period and the various aspects of life eg Where did they come from and why? What was life like as a child? What kinds of jobs did they do and why? What were the houses, diet, clothing etc like?</p> <p>Use a range of sources (digital, books, videos etc.) to answer questions, understanding that there are different perspectives and representations of the same event/time. Discuss reasons for this eg a Viking Invader compared to a Monk on Lindisfarne.</p> <p>Select relevant information from sources to answer questions and look at similarities and differences between these times and now</p> <p>Create a fact file to record and present facts about life at this time</p>	<p>Vikings</p> <p>Anglo Saxons</p> <p>Romans</p> <p>Empire</p> <p>Impact</p> <p>Settlement</p> <p>Britain</p> <p>Saga</p> <p>Travelled</p> <p>Comparison</p> <p>Farming</p> <p>Jewellery</p> <p>Support</p> <p>Artefacts</p> <p>Historical</p> <p>Burial</p> <p>Treasure</p> <p>Represent</p>	<p>Sailed</p> <p>Sources</p> <p>Gods</p> <p>Settled</p> <p>Invade</p> <p>Raid</p> <p>Conquered</p> <p>Warrior</p> <p>Voyaged</p> <p>Trade</p> <p>Excavate</p> <p>Peasantry</p> <p>Evidence</p>

Ancient Times

Children learn about early civilisation through the study of Ancient Egypt. They also learn about Ancient Greece, what Greek life was like and the influence of achievements in this time on Britain and the wider world.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer historical questions</p> <p>Construct informed responses to questions that involved selection and organisation of historical information</p> <p>Begin to develop perspective and judgement by weighing evidence and arguments</p> <p>Regularly generate and answer a range of historically-valid questions about similarities and differences</p> <p>Extend chronological understanding by exploring a theme over time</p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Develop a range of historical vocabulary</p>	<p>Children 'step into the past' when they enter classroom and have lots of clues about Ancient Greece/egypt on tables: photos, pictures, books, artefacts, codes (numerals and hieroglyphic.</p> <p>Where are we in time?</p> <p>Recap chronology so far and place Ancient Greek/Egypt era on timeline, talking about what came before/after and looking for similarities and differences.</p> <p>Discuss relationship to other periods studied and consider continuity/change and similarities and differences.</p> <p>Introduce any specific vocabulary relating to Ancient Greece and Egypt.</p> <p>Generate wide range of questions about Ancient Greece/Egypt and suggest ways to find answers</p> <p>Consider how historians know anything about this period – how can they prove something is true or false?</p> <p>Select area(s) to research eg architecture, Olympics, religion, arts. Rituals and Tutankhamun. Use a wide range of sources and select/organise key points to answer questions</p> <p>Discuss legacy of Ancient Greece on wider world and find evidence to support these claims eg Olympic Games, democracy, philosophy</p> <p>Draw comparisons between now and then</p>	<p>Ancient Greeks</p> <p>Ancient Egypt</p> <p>Empire</p> <p>Sparta</p> <p>Athena</p> <p>Religion</p> <p>Beliefs</p> <p>Customs</p> <p>Entertainment</p> <p>Civilisation</p> <p>Architecture</p> <p>Contribution</p> <p>Olympus</p> <p>Government</p> <p>Theatre</p> <p>Impact</p> <p>Legacy</p> <p>Democracy</p> <p>Philosophy</p> <p>Literature</p> <p>Knowledge</p>

The Land that Time Forgot

Children learn about Mayan Civilization and compare it with early civilization of the Bronze Age in Britain at the same time. Through this children develop an understanding of changes in Britain from the Stone Age to the Iron Age.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg social, cultural, political and religious</p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Use and apply a range of historical vocabulary</p>	<p>Scatter range of images, books, dates, key words relating to Mayan around room – which part of history is this?</p> <p>Create a Stone Age scene in the classroom to explore</p> <p>Collate ideas and recap chronology / timeline of each period</p> <p>Make a mini timeline of the Stone Age to Iron Age and understand where these eras sit</p> <p>Using the clues, children generate historically-valid questions and suggest how we could find answers</p> <p>Introduce children to key words relating to topic and ensure understanding of definitions</p> <p>Explore the 4 key periods in turn: Mesolithic, Neolithic, Bronze Age, Iron Age.</p> <p>Decide on which aspect of Mayan civilisation/Bronze Age they want to research eg social, religious, arts and crafts</p> <p>Use a wider range of sources to find answers to their questions, ensuring they select and organise key information</p> <p>Consider how and why there are different representations of history</p> <p>Draw comparisons with previously-taught eras, looking for similarities and differences</p> <p>Draw comparisons with Britain at that time, looking for similarities and differences Present findings in a lively, engaging way</p>	<p>Mayan Civilization Bronze Age Stone Age Iron Age Changes Britain Early Narratives Exploration Reliability Mesolithic Trend Continuity Validity Skara Brae Hill Fort Perspective Relevance Judgement</p>

Magical Mystery Tour

Children carry out a study of their local area with a particular focus on buildings and establishing a time line of when they were built. This leads to a deeper dive into the Victorian period and the nearby Caphouse Colliery.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical statements</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Address and devise a wide range of historically-valid questions about change and cause</p> <p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg. social, cultural, political and religious</p> <p>Extend chronological understanding by exploring a theme over time</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p> <p>Use and apply a range of historical vocabulary</p>	<p>Draw on children's own experience of local area – which buildings are of significance, both to them and to the area?</p> <p>Take children on a walking tour of local area, pointing out buildings and discussing when they think they were built and why</p> <p>Compile a list of historically-valid questions about the locality and suggest ways to find the answers</p> <p>Use images of building within the local area form the walk and place them on a timeline, explaining reasoning and making links to previous knowledge.</p> <p>Use a range of sources to build their knowledge, understanding that this requires the use of a range of sources eg archives, photographs, first-person accounts, digital sources, newspaper articles etc</p> <p>Examine how the buildings and landmarks of local area reflect changes in different aspects of life eg social, cultural, religious</p> <p>'Zoom in' on a particular time period in the village – the late 1800s when James Dickinson left to work in the coal mines and start to explore the nearby Caphouse Colliery.</p> <p>Find out about the history of Caphouse and compare this to the timeline created of the village</p> <p>Study ways of life for people in the local area, with a particular focus on mining during the late 1800s</p>	<p>Locality</p> <p>Exploration</p> <p>Justify</p> <p>Representation</p> <p>Weighing</p> <p>Structural</p> <p>Thematic</p> <p>Characteristics</p> <p>Heritage</p> <p>Sifting</p> <p>Infrastructure</p> <p>Narrative</p> <p>Influence</p> <p>Decisions</p> <p>Unique</p> <p>Biased</p>

Law and Disorder

Using a range of stories and sources, children carry out a thematic study of crime and punishment over the course of history beyond 1066. Children will find out about the legacy of the Roman Justice System and Crime and Punishment through the Anglo Saxon, Tudor and Victorian Periods. This culminates in writing a new history book for children using the appropriate formality, tone, language, eg Horrible Histories.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical statements</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments</p> <p>Address and devise a wide range of historically-valid questions about change and cause</p> <p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg social, cultural, political and religious</p> <p>Extend chronological understanding by exploring a theme over time</p> <p>Use and apply a range of historical vocabulary</p>	<p>Share images, dates and key words relating to crime and punishment over history beyond 1066. Can children order these chronologically, drawing on previous learning?</p> <p>Using these sources, children generate a series of historical questions to research</p> <p>Vocabulary session where children identify key words and locate definitions</p> <p>'Zoom in' on key eras of Anglo-Saxon, Tudor and Victorian periods and carry out in-depth study of crime and punishment at these times</p> <p>Use a range of sources to ensure reliability and to support their historical claims</p> <p>Children look for trends and narratives over time and notice how crime and punishment has changed and evolved. What is the same? What is different?</p> <p>Explore the broader issue of justice, involving the role of the police and courts in maintaining law and order</p> <p>Set up class courtroom and explore the various roles within justice system and the concept of a fair trial</p>	<p>Thematic</p> <p>Influence</p> <p>Narratives</p> <p>Restorative</p> <p>Justice</p> <p>Sift</p> <p>Punishment</p> <p>Evidence</p> <p>Biased</p> <p>Punitive</p> <p>Illegal</p> <p>Arguments</p> <p>Crime</p> <p>Criminal</p> <p>Unbiased</p> <p>Responsibility</p> <p>Rehabilitate</p> <p>Reliability</p>

6. Progression of Skills

Reception	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Draw information from a simple map • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them 				
	<p>Past and Present</p> <p>- Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate –maps</p>				
	Year 1	Year 2	Year 3	Year 4	Year 5
Chronological Understanding	<p>Sequence events in their life.</p> <p>Represent events on a simplistic timeline through pictures and images.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer together in time and check with a reference book.</p> <p>Sequence photographs etc. from different periods of their life.</p> <p>Order these photos on a timeline.</p> <p>Describe memories of key events in their lives.</p>	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Use relevant terms and period labels to draw their own timeline.</p> <p>Make comparisons between different times in the past.</p>

<p>Range and Depth of Historical Knowledge</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result (cause and effect).</p> <p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people's actions (cause and effect).</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people e.g. differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>
<p>Interpretations of History (Sources)</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?</p> <p>Observe carefully simplistic sources e.g. photos/stories</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p>	<p>Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period.</p>	<p>Look at a range of different sources.</p> <p>Begin to evaluate the usefulness of different sources. Use text books and historical knowledge accurately.</p>	<p>Compare accounts of events from different sources – distinguish between fact or fiction</p> <p>Offer some reasons for different versions of events.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p>

Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<p>Use a range of sources to find out about a period.</p> <p>Accurately use the internet for research.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask a variety of questions.</p> <p>Answer questions using accurate internet research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Select relevant sections of information.</p> <p>Use the internet for research with increasing confidence.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Compare and question the validity of a range of sources.</p>
Organisation and Communication	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>		<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	