



History Progression of Skills, Knowledge and Vocabulary Map 2023-2024

Understanding the World	Foundation Stage					
	<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
Past and Present	Foundation Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation			Foundation Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		
	Remember and talks about significant events in their own experience. Begin to make sense of their own life story and family’s history. Show interest in different occupations. Understand who, what, where and why, in simple questions. Use a variety of questions, for example, who, what, where and why.			Talk about past and present events in their own life and in the lives of family members. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand questions such as when and how. Use a variety of questions, for example, when and how. Retrieve content from devices and use to facilitate discussions, allowing children to recall educational visits/ past events to enable them to connect to their wider community.		
Key Vocabulary	<i>Past, present, timeline, before, after, today, tomorrow, yesterday, now, long ago, new, old, modern, family, parent, grandparent, great-grandparent, photograph, artefact, object, community.</i> <i>Comment, question, ideas, choose, predict, equipment, observe, similarity, difference, change, create, environment</i>					
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge (Constructing the past)	Identify that events have happened in the past and significant people from the past have helped shape the present locally and nationally Identify changes in <i>transport</i> within living memory (achievements, legacy) Understand how the first flight is an event beyond living memory that is significant nationally and globally. (achievements, legacy) Know that Florence Nightingale is a significant	Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally Identify changes in <i>exploration</i> within living memory (achievements, legacy) Understand how the <i>Great Fire of London</i> is an event beyond living memory that is significant nationally and globally. (legacy) Understand how the <i>Sinking of the Titanic</i> is an event beyond living	Identify that the past is remembered or ‘constructed’ in different ways across the world. Build a coherent knowledge of the <i>Stone, Bronze and Iron ages</i> by comparison throughout most lessons, focusing on achievements beliefs society legacy (including homes, food, entertainment) Build a coherent knowledge of the <i>earliest civilisations (in depth Egyptians)</i> , their	Identify the impact of the <i>Ancient Greeks</i> ’ on the western world and their chronological place in the context of world history. power invasion achievements beliefs society legacy (including homes, food, entertainment) Build a coherent knowledge of British history from the <i>Iron Age to Roman Britain</i> by comparison on: power	Build a coherent knowledge of British history from <i>Roman Britain to Anglo-Saxon (and the Scots)</i> by comparison of power invasion achievements beliefs society legacy (including homes, food, entertainment) Build a coherent knowledge of British history from <i>Roman Britain to Anglo-Saxon and Viking Britain</i> power	Build a coherent understanding of post 1066 Britain through the study of changes in <i>crime and punishment from the Anglo-Saxons to the present through power invasion achievements beliefs society legacy Build a coherent understanding of <i>Manchester/ Stockport’s industrial history during the Victorian period</i> by focusing on </i>



	<p>individual from the past who has contributed to national and international achievements. (achievements, legacy)</p> <p>Compare aspects of Florence Nightingale's life to others who lived in different periods</p> <p>Identify that there are some themes that link history together e.g. locality, transport</p> <p>Know about significant people in our locality</p>	<p>memory that is significant nationally and globally. (legacy)</p> <p>Know that Christopher Columbus is a significant individual from the past who has contributed to national and international achievements. (achievements, power, legacy, invasion)</p> <p>Compare aspects of Christopher Columbus' life to others who lived in different periods (Scott of the Antarctic)</p> <p>Identify that the past can be commemorated each year e.g. Remembrance Day</p>	<p>chronological place in history and their impact on future civilisations</p> <p>power achievements beliefs society legacy (including homes, food, entertainment)</p>	<p>invasion achievements beliefs society legacy (including homes, food, entertainment)</p> <p>Build a coherent knowledge of a significant local site <i>Bramhall Hall from the Tudor period</i></p> <p>power achievements beliefs society legacy (including homes, food, entertainment)</p>	<p>achievements invasion beliefs society legacy (including homes, food, entertainment)</p> <p>Compare <i>Anglo-Saxon Britain with the Maya civilisation</i> through power achievements invasion beliefs society legacy (including homes, food, entertainment)</p>	<p>power achievements society legacy (including homes, food, entertainment)</p> <p>Build an understanding of post1066 Britain through the study of a <i>significant turning point in British history – WWII and The Battle of Britain</i></p> <p>power achievements invasion society legacy (including homes, food, entertainment)</p> <p>Understand the reasoning for similarities and differences between each civilisation.</p>
Key Vocabulary	<p><i>Atlantic Ocean, glider, helicopter, invention, plane, solo, pioneer, jumbo jet, transport, railway, station, platform, vehicles, carriages, conducto, electric, bicycle, Penny Farthing, Crimea, hygiene, hygienic, infection, injured, medicine, sanitation, Scutari, soldier, ward, wound, Florence Nightingale, Mary Seacole, medicine, dressing, fundraising, prejudice, rejected.</i></p>	<p><i>Century, London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, Architect, Lord Mayor, Sir Christopher Wren, monument, burning, leather bucket, axe, Samuel Pepys, King Charles II, Bow, crew, collision, distress signal, funnel, hull, iceberg, liner, maiden voyage, rescue, stern, rivets, first class, second class, third class, passengers, unsinkable Invention, telephone, letter, post box, Royal Mail, telegram, email, computers, internet, mobile phone, communicate.</i></p>	<p><i>Archaeologists, artefact, barrow, forge, henge, hunter-gatherers, Mesolithic, Neolithic, Palaeolithic, prehistoric, prey, ritual, tribe, ancient, artefact, ankh, civilisation, embalming, excavate, flax, hieroglyphics, mummification, natron salt, papyrus, Pharaoh, pyramid, sarcophagus, scribe, Rosetta Stone, Sphinx, tomb, vizier.</i></p>	<p><i>Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, Hellenistic, mythology, column, Centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, Amphitheatre, Hadrian's Wall, Colosseum, mosaic, toga, republic, arch, chariot, tunic, Aquila, Pantheon, Circus Maximus, legionary, villa, monarch, Armada, reign, treason, inherit, heir, court political, Pope, Church of England, heresy, divorce, Bramhall Hall, peasant, Tudor Rose, inventory</i></p>	<p><i>Alfred, Asser, Bede, Burhs, cemetery, cenotaph, Christianity, Danelaw, Danegeld, hoard, monastery, Pagan, Picts, sceptre, settlement, Sutton Hoo, Treaty, Urn, Viking, Wergild, Gildas, Guthrum, Hengist and Horsa, Raedwald, Vortigern, cemetery, Augustine, Dark Ages, migration, heathen, pagan, runes, Saga, cenote, codex/codices, glyph, hieroglyph, jade, obsidian, quetzal, ritual, slash and burn, stelae, pyramid, temple.</i></p>	<p><i>Axis, Allies, Nazi, evacuation, evacuee, Blitz, Holocaust, Luftwaffe, refugees, Kindertransport, Anne Frank, Winston Churchill, battlefield, siren, gas mask, air raid, Blitz, status</i></p> <p><i>Arson, burglary, capital punishment, corporal punishment, constable, execute, famine, ritual, felony, heresy, homicide, larceny, manslaughter, medieval, outlaw, pillory, poaching, smuggling, stocks, transportation, treason, trial by combat, vagrant, Industrial, cottonopolis, chimney sweeps, migration, textiles, mills, polluted, reform, population boom,</i></p>



<p>Assessment and indicators</p>	<p>Can understand the key concept of then and now.</p> <p>Can match pictures of items from the past with people from the past.</p> <p>Can spot significant differences e.g. Florence Nightingale had a lamp instead of a torch.</p> <p>Can describe how features of life today, such as transport differ from those of the past times using subject specific detail e.g. vehicles relied on horses such as carriages/trams in local area</p>	<p>Can understand the key concept of change.</p> <p>Can compare 'then' with another 'then' e.g. explorations of Christopher Columbus with explorations of Scott of the Antarctic.</p> <p>Can offer reasons why simple changes occur</p> <p>Can use more precise terms and detail about a period of history</p>	<p>Can understand some of the key characteristics of the period being studied.</p> <p>Show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies.</p> <p>They tend to speak about the society as if everyone felt the same.</p>	<p>Know that not everyone in the past lived in the same way.</p> <p>They can contrast life for the rich and the poor e.g. in Tudor times and do not describe home life as if it was the same for everyone.</p> <p>They know that there are different levels in society.</p>	<p>They understand that people in the past had a range of different ways of looking at the world and can explain their ideas.</p> <p>Make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>Can explain beliefs and attitudes in terms of why people might have had those ideas.</p>	<p>Understand that people's experiences varied depending on status. E.g. experience of being evacuated in WWII depended on their prior experience.</p> <p>Can describe and explain life at different levels of society</p> <p>Can understand that people would have different outlooks on life depending on their social standing</p> <p>They avoid sweeping generalisations and instead say, it depends on your position in society.</p>
<p>Year Group Connected Concepts</p>	<p>Key Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</p>		<p>Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</p>		<p>Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</p>	
<p>Chronology (Sequencing the past)</p>	<p>Year 1</p> <p>Identify that events and people from the past may have occurred across a greater period of time than just themselves.</p> <p>Identify that events and changes have happened in order – e.g. development of trains/planes.</p> <p>Identify that there are different periods of time in history – e.g. Victorians/20th century etc...</p>	<p>Year 2</p> <p>Identify and compare people from different periods of time – Christopher Columbus and Scott of the Antarctic</p> <p>Identify how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Christopher Columbus voyaged around the world because he wanted a better way to get silks and spices which weren't easy to get'</p>	<p>Year 3</p> <p>Place Stone, Bronze and Iron Ages into wider chronological contexts – link to Ancient Egypt and pyramids/achievements</p> <p>Place early civilisations into context – with an in depth unit about Ancient Egyptians.</p> <p>Develop an understanding of concurrence of civilisations around the world and their impact on later civilisations.</p>	<p>Year 4</p> <p>Place Stone, Bronze and Iron Age into wider chronological contexts.</p> <p>Place the Ancient Romans and Roman Britain into the wider context of historical chronology..</p> <p>Place the Ancient Greeks into the wider context of historical chronology.</p> <p>Develop a deeper understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p>	<p>Year 5</p> <p>Place Stone Age, Bronze Age, Iron Age, Ancient Romans and Ancient Greeks into wider chronological contexts.</p> <p>Place Anglo Saxon Britain and Viking Britain into the wider context of historical chronology.</p> <p>Place Ancient Maya into chronological context and in direct comparison with Anglo Saxons.</p> <p>Continue to develop understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p>	<p>Year 6</p> <p>Place Stone Age, Bronze Age, Iron Age, Ancient Romans, Ancient Greeks, Anglo Saxons Ancient Maya, Victorian and Modern Britain into wider chronological contexts.</p> <p>Continue to develop understanding of the concurrence of civilisations around the world and their impact on later civilisations.</p>



Key Vocabulary	<i>Past, before, now, then, long ago, before I was born, time, time line, within living memory, beyond living memory, order, recent, remember</i>	<i>Present, period, stayed the same, sequence</i>	<i>Century, decade prehistoric, BC/AD, BCE/CE chronological, ancient</i>	<i>Concurrent, duration, previously, era,</i>	<i>Interval, chronology, context, the duration of..., from...</i>	<i>The narrative of history, progression, millennium, phases</i>
Assessment and indicators	<p>Can understand and use common words related to the passing of time: 'in the past', 'the olden days', 'a long time ago' (fairy tales)</p> <p>Can realise that images from nursery rhymes are from the past through reference to period detail e.g. clothes, objects no longer used</p> <p>Can grasp that stories have a beginning, middle and an end by sequencing a story/rhyme.</p> <p>Can use simple timelines to sequence processes, events and objects within their own experience.</p> <p>Can confidently use the terms 'old' and 'new'.</p> <p>Can use terms 'then' and 'now' and 'the past' correctly.</p>	<p>Can sequence within clock (and calendar) time e.g. when in the year Remembrance Day occurs.</p> <p>Can sequence parts of more complex story where action takes place over a long period of time e.g. stages of Christopher Columbus' life.</p> <p>Can use some dates to describe events in time, e.g. 1666 for the Great Fire of London.</p> <p>Can use phrases such as 'over 300 years ago' (not necessarily grasping what the interval of time means).</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p>	<p>Can understand the main differences between today and the period being studied.</p> <p>Can sequence events in simple narrative.</p> <p>Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.</p> <p>Can talk about the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian</p> <p>Understands that ancient means thousands of years ago.</p>	<p>Can accurately differentiate within a longer period e.g. Ancient Egyptians, Ancient Romans, and Tudors.</p> <p>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, and Boudicca's revolt.</p>	<p>Can use more sophisticated time markers within, as well as between periods e.g. 'at the start of...', 'these causes had been building up for ... years.'</p> <p>Can appreciate ideas of duration and interval</p>	<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September '39, Phoney war, Blitz.</p> <p>Can make links between 3 periods in history, comparing, spotting similarities, differences</p>
Year Group Connected Concepts	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Power, Cause and Effect, Structures, Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Concept – Continuity and Change	<p>Identify changes that have happened in history that can impact on today – development of transport.</p> <p>Identify that there are reasons for continuities and changes and stating some of these development of planes etc...</p>	<p>Identify that changes throughout history have had important consequences – understanding of the world due to Christopher Columbus.</p> <p>Identify why some things have stayed the same throughout history – explorers continue to try and find new things.</p>	<p>Make valid statements about the main similarities, differences and changes occurring within Stone, Bronze and Iron ages by comparison of achievements beliefs society (including homes, food, entertainment)</p>	<p>Identify the continuities and changes of <i>Greek culture</i> from then to now through: power invasion achievements beliefs society legacy (including homes, food, entertainment)</p>	<p>Identify the continuity and change throughout <i>Anglo-Saxon Britain from Roman Britain</i> through comparison of: power invasion achievements beliefs society (including homes, food, entertainment)</p>	<p>Build a coherent understanding of post 1066 Britain through the study of changes in <i>crime and punishment from the Anglo-Saxons to the present through</i> power invasion achievements beliefs society legacy</p>



	Identifying that continuity or change can be a good or a bad thing.		Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through achievements beliefs society (including homes, food, entertainment)	Identify the continuity and change throughout <i>Roman Britain from Iron Age Britain</i> through comparison of: power invasion achievements beliefs society legacy (including homes, food, entertainment) Identify the continuity and changes to <i>Bramhall Hall and the local area from the Tudor period until the modern day</i> power invasion achievements beliefs society legacy (including homes, food, entertainment)	Compare similarities, differences between the <i>Ancient Maya and Anglo-Saxon Britain</i> through comparison of: achievements invasion beliefs society legacy (including homes, food, entertainment) Identify the continuity and change throughout <i>Anglo-Saxon Britain and Viking Britain</i> through: power invasion achievements beliefs society legacy (including homes, food, entertainment)	Identify the continuity and change to <i>Stockport/Manchester through the Industrial Revolution</i> power achievements society legacy (including homes, food, entertainment) Identify the continuity and change from <i>WWII and the Battle of Britain</i> to today. power achievements invasion society legacy (and housing, food, entertainment)
Key Vocabulary	<i>changes to now, same, different</i>	<i>Change, stayed the same, similarity, difference,</i>	<i>continuity, periods of time, compared to, shift</i>	<i>Concurrent, duration, comparison, lasting, legacy, rebellion</i>	<i>the duration of..., from... continuing on, contrast, revolution, widespread, rate, reversed, scale</i>	<i>Perspective, progression, development, turning point, context</i>
Assessment and indicators	Can spot significant differences e.g. what cars/trains/planes, Can confidently identify old and new trains/cars/planes. Can match pictures of people they think would have been with the vehicles in the past using old photographs. Can describe features of life today, and how they differ from those of a different time period referring to subject specific details e.g. in pictures can describe and explain a lamp, carriage etc...	Can offer reasons why simple change occurs, e.g. why houses are made of stone rather than wood Can understand that not everyone in the past had the same experience e.g. accommodation on board the Titanic.	Can identify simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age Can recognise changes over a shorter period e.g. between Bronze Age and Iron Age.	Can identify changes built on similarity and difference e.g. between Iron Age and Roman homes. Can see that changes do not always last e.g. much of the Roman impact was lost when the Saxons invaded and settled. Can understand that some changes are much more significant than others.	Can grasp that change can happen quite quickly and can be reversed e.g. struggle between Saxons and Vikings. Can understand that some changes are called a revolution because of the scale and widespread nature. Can understand that some changes are relatively slow and others happen very rapidly.	Can understand that not all changes are welcomed by everyone e.g. Votes for Women, factory workers and owners Can see that some changes lead to others e.g. Industrial changes in machinery, developments in 'punishment' across history Can understand what is meant by a turning point e.g. Battle of Britain in the context of World War II.



Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary Concept – Cause and Consequence	<p>Identify that certain events and individuals have had major consequences in history – Wright Brothers.</p> <p>Identify that history can affect the local area, as well as nationally and globally – development of cars, trams, trains, planes</p> <p>Use the terms cause and effect.</p>	<p>Identify that certain events and individuals have had major consequences in history.</p> <p>Identify how events from history are so significant that they are remembered each year – Remembrance Day, Bonfire Night.</p> <p>Identify causes and effects from different periods and establish links between them.</p>	<p>Identify the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally.</p> <p>Identify what caused the shift in hunter gathering to farming – communicating the reasons for it and the impact on life.</p> <p>Identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (including earliest civilisations)</p>	<p>Identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.</p> <p>Identify the effects and influence of Greek achievements on the Western World – democracy, philosophy, medicine, language etc...</p>	<p>Identify the causes and consequence of Anglo-Saxon invasion on Britain – changes in housing, religion, language etc...</p> <p>Identify the cause and effect of Spanish explorers on Ancient Maya – a positive and/or negative impact?</p> <p>Identify that one event can have multiple effects – invasions of Britain by Anglo-Saxons and Vikings.</p>	<p>Identify the causes and effects of WWII/Battle of Britain – explaining the local, national and international impact.</p> <p>Identify the effect of the Battle of Britain (WWII) on today's world.</p> <p>Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today.</p>
Key Vocabulary	<i>Actions, because, cause and effect, important, explain</i>	<i>Consequence, impact, significant, reason,</i>	<i>multiple causes</i>	<i>Analyse, combination, explain, influence, suggest</i>	<i>Classification, immediate, long term, affected</i>	<i>Connected, abstract, complex, causation, imply</i>
Assessment and indicators	<p>Can explain why a character in a story, nursery rhyme took the action they did using the word 'because'.</p> <p>Can give simple consequences of someone's actions</p>	<p>Can explain an important event, offering two or three reasons e.g. why the Great Fire of London spread so quickly</p> <p>Can give two main effects of an event e.g. after the Great Fire of London, houses were built of stone and brick and the streets were wider and straighter.</p> <p>Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual, or for the first time.</p>	<p>Can see that events have multiple causes</p> <p>Can explain larger scale events to do with actions of groups of people.</p>	<p>Can analyse actions of people in historical settings; focusing only on what one person wanted e.g why Claudius wanted to invade Britain</p> <p>Can understand that events usually happen for a combination of reasons</p> <p>Can give a little detail about each cause e.g. Henry VIII's break from Catholic Church.</p>	<p>Can explain rather than list or just describe causes</p> <p>Can explain an event using a simple form of classification e.g. money, religion, love</p> <p>Can see consequences in terms of immediate and long term effects and can see that people were affected differently</p>	<p>Can see causes might be connected or linked to one another e.g. WWII</p> <p>Can explain an event with reference to abstract ideas such as long and short term or events building up.</p> <p>Can give explanation in terms of relative importance e.g. The main reason...Also important...Some people think...</p> <p>Can explain complex events using a range of causes, some linked in a simple way.</p>
Year Group Connected Concepts	Key Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation		Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p>Disciplinary Concept – Significance and Interpretation</p>	<p>Begin to understand what makes someone significant.</p> <p>Identify why certain people/events are significant in history – achievements, impact etc...</p> <p>Identify that some individuals are significant both locally and nationally.</p> <p>Understand that the past is represented in different ways.</p>	<p>Identify why certain people/events are significant in the wider context of history.</p> <p>Identify why certain individuals and events have had an impact locally, nationally and internationally.</p> <p>Understand how the past has been presented or described referring to sources of evidence.</p>	<p>Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p> <p>Identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p>	<p>Use Boudicca primary sources to understand that there is more than one viewpoint and it cannot be verified.</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>Identify why interpretation of sources is critical to our understanding of the past.</p>	<p>Use primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints.</p> <p>Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian.’</p>	<p>Interpret the achievements of the Anglo-Saxons, Vikings, Tudors and Victorians and make a judgement on their significance – which achievements were more impressive?</p> <p>Understand why others might choose alternative achievements as most impressive.</p> <p>Identify the Battle of Britain as a turning point in British history in the context of then and now.</p>
<p>Key Vocabulary</p>	<p><i>Important, event, famous</i></p>	<p><i>significant, view, point of view, version, eye witness</i></p>	<p><i>Significance, account,</i></p>	<p><i>Reliable, represented, reconstruction</i></p>	<p><i>viewpoint, perspective, accurate, bias</i></p>	<p><i>Interpretation, propaganda</i></p>
<p>Assessment and indicators</p>	<p>Can show they understand that a familiar event can be represented in different ways, e.g. photograph, video and memories.</p> <p>Can understand there are several different versions of a nursery rhyme by comparing pictures and spotting the differences.</p> <p>Can recognise that there are different versions of real historical situations.</p>	<p>Can spot differences between versions e.g. Christopher Columbus, Titanic.</p> <p>Can understand that grandparents’ recollections might vary</p> <p>Can understand that not all written accounts give exactly the same reasons for something e.g. why the Great Fire spread so quickly.</p> <p>Can understand that it is not always possible to know for sure what happened.</p>	<p>Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read.</p> <p>Can give a simple reason why we might have more than one version e.g. lost in translation, no one recording the event.</p>	<p>Can see that there are often different interpretations because the gaps in the evidence are so large they have to be filled with imaginative reconstruction.</p>	<p>Can realise that history is continuously being rewritten e.g. discovery of Mary Rose, Rosetta Stone, York, Fishbourne.</p> <p>Can understand that some interpretations might be more accurate & reliable than others, by use of their own background knowledge e.g. This shows all the Maya to be bloodthirsty but we know...</p>	<p>Can grasp that interpretations might differ depending on the aspect that people are looking at. e.g. industrial revolution workers and factory owners</p>
<p>Year Group Connected Concepts</p>	<p>Key Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</p>		<p>Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</p>		<p>Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</p>	
<p>Historical Enquiry and using sources as evidence</p>	<p>Year 1</p> <p>Ask and answer questions, locate relevant information and communicate the answers as sentences.</p> <p>Analyse a variety of artefacts/objects to infer</p>	<p>Year 2</p> <p>Plan questions and produce answers to historical enquiries using historical vocabulary.</p> <p>Select information independently from different sources e.g. written, visual and oral</p>	<p>Year 3</p> <p>Ask valid questions for enquiries and answer using a number of sources.</p> <p>Identify primary and secondary sources – artefacts, books, and internet.</p>	<p>Year 4</p> <p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p>Question the validity of sources and contradictions</p>	<p>Year 5</p> <p>Make a valid conclusion based on devising and answering questions relating to a historical enquiry e.g. investigate the quality of the lives of different Anglo-Saxons,</p>	<p>Year 6</p> <p>Reach a valid and substantiated conclusion to an independently planned enquiry with suggestions for improvement e.g. successes and failures of industrialisation based on different sources such as</p>



	<p>about an individual or even.t</p> <p>Begin to make reasoned interpretations about why certain objects belong to certain people or events – clothing, housing etc...</p>	<p>sources and artefacts to answer historical questions.</p>	<p>Identify why sources are limited for the Stone Age, Bronze Age and Iron age.</p>	<p>– e.g. Boudicca by Tacitus and Cassius Dio</p> <p>Identify why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence portraits in the Tudor period.</p>	<p>from several sources and reach a conclusion.</p> <p>Use sources to interpret bias – e.g. ‘bloodthirsty’ Ancient Maya.</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – earliest civilisations, Anglo-Saxons/Vikings</p>	<p>writing, data, timelines and reconstructions.</p> <p>Using sources as evidence in a debate – Battle of Britain/WWII.</p> <p>Identify the effectiveness of sources as evidence.</p> <p>Use sources of evidence as the basis for an opinion and justification.</p>
Key Vocabulary	<i>Object, item, photograph, information, predict</i>	<i>source, evidence, discovery, clue</i>	<i>Primary source, secondary source, artefact, author, purpose</i>	<i>reliable, oral, interview, unreliable, inaccurate,</i>	<i>Bias, interpretation, deduce, valid</i>	<i>The narrative of history, significance, caution, produced, worthiness, cross-reference.</i>
Assessment and indicators	<p>Can deduce function/use of artefact and demonstrate understanding through role play.</p> <p>Use information from two simple sources to find information e.g. ‘How can we tell this teddy is old?’, ‘Because it looks like the one in the book’</p>	<p>Can ask simple, relevant, questions of the teacher in the role of, for e.g. captain of the Titanic, Christopher Columbus.</p> <p>Can draw simple conclusions about themselves and others by reference to clues in evidence e.g. ‘I know this is a picture of me when I was 3 because there are 3 candles on the cake.’</p> <p>Can gather ideas from a few simple sources when building up their understanding of an event.</p>	<p>Can extract simple information from text/pictures/objects showing basic comprehension.</p> <p>Can make deductions from different sources e.g. text/picture/objects based on what is included.</p>	<p>Can start combining information from more than one source e.g. website compared with video or oral evidence.</p> <p>Can start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Can see that some sources are more useful than others and can explain why.</p>	<p>Can start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.</p> <p>Can start to think of reasons why a source might be unreliable e.g. view of the Maya may be partial because evidence was written by Spanish explorers.</p>	<p>Can consider the worthiness of a source e.g. This does not fit in with what I know, therefore... This evidence must be handled carefully. Who produced it? Why? Who was the audience?</p> <p>Can offer reasons why some sources might be treated cautiously e.g. WWII propaganda posters.</p> <p>Can think about why the source was produced ‘How can we explain why children in these evacuation photographs are smiling when other sources tell us it was often a miserable experience?’</p>