



## History Progression of Skills, Knowledge and Vocabulary Map 2024-2025

Understanding the World	Foundation Stage					
	<p><b>EYFS Statutory Educational Programme:</b>            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	<b>Foundation Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>			<b>Foundation Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		
	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	<b>Key Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Lower Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Upper Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>	
	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 ( <b>achievements, legacy</b> ) Understand how the first flight is an event beyond living memory that is significant nationally and globally. ( <b>achievements, legacy</b> ) Know that Florence Nightingale/Mary Seacole	Identify changes in <i>technology and the seaside</i> within living memory ( <b>achievements, legacy</b> ) Compare ‘then’ with another ‘then’ e.g. seaside holidays, communication methods Identify that the significant figures from the past: <i>Robert Falcon Scott, Matthew Henson, Mary Anning and Scotch Bob</i> have helped shape the present locally, nationally and internationally	Build a coherent knowledge of the <i>Stone, Bronze and Iron ages</i> by comparison throughout most lessons, focusing on <b>achievements beliefs society legacy</b> (including homes, food, entertainment) Build a coherent knowledge of the <i>earliest civilisations (in depth Egyptians)</i> , their chronological place in history and their impact on future civilisations <b>power</b>	Identify the impact of the <i>Ancient Greeks</i> ’ on the western world and their chronological place in the context of world history. <b>power invasion achievements beliefs society legacy</b> (including homes, food, entertainment) Build a coherent knowledge of British history from the <i>Iron Age to Roman Britain</i> by comparison on: <b>power</b>	Build a coherent knowledge of British history from <i>Roman Britain to Anglo-Saxon (and the Scots)</i> by comparison of <b>power invasion achievements beliefs society legacy</b> (including homes, food, entertainment) Build a coherent knowledge of British history from <i>Roman Britain to Anglo-Saxon and Viking Britain</i> <b>power</b>	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’s industrial history during the Victorian period</i> by focusing on <b>power</b> </i>



	<p>is a significant individual from the past who has contributed to national and international achievements. <b>(achievements, legacy)</b></p> <p>Compare aspects of Florence Nightingale's life to others who lived in different periods. (Mary Seacole)</p> <p>Identify that there are some themes that link history together e.g. locality, transport, healthcare, school</p>	<p>Compare aspects of significant individual's lives to other individuals who lived in different periods</p> <p>Understand how the <i>Great Fire of London</i> is an event beyond living memory that is significant nationally and globally. <b>(legacy, power)</b></p>	<p><b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p>	<p><b>invasion</b> <b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p> <p>Build a coherent knowledge of a significant local site <i>from the Tudor period</i></p> <p><b>power</b> <b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p>	<p><b>achievements</b> <b>invasion</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p> <p>Compare <i>Anglo-Saxon Britain with the Maya civilisation</i> through</p> <p><b>power</b> <b>achievements</b> <b>invasion</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p>	<p><b>achievements</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p> <p>Build an understanding of post 1066 Britain through the study of a <i>significant turning point in British history – WWII and The Battle of Britain</i></p> <p><b>power</b> <b>achievements</b> <b>invasion</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p>
<b>Key Vocabulary</b>	<p><i>Transport, invention, solo, jet, railway, station, platform, vehicle, carriage, conductor.</i></p> <p><i>Hygiene, hygienic, infection, injured, medicine, sanitation, soldier, ward, wound, nurse, medicine, dressing.</i></p> <p><i>Flight, plane, airport, helicopter.</i></p>	<p><i>Sledge, polar, frostbite, scurvy, expedition.</i></p> <p><i>Century, diary, bakery, pitch, tar, architect, thatch, warehouse.</i></p> <p><i>Pier, promenade, parasol, shore, Punch &amp; Judy, excursion.</i></p> <p><i>Invention, post box, Royal Mail, telegram, email, text message, mobile phone, communicate, technology.</i></p>	<p><i>Archaeologists, artefact, barrow, forge, henge, hunter-gatherers, Mesolithic, Neolithic, Palaeolithic, prehistoric, ritual, tribe, ancient,</i></p> <p><i>Ancient, civilisation, embalm, excavate, hieroglyphics, mummification, papyrus, Pharaoh, pyramid, sarcophagus, scribe, tomb</i></p>	<p><i>Agora, acropolis, Parthenon, myth, slave, democracy, city state, government,, philosophy, truce, temple, Amphitheatre</i></p> <p><i>Centurion, empire, emperor, legion, conquer, trade, aqueduct, rebellion, chariot, legionary, villa.</i></p> <p><i>Monarch, reign, treason, inherit, heir, court, political, Pope, Church of England, heresy, divorce, peasant, inventory</i></p>	<p><i>Anglo-Saxons, Danelaw, Danegeld, Burhs, hoard, monastery, Pagan, Paganism, Christianity, settlement, Picts, Scot.</i></p> <p><i>Cemetery, Dark Ages, migration, trade, heathen, hoard pagan, runes, Saga.</i></p> <p><i>Cenote, codex/codices, glyph, hieroglyph, jade, obsidian, quetzal, ritual, slash and burn, stelae.</i></p>	<p><i>Execute, justice, offence, outlaw, homicide, capital punishment, corporal punishment, perspective, transportation, treason, trial.</i></p> <p><i>Allies, Nazi, evacuation, evacuee, Battle of Britain, Blitz, Holocaust, Luftwaffe, refugees, propaganda, rationing, Kindertransport, air raid.</i></p> <p><i>Industrial, cottonopolis, immigration, textiles, mills, polluted, reform, population boom,.</i></p>
<b>Assessment and indicators</b>	<p>Can understand the key concept of <b>then</b> and <b>now</b>.</p> <p>Can match pictures of items from the past with people from the past.</p> <p>Can share a way in which Florence Nightingale/Mary Seacole has changed the present locally and nationally e.g. changes to hygiene, hospitals.</p> <p>Can describe how features of life today, e.g. transport differ from those of the</p>	<p>Can understand the key concept of <b>change</b>.</p> <p>Identify similarities and differences between means of communication e.g. telephone/mobile phone, letter/email</p> <p>Identify similarities and differences between seaside in the past Victorian/50s/60s e.g. clothes worn, places visited, activities on beach</p>	<p>Can understand some of the key achievements of Stone Age, Bronze Age and Iron Age periods</p> <p>Identify similarities, differences between Stone Age, Bronze Age and Iron Age developments e.g. homes, tools, farming</p> <p>Show an understanding of the main beliefs associated with Stone Age, Iron Age and Bronze Age e.g.</p>	<p>Deduce what life was like in Ancient Greece by studying pot evidence.</p> <p>Explain what made ancient Athens so powerful and strong.</p> <p>Give important examples of Ancient Greek achievements.</p> <p>Explain the ways the ancient Greeks have influenced our lives today.</p>	<p>Describe structure of society in Anglo-Saxon Britain</p> <p>Explain how the Anglo-Saxons impacted on British language and culture</p> <p>Explain beliefs and attitudes associated with a period of history (e.g. Anglo-Saxon, Vikings, Maya) in terms of why people might have had these ideas.</p>	<p>Explain how the nature of crime and punishment changed over 1000 years.</p> <p>Identify changes in society that have brought about an increase in crime</p> <p>Can understand that people would have different outlooks on life depending on their social standing and the period of history e.g. crime and punishments through the ages</p>



	<p>past times using subject specific detail e.g. vehicles relied on horses such as carriages/trams in local area</p> <p>Can share a way in which the first flight is an event beyond living memory that is significant nationally and globally e.g. changed the way people travel and where they can go</p> <p>Can spot significant differences e.g. Florence Nightingale had a lamp instead of a torch.</p> <p>List ways things have changed e.g. within transport, hospitals, school</p>	<p>List the ways in which Scott/Henson helped us understand the dangers of polar exploration</p> <p>Identify the significance and impact of an individual e.g. Scott's journey - photographs and scientific work with penguins</p> <p>Compare the similarities and differences between Scott and Henson's expeditions.</p> <p>Can give reasons for the Great Fire of London and identify the most important.</p> <p>Can explain how the appearance of London changed after the fire.</p> <p>Can explain how the fire led to changes in building and the fire service.</p>	<p>paganism, burial rituals, Stone Henge</p> <p>Identify reasons for the growth and success of a civilisation e.g. location, water source</p> <p>List achievements of the Ancient Sumer, Shang Dynasty, Indus Valley and Ancient Egypt civilisations.</p> <p>Show an understanding of the main beliefs associated with Ancient Egyptians e.g. can explain why Egyptians mummified bodies.</p>	<p>Explain why the Romans were able to expand and control such a large Empire</p> <p>Explain why we have different interpretations of Boudicca today.</p> <p>Describe the main ways the Romans have impacted on our lives today.</p> <p>Make deductions about The Tudors using sources of evidence e.g. portraits</p> <p>Analyse factors for Henry VIII's break from Rome</p> <p>List 4-6 pastimes of the Tudors.</p> <p>Explain how life would be different for different levels in society e.g. rich and .poor in Tudor England.</p>	<p>Explain why we have different interpretations of the Vikings today.</p> <p>Describe the main ways the Vikings impacted Britain.</p> <p>Identify reasons for the growth, success and eventual decline of Maya civilisation</p> <p>Make links between different achievements of Anglo-Saxon and Maya society to make sense of the world lived in by people in the past.</p>	<p>Explain the key events that led to WWII.</p> <p>Identify key features of British resistance during the German invasion</p> <p>Describe the ways Britain was impacted by the Blitz.</p> <p>Identify the changes in industry and technology during the industrial revolution.</p> <p>Describe and explain life at different levels of society in Manchester/Stockport during industrial revolution.</p>
<b>Year Group Connected Concepts</b>	<b>Key Stage 1 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Lower Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Upper Key Stage 2 Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronology (Sequencing the past)</b>	<p>Identify that events and people from the past may have occurred across a greater period of time than their age e.g. before they were born</p> <p>Identify that events and changes have happened in order – e.g. development of trains/planes.</p>	<p>Know that people and events can be from different periods of time – Matthew Henson and Scott of the Antarctic</p> <p>Identify how periods of time can impact on individuals and events</p> <p>Identify events and actions can take place over a longer period of time e.g. stages of a significant individual's life</p> <p>Know when some actions and events have taken place.</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>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>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 The 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>Place Stone Age, Bronze Age, Iron Age, Ancient Romans, Ancient Greeks, Anglo Saxons, The 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>



<b>Key Vocabulary</b>	<i>Past, before, after, now, then, long ago, timeline, recent, remember</i>	<i>Present, period, sequence within living memory, beyond living memory</i>	<i>Century, decade prehistoric, BC/AD, BCE/CE chronological, ancient</i>	<i>Concurrent, previously</i>	<i>interval, chronology, context, duration</i>	<i>The narrative of history, progression, millennium, phases, era</i>
<b>Assessment and indicators</b>	<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 use simple timelines to sequence processes, events and objects within their own experience.</p> <p>Can use terms 'then' and 'now' and 'the past' correctly.</p>	<p>Recognise similarities and differences between people and events from different periods of time</p> <p>Describe in order 4 events and actions that take place over a longer period of time e.g. development of technology</p> <p>Can use some dates to describe events in time e.g. 1666 for the Great Fire of London.</p>	<p>Understands that ancient means thousands of years ago.</p> <p>Describe the past in terms of periods e.g. Stone Age, Bronze Age, Egyptian</p> <p>Can sequence events in simple narrative.</p> <p>Identify periods of British and World history that were happening at the same time on a timeline.</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>Identify studied periods of history on a timeline.</p> <p>Can accurately differentiate within a longer period on a timeline e.g. Reigns of Tudor monarchs.</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>Describe the influence between concurrent civilisations e.g. Ancient Greeks and Roman Empire.</p>	<p>Identify all previously studied periods of history on a timeline.</p> <p>Can use dates and more sophisticated time markers to describe within, as well as between periods e.g. 'at the start of...', 'these causes had been building up for ... years.'</p> <p>To identify the similarities, differences and influence of concurrent time periods e.g. Anglo-Saxon and Maya.</p>	<p>Identify previously studied periods of history on a timeline.</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 and differences e.g. crime and punishment through the ages.</p>
<b>Year Group Connected Concepts</b>	<b>Key Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Lower Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Upper Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Disciplinary Concept – Continuity and Change</b>	<p>Identify changes that have happened in history that impact on today</p> <p>Identify that there are reasons for continuities and changes and stating some of these e.g. development of planes etc...</p> <p>Identifying that continuity or change can be a good or a bad thing.</p>	<p>Identify that changes throughout history have had important consequences e.g. fire service and building materials after the Great Fire of London</p> <p>Identify why some things have stayed the same throughout history e.g. 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 <b>achievements</b> <b>beliefs</b> <b>society</b> (including homes, food, entertainment)</p> <p>Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through <b>achievements</b> <b>beliefs</b> <b>society</b></p>	<p>Identify the continuity of aspects of <i>Greek culture</i> from then to now through: <b>power</b> <b>invasion</b> <b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)</p> <p>Identify the continuity and change throughout <i>Roman Britain from Iron Age Britain</i> through comparison of: <b>power</b> <b>invasion</b> <b>achievements</b></p>	<p>Identify the continuity and change throughout <i>Anglo-Saxon Britain from Roman Britain</i> through comparison of: <b>power</b> <b>invasion</b> <b>achievements</b> <b>beliefs</b> <b>society</b> (including homes, food, entertainment)</p> <p>Compare similarities, differences between <i>The Maya and Anglo-Saxon Britain</i> through comparison of: <b>achievements</b> <b>invasion</b></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> <b>power</b> <b>invasion</b> <b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b></p> <p>Identify the continuity and change to <i>Manchester through the Industrial Revolution</i> <b>power</b> <b>achievements</b></p>



			(including homes, food, entertainment)	<b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)  Identify the continuity and changes to <i>the local area from the Tudor period until the modern day</i> <b>power</b> <b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)	<b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)  Identify the continuity and change throughout <i>Anglo-Saxon Britain and Viking Britain</i> through: <b>power</b> <b>invasion</b> <b>achievements</b> <b>beliefs</b> <b>society</b> <b>legacy</b> (including homes, food, entertainment)	<b>society</b> <b>legacy</b> (including homes, food, entertainment)  Identify the continuity and change from <i>WWII and the Battle of Britain</i> to today. <b>power</b> <b>achievements</b> <b>invasion</b> <b>society</b> <b>legacy</b> (and housing, food, entertainment)
<b>Key Vocabulary</b>	<i>Changes, same, different</i>	<i>Similarity, difference</i>	<i>Continuity, periods, shift</i>	<i>Concurrent, duration, rebellion</i>	<i>Duration, contrast, revolution, widespread</i>	<i>Perspective, turning point, population growth</i>
<b>Assessment and indicators</b>	<p>Can confidently identify changes by recognising old and new and their similarities and differences e.g. trains/cars/planes.</p> <p>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...</p>	<p>Can offer reasons and consequences of why simple change occurs, e.g. why houses are made of stone rather than wood</p> <p>Explain a continuity through history e.g. explorers continue to try and find new things</p>	<p>Can identify simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</p> <p>Can recognise changes over a shorter period e.g. between Bronze Age and Iron Age.</p>	<p>Can identify changes built on similarity and difference e.g. between Iron Age and Roman homes.</p> <p>Can see that changes do not always last e.g. much of the Roman impact was lost when the Saxons invaded and settled.</p> <p>Can understand that some changes are much more significant than others. E.g. Henry VIII's break with the Catholic Church.</p>	<p>Can grasp that change can happen quite quickly and can be reversed e.g. struggle between Saxons and Vikings.</p> <p>Can understand that some changes are relatively slow and others happen very rapidly.</p>	<p>Can understand that some changes are called a revolution because of the scale and widespread nature.</p> <p>Can understand that not all changes are welcomed by everyone e.g. Votes for Women, factory workers and owners.</p> <p>Can see that some changes lead to others e.g. Industrial changes in machinery led to population growth.</p> <p>Can understand what is meant by a turning point e.g. Battle of Britain in the context of World War II.</p>
<b>Year Group Connected Concepts</b>	<b>Key Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Lower Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Upper Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Disciplinary Concept – Cause and Consequence</b>	Identify that history can affect the local area, as well as nationally and globally – development of cars, trams, trains, planes	Identify that certain events and individuals have had major consequences in history.	Know the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally.	Identify the reasons for the invasion of Britain by the Romans  Understand the impact of the Roman invasion on	Know that Anglo-Saxon invasion on Britain has multiple causes and effects – changes in housing, religion, language etc...	Know the multiple causes and effects of WWII/Battle of Britain – explaining the local, national and international impact.



	Identify that certain events and individuals have had major consequences in history – Wright Brothers. Use the terms cause and effect.	Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Identify causes and effects from different periods and establish links between them.	Understand the significance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (including earliest civilisations)  To know that major events have multiple causes	Britain – identifying the effects on following civilisations and today.  Recognise the effects and influence of Greek achievements on the Western World – democracy, philosophy, medicine, theatre language etc...	Identify that one event can have multiple causes that can be simply classified e.g. economy, power, religion, love  Identify cause and effects related to the rise and collapse of Ancient Maya (positive and negative impact)	Identify the reasons for an event and discuss the relative significance of each reason  Discuss connections, contrasts and trends over time and explain relationships between different periods in history and their impact on today. E.g. crime and punishment
<b>Key Vocabulary</b>	<i>Action, because, cause and effect</i>	<i>Consequence, impact, significant</i>	<i>Multiple causes</i>	<i>Analyse, influence</i>	<i>Classification, immediate, short term, long term</i>	<i>Causation, trends</i>
<b>Assessment and indicators</b>	Can explain how an event or development has affected the local area.  Can give a simple consequence of someone's actions.  Use the word 'because' to explain a cause and effect.	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.  Can explain an important event, offering two or three reasons for it e.g. why the Great Fire of London spread so quickly  Can identify causes and effects from different periods and establish links between them. E.g. exploration.	Communicate the reasons for advancements from Stone Age to Iron Age and their impact on life  Explain the significance of the Nile and its impact on Ancient Egyptian life  List the multiple causes of an event.	Analyse actions of Caesar and Claudius and their invasions of Britain.  Can understand that events usually happen for a combination of reasons.  Describe the consequences of the Roman invasion of Britain.  Describe the influence of Greek achievements on following civilisations and today.	Can explain the causes and consequences of Anglo-Saxon invasion of Britain.  Can sort reasons for an event using a simple classification system e.g. economy, power, religion, love.  Can see consequences in terms of immediate and long term effects and can see that people were affected differently.	Can explain complex events using a range of causes, some linked in a simple way.  Can explain an event with reference to abstract ideas such as long and short term or events building up.  Can give explanation in terms of relative importance e.g. The main reason...Also important...Some people think.  Identify and explain connections, contrasts and trends over time.
<b>Year Group Connected Concepts</b>	<b>Key Stage 1</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Lower Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Upper Key Stage 2</b> <b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>	
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<b>Disciplinary Concept – Significance and Interpretation</b>	Begin to understand what makes someone significant.  Identify why certain people/events are significant in history – achievements, impact etc...  Understand that the past is represented in different ways.	Know why certain people/events are significant in the wider context of history.  Identify why certain individuals and events have had an impact locally, nationally and internationally.  Understand how the past has been presented or	To know the significant achievements of the earliest civilisations  Know how the achievements of Stone, Bronze and Iron Ages were significant to the development of Britain.  Identify why our interpretations of these time periods is difficult due	Understand why Boudicca is such a significant individual for both British and Roman British history.  Use Boudicca primary sources to understand that there is more than one viewpoint and it cannot be verified.	To understand that there are different interpretations of the same event and write from both viewpoints.  Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian.'	Interpret the achievements of the civilisations and periods of history studied and make a judgement on their significance – which achievements were more impressive?  Understand why others might choose alternative achievements as most impressive.



		described referring to sources of evidence.	to limited primary sources or written evidence.	To know that interpretation of sources is critical to our understanding of the past.		
<b>Key Vocabulary</b>	<i>Important, event, famous</i>	<i>Significant, view, point of view, version, eye witness</i>	<i>Significance, account,</i>	<i>Reliable, represented, reconstruction, interpretation</i>	<i>Viewpoint, perspective, accurate, bias</i>	<i>Propaganda, judgement</i>
<b>Assessment and indicators</b>	<p>To identify a significant person/event and give a reason why they are significant.</p> <p>Can show they understand that a familiar event can be represented in different ways, e.g. photograph, video and memories.</p>	<p>To identify a significant person/event and give reasons why they are significant today.</p> <p>Name a local significant person and explain how they have impacted locally and nationally.</p> <p>Can spot differences between versions e.g. story, animation and photograph.</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>List significant achievements of the earliest civilisations.</p> <p>Explain how the achievements of Stone, Bronze and Iron Age were significant to the development of Britain.</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>Explain why Boudicca is a significant figure in British and Roman history.</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>Identify that interpretation of sources is critical to our understanding of the past.</p>	<p>Can understand that some interpretations might be more accurate &amp; 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 realise that history is continuously being rewritten e.g. discovery of Mary Rose, Rosetta Stone, Yorvik, Fishbourne.</p>	<p>Make a reasoned judgement as to which achievements are most impressive and develop an argument to support this.</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>
<b>Year Group Connected Concepts</b>	<b>Key Stage 1</b>		<b>Lower Key Stage 2</b>		<b>Upper Key Stage 2</b>	
	<b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>		<b>Power, Cause and Effect, Structures, Influence, Significance, Appreciation</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical Enquiry and using sources as evidence</b>	<p>Ask and answer questions, locate relevant information and communicate the answers as sentences.</p> <p>Analyse a variety of artefacts/objects to infer about an individual or event.</p> <p>Begin to make reasoned interpretations about why certain objects belong to certain people or events – clothing, housing etc...</p>	<p>Plan questions and produce answers to historical enquiries using historical vocabulary.</p> <p>Draw conclusions about a person or event using evidence</p> <p>Use more than one source of evidence to draw a conclusion</p>	<p>Ask valid questions for enquiries and answer using a number of sources.</p> <p>Identify primary sources and interpretations – artefacts, books, and internet.</p> <p>Understand why sources are limited for the Stone Age, Bronze Age and Iron age.</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 – 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</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, from several sources and reach a conclusion.</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</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 writing, data, timelines and reconstructions.</p> <p>Use sources of evidence as the basis for an opinion and justification.</p>



				who produce evidence portraits in the Tudor period.	Understand why the amount of written primary sources varies	Use sources as evidence in a debate – Battle of Britain/WWII.  Identify the effectiveness of sources as evidence.
<b>Key Vocabulary</b>	<i>Object, item, photograph, information, predict</i>	<i>Source, evidence, discovery, clue</i>	<i>Primary source, interpretation, artefact, author, purpose, significance</i>	<i>Reliable, oral, interview, unreliable, inaccurate</i>	<i>Bias, deduce, valid</i>	<i>Caution, produced, worthiness, cross-reference.</i>
<b>Assessment and indicators</b>	<p>Answer historical questions using relevant information.</p> <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. Matthew Henson,</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 ask a question and 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>Explain why source are limited for Stone, Bronze and Iron Age.</p>	<p>Answer historical enquiry questions by combining information from more than one source e.g. website compared with video or oral evidence.</p> <p>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>Give 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>Use sources to interpret bias – e.g. 'bloodthirsty' Ancient Maya.</p> <p>Communicate that primary sources vary depending on individual time periods – earliest civilisations, Anglo-Saxons/Vikings</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 e.g. 'How can we explain why children in these evacuation photographs are smiling when other sources tell us it was often a miserable experience?'</p>