



Curriculum Progression Map Subject: History

At Avanti House Primary School, the History and Geography curriculum teaches pupils about the world in which they live and how it has changed over time by building on prior knowledge, introducing new vocabulary and developing historical and geographical skills following the National Curriculum. Opportunities for moral growth and spiritual insight are underpinned throughout this curriculum thus making the world a better place.

History Intent

Our aim is to help all pupils gain a deeper knowledge and understanding of Britain's past and that of the wider world and inspire pupils to learn more about the past. As pupils mature, we aim to equip them with the skills to ask perceptive questions, think critically, weigh evidence, justify opinions, compare and develop a sense of chronology. Pupils will be able comprehend the complexity of people's lives, the process of change, the diversity of societies and the relationship between different people relating this back to their own identity and challenges today. In addition to developing the range and depth of historical knowledge; key historical skills will be taught and built on throughout the key stages. These skills include sequencing events in chronological order, interpreting different sources of evidence, the significance, cause and effect of key historical events and figures and forming contrasts and comparisons. Wherever possible, History lessons have cross-curricular links reflecting the British and Avanti values and they are brought to life and made accessible for all pupils through the addition of visitors to the school, drama, debating topical issues, interpreting artefacts, archaeological excavations, day trips etc.



Year group and topics	Substantive knowledge Disciplinary knowledge	Concepts covered	Vocabulary
Reception			
<p>Year 1 All about me Toys past and present Local area history study</p>	<p>All about me/family stories</p> <p>KQ1: What important event happened in my childhood? L1: To identify key events from my childhood.</p> <p>KQ2: What order do important events in my life go in? L2: To order key events from my childhood using vocabulary i.e., before, then, now.</p> <p>L3: To use sequential vocabulary to describe my day i.e., diary entry.</p> <p>KQ4: What was my parent’s childhood like? L4: To compare my childhood with my parents.</p> <p>KQ5: Who are the people in my family? L5: To create a family tree.</p> <p>Toys past and present</p> <p>KQ1: What are our toys like today? L1: To develop an understanding of the terms same and different and begin to use them.</p> <p>KQ2: What are other people’s toys like? L2: To describe how toys change as children grow older.</p> <p>KQ3: How can we tell these toys are old? L3: To understand how we know whether toys are old or not.</p> <p>KQ4: What were our grandparents’ toys like and how do we know? L4: To be able to describe changes across two generations. (Can use language such as. ‘They used to be like’, ‘When my Nan was a girl’: some might manage 60 years ago.)</p>	<p>Childhood Similarities and differences Chronology Technological advancement</p>	<p>fact, fiction, then, now, evidence, sequence, past, re-count</p>



	<p>KQ5: Who played with these toys a long time ago? L5: To use sources to discover what toys were like hundreds of years ago.</p> <p>KQ6: How can we set up a Toy Museum? L6: To communicate their understanding of old toys and who would have played with them.</p> <p style="text-align: center;">Local area study</p> <p>L1: To use simple field work and observational skills to study the geography of the school. (Look at physical and human features of the school)</p> <p>L2: To learn and use the 4 cardinal directions. (Use the 4 directions to lead someone through a map- can be physically outside, plan a trip around the school for someone)</p> <p>L3: To use various sources to find out about the schools past. (Interview different people about what the school was like- can get someone to come in to talk about the past? i.e., mayor used to be head teacher here)</p> <p>L4: To describe the similarities and differences between the school in the past and in the present. (Look at different pictures of the school, put them in chronological order- write some similarities and differences)</p> <p>L5: To realise that changes occur over time and guess changes in the future. (Children can discuss ideas for what the school might be like in the future- draw and plan a futuristic school?)</p> <p>L6:</p>		
<p style="text-align: center;">Year 2 Henry Box Brown The Great Fire of London</p>	<p style="text-align: center;">Henry Box Brown</p> <p>KQ1: What is slavery? L1: To understand why Henry Box Brown mailed himself.</p>	<p>Significant figures Settlement</p>	<p>artefacts, time period, result, effect,</p>



<p>How transport has changed over time. (Hamilton Trust)</p>	<p>KQ2: L2: To sequence key events of the story of Henry Box Brown. KQ3: why is freedom so important? L3: To understand why Henry Box Brown was important when learning about freedom. KQ4: Why did Henry Box Brown decide to go to Philadelphia? L4: To describe. KQ5: How are people treated today compared to the past? L5: To compare what life was like during Henry's time and ours</p> <p style="text-align: center;">The Great Fire of London</p> <p>KQ1: How can we work out why the Great Fire started? L1: To extract information from sources to learn about the Great Fire of London</p> <p>KQ2: What happened during the Great Fire and how can we know for sure 350 years later? L2: To sequence the key events of the Great fire of London in chronological order.</p> <p>KQ3: Why did the Great Fire burn down so many buildings? L3: To use sources to identify how the great fire started.</p> <p>KQ4: Could more have been done to stop the Fire? L4: To describe how different people reacted to the great fire.</p> <p>KQ5: How did people manage to live through the Great Fire? L5: To describe how the people lived through the great fire of London.</p> <p>KQ6: How shall we rebuild London? L6: To provide solutions on how to rebuild London after the great fire.</p> <p style="text-align: center;"><u>How transport has changed over time</u></p> <p>KQ1: What was transport like back in the past? L1: To understand the importance of the wheel.</p>	<p>Technological Advancement (Y1-Toys) Chronology (Y1-Toys, Local Area, childhood)</p> <p>Similarities and differences (Y1- Toys, local area study)</p> <p>River</p>	<p>sources of evidence, past, present, future</p>
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	<p>KQ2: What is the difference between old and modern cars? L2: To understand how transport has changed.</p> <p>KQ3: How did the car develop over time? L3: To learn about the development of the car over time. - order events in chronological order</p> <p>KQ4: How did trains effect how people travelled in the past? L4: To understand how trains changed people’s lives in the 19th century.</p> <p>KQ5: How did flight change as a result of the Wright brothers’ work? L5: To describe how flight changed throughout the years.</p> <p>Can have a trip the transport museum for a lesson</p>		
<p>Year 3 Prehistoric Britain Ancient Greeks The Roman Empire</p>	<p style="text-align: center;">Prehistoric Britain</p> <p>KQ1: Was Stone Age man simply a hunter and gatherer, concerned only with survival? L1: To understand who the earliest settlers were and describe what they were like</p> <p>KQ2: How different was life in the Stone Age when man started to farm? L2: To understand the importance of farming to Stone Age people.</p> <p>KQ3: What can we learn about life in the Stone Age from a study of Skara Brae? L3: To use sources to understand what Skara Brae was like</p> <p>KQ4: How did we remember the bronze age? L4: To identify the most important parts of Bronze age culture</p> <p>KQ5: How much did life really change during the Iron Age and how can we possibly know? L5: To make inferences on possible usage of different artefacts</p>	<p>Settlement (Y2- GFoL)</p> <p>Technological advancement (Y1- Toys, Y2- GFoL)</p> <p>Farming (R)</p> <p>Civilisation</p> <p>Government</p> <p>Empire</p> <p>Invader and settler</p> <p>Migration</p> <p>War</p>	<p>artefacts, era, timeline, compare, reasons, explanations, results, observations, sources of evidence</p>



KQ6: Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery

L6: To use various sources to make a conclusion for what happened at maiden castle.

Ancient Greeks

KQ1: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?

L1: To locate Ancient Greece on a timeline and on a map.

KQ2: What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?

L2: To infer about the lives of Ancient Greeks through various sources.

KQ3: Why was Athens able to be so strong at this time?

L3: To understand why Athens was a dominant city.

KQ4: What was so special about life in 5th Century BC Athens that makes us study it?

L4: To understand the significance of the Parthenon and the similarities with today's government.

KQ5: What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?

L5: To discover how Greek entertainment tells us about their daily life.

KQ6: In what ways have the Ancient Greeks influenced our lives today?

L6: To understand how Ancient Greeks influenced our modern lives.

The Roman Empire

KQ1: Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?

L1: To understand the meaning, size and timescale of the Roman empire.

Culture

Trade



	<p>KQ2: Why did Boudica stand up to the Romans and what image do we have of her today? L2: To understand personal motivation of Boudica and how she has been interpreted in different ways.</p> <p>KQ3: How were the Romans able to keep control over such a vast empire? L3: To see why the Roman army was so powerful including organisation, conditions, pay etc.</p> <p>KQ4: How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know? L4: To understand how the Roman lifestyle differed from the Celts.</p> <p>KQ5: How can we solve the mystery of why this great empire came to an end? L5: To describe reasons for how the Great Empire fell.</p> <p>KQ6: How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? L6: To describe how the romans influenced modern lives.</p>		
<p>Year 4 Ancient Egypt Anglo Saxons The Vikings</p>	<p style="text-align: center;">Ancient Egypt</p> <p>KQ1: What can we quickly find out to add to what we already know about Ancient Egypt? L1: To locate Ancient Egypt on a timeline and on a map.</p> <p>KQ2: How can we discover what Ancient Egypt was like over 5,000 years ago? L2: To be able to identify the importance of the river Nile.</p> <p>KQ3: What sources of evidence have survived and how were they discovered? L3: To be able to infer information from a variety of different Egyptian artefacts.</p> <p>KQ4: What does the evidence tells us about everyday life for men, women and children? L4: The understand the hierarchy of society in Ancient Egypt</p>	<p>Settlement (Y2- GFoL, Y3 prehistory, Romans)</p> <p>River (Y2- GFoL)</p> <p>Technological Advancement (Y1- Toys, Y2- GFoL, Y3- prehistory, Romans, Ancient Greece)</p> <p>Farming (R, Y3- Prehistory)</p>	<p>artefacts, era, Common Era (CE), Before Common Era (BCE), compare, cause and effect, primary and secondary sources, evaluate, reliable, biased</p>



	<p>KQ5: What did the Ancient Egyptians believe about the afterlife after death and how do we know? L5: To describe and understand the importance of the Afterlife to Egyptians</p> <p>KQ6: What did Ancient Egypt have in common with other civilizations from that time? L6: To be able to compare with another ancient civilisation from that time.</p> <p style="text-align: center;">Anglo Saxons</p> <p>KQ1: Why did the Anglo-Saxons invade and how can we possibly know where they settled? L1: To be able to locate where Anglo-Saxons came from and why they invaded Britain.</p> <p>KQ2: What does the mystery of the empty grave tell us about Saxon Britain? L2: To use historical evidence to draw conclusions about the person buried in Sutton Ho</p> <p>KQ3: How did people's lives change when Christianity came to Britain and how we can be sure? L3: To describe how Christianity spread through Anglo-Saxon Britain</p> <p>KQ4: How were the Saxons able to see off the Viking threat? This tells the story from 790- 1066. L4: To sequence key events in the struggle between the Anglo Saxons and the Vikings</p> <p>KQ5: Just how great was King Alfred, really? L5: KQ6: Just how effective was Saxon justice? L6: To use different sources to identify the significance of Alfred the Great</p> <p style="text-align: center;">The Vikings</p> <p>KQ1: What image do we have of the Vikings?</p>	<p>Civilisation (Y3- Ancient Greece, Romans)</p> <p>Invader and settler (Y3- Ancient Greece, Romans)</p> <p>War (Y3- Ancient Greece, Romans)</p> <p>Religion (Y3- Ancient Greece, Romans)</p> <p>Crime and punishment</p> <p>Culture (Y3- Ancient Greece, Romans)</p> <p>Trade (Y3- Ancient Greece, Romans)</p> <p>Kingdom (Y3- Ancient Greece, Romans)</p>	
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	<p>L1: To be able to locate Vikings in time and describe their relationship with the Saxons.</p> <p>KQ2: Why have the Vikings gained such a bad reputation? L2: To identify analyse sources about the Vikings and to see how reliable that are.</p> <p>KQ3: How did the Vikings try to take over the country and how close did they get? L3: To understand the importance of Danelaw as an area of Viking settlement.</p> <p>KQ4: How have recent excavations changed our view of the Vikings? (Focus on Jonvic) L4: To use various sources to learn more about Viking culture.</p> <p>KQ5: What can we learn about Viking settlement from a study of placename endings? L5: To be able to detect patterns of Viking occupation by looking at place names.</p> <p>KQ6: Raiders or settlers: how should we remember the Vikings? L6: To realise that individuals had different perception of Vikings throughout history.</p>		
<p>Year 5 The Victorians Crime and Punishment Mayans</p>	<p>The Victorians</p> <p>KQ1: What were the main changes that took place during this time? L1: To identify the main changes that occurred during this period.</p> <p>KQ2: Why is it so difficult to find out what factory conditions were really like? L2: To identify a range of problems that children faced working in the factories.</p> <p>KQ3: How did town life compare to life in the countryside currently? L3: To explain a range of reasons why people moved to the towns despite the harsher conditions.</p>	<p>Monarchy</p> <p>Democracy</p> <p>Technological Advancement (Y1- Toys, Y2- GFoL, Y3- prehistory, Romans, Ancient Greece, Y4 ancient</p>	<p>artefacts, era, Common Era (CE), Before Common Era (BCE), compare, cause and effect, impact, implications, primary and secondary sources, evaluate, reliable, biased, objective, subjective</p>



	<p>KQ4: What were the main changes in transport and did everyone benefit? L4:</p> <p>KQ5: What can we learn about Victorian times from a study of work-houses/schools/climbing boys. L5:</p> <p>KQ6: Were the Victorian times a Dark Age or a Golden Age? L6:</p>	<p>Egypt, Anglo Saxons, Vikings)</p> <p>Farming (R, Y3- Prehistory, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Civilisation (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p>	
	<p>Crime and Punishment</p>		
	<p>KQ1: How were criminals punished 800 years ago, and how do we know? L1: To understand that justice in the Middle Ages depended on the community.</p> <p>KQ2: More of the same? How did crimes and punishments change between 1500 and 1750? L2: To describe how crimes and the manner of punishment changed during this period.</p> <p>KQ3: Why did punishments become so bloody in the 18th century? L3: To describe why this Era was the Bloody code and why there was an increase in capital offences.</p> <p>KQ4: Why did so much change happen in the 19th century? L4: To explain why this period saw the start and growth of the Police force.</p> <p>KQ5: Has the way we catch and punish criminals improved that much in the last 100 years? L5: To speculate as to the possible reasons for the rise and fall in the crime rate,</p> <p>KQ6: When was the best time to be a criminal? L6: To provide arguments reasoning why certain eras were better to be a criminal.</p>	<p>Invader and settler (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>War (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Religion (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Crime and punishment (Y4 Anglo Saxons, Vikings)</p>	



Mayans

KQ1: Why do you think we study the Mayan empire in school?

L1: To identify where and when the Mayan Civilisation existed.

KQ2: When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?

L2: To identify reasons for how the Mayans grew strong.

KQ3: What was life was like at the height of the Mayan civilization?

L3: To use various sources to compare what life was like for different Mayans (hierarchy).

KQ4: How can we possibly know what it was like there 1,000 years ago?

L4: To use their contextual knowledge of Mayan life to infer the purpose of Mayan artefacts- Can merge with L3

KQ5: If the Maya were so civilized, why then did they believe in human sacrifice?

L5: To explain why human sacrifice was practised.

KQ6: How can we solve the riddle of why the Mayan empire ended so quickly?

L6: To understand and compare various reasons for the collapse of the Mayan civilisation.

Culture (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)

Trade (Y3- Ancient Greece, Romans, Y4 Anglo Saxons, Vikings)

Kingdom (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)

Year 6

World War 2

**Ancient Kingdom of Benin
Local Area History Study**

World War 2

KQ1: Why did Britain have to go to war in 1939?

L1: To describe the events that led to the beginning of the war.

KQ2: Why was it necessary for children to be evacuated and what was evacuation really like?

L2: To describe and understand that the experiences of children's evacuation varied.

Monarchy

Democracy (Y5, Victorians)

Technological Advancement (Y1- Toys, Y2- GFoL,

artefacts, era, Common Era (CE), Before Common Era (BCE), compare, cause and effect, impact and implications, primary and secondary sources,



	<p>KQ3: How was Britain able to stand firm against the German threat? L3: To identify key features of resistance to German Invasion</p> <p>KQ4: How did people manage to carry on normal life during the war and how do we know? L4: To describe a range of roles adults played on the Home Front which were unique to that time.</p> <p>KQ5: Why is it so difficult to be sure what life on the Home Front was really like? L5: To understand that not all evidence from this period was reliable due to propaganda.</p> <p>KQ6: What was VE day really like? L6: To describe how VE Day was typically celebrated.</p> <p>Home study task How were individual families living on the Home Front affected by the war?</p> <p style="text-align: center;">Ancient Kingdom of Benin</p> <p>KQ1: Why do we learn about Benin in school? L1: To be able to locate Benin on a map and on a timeline.</p> <p>KQ2: What sort of place was Benin 1,000 years ago and how do we know? Introduction L2: To look at a variety of sources and to analyse the validity and reliability.</p> <p>KQ3: What can we tell about Benin society from the images and artefacts that have survived? L3: To use various sources to create an image of Benin Society</p> <p>KQ4: What changes took place when the European settlers started trading? Case study of one of the Benin bronzes L4: To understand the importance of trading for the development of Benin.</p>	<p>Y3- prehistory, Romans, Ancient Greece, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Civilisation (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Invader and settler (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>War (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Religion (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Crime and punishment (Y4 Anglo Saxons, Vikings)</p>	<p>evaluate, reliable, biased, objective, subjective, accuracy, fluent account</p>
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	<p>KQ5: Soap, Margarine, and tyres: Why did the British get involved in Benin and what were the effects for the Benin people? L5: To explain the reasons for the clash between Victorian empire builders and Benin.</p> <p>KQ6: Should the bronzes be returned to Benin? L6: To discuss arguments for the return of the Benin Bronzes</p> <p style="text-align: center;">Local Area History Study- Bentley Priory Museum</p> <p>L1: To use secondary resources to research Bentley Priory’s past. What was Bentley Priory Museum before it was a museum? Research lesson- what can they find out independently.</p> <p>L2: To use primary sources to find out about Bentley priory’s past- Can go on a trip to museum.</p> <p>L3: To order the key events of the museum in chronological order.</p> <p>L4: To discuss Bentley priory’s role during the war.</p> <p>L5: To discuss reasons identifying the importance of Bentley Priory in the local area.</p>	<p>Culture (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Trade (Y3- Ancient Greece, Romans, Y4 Anglo Saxons, Vikings)</p> <p>Kingdom (Y3- Ancient Greece, Romans, Y4 ancient Egypt, Anglo Saxons, Vikings)</p> <p>Settlement River (Y2- GfL, Y3- Romans, Y4- Ancient Egypt)</p> <p>Propaganda</p> <p>Dynasty</p>	
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Disciplinary Skills	Cause and Consequences	Characteristic Features	Chronology	How the past was presented	Organisation and communication	Sources, Questions and Answers
Reception	<ul style="list-style-type: none"> Can explain why a character took the action that they did i.e., nursery rhyme. 	<ul style="list-style-type: none"> Can explain how life was different in the past 	<ul style="list-style-type: none"> Can describe the differences between the child as a baby and now. Understands and uses common 	<ul style="list-style-type: none"> Can see that there are several versions of a nursery rhyme by comparing pictures, 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can find an answer to a question by looking at a simple picture,



			<p>words relating to the passing of time i.e., a long time ago, once upon a time (fairy tales)</p> <ul style="list-style-type: none"> Realises that images from rhymes are not from nowadays. Can grasp they simple stories have a beginning, middle, end and can sequence in order 			
Year 1	<ul style="list-style-type: none"> Can explain why they took the action they did when discussing myself. Can give a clear explanation of an important event 	<ul style="list-style-type: none"> Should spot significant differences between then and now 	<ul style="list-style-type: none"> Can describe the differences between the child as a baby and now. Sequence images of themselves at various stages in their lives Use simple timelines to sequence processes/events and objects with their own experience. More confidence in the terms old and new 	<ul style="list-style-type: none"> Use simple timelines to sequence processes/events and objects with their own experience. Children know that a video of popular story may give a different version of events from the story they have just heard. Begin to understand that we have different views of familiar events, Realise that grandparent's 	<ul style="list-style-type: none"> Can talk about pictures of themselves using appropriate vocabulary. Write 4 or 5 activities possible using connectives. Make use of time conventions when writing history i.e., when my grandad was a boy. Make increasing use of period specific vocabulary 	<ul style="list-style-type: none"> Can say whether a picture is of a baby or a toddler and explain why. Can point to familiar images in pictures of themselves and their own family. Can explain how we know what we were like when we were younger, Can consult and use information from two simple sources to find information, Realises that we can find out about a person's life by



				<p>recollection of their childhood may vary</p>		<p>using a range of sources, such as letters, as well as books.</p> <ul style="list-style-type: none"> • Can draw simple conclusions about their own lives and others around them by reference to clues in evidence,
<p>Year 2</p>	<ul style="list-style-type: none"> • Can give simple reasons why a real person functioned as they did in a historic situation. • Can give simple consequences of somebody's actions. • Can give a clear explanation of an important event offering 2-3 reasons why the event took place. • Give a few reasons for more complex human actions. • Give main effects/consequences for certain events 	<ul style="list-style-type: none"> • Can confidently identify old and new toys, can match pictures of who would have played with what toys using photos. • Compare "then" with another "then" and spot the similarities and differences. • Can offer reasons for why simple changes occur. • To be able to use precise vocabulary. • Can see that not everyone in the past had the same experience 	<ul style="list-style-type: none"> • Use the terms then and now and is comfortable with the term "the past". • To understand that the world was different in the olden days. • Can sequence parts of more complex story where actions take place over a longer period. • Realise that we use dates to describe events in time. • Can use phrases such as "over 300 years ago" in their writing. • Can describe changes over time using appropriate 	<ul style="list-style-type: none"> • Can see that there are different versions of historical situations, • Can spot differences between versions, e.g., they see that pictures in books vary in how they depict details. • Realises that there may be more than one way of looking at a significant historical person, • Realise that not all sources of information answer the same questions. • Understand that not all written 	<ul style="list-style-type: none"> • Write simple captions to describe an artefact- label/ annotate. • Write simple sentences describing an event. • Label and annotate pictures showing awareness of noteworthy features not seen today. • Orally retell main episodes of an event in the correct sequence (can accompany pictures) • Write simple sentences 	<ul style="list-style-type: none"> • Can describe the key features of an artefact. • Can make deductions about artefacts, spotting clues to function and use and can talk about, • Can consult and use information from two simple sources to find information, • Can find answers to questions about objects by looking in books. • Realises that we can find out about a person's life by using a range of sources, such as



			<p>words and phrases to suggest more distance past</p>	<p>accounts in the library books give the same reasons for something.</p> <ul style="list-style-type: none">• Understand that some people can disagree about what happened in the past without own of them being wrong.• Understand that it is not always possible to know for sure what happened	<p>containing period specific detail.</p> <ul style="list-style-type: none">• Label and annotate pictures showing awareness of noteworthy features not seen today.• Make increasing use of period specific vocabulary i.e., timber-framed	<p>letters, as well as books.</p> <ul style="list-style-type: none">• Children can gather ideas from a few simple sources when building up their understanding,• Children spot the differences between sources and conclude as to the most common view.• Able pupils make deductions from photographs, going beyond the literal and what can be seen.• Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'.
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Disciplinary Skills	Cause and Consequences	Progression in chance and Continuity	Chronology	How the past was presented	Organisation and communication	Historical enquiry	Characteristic Features
Beginning of Year 3	<ul style="list-style-type: none"> Can analyse the actions of people in historical settings. See that events have more than once cause and can explain. explain general and impersonal causes; seeing that events happen because of other reasons than just human actions. realising that you need to give several causes to explain some events. realise that events usually happen for a combination of reasons. explain rather than list the causes and consequences. explain an event using simple form of classification i.e., to do with money/religion. sees consequences in terms of immediate and longer terms effects and can see that people were 	<ul style="list-style-type: none"> see simple changes between beginning and end of a long period. recognise changes over a shorter period. identify changes based on similarity and differences. see that changes don't always last. grasp that changes don't always happen quickly and can be reversed. some changes are more important than others. understand that some changes are slow while some are rapid. not everyone welcomes all change. see that some changes lead to others. understand what a Turning Point is 	<ul style="list-style-type: none"> Can spot major anachronisms from most periods studied when compared with today. Can sequence events in simple narrative. Can use words which mark the passing of time. Can talk about the past in terms of periods e.g., Egyptian, Roman. Realises that ancient means thousands of years ago. Can accurately differentiate within a longer period e.g., Roman, Saxon and Vikings. Can use some key dates as important markers of events. Uses more sophisticated time markers within, as well as between periods Can appreciate ideas of duration and interval. e.g., how long the Greek 	<ul style="list-style-type: none"> Children can identify differences between versions of the same event e.g., <i>the video gives a different view to what we have just read.</i> Children give a simple reason we might have more than one version: e.g. No-one there recording the event; lost in translation. Children see that there are often different interpretations because the gaps in the evidence are so large, they must be filled by imaginative reconstruction. Children realise that history is continuously being rewritten; if we find more, we must rewrite the past. Children understand that people create different versions of the past for 	<ul style="list-style-type: none"> Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations. Answers contain some simple period-specific references. Writes in simple and accurate, sequenced, sentences. Can write in explanatory mode, rather than descriptive. Begins to sustain an answer, providing some supporting evidence. Can use appropriate ways of communicating their understanding. Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question 	<ul style="list-style-type: none"> Children extract simple information from text/pictures/objects showing basic comprehension. Children make simple deductions about what text means based on what is included. Children start combining information from more than one source. Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Children see that some sources are more useful than others and can explain why. Children 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 	<ul style="list-style-type: none"> Children understand some of the key characteristics of the period being studied and can spot anachronisms. Children show an understanding of the main ideas associated with that society. Can explain instead of describing about how the society is like and if everyone felt the same. Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor. They know that there are different levels in society. Children understand that people in the past had a range of different ways of looking at their world and can explain ideas. Children can make links between different features



<p>To end of year 6</p>	<p>affected differently.</p> <ul style="list-style-type: none"> • can see that causes can be connected in some way. • express explanation in terms of importance • explain events using a good range of sources 		<p>legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life.</p> <ul style="list-style-type: none"> • Can use dates and specific terms confidently to establish period detail <i>e.g., when describing distinct phases of evacuation, Phoney war, Blitz.</i> • Can successfully match simple iconic images to each of the periods studied. • Can make links between three periods in history, comparing, spotting similarities differences <i>e.g., influence of Greeks on Tudor theatre or on Victorian architecture.</i> 	<p>different audiences and therefore might give a different emphasis <i>e.g., evacuation.</i></p> <ul style="list-style-type: none"> • Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge. • Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event. • Children grasp that interpretations might differ depending on the aspect that people are looking at. 	<p>and can offer arguments on both.</p> <ul style="list-style-type: none"> • Answers are relevant to the question set. • Widespread use of period specific detail to make the work more convincing and authentic. • sees the need to refer to dates and to see importance of lengths of time. • Able to make subtle distinctions within a period being studied and realizes danger of overgeneralizing. • Able pupils use provisional and tentative language, to express uncertainty <i>e.g., perhaps, may, might, some</i> people think. 	<p>phrases such as, we cannot tell for sure. Most evidence suggests.</p> <ul style="list-style-type: none"> • Children start to think of reasons why a source might be unreliable <i>e.g., view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.</i> • Can consider the worthiness of a source by reference to what is known about the topic. <i>e.g., this does not fit in with the picture of the subject I know therefore e.g., This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</i> • Offers substantiated reasons why some sources might be treated cautiously. 	<p>of a society to make sense of the world lived in by people in the past.</p> <ul style="list-style-type: none"> • Children can explain beliefs and attitudes in terms of why people might have had those ideas. • Children understand that people's experiences varied depending on status. • Children can describe and explain ways of life at different levels of society. • Understand that people would have different outlooks on life depending on their social standing.