



# History

Progression of Knowledge and Skills

*EYFS-Year 6*



# EYFS Reception

*Informed by new Development Matters (2020) publication*

Year	Theme (2 year rolling programme)	Communication and Language	Understanding the World
<b>Reception</b>	<p style="text-align: center;"><b>Autumn:</b> <b>All About Me</b> <i>Geography - seasons, change and weather</i> <i>History - what was I like as a baby?</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Where I Live</b> <i>Geography - exploring the natural/local environment; houses and homes</i> <i>History - family tree; immediate family and familiar people</i></p> <p style="text-align: center;"><b>Spring:</b> <b>Roots, Shoots and Muddy Boots</b> <i>Geography - local farms and farming; food produce</i> <i>History - how did our grandparents buy their food? Changes in shops and supermarkets</i></p>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<b>ELG</b>	<p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Where Are All the Wild Things?</b> <i>Geography - habitats; minibests</i> <i>History - development/changes in local environment and habitats (including school)</i></p> <p style="text-align: center;"><b>Summer:</b> <b>Country to Coast</b> <i>Geography - coast location; how is Whitchurch different to Llandudno?</i> <i>History - holidays for us vs. holidays for our parents; compare and contrast</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Planes, Trains and Automobiles</b> <i>Geography - use of simple maps to make journeys</i> <i>History - transport changes and significant events</i></p>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>



# Key Stage 1

## Year 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1	Theme (2 year rolling programme)	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical Enquiry	Representation	Organisation and Communication
	<p style="text-align: center;"><b>Autumn:</b> <u>The Magical Monarchy</u> <i>Geography - locating Whitchurch on a map; the UK and its capital cities; studying/using UK maps</i> <i>History - the Royal Family and coronation</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The First Man on the Moon</u> <i>Geography - aerial photographs; developing maps with keys; compass directions; exploring Shropshire (fieldwork and observation)</i> <i>History - moon landings and significant individuals; inventions; timelines</i></p> <p style="text-align: center;"><b>Spring:</b> <u>Toys and Games</u> <i>Geography - UK within Europe; naming continents and oceans of the world; studying/using world maps</i> <i>History - differences in toys; timelines; using time language</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The Great Fire of London</u> <i>Geography - village/town and city comparison study; houses and homes</i> <i>History - The Great Fire of London; sequencing events; significance of Samuel Pepys; firefighting then and now</i></p> <p style="text-align: center;"><b>Summer:</b> <u>Oh I Do Like to Be Beside the Seaside!</u> <i>Geography - Katie Morag; Isle of Struey; Scotland; significant landmarks and landscapes</i> <i>History - comparing holidays in the past to holidays in the present day</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>We're Going on Safari!</u> <i>Geography - locating Kenya and Africa on world maps; hot and cold areas of the world; African animals, endangered animals and National Parks; comparing ways of life; Masaai Tribe</i> <i>History - significance and contributions of Nelson Mandela</i></p>	<ul style="list-style-type: none"> <li>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (e.g. fairy tales).</li> <li>Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.</li> <li>Uses simple timelines to sequence processes, events and objects within their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>Gives a simple reason why we might have more than one version.</li> <li>Sees that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</li> </ul>	<ul style="list-style-type: none"> <li>Can spot significant differences between 'then and now'.</li> <li>Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</li> <li>Can describe how features of life today, such as holidays, differ from those of the past, referring to subject-specific detail.</li> </ul>	<ul style="list-style-type: none"> <li>Can explain why one character in a simple story took the action he or she did., offering a valid reason using the word 'because'.</li> <li>Can give a simple reason why a real person acted as they did in a historical situation.</li> <li>Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use sources to identify some details and answer simple questions.</li> <li>Can find an answer to a question by looking at a simple picture, can point to familiar images in pictures of themselves and their own family.</li> <li>Can describe the main features of an artefact.</li> <li>Can explain how we know what we were like when we were younger, e.g. photographs, video, parents or grandparents telling stories.</li> <li>Can make deductions about artefacts, spotting clues to function and use and can talk about.</li> <li>Can consult and 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'.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown.</li> <li>Begins to understand that we have different views of familiar events, e.g. first day at school. We cannot always remember what happened in the past.</li> <li>Can see that there are different versions of real historical situations, e.g. different written, spoken and pictorial versions.</li> </ul>	<ul style="list-style-type: none"> <li>Can label/annotate simple drawings of washday artefacts and items in a typical Victorian laundry, possibly using a key.</li> <li>Can write four or five captions, possibly using connectives, to show the sequence of washday activities.</li> <li>Can write simple sentences describing an event, e.g. Grace Darling's rescue.</li> <li>Can orally retell the main episodes of famous past events.</li> <li>Subject related vocabulary and: past, old, new, recent, young, days, months.</li> </ul>



# Key Stage 1

## Year 2

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.  
 They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  
 They should use a wide vocabulary of everyday historical terms.  
 They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  
 They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Theme (2 year rolling programme)	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical Enquiry	Representation	Organisation and Communication
<b>Year 2</b>	<p style="text-align: center; color: #92d050;"><b>Autumn:</b>  <u>The Magical Monarchy</u>  <i>Geography - locating Whitchurch on a map; the UK and its capital cities; studying/using UK maps</i>  <i>History - the Royal Family and coronation</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The First Man on the Moon</u>  <i>Geography - aerial photographs; developing maps with keys; compass directions; exploring Shropshire (fieldwork and observation)</i>  <i>History - moon landings and significant individuals; inventions; timelines</i></p> <p style="text-align: center; color: #92d050;"><b>Spring:</b>  <u>Toys and Games</u>  <i>Geography - UK within Europe; naming continents and oceans of the world; studying/using world maps</i>  <i>History - differences in toys; timelines; using time language</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>London's Burning</u>  <i>Geography - village/town and city comparison study; houses and homes</i>  <i>History - The Great Fire of London; sequencing events; significance of Samuel Pepys; firefighting then and now</i></p> <p style="text-align: center; color: #92d050;"><b>Summer:</b>  <u>Oh I Do Like to Be Beside the Seaside!</u>  <i>Geography - Katie Morag; Isle of Struey; Scotland; significant landmarks and landscapes</i>  <i>History - comparing holidays in the past to holidays in the present day</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>We're Going on Safari!</u>  <i>Geography - locating Kenya and Africa on world maps; hot and cold areas of the world; African animals, endangered animals and National Parks; comparing ways of life; Masaai Tribe</i>  <i>History - significance and contributions of Nelson Mandela</i></p>	<ul style="list-style-type: none"> <li>Can place historical figures, events and artefacts in order on a given time line, using dates where appropriate.</li> <li>Can add labels to timelines.</li> <li>Understands that the world was different in the olden days.</li> <li>Can sequence within clock and to some extent in calendar time.</li> <li>Can sequence parts of more complex story where action takes place over a long period of time.</li> <li>Realises that we use dates to describe events in time.</li> <li>Can use phrases such as 'over 300 years ago' in their writing.</li> <li>The more able can describe relative lengths of time.</li> </ul>	<ul style="list-style-type: none"> <li>Realises that history is continuously being rewritten; if we find more we have to rewrite the past.</li> <li>Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</li> <li>Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>The key concept of Year 2 is change. Whenever pupils study a theme they should be comparing not just 'then' and 'now' but 'then' with another 'then', e.g. Victorian seaside scene with 1930s or 1950s scene and then today so that they see the similarities and differences.</li> <li>Can offer reasons why simple changes occur.</li> <li>Can also see that not everyone in the past had the same experience, e.g. when studying Victorian Christmas, children grasp that the poor had very little food to eat and very modest presents, whereas the rich had a very different experience.</li> </ul>	<ul style="list-style-type: none"> <li>Can give clear explanation of an important event, offering two or three reasons why an event took place.</li> <li>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 or where there is no modern equivalent.</li> <li>More able pupils certainly should be able to give a few consequences of events/people's actions.</li> </ul>	<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Ask and answer questions such as What was it like for a...? What happened? How long ago?</li> <li>Can find answers to questions about objects by looking in books.</li> <li>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</li> <li>Can ask simple, but relevant, questions of the teacher in the role of someone in the past.</li> <li>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence.</li> <li>Are able to gather ideas from a few simple sources when building up their understanding.</li> <li>Can spot the differences between sources and come to a conclusion as to the most common view.</li> <li>Able pupils make deductions from photographs, going beyond the literal and what can be seen and are able to realise that there are potential weaknesses in eyewitness accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Can spot differences between versions.</li> <li>Realises that there may be more than one way of looking at a significant historical person.</li> <li>Realises that not all sources of information answer the same questions and that not all written accounts give exactly the same answer.</li> <li>Understands that grandparents' recollections of their childhood seaside holidays might vary.</li> <li>Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</li> <li>Understands that it is not always possible to know for sure what happened, people have to use their imagination to reconstruct some events.</li> </ul>	<ul style="list-style-type: none"> <li>Can write simple sentences containing period-specific detail about a day at the seaside 100 years ago.</li> <li>Label and annotate a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines.</li> <li>Makes increasing use of period specific vocabulary, e.g. bathing machine, pier.</li> <li>Retells a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl.</li> <li>Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas.</li> <li>Has more use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'.</li> </ul>



## Key Stage 2 Year 3



Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  
They should understand how our knowledge of the past is constructed from a range of sources.

	Theme (2 year rolling programme)	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical Enquiry	Representation	Organisation and Communication
<b>Year 3</b>	<p style="text-align: center; color: green;">Autumn:</p> <p style="text-align: center;"><b>Terrible Tudors</b></p> <p style="color: blue;"><i>Geography - N/A due to volume/range of history being covered within this unit</i></p> <p style="color: blue;"><i>History - Battle of Bosworth; the changing power of monarchs, with a specific focus on Elizabeth I and Henry VIII; Shakespeare</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>The Industrial Revolution</b></p> <p style="color: blue;"><i>Geography - naming and locating counties and cities within the UK</i></p> <p style="color: blue;"><i>History - local history; Ironbridge; Thomas Telford; George Stephenson; railways</i></p> <p style="text-align: center; color: green;">Spring:</p> <p style="text-align: center;"><b>Earthly Elements</b></p> <p style="color: blue;"><i>Geography - locating the world's countries; mountains and mountain ranges; comparison between Everest and Snowdon; volcanoes; earthquakes</i></p> <p style="color: blue;"><i>History - N/A due to volume/range of geography being covered within this unit</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Rescuers and Explorers</b></p> <p style="color: blue;"><i>Geography - rivers and their journeys; local river study (Fordhall Farm or River Severn); River Thames and UK major rivers; OS maps and grid references; waterfalls (Niagara Falls and Angel Falls)</i></p> <p style="color: blue;"><i>History - Sir Francis Drake and Christopher Columbus as significant individuals; comparing to modern day explorers</i></p> <p style="text-align: center; color: green;">Summer</p> <p style="text-align: center;"><b>The Roman Empire</b></p> <p style="color: blue;"><i>Geography - geographical changes over time; recognising impact on an environment</i></p> <p style="color: blue;"><i>History - Julius Caesar; Claudius; Hadrian's wall; Boudicca; 'Romanisation of Britain'; influence on culture</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Invaders and Settlers</b></p> <p style="color: blue;"><i>Geography - settlement and land use, including trade links</i></p> <p style="color: blue;"><i>History - Roman withdrawal from Britain; Anglo-Saxon invasions/settlements; Viking raids; resistance by Alfred the Great; Edward the Confessor</i></p>	<ul style="list-style-type: none"> <li>• Can confidently spot major anachronisms from most periods studied when compared with today.</li> <li>• Can sequence events in simple narrative e.g. Boudicca's revolt.</li> <li>• Can use words which mark the passing of time e.g. moving from simple 'before and after' to use.</li> <li>• Words such as during or while.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt.</li> <li>• They are secure in understanding the main differences between today and the period being studied.</li> <li>• Children show an understanding of the main ideas associated with that society. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade.</li> <li>• Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1, e.g. larger scale events or to do with actions of groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Children extract simple information from text/pictures/objects showing basic comprehension.</li> <li>• Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.</li> <li>• Children start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify differences between versions of the same event e.g. the video gives a different view to what we have just read.</li> <li>• Can give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation and because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations.</li> <li>• Answers contain some simple period-specific references.</li> <li>• Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</li> <li>• Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</li> </ul>



# Key Stage 2

## Year 4



Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

	Theme (2 year rolling programme)	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical Enquiry	Representation	Organisation and Communication
<b>Year 4</b>	<p style="text-align: center;"><b>Autumn:</b> <u>Terrible Tudors</u> <i>Geography - N/A due to volume/range of history being covered within this unit</i> <i>History - Battle of Bosworth; the changing power of monarchs, with a specific focus on Elizabeth I and Henry VIII; Shakespeare</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>The Industrial Revolution</u> <i>Geography - naming and locating counties and cities within the UK; using eight compass points</i> <i>History - local history; Ironbridge; Thomas Telford; George Stephenson; railways</i></p> <p style="text-align: center;"><b>Spring:</b> <u>Earthly Elements</u> <i>Geography - locating the world's countries; mountains and mountain ranges; comparison between Everest and Snowdon; volcanoes; earthquakes</i> <i>History - N/A due to volume/range of geography being covered within this unit</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Rescuers and Explorers</u> <i>Geography - rivers and their journeys; local river study (Fordhall Farm or River Severn); River Thames and UK major rivers; OS maps and four-figure grid references; waterfalls (Niagara Falls and Angel Falls)</i> <i>History - Sir Francis Drake and Christopher Columbus as significant individuals; comparing to modern day explorers</i></p> <p style="text-align: center;"><b>Summer</b> <u>The Roman Empire</u> <i>Geography - geographical changes over time; recognising impact on an environment</i> <i>History - Julius Caesar; Claudius; Hadrian's wall; Boudicca; 'Romanisation of Britain'; influence on culture</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Invaders and Settlers</u> <i>Geography - settlement and land use, including trade links</i> <i>History - Roman withdrawal from Britain; Anglo-Saxon invasions/settlements; Viking raids; resistance by Alfred the Great; Edward the Confessor</i></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Can talk about the past in terms of periods e.g. Egyptian, Roman.</li> <li>Realises that Ancient means thousands of years ago.</li> <li>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>Can grasp that interpretations might differ depending on the aspect that people are looking at, e.g. views of the Victorians might be more positive if looking at benefits of industrialisation and empire, and more negative if looking at child labour or slavery.</li> </ul>	<ul style="list-style-type: none"> <li>Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.</li> <li>Children understand that people in the past had a range of different ways of looking at their world and can explain ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. Sees Break with Rome as more than simply Henry wanting to re-marry.</li> <li>Moving from two causes to realising that you need to give several causes to explain some events.</li> <li>Moves away from simply listing to trying to give a little detail about each cause.</li> </ul>	<ul style="list-style-type: none"> <li>Begins cross-referencing information to see if other sources agree, rather than taking everything at face value.</li> <li>Can see that some sources are more useful than others and can explain why.</li> <li>Begins to raise questions about what the evidence tells us.</li> <li>Begins to think of reasons why a source might be unreliable 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.</li> </ul>	<ul style="list-style-type: none"> <li>Can realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose.</li> <li>Can understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to sustain an answer, providing some supporting evidence.</li> <li>Their ideas are beginning to have some shape, though not yet structured in paragraphs.</li> <li>Can use appropriate ways of communicating their understanding.</li> </ul>



## Key Stage 2 Year 5

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  
They should understand how our knowledge of the past is constructed from a range of sources.

	Theme (2 year rolling programme)	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical Enquiry	Representation	Organisation and Communication
<b>Year 5</b>	<p style="text-align: center;"><b>Autumn</b> <b>War and Conflict</b></p> <p><i>Geography - understanding and locating countries involved in WW1 and WW2; locations of significant battles; flags of nations involved</i></p> <p><i>History - chronology to order and sequence key events; role of women; key wartime figures; life in the trenches; life at home; jobs and roles (including animals)</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Greeks and Stars</b></p> <p><i>Geography - using six-figure grid references and eight compass points to show the location of ancient Greek city states; geographical vocabulary (climate, equator, latitude and longitude)</i></p> <p><i>History - achievements, culture and influence on the western world; comparisons between Athens and Sparta; a study of social culture, including democracy and Greek gods and goddesses</i></p> <p style="text-align: center;"><b>Spring</b> <b>Ancient Egypt</b></p> <p><i>Geography - using maps to locate Egypt and the River Nile; settlement and land use in Africa and Asia; economic activity; distribution of natural resources</i></p> <p><i>History - daily lives of ancient Egyptians; Tutankhamun and mummification; tombs and pyramids; communication and hieroglyphics; religious beliefs</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>Arabian Nights</b></p> <p><i>Geography - using maps to locate Baghdad; settlement and land use, including trade links</i></p> <p><i>History - early Islamic civilisation and a study of Baghdad; differences in way of life; formation of theories; legacies left behind</i></p> <p style="text-align: center;"><b>Summer</b> <b>The Amazing Amazon</b></p> <p><i>Geography - South America and Amazon rainforest study; geographical vocabulary (climate, Equator, latitude and longitude); deforestation; the water cycle</i></p> <p><i>History - study of Juliane Koepcke as a significant individual</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><b>From Stone Age to Iron Age</b></p> <p><i>Geography - settlement and land use, including trade links</i></p> <p><i>History - late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age hill forts</i></p>	<ul style="list-style-type: none"> <li>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt.</li> <li>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years.</li> <li>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life.</li> </ul>	<ul style="list-style-type: none"> <li>Can grasp that interpretations might differ depending on the aspect that people are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>Can make links between different features of a society to make sense of the world lived in by people in the past.</li> <li>Can explain beliefs and attitudes in terms of why people might have had those ideas.</li> <li>Show real sense of period in an abstract way.</li> <li>Can understand that people's experiences varied depending on status e.g. they understand that women's position in Greek society was very different in Athens and Sparta.</li> </ul>	<ul style="list-style-type: none"> <li>Realises that events usually happen for a combination of reasons.</li> <li>Begins to genuinely explain rather than list.</li> <li>Explains an event using simple form of classification e.g. to do with money or religion.</li> <li>Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.</li> </ul>	<ul style="list-style-type: none"> <li>Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore, e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67.</li> <li>This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</li> </ul>	<ul style="list-style-type: none"> <li>Can understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.</li> </ul>	<ul style="list-style-type: none"> <li>Their answers are structured and provide supporting evidence for statements made.</li> <li>They are able to see two sides of a question and can offer arguments on both sides.</li> </ul>



## Key Stage 2 Year 6

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  
They should understand how our knowledge of the past is constructed from a range of sources.

	Theme (2 year rolling programme)	Chronology	Interpretation	Characteristic Features	Cause and Consequence	Historical Enquiry	Representation	Organisation and Communication
<b>Year 6</b>	<p style="text-align: center;"><b>Autumn</b> <u>War and Conflict</u> <i>Geography - understanding and locating countries involved in WW1 and WW2; locations of significant battles; flags of nations involved</i> <i>History - chronology to order and sequence key events; role of women; key wartime figures; life in the trenches; life at home; jobs and roles (including animals)</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Greeks and Stars</u> <i>Geography - using six-figure grid references and eight compass points to show the location of ancient Greek city states; geographical vocabulary (climate, equator, latitude and longitude)</i> <i>History - achievements, culture and influence on the western world; comparisons between Athens and Sparta; a study of social culture, including democracy and Greek gods and goddesses</i></p> <p style="text-align: center;"><b>Spring</b> <u>Ancient Egypt</u> <i>Geography - using maps to locate Egypt and the River Nile; settlement and land use in Africa and Asia; economic activity; distribution of natural resources</i> <i>History - daily lives of ancient Egyptians; Tutankhamun and mummification; tombs and pyramids; communication and hieroglyphics; religious beliefs</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>Arabian Nights</u> <i>Geography - using maps to locate Baghdad; settlement and land use, including trade links</i> <i>History - early Islamic civilisation and a study of Baghdad; differences in way of life; formation of theories; legacies left behind</i></p> <p style="text-align: center;"><b>Summer</b> <u>The Amazing Amazon</u> <i>Geography - South America and Amazon rainforest study; geographical vocabulary (climate, Equator, latitude and longitude); deforestation; the water cycle</i> <i>History - study of Juliane Koepcke as a significant individual</i></p> <p style="text-align: center;">OR</p> <p style="text-align: center;"><u>From Stone Age to Iron Age</u> <i>Geography - settlement and land use, including trade links</i> <i>History - late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age hill forts</i></p>	<ul style="list-style-type: none"> <li>Can use dates and specific terms confidently to establish period detail.</li> <li>Can successfully match simple iconic images to each of the periods studied.</li> <li>Can make links between three periods in history, comparing, spotting similarities differences.</li> </ul>	<ul style="list-style-type: none"> <li>Can grasp that interpretations might differ depending on the aspect that people are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>They know about the importance of slave culture to that society.</li> <li>They are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</li> <li>They instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.</li> </ul>	<ul style="list-style-type: none"> <li>They see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration.</li> <li>They explain an event with reference to abstract ideas such as long and short-term or events building up.</li> <li>Begins to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think...</li> <li>By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</li> </ul>	<ul style="list-style-type: none"> <li>They offer substantiated reasons why some sources might be treated cautiously.</li> <li>Shows awareness of the need to think about why the source was produced without prompting.</li> </ul>	<ul style="list-style-type: none"> <li>They understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</li> <li>They grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialisation and empire, and more negative if looking at child labour or slavery.</li> </ul>	<ul style="list-style-type: none"> <li>Their answers are relevant to the question set; with use of period specific detail to make the work more convincing and authentic.</li> <li>Refers to dates and to see importance of lengths of time e.g. when describing causes.</li> <li>They are able to make subtle distinctions within a period being studied, and realises danger of overgeneralising.</li> <li>Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</li> </ul>