Tushingham-with-Grindley CofE Primary School – History Curriculum Progression

1 John 4:7 Let us love one another, for love is from God.

Learning together and worshipping together

History Curriculum Progression Document

Progression in history involves developing historical perspective through …

- *wider, more detailed and chronologically secure knowledge*
- *sharper methods of enquiry and communication*
- *deeper understanding of more complex issues and of abstract ideas*
- *closer integration of history's key concepts*
- *greater independence in applying all these qualities*

Taken from: Progression in history under the 2014 National Curriculum: A guide for schools by Jamie Byrom for the Historical Association

Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and deployment of historical vocabulary. The key concepts consist of: - Chronological knowledge - Continuity and change - Similarities and differences - Cause and consequence - Significance	1. Substantive knowledge The historical facts we teach that form the narratives of the curriculum. The knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from EYFS to Year 6. 2. Disciplinary knowledge How we make use of the facts that are learned. The interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument.

Concepts

Society and Community	Exploration and Invasion	Power	Conflict and Disaster
Migration, Trade, Settlement, Industry, Civilisation, Empire, Monarchy, Religion			

Secondary Concepts

Historical Knowledge and Enquiry				**Disciplinary Concepts**				
Historical Investigation	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of events and people in the past	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance

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National Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyses trends, frame historically valid questions and create their own structured accounts, including written narratives and analysis
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

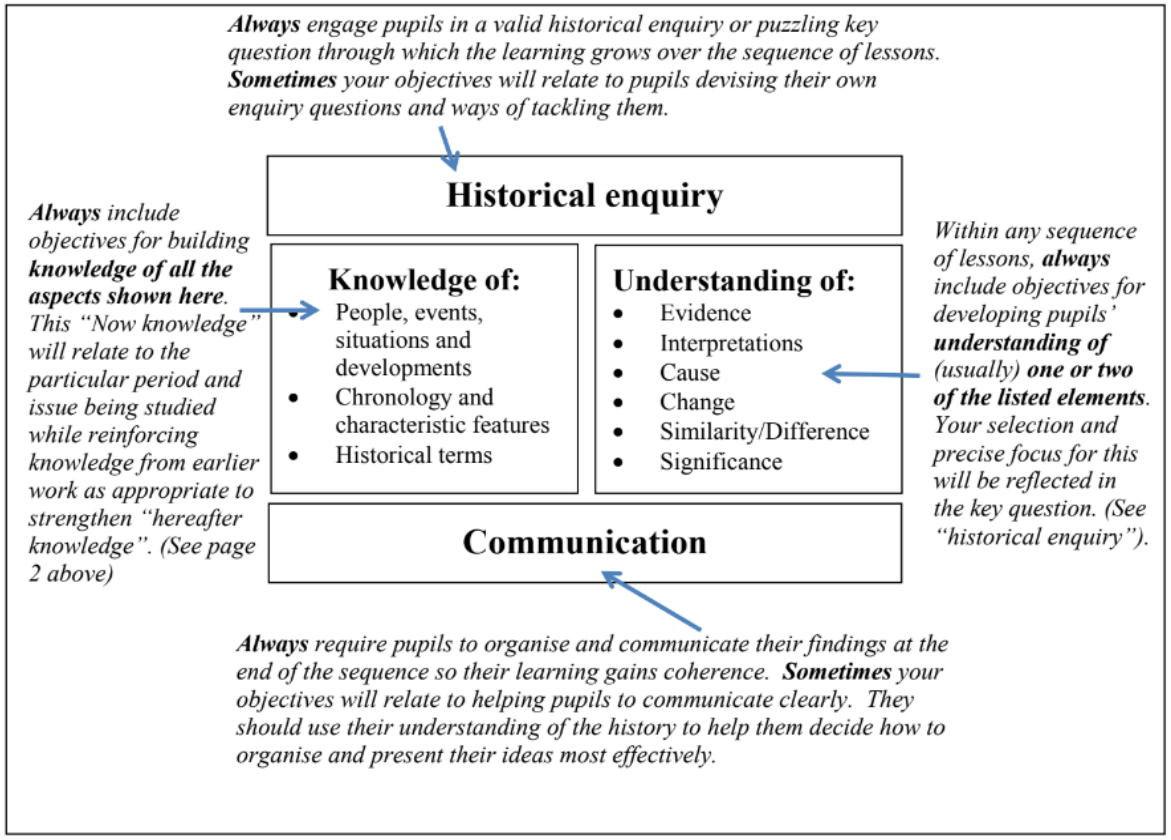
Curriculum Design from National Curriculum

The first three aims are primarily concerned with building knowledge.

The next two are concerned with understanding the big ideas and processes of history.

The last of the aims effectively sets out the overall goal of history education: we want young people to gain an increasingly mature and informed historical perspective on their world. All the other aspects feed this one.

At Tushingham we use the "sandwich approach" to planning history from 'Progression in History Under the 2014 National Curriculum: A Guide for Schools by Jamie Brrom for the Historical Association.



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	Historical Enquiry				Disciplinary Concepts			
Class 2 Year 1 and 2	**Investigations**	**Chronological Understanding**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Toys *How have children's toys changed since our older relatives were little?* *NC: Changes in Living Memory*	**How could we find out about toys from the past?** **How might toys from the past have been different to those we play with today?** **What are the differences between old and new toys?** **Are there any toys you play with that were played by children in the past too?** **Why have some toys changed?** **Why have some stayed the same?** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1 Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2 observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2	Sequence pictures from different periods 1 Sequence events and artefacts that are close together in time 2 Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. 1 Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 2	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1 Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2	Recall some facts about people/events before living memory 1 Give a few reasons for more complex human actions 2	Understand that a cause makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1 Explain that historical events are caused by things that occurred before them 2 Identify a few relevant causes and effects for some of the main events covered 2	Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that some things change, and some things stay nearly the same 1 Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	I can compare toys using pictures from the past and present (1) Identify that some things within living memory are similar and some things are different 1 Recognise some similarities and differences between the past and present 1 Identify some similarities and differences between ways of life in different periods 2	I can name a significant toy from the past 1 Explain reasons why the toy might be significant 1 Talk about why the toy was important and what changed/happened 1 Consider one reason why a toy might be significant (e.g., explain why we remember a particular toy). 2 Identify a range of significant aspects of a theme, offer some comments on why they have selected these aspects 2
Substantive Concepts: Society and Culture, including: trade, civilisation, industry				**Substantive Knowledge**				

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Key Vocabulary: past, present, older, newer, decade, chronologically, timeline, categories, similarities, differences **Presenting, Communicating and Organising:** Talk, write and draw about things from the past Use historical vocabulary to retell simple stories about the past -	- Find out what toys our parents and grandparents played with. - Find out what toys were like at different times in the past. - Identify toys that are old and toys that are new - Describe how toys are different and how they are the same - Order toys chronologically

	Historical Enquiry				**Disciplinary Concepts**			
Class 2 Year 1 and 2	**Investigations**	**Chronological Understanding**	**Knowledge and Understanding of Events and People in the Past**	**Evidence and Interpretation**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Neil Armstrong and Mae Jemison *Why do we remember Neil Armstrong and Mae Jemison?* NC: Significant individuals and events	**Why is Neil Armstrong famous?** **Would you like to join Neil Armstrong on his first space mission?** **What was the impact on the world of the Moon landing?** **Is it right that Neil Armstrong is remembered as the most significant person involved in the moon landing?** **Why is Mae Jemison Famous?** **What questions would you like to ask Mae Jemison?** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1 Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2	Use simple timelines to sequence processes, events, objects within their own experience 1 Sequence pictures from different periods 1 sequence artefacts and events that are close together in time on a timeline. 2 Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or three reasons why an event took place 2	With support, I can use evidence of explorers lives to ask questions about the past (1) Start to compare two versions of past events 2 Observe and use pictures, photographs and artefacts to find out about the past 1 Explain that there are different types of evidence and sources, such as photographic and written, that can be used to represent the past 2 Start to understand that there can be different versions of the same event from the past 2	Understand that a cause makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1 Explain that historical events are caused by things that occurred before them 2 Identify a few relevant causes and effects for some of the main events covered 2	Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that some things change, and some things stay nearly the same 1 Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	Start to understand that during the same period of time, life was different for people in the past, such as for Mae Jemison in segregated USA. 1&2 Identify that some things within living memory are similar and some things are difference 2	I can name significant explorers from the past (1) Explain reasons why someone might be significant 2 Talk about why the event or person was important and what changed/happened 2

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	observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2		Give a few reasons for more complex human actions 2					

Substantive Concepts:

Exploration and Invasion, including: society, industry, empire and civilisation

Key Vocabulary:

journey, worldwide, hero, travel, explorer, spaceship, astronaut, spacesuit, The Eagle, 1969, Apollo 11, Buzz Aldrin, Michael Collins, 1992, scientist, discrimination, inspiration, NASA, Kenedy Space Centre, mission, Endeavour, zero gravity

Presenting, Communicating and Organising:

talk, write and draw things from the past 2

Use historical vocabulary to retell simple stories about the past 2

Substantive Knowledge:

- In the 1950s and 1960s, people started to explore space. Russia and the USA were both racing against each other to try and make the most advances in space exploration. The thing they most wanted to do was to send a man to the moon.
- Neil Armstrong started astronaut training in the 1960s. By the 1960s lots of people had cars, some people had black and white TVs and computers had been invented but they were big and expensive, home phones had been invented.
- NASA's mission to send American astronauts to the moon was called Apollo 11. Neil Armstrong was the mission's commander. He was joined by Michael Collins and Edwin (Buzz) Aldrin.
- Neil Armstrong was the first man to walk on the moon. As he stepped out, he said, "That's one small step for man, one giant leap for mankind." This is now one of the most famous sentences in history.Mae Jemison is an American engineer, physician and former NASA astronaut. She is famous for becoming the first black woman to travel into space.
- Jemison served aboard the Space Shuttle Endeavour as a mission specialist.
- In the 1960s it was highly unusual for black women to become scientists. Jemison experienced discrimination from her teachers at school.
- On 28th September 1989 Jemison was chosen to join the 50th mission on Space Shuttle Endeavour. Her job was a Mission Specialist. Jemison carried out scientific experiments in space.

	Historical Enquiry				**Disciplinary Concepts**			
Class 2 Year 1 and 2	Investigations	Chronological Understanding	Evidence and Interpretation	Knowledge and Understanding of Events and People in the Past	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Castles (Beeston and Peckfordton) **Who lived in the castle at Beeston?** Significant historical events, people	**Who bult the first castles in the UK?** **Who built the castle at Beeston?** **How are the features of Norman and Medieval castles similar/different?** **Who lived in Beeston castle?** **How were common people in the local area treated in medieval times?** **How has the use of local castles**	Sequence pictures from different periods. 1 I can place events and some artefacts on a timeline (2) Realise that we use dates to describe	Observe and use pictures, photographs and artefacts to find out about the past 1 explain that there are different types of evidence and sources, such	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in	I can begin to explain why monarchs built castles and what the consequences of these actions were (2) Understand that a cause	Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that	Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female 1	I can begin to talk about key events of a significant king/queen or castle (2) Talk about why the event or person was

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and places in their own locality	**changed over time?** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1 Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2 observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2	events in time 2Confident in use of terms old and new 1 Use terms then and now correctly and is comfortable with the term 'the past' 1 Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2	as photographic and written, that can be used to help represent the past 1 Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 2 start to understand that there can be different versions of the same event from the past 2 start to use stories or accounts to distinguish between fact and fiction 2 start to compare two versions of past events 2	the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or three reasons why an event took place 2 Give a few reasons for more complex human actions 2 Recount the main events from a significant event in history 2	makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1 Explain that historical events are caused by things that occurred before them 2 Identify a few relevant causes and effects for some of the main events covered 2	some things change, and some things stay nearly the same 1 Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	Understand that during the same period of time life was different for people in the past such as rich and poor, male and female. 2	important and what changed/happ ened 1

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Substantive Concepts: Power, including- monarchy, war, society, settle, migrate **Vocabulary:** invaded, battle, Battle of Hastings, motte and bailey, keep and bailey, Norman invaders, features, medieval, peasants, tax, change over time, crag, crusades, fortification, inner ward, palisade. **Presenting, Communicating and Organising**: talk, write and draw about things from the past 2 use historical vocabulary to retell simple stories about the past 2	**Substantive Knowledge:** - After the Battle of Hastings the Norman conquest of Britain began. The Bayeux Tapestry tells the story of the Battle of Hastings. - Many Norman castles were simple motte and bailey structures, later Norman castles had round towers and a gatehouse, water-filled moats and catapults. - Typical features of a medieval castle include: a moat, barbican, curtain walls and towers, fortified gatehouse, keep and a bailey or inner ward. - Beeston is a medieval castle. It has one of the deepest castle wells in England which is believed to be the hiding place of Richard II's lost treasure; - Beeston Castle was built at the time of Henry III - Most peasants worked the land. They were farmer workers. They did not get to choose where they worked and they were not allowed to leave their job. Peasants had to grow food for their lord and the church as well as for their family.

	Historical Enquiry				**Disciplinary Concepts**			
Class 2 Year 1 and 2	**Investigations**	**Chronological Understanding**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Seaside Holidays *How have seaside holidays changed over the last 100 years?* *NC:* Changes within living memory	What activities do people do at the seaside? How might these have changed? How can photos help us find out information about seaside holidays in the past? When did seaside holidays start to get popular? Why did seaside holidays become more popular in the 19th Century? What were some of the features of seaside holidays 100 years ago? What are the features of seaside holidays from three different eras? Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1	I can label timelines with words such as: past, present, older and newer (1) Use terms then and now correctly and is comfortable with the term 'the past' 1 Understands that the world was different in the past 1 I can place events and artefacts on a timeline (2) Sequence artefacts and events that are close together in time 2	Observe and use pictures, photographs and artefacts to find out about the past 1 explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1 Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings,	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or	Understand that a cause makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1 Explain that historical events are caused by things that occurred before them 2 Identify a few	I can describe how holidays have changed and how they have continued over time (2) Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that some things change, and some things stay nearly the same 1 Identify a few similarities, differences and	Recognise some similarities and differences between the past and the present 1 Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female 1 Understand that during the same period of time life was different for people in the past such as rich and poor,	Talk about why the event or person was important and what changed/happened 1 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2

	Sort some objects/artefacts into new and old and then and now 1 Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2 observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2		museums, galleries, historical sites and the internet to find out about the past 2 start to understand that there can be different versions of the same event from the past 2 start to use stories or accounts to distinguish between fact and fiction 2 start to compare two versions of past events 2	three reasons why an event took place 2 Give a few reasons for more complex human actions 2 Recount the main events from a significant event in history 2	relevant causes and effects for some of the main events covered 2)	changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	male and female. 2 Identify that some things within living memory are similar and some things are different 1 Identify some similarities and differences between ways of life in different periods. 2	

Substantive Concepts: Society and Community, including- trade and industry

Vocabulary:
100 years ago, Victorian era, Edwardian Era, steam train, Punch and Judy show, piers

Presenting, Communicating and Organising:
- Talk, write and draw about things from the past
- Use historical vocabulary to retell simple stories from the past

Substantive Knowledge:
- Explore the features of seaside holidays using photographs as a prompt
- Identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday;
- How seaside holidays were different in the past;Seaside holidays were initially enjoyed only by the rich;
- Change during the Victorian era, particularly the role of the steam train in allowing people to visit the beach;
- How seaside holidays changed in the Edwardian era.

	Historical Enquiry				**Disciplinary Concepts**			
Class 2 Year 1 and 2	**Investigations**	**Chronological Understanding**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
The Great Fire of London *How did the*	**What was Stuart London like?** **What happened on the night of 2nd September 1666?**	I can label timelines with words such as: past, present,	Observe and use pictures, photographs and artefacts to find	know and recount episodes from stories and	I can explain the causes of the Great Fire of London and what	I can describe what changed after the Great Fire of London	Recognise some similarities and differences between the	Talk about why The Great Fire of London/

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Great Fire change London? NC: Events from beyond living memory that are significant nationally and globally	**Could anyone have stopped what happened on 2nd September 1666?** **What was it like at the height of the fire?** **What was left of London?** **What did the King do to make London better?** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1 Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2 observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2	older and newer (1) I can use dates where appropriate (2) Sequence artefacts and event that are close together in time 2 Realise that we use dates to describe events in time e.g., 1666 for the Great Fire of London. 1 Order dates from earliest to latest on simple timelines 2	out about the past 1 explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1 Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet2 start to understand that there can be different versions of the same event from the past 2 start to use stories or accounts to distinguish between fact and fiction 2 start to compare two versions of past events 2	significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or three reasons why an event took place 2 Give a few reasons for more complex human actions 2 Recount the main events from a significant event in history 2	the consequences were (2) Understand that a cause makes something happen and that historical events have causes 2 Explain that historical events are caused by things that occurred before them 2 Understand that a consequence is something that happens as a result of something else	and how these changes have continued through to the 21st century (2) Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that some things change, and some things stay nearly the same 1 Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	past and the present 1 Identify some similarities and differences between ways of life in different periods 2 Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2 Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2	Samuel Peeps was important and what changed/happened 1 Explain reasons why someone might be significant 1 Consider one reason why an event or person might be significant 2 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2

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Substantive Concepts: Conflict and Disaster, including monarchy, civilisation, industry **Vocabulary:** Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century. **Presenting, Communicating and Organising:** talk, write and draw about things from the past 2 use historical vocabulary to retell simple stories about the past 2	**Substantive Knowledge:** - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane.Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.

	Historical Enquiry				**Disciplinary Concepts**			
Class 2 Year 1 and 2	**Historical Investigations**	**Chronological Understanding**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
The Voyage of Christopher Columbus *Why was Christopher Columbus' voyage in 1492 significant?* NC: Events from beyond living memory that are significant nationally and globally	**Life today is very different to life when Columbus was alive. What do you think might have been different?** **Why did Columbus think he could find a way to reach Asia by travelling west?** **Imagine you are going to meet a sailor who is about to go on the voyage with Columbus. What questions would you ask?** **What was life like on board the Nina, the Pinta and the Santa Maria?** **Columbus claimed the land for the king and queen of Spain. How do you think the people who already lived there felt about this?** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1	I can label timelines with words such as: past, present, older and newer (1) I can place events, artefacts and historical figures on a timeline (2) I can use dates where appropriate (2) Can follow logic of fiction titles e.g. 'Once There Were Giants' 1 Sequence parts of more complex stories where action takes place over a long period of time. 2	Observe and use pictures, photographs and artefacts to find out about the past 1 explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1 Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or three reasons why	I can explain why Chritopher Colombus went on his voyage and what the consequences were (2) Understand that a cause makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1 Explain that historical events are caused by	I can describe what changed after Christopher Columbus and how these changes have continued through to the 21st century (2) Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that some things change, and some things stay nearly the same 1	Recognise similarities and differences between the past and the present 1 Identify some similarities and differences between ways of life in different periods 2 Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2 Understand	Talk about the event or person and what changed/happened 1 Explain reasons why someone might be significant 1 Consider one reason why an event or person might be significant 2 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2

	Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2 observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2		and the internet to find out about the past 2 start to understand that there can be different versions of the same event from the past 2 start to use stories or accounts to distinguish between fact and fiction 2 start to compare two versions of past events 2	an event took place 2 Give a few reasons for more complex human actions 2 Recount the main events from a significant event in history 2	things that occurred before them 2 Identify a few relevant causes and effects for some of the main events covered 2	Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	that during the same period of time life was different for people in the past such as rich and poor, male and female 2	

Substantive Concepts:
Exploration and Invasion, including-monarchy, war, voyage, society

Vocabulary:
sailor, merchant ship, explorer, astronomy, King Ferdinand, Queen Isabella of Spain, expedition, Nina, Pinta, Santa Maria, rigging, crows nest, colonialism, cruelty, Age of Exploration

Presenting, Communicating and Organising:

Talk, write and draw about things from the past.
Use historical vocabulary to retell simple stories from the past

Substantive Knowledge:

- In the time of Christopher Columbus people had only just started to believe the world was round;
- Columbus thought he could find a quicker was to reach Asia by sailing west. No one had tried this before.
- King Ferdinand and Queen Isabella of Spain agreed to give Columbus the money he needed for his expedition. They wanted him to bring them back lots of riches from Asia such as gold, silk and spices.
- In 1492 (over 500 years ago: children do not need to know dates or understand what 500 years means) Columbus set off with three ships: the Nina, the Pinta and the Santa Maria. Life on board was very hard for the sailors.
- After five weeks at sea, Columbus and his crew landed on the Bahamas. He thought he had landed in 'the Indies'.
- Lots of people were already living in America. Columbus called these native people 'Indians' because he thought he had landed in the Indies.
- Columbus claimed the new land for the king and queen of Spain. When one country takes control of another land, country or region this is called colonisation or colonialism.
- After his first voyage Columbus made several other voyages to the Americas. He brought back lots of things from his voyages including: turkeys, potatoes, pineapples, tobacco plants

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	Historical Enquiry				Disciplinary Concepts			
Class 1 Year 1 and 2	**Investigations**	**Chronological Understanding**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Rosa Parks and Emily Davidson *Why do we remember Emily Davidson and Rosa Parks?* NC: Significant individuals	**Who was Emily Davidson and why do we remember her?** **Who was Rosa Parks and why do we remember her?** **What are civil rights? How do these link to British Values?** **Why are Emily Davidson and Rosa Parks important in our understanding of civil rights** **Are there similarities between Emily Davidson and Rosa Parks?** **What can we learn from Emily Davidson and Rosa Parks? Can we apply this learning to our own lives?** Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations 1 Sort some objects/artefacts into new and old and then and now 1 Identify different ways in which the past is represented 1 use evidence to explain the key features of events 2 observe or handle evidence to ask simple questions about the past 2 Use a wider range of information to answer questions 2	I can place events on a timeline (1) Understands that the world was different in the past 1 I can place events, artefacts and historical figures on a timeline (2) I can use dates where appropriate (2) use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time 2	Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past 1 Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet2 start to understand that there can be different versions of the same event from the past 2 Start to use stories or accounts to distinguish between fact and fiction 2 start to compare two versions of past events 2	know and recount episodes from stories and significant events in history 1 understand that there are reasons why people in the past acted as they did 1 describe significant individuals from the past 1 Recall some facts about people/events before living memory 1 Give clear explanation of an important event, offering two or three reasons why an event took place 2 Give a few reasons for more complex human actions 2 Recount the main events from a significant event in history 2	I can discuss the causes of the events of the lives of Rosa Parks and Emily Davidson (1) Understand that a cause makes something happen and that historical events have causes 1 Understand that a consequence is something that happens as a direct result of something else 1 Explain that historical events are caused by things that occurred before them 2 Identify a few relevant causes and effects for some of the main events covered 2	Begin to identify old and new things across periods of time through pictures, photographs and objects 1 Begin to understand that some things change, and some things stay nearly the same 1 Identify a few similarities, differences and changes occurring within a particular topic (e.g., identify differences and similarities between early and modern aeroplanes) 2	similarities and differences between the past and the present 1 Identify some similarities and differences between ways of life in different periods 2 Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2 Understand that during the same period of time life was different for people in the past such as rich and poor, male and female 2	Talk about the event or person and what changed/happened 1 Explain reasons why someone might be significant 1 Consider one reason why an event or person might be significant 2 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 2

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Substantive Concepts:

Conflict and disaster, including empire, industry

Vocabulary:

civil rights, segregation, discrimination, suffragette, Victorian, vote, boycott, Martin Luther King,

Presenting, Communicating and Organising

- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past

Substantive Knowledge:

- Emily Davidson was born in the Victorian era in 1872 in London. At that time women weren't allowed to vote and choose who ran the country. Emily thought this was unfair.
- Emily Davidson joined a group called the suffragettes. They were fighting for women to be able to vote.
- Emily Davidson was a militant suffragette: she was prepared to break the law and even go to prison for what you believe in. Some suffragettes smashed windows, burned down buildings and chained themselves to railings.
- She is famous because she died when she walked onto the racecourse at Epsom Derby and was knocked down by the King's horse.Segregation laws separated (segregated) black Americans from white Americans at school, on public transport and in public places.
- In 1955, Rosa Parks refused to give up her seat on a bus to a white person. The police were called, Rosa was taken off the bus and arrested.
- This started the Montgomery bus boycott, where all black people refused to use the buses. In the end this lasted for over a year until the law was changed so that black and white people could sit together.

	Historical Enquiry				Disciplinary Concepts			
Class 3 Year 3 and 4	**Historical Investigations**	**Chronology**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Stone Age to Iron Age *How did daily life change in Britain from the Stone Age to the Iron Age?* *NC:* Changes in Britain from the Stone Age to the Iron Age	**What was 'new' about the New Stone Age?** **Which was better, bronze or iron?** **If you were Julius Caesar would, would you have invaded Britain in 55BC?** **When do you think it was better to live- Stone Age, Bronze Age or Iron Age?** use a range of primary and secondary sources to find out about the past 3 construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3 gather more detail from sources such as maps to build up a clearer picture of the past 3	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 3 sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms	Explore the idea that there are different accounts of history 3 begin to understand some of the ways in which historians and others investigate the past 3 look at two versions of the same event or story in history and identify differences 4 investigate different accounts of historical events and be able to	Find out about the everyday lives of people in time studied compared with our life today 3 Explain how people and events in the past have influenced life today 4 identify key features, aspects and events of the time studied 3 describe connections and contrasts between aspects of history, people, events	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration (3) Understand that a cause is something directly linked to an event and not just something that happened before it 3 Begin to understand that historical events create changes that have consequences 3	Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age (3) Identify and give some examples of how life was similar in the past 3 Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs	Identify historically significant people and events from a period of history and give some details about what they did or what happened 3 Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3

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	regularly address and sometimes devise own questions to find answers about the past 4 begin to undertake their own research 4	related to the unit being studied and passing of time 4 understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 3	explain some of the reasons why the accounts may be different 4 Know that people in the past represent ideas in a way that persuades others 4	and artefacts studied 4	Can comment on the importance of causes and effects for some of the key events and developments within topics 4	Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).	3 Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4	Can explain why some aspects of historical accounts, themes or periods are significant 4 Can explain independently why a historical topic, event or person was distinctive or significant 4

Substantive Concepts:
Society and Community, including: migration, settlement, industry, religion

Key Vocabulary:
Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.

Presenting, Communicating and Organising:

- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);

- start to present ideas based on their own research about a studied period.

Substantive Knowledge:

- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.
- The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.
- People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.
- Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.
- During the Iron Age, people began to make tools and weapons from iron.
- Hillforts developed during the Iron Age. Communities lived on hills for protection.

	Historical Enquiry				**Disciplinary Concepts**			
Class 3 Year 3 and 4	**Historical Investigations**	**Chronology**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Ancient Egypt *What were the greatest achievements of Ancient Egypt?*	**Who were the Ancient Egyptians?** **What was life like in Ancient Egypt?** **What was the ancient Egyptian ritual of mummification?** **Who was Tutankhamun and why is he still remembered today?**	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are	Explore the idea that there are different accounts of history 3 begin to understand some	find out about the everyday lives of people in time studied compared with our life today 3	I can suggest causes and consequences of some of the main events within Ancient Egypt (3) Understand that	Identify key things that stayed the same and changed between periods 3 Identify that	I can comp are the simila rities and	Identify historically significant people and events from a period of history and give some details about what they did or

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NC: The achievements of the earliest civilisations	**How does ancient Egyptian writing compare to my own?** **What powers did the ancient Egyptian gods have? What was their influence on daily life?** use a range of primary and secondary sources to find out about the past 3 construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3 gather more detail from sources such as maps to build up a clearer picture of the past 3 regularly address and sometimes devise own questions to find answers about the past 4 begin to undertake their own research 4	sometimes further apart 3 I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4 Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 3	of the ways in which historians and others investigate the past 3 look at two versions of the same event or story in history and identify differences 4 investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4 Know that people in the past represent ideas in a way that persuades others 4	Explain how people and events in the past have influenced life today 4 Describe connections and contrasts between aspects of history, people, events and artefacts studied 4	a cause is something directly linked to an event and not just something that happened before it. Begin to understand that historical events create changes that have consequence 3 Understand that historical events have consequences that sometimes last long after the event is over 3 Can comment on the importance of causes and effects for some of the key events and developments within topics 4	there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3 Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age).	differences between the new and old kingdoms of Ancient Egypt (3) Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4 Identify and give some examples of how life was similar in the past 4	what happened 3 Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3 Can explain why some aspects of historical accounts, themes or periods are significant 4 Can explain independently why a historical topic, event or person was distinctive or significant 4

Substantive Concepts:

Power, including: civilisation, trade, settlement, empire, monarchy, religion

Key Vocabulary:
Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.

Presenting, Communicating and Organising
- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);
- start to present ideas based on their own research about a studied period.

Substantive Knowledge:

- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.
- Life revolved around the Nile, which supported farming, craft and was used for trade.
- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.
- The ancient Egyptians wrote in hieroglyphics on papyrus.
- The ancient Egyptians worshipped gods who were responsible for different aspects of life. The ancient Egyptians built the pyramids.

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	Historical Enquiry				Disciplinary Concepts			
Class 3 Year 3 and 4	**Historical Investigations**	**Chronology**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Ancient Greece *What were the greatest achievements of the Ancient Greeks?* *NC:* A study of Greek life and achievements and their influence on the world	**How can we find out about the civilisations of Ancient Greece?** **Who were the Ancient Greeks?** **What do artefacts tell us about what life was like in Ancient Greece?** **Can we learn anything from Greek myths and legends?** **What do we know about the achievements of Alexander the Great?** **Can we thank the Ancient Greeks for anything in our lives today?** **What do some of our buildings tell us about how we view Ancient Greece today?** **How were the Ancient Greeks governed and are there any similarities with how they are governed today?** **How have the Olympic games changed since they were first held in Ancient Greece?** use a range of primary and secondary sources to find out about the past 3 construct informed responses about one aspect of life or a key event in the past through careful selection and	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3 I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4 understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 3	Explore the idea that there are different accounts of history 3 begin to understand some of the ways in which historians and others investigate the past 3 look at two versions of the same event or story in history and identify differences 4 investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4 Know that people in the past represent ideas in a way that persuades others 4	find out about the everyday lives of people in time studied compared with our life today 3 explain how people and events in the past have influenced life today 4 identify key features, aspects and events of the time studied 3 describe connections and contrasts between aspects of history, people, events and artefacts studied. 4	Understand that a cause is something directly linked to an event and not just something that happened before it 3 Begin to understand that historical events create changes that have consequences 3 Can comment on the importance of causes and effects for some of the key events and developments within topics 4	Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3 Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the	Identify and give some examples of how life was similar in the past 3 Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs 3 Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4	Identify historically significant people and events from a period of history and give some details about what they did or what happened 3 Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3 Can explain why some aspects of historical accounts, themes or periods are significant 4 Can explain independently why a historical topic, event or person

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	organisation of relevant historical information 3 gather more detail from sources such as maps to build up a clearer picture of the past 3 regularly address and sometimes devise own questions to find answers about the past 4 begin to undertake their own research 4					Stone Age).		was distinctive or significant 4

Substantive Concepts:
Society and Community, including: civilisation, trade, settlement, empire, monarchy, Religion

Key Vocabulary:

Ancient, city state, civilisation, democracy, empire, legacies, myth.

Presenting, Communicating and Organising

- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);

- - start to present ideas based on their own research about a studied period.

Substantive Knowledge:

- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.
- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.
- Many objects produced in Ancient Greece were made by enslaved people.
- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.
- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.
- There are lots of myths that originate from this time, including the Trojan War.
- The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.
- Ancient Athens is where democracy began.

	Historical Enquiry				**Disciplinary Concepts**			
Class 3 Year 3 and 4	Historical Investigations	**Chronology**	**Evidence and Interpretation**	Knowledge and Understanding of Events and People in the Past	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
The Romans *How did the Roman Empire Impact Britain?*	**When did the Romans invade and why?** **Did the native Britons welcome or resist them and why?**	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are	Explore the idea that there are different accounts of history 3	find out about the everyday lives of people in time studied compared with our life today 3	Understand that a cause is something directly linked to an event and not just something that	I can explain the concept of change over time, when the Romans arrived in Britain and represent this	Identify and give some examples of how life was similar in the past 3 Identify and	Identify historically significant people and events from a period of history and give some details about what they did or

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NC: The Roman Empire and its impact on Britain	**What kind of men could join the Roman army?** **Who was Boudicca and why do we remember her?** **How did the Romans influence the culture of people already here?** **What did Romans build at Chester? (Diva)** use a range of primary and secondary sources to find out about the past 3 construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3 gather more detail from sources such as maps to build up a clearer picture of the past 3 regularly address and sometimes devise own questions to find answers about the past 4 begin to undertake their own research 4	sometimes further apart 3 I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4 understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 3	begin to understand some of the ways in which historians and others investigate the past 3 look at two versions of the same event or story in history and identify differences 4 investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 4 Know that people in the past represent ideas in a way that persuades others 4	explain how people and events in the past have influenced life today 4 identify key features, aspects and events of the time studied 3 describe connections and contrasts between aspects of history, people, events and artefacts studied. 4	happened before it 3 Begin to understand that historical events create changes that have consequences 3 Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over 3 Can comment on the importance of causes and effects for some of the key events and developments within topics 4	with evidence (4) Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time 3 Make valid statements about the main similarities, differences and changes occurring within topics (e.g., categorise changes into the different periods of the Stone Age) 4	give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs 3 Identify and give multiple examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 4	what happened 3 Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3 Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support) (4) Identify historically significant people and events from a period of history and give some detail about what they did or what happened 4

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Substantive Concepts:
Exploration and Invasion & Power, including: civilisation, trade, settlement, empire, monarchy, religion

Key Vocabulary:

Citizen, Celts, conquer/conquest, emperor, empire, legion, rebellion, Roman Empire, tribe, garrison, Boudicca, centurion, gladiator.

Presenting, Communicating and Organising

- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);

- start to present ideas based on their own research about a studied period.

Substantive Knowledge:

- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.
- They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.
- In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61
- In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.
- The Romans' legacy can be seen in many places around Britain today.

	Historical Enquiry				**Disciplinary Concepts**			
Class 3 Year 3 and 4	Historical Investigation	**Chronology**	**Evidence and Interpretation**	Knowledge and Understanding of Events and People in the Past	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
The Titanic *How did the sinking of the Titanic impact our local area* NC: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	**Why was the Titanic significant in Liverpool and the surrounding area?** **What sources of information can we use to find out more about the Titanic?** **How reliable are different types of sources in finding out about the Titanic?** **What was life like on board for the different classes?** **Why were people from our local area on board the Titanic?** **Why were so many lives lost on the 'unsinkable Titanic?'** **What was local opinion on the causes of the Titanic sinking?** **How did the sinking of the Titanic change the local area?**	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 3 I can place events, artefacts and historical figure on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 4	Explore the idea that there are different accounts of history 3 begin to understand some of the ways in which historians and others investigate the past 3 look at two versions of the same event or story in history and identify differences 4 investigate different accounts of historical events	find out about the everyday lives of people in time studied compared with our life today 3 explain how people and events in the past have influenced life today 4 Use evidence to describe the culture and leisure activities from the past 3 Use evidence to describe the clothes, way of life and actions of people in the past. 3	Understand that a cause is something directly linked to an event and not just something that happened before it 3 Begin to understand that historical events create changes that have consequences 3 Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have	Identify key things that stayed the same and changed between periods 3 Identify that there are reasons for continuities and changes across periods of time and explain some of these 3 Start to explain the impact of some changes that have happened throughout different periods of time	Identify and give some examples of how life was similar in the past 3 Identify and give some examples of how life was different for different people in the same period of time, such as different rights, different religious beliefs 3 Identify and give multiple examples of how life was different for	Identify historically significant people and events from a period of history and give some details about what they did or what happened 3 Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 3 I can discuss

	use a range of primary and secondary sources to find out about the past 3 construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information 3 gather more detail from sources such as maps to build up a clearer picture of the past 3 regularly address and sometimes devise own questions to find answers about the past 4 begin to undertake their own research 4	understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 3	and be able to explain some of the reasons why the accounts may be different 4 Know that people in the past represent ideas in a way that persuades others 4		consequences that sometimes last long after the event is over 3 Can comment on the importance of causes and effects for some of the key events and developments within topics 4	3 I can begin to explain the concept of change over time and represent this with evidence 4 Start to explain the impact of some changes that have happened throughout different periods of time 4 Start to understand that there are times in history when change happens suddenly 4	different people in the same and different periods of time, such as different rights, different religious beliefs. 4	the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support) Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past 4 Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us 4

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Substantive Concepts:

Conflict and Disaster, including migration, industry, trade

Vocabulary:

stern, bow, deck, vessel, waterline, class, rivets, bulkheads, drill, first-class, second-class, third-class, captain, officers, inquiry, law, regulations, SOLAS, SOS,.

Presenting, Communicating and Organising:

present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies

Substantive Knowledge:

- The Titanic was registered to The White Star Line in Liverpool and carried the cities name on her stern. Although she never visited Liverpool docks, she carried many people from the city in a range of different classes and roles;
- The Titanic was built from 1909 to 1912 in Belfast, Ireland. At the time when she was built, the Titanic was the largest moving vessel in the world.
- The ship belonged to the British shipping company White Star Line. At the time the Titanic was built, the company was run by J.Bruce Ismay.
- The Titanic set sail from Southampton on 10th April 1912. She was due to cross the Atlantic Ocean to New York city. She was captained by Captain Edward SmithOn 14th April, the Titanic struck an iceberg, denting the hull enough to create holes below the waterline. An hour later, the Captain gave the order for passengers to wear their lifejackets and get onto lifeboats, stating 'women and children first'.
- It took two hours and forty minutes for the Titanic to sink. Over 1, 500 people died when the Titanic sank on 15th April 1912.
- There are many reasons given for why so many people lost their lives including: poor quality rivets used in the build; bulkheads were not sealed to the top; there were not enough lifeboats; there was no lifeboat drill; people didn't want to leave the ship; third-class passengers could not escape; Titanic was travelling too fast; warnings were not listened to;
- British and American inquiries called for laws and regulations around safety at sea to be changed including: SOLAS minimum safety standards; lifeboat drills, SOS, distress flares, International ice patrol; watertight compartments on ships.

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	**Historical Investigation**	**Chronology**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Viking and Anglo-Saxon struggle for the kingdom of England *How did England change during the settlement of the Anglo-Saxons and Vikings?* *NC:* Viking and Anglo-Saxon	**Questions** **Why did the Vikings invade Britain?** **What are some of the different perspectives of the Viking invasions?** **How did the Vikings gain control of the northeast of England?** **What role did King Alfred play in making England a unified country?** **What was life like for the Vikings living in Britain?**	Use dates accurately in describing events and people (5) order an increasing number of significant events, movements and dates on a timeline using dates accurately 5	find and analyse a wide range of evidence about the past 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5	identify and note connections, contrasts and trends over time in the everyday lives of people 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6	Understand that the consequences of one historical event can sometimes become the causes of another 5 Examine in more detail the short- and long-term causes of an event being studied 5	I can identify periods of rapid change in history (5) I can explain what changed and what continued over time when the Anglo-Saxons and Vikings	Explain and give varied examples of how life was similar and different in the past 5 Explain and give examples to show that things may have been different from place to place at the same time 5	I can describe the social and cultural significance of a past society (5) Understand that what we consider to be significant can change throughout different periods 5

struggle for the kingdom of England to the time of Edward the Confessor	**How and when did England become a unified country?** recognise when they are using primary and secondary sources of information to investigate the past 5 use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	accurately use dates and terms to describe historical events 6 understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	consider different ways of checking the accuracy of interpretations of the past 5 start to understand the difference between primary and secondary evidence and start to question its reliability 5 know that people in the past represent events or ideas in a way that may be to persuade others 5 continue to develop their understanding of how historians and others investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6	Make links between some of the features of past societies (e.g., religion, houses, society, technology) 6 use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5 describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5	Understand that some causes may be more significant than others and that some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5 Can explain the role and significance of different causes and effects of a range of events and developments (e.g., explain how and why the Vikings were such successful travellers and how important this was in their success) 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g., recognise and explain different causes and effects for the length of	settled in Britain (5) Identify why some changes between different periods of time have had more significant consequences than others 5 Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history 5 Understand and describe in some detail the main changes to an aspect of a period in history 5	Start to give reasons for these similarities and differences 5 Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms of communication 6	Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5 Identify a range of historically significant people and events from different periods of history and explain why they were significant 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person

					Viking settlements in Britain, such as technological, economic, social and cultural reasons) 6			were of particular significance 6 Compare the significance of events, development and people across topics and time periods 6

Substantive Concepts: Exploration and Invasion, including: migration, trade, monarchy, settlement, religion

Substantive Knowledge:

- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.
- The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.
- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.
- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.

Key Vocabulary: Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid, archaeologist, excavate, Sutton Hoo

Presenting, Communicating and Organising
- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;
- plan and present a self-directed project or research about the studied period

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	**Historical Investigation**	**Chronology**	**Evidence and Interpretation**	Knowledge and Understanding of Events and People in the Past	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Early Islamic Civilisations including Baghdad c 900AD What did the early Islamic	**How different was Baghdad to London around 900AD?** **What was in the House of Wisdom? Explain its importance.** **Who was Ibn Battuta and how did his Rihla help us?**	Order significant events, movements and dates on a timeline 5 Order an increasing number of significant events, movements and	I can use sources of evidence to deduce information about the past (5)	use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections,	Understand that the consequences of one historical event can sometimes become the causes of another 5	I can identify periods of rapid change in history (5) I can explain	Explain and give varied examples of how life was similar and different in the past 5 Explain and give examples to	I can describe the social and cultural significance of a past society (5) I can

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civilisation leave behind? NC: Non-European society that contrasts with British history	**Who was Al-Zahrawi and what could we learn from Muslim medicine?** **What did the early Islamic civilisation leave behind?** recognise when they are using primary and secondary sources of information to investigate the past 5 use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	dates on a timeline using dates accurately 6 accurately use dates and terms to describe historical events 5&6 understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5 Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6 Identify and compare changes within and across different periods 6	I can use sources of information to form testable hypotheses about the past (5) find and analyse a wide range of evidence about the past 6 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6 consider different ways of checking the accuracy of interpretations of the past 6 start to understand the difference between primary and secondary evidence and start to question its reliability 6	contrasts and trends over time 5 describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5 know that people in the past represent events or ideas in a way that may be to persuade others 6 continue to develop their understanding of how historians and others investigate the past 6 Make links between some of the features of past societies 6	Examine in more detail the short- and long-term causes of an event being studied 5 Understand that some causes may be more significant than others and that some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5 Can explain the role and significance of different causes and effects of a range of events and developments 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	the concepts of continuity and change over time (5) Identify why some changes between different periods of time have had more significant consequences than others 6 Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history 6 Understand and describe in some detail the main changes to an aspect of a period in history 6	show that things may have been different from place to place at the same time 5 Start to give reasons for these similarities and differences 5	describe the characteristic features of the past, including ideas and beliefs (5) Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 6 Identify a range of historically significant people and events from different periods of history and explain why they were significant 6 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 6

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Substantive Concepts and Historical: Power including civilisation, trade, settlement, empire, monarchy
- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- start to recognise that some concepts, such as technology, will be different across different periods of history;

Key Vocabulary:

central hub, Al-Mansur, caliph, Abbassid Empire, cultural capital, labourers, scholars, The Round Citry, Kingdom, faith, Offa's coin, 13th Century, Tigris River, status, Hajj, Muslim, pilgrimage, Holy Cities.

Presenting, Communicating and Organising
- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;

Substantive Knowledge:

- At the time Baghdad was one of the biggest cities in the world, purpose built by Harun al-Rashid to run his empire. It's circular shape and 'zoned' areas with lots of irrigation and green areas make it a very modern city.
- Baghdad was a great centre of learning. The House of Wisdom became a centre for learning drawn from far and wide. The success Baghdad had in trading with other countries
- The Muslim world played a major role in preserving the writings of Ancient Greece and Rome, making them accessible to Europe
- Ibn Battuta travelled and documented his travels. He documented his feelings towards customs and traditions, political and social setup. His recordings were put into a book called the Rihla.
- Important contributors to Muslim medicine, including Al-Zahrawi. The great emphasis Islam placed on medicine and medical advances, and the sheer number of inventions that happened in this period and in this part of the world .
- The achievements of Islam in the many areas of society, and their legacy today. The period ended when the city was sacked by the Mongols.

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	Historical Investigations	**Chronology**	**Evidence and Interpretation**	Knowledge and Understanding of Events and People in the Past	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
World War 2 Battle of Britain *Why was the Battle of Britain a significant turning point for the United Kingdom in World War 2?* *NC:* An aspect or theme of British history that extends pupils' chronological knowledge	**Who were the heroes of the Battle of Britain?** **What events led to the outbreak of World War 2?** **What was appeasement?** **Who was Winston Churchill; why do we remember him?** **What happened at Dunkirk?** **What was the Battle of Britain?** **What was the Blitz?** Recognise when they are using primary and secondary sources of information to investigate the past 5	Order significant events, movements and dates on a timeline 5 Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6 accurately use dates and terms to describe historical events 5&6 understand how some historical events/periods	find and analyse a wide range of evidence about the past 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5 consider different ways of checking the accuracy of interpretations of the past 5	Identify and note connections, contrasts and trends over time in the everyday lives of people 5 use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time 5 describe the key features of the past, including attitudes,	Understand that the consequences of one historical event can sometimes become the causes of another 5 Examine in more detail the short- and long-term causes of an event being studied 5 Understand that some causes may be more significant than others and that	Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity 6 I can identify periods of rapid change in history and contrast them with times of relatively little change (6) Understand	Explain and give varied examples of how life was similar and different in the past 5 Explain and give examples to show that things may have been different from place to place at the same time 5 Start to give reasons for these similarities and differences 5	I can describe the social and cultural significance of a past society (5) Understand that what we consider to be significant can change throughout different periods 5 Start to explain the importance of an event using the following

	Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 Select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	occurred concurrently in different locations, e.g., Great Britain and Germany in 1930s. Understand how multiple historical events occurred at the same time in different locations (WW2 as a significant global event) Identify and compare changes within and across different periods 6	start to understand the difference between primary and secondary evidence and start to question its reliability 5 know that people in the past represent events or ideas in a way that may be to persuade others 5 continue to develop their understanding of how historians and others investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6	beliefs and the everyday lives of men, women and children 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6 know that people in the past represent events or ideas in a way that may be to persuade others	some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5 Can explain the role and significance of different causes and effects of a range of events and developments 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history 6 Understand and describe in some detail the main changes to an aspect of a period in history 6	Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms of	criteria: significant individually, regionally, nationally or globally 5 Identify a range of historically significant people and events from different periods of history and explain why they were significant 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6 Compare the significance of events, development and people across topics 6

Tushingham-with-Grindley CofE Primary School – History Curriculum Progression

Substantive Concepts:
Conflict, including empire, monarchy, civilization
- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Key Vocabulary:

'The Few', 'Ace', RAF, combat raids, Luftwaffe, commonwealth, invade, armistice, Treaty of Versailles, Adolph Hitler, the Nazi party, conscription, appeasement, territory, Munich, 'Peace for our Time', allies, axis powers, persecution, propaganda, evacuation, operation Dynamo, troops, 'little ships', morale, Operation Sealion, operations room, Dowding system, Woomen's Auxiliary Air Force, radar operators, barrage balloons, civilians, air-raid shelter, enrol

Presenting, Communicating and Organising

- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;

Substantive Knowledge:

- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.
- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.The Battle of Britain was a turning point in the war from the Allies. In meant that operation sealion could not take place. The Battle of Britain included teams of people both in the air and on the ground.
- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.
- Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.
- Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.
- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	Historical Investigation	**Chronology**	**Evidence and Interpretation**	Knowledge and Understanding of Events and People in the Past	**Cause and Consequence**	**Chang e and Conti nuity**	**Similarity and Difference**	**Historical Significance**
Crime and Punishment *How has crime and punishment changed over time in Britain?* NC: Post 1066 study	**What have been the broard trends of crime and punishment from the Romans to the 21st century?** **What was crime and punishment in the Roman period?** **How does crime change over time?** **How was crime detected and punished in Roman times?** **How did crime and punishment change after the Romans left?** **What were the reasons for changes in crimes from the Norman to Tudor times?**	Order significant events, movements and dates on a timeline 5 Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6 accurately use dates and terms to describe historical events 5&6	find and analyse a wide range of evidence about the past 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5 consider different ways of checking the accuracy of	Identify and note connections, contrasts and trends over time in the everyday lives of people 5 describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 5 Give own reasons why changes may have occurred	Understand that the consequences of one historical event can sometimes become the causes of another 5 Examine in more detail the short- and long-term causes of an event being studied 5 Understand that some causes may	Understand and describe in some detail the main changes to an aspect of a period in history 5 Identify why some changes between different periods of time have had more significant consequences than others 5	Explain and give varied examples of how life was similar and different in the past 5 Explain and give examples to show that things may have been different from place to place at the same time 5 Start to give reasons for	I can describe the social and cultural significance of a past society (5) Understand that what we consider to be significant can change throughout different periods 5 Start to explain the importance

	Which crimes became common during the Early modern Period? Why? **What were the major changes in the way crimes were punished in the Victorian era?** **How have crimes and their punishments changed and why?** recognise when they are using primary and secondary sources of information to investigate the past 5 use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	Identify and compare changes within and across different periods 6	interpretations of the past 5 start to understand the difference between primary and secondary evidence and start to question its reliability 5 know that people in the past represent events or ideas in a way that may be to persuade others 5 continue to develop their understanding of how historians and others investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6	backed up by evidence 5 Make links between some of the features of past societies 6 start to understand the difference between primary and secondary evidence and start to question its reliability 6	be more significant than others and that some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5 Can explain the role and significance of different causes and effects of a range of events and developments 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5 compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6 compare independently how typical similarities, differences and changes were 6	these similarities and differences 5 Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g., provide some similarities and differences affecting different forms of	of an event using the following criteria: significant individually, regionally, nationally or globally 5 Identify a range of historically significant people and events from different periods of history and explain why they were significant 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6 Compare the significance of

								events, development and people across topics and time periods 6

Substantive Concepts and Historical:
Power and Conflict, including empire, monarchy, civilisation, rebellion.
- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;
- start to recognise that some concepts, such as technology, will be different across different periods of history;

- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate

Vocabulary:

judge, jury, lawyer, solicitor, magistrate, transportation, pillory, assassinate, deterred, crucifixion, defendant, evidence, possessions, weregild, tithings, trial by ordeal, abolished, shaming punishment, Forest law, treason, heresy, smuggling, highwayman, poaching, witchcraft, 'Bloody Code', industiralisation, pickpockets, petty thieves, luddites Bow Street Runner

Presenting, Communicating and Organising:

Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.

Plan and present a self-directed project or research about the studied period

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Substantive Knowledge:

- The Romans developed a detailed legal process. They had laws to cover every possible crime. The Romans believed that if you punished crimes harshly, people would be deterred from committing crimes . You were punished dependent on how important you were. For crimes like burglary, citizens were expected to catch the criminal and bring him to a magistrate. A judge would decide the case. For more serious crimes a jury would decide if someone was guilty or not. Under Roman law, any citizen could bring a case to court. Just like today, the defendant was innocent until proven guilty and they were allowed to present evidence in their defence. Prison was not used as a punishment in Roman times. They were used to hold those awaiting trail or execution. Because there were no police in Roman times, lots of criminals got away without being punished. People asked their friends to help them catch criminals to take them to trial. However, if this wasn't possible they would asks the gods for help with a curse tablet.

- The Roman system of law has had a huge influence on the modern practice of law. In the Saxon period, Roman law was the basis of many law systems although a lot was changed. From the medieval period, Roman law was rediscovered and used to regulate crimes against property.

- In the Anglo-Saxon and Viking period instead of punishment, most crimes demanded that the criminal pay the injured party compensation, known as weregild. The amount of compensation a person got depended on their standing in society. There were no police but villagers were divided into ten households called tithings who made sure that wrongdoers were brought to justice. People accused of a crime were brought to court. There were no lawyers but a jury would swear an oath of guilt or innocence. A criminal could be outlawed for a crime. Only the most serious crimes earned a death penalty. If there were no witnesses to a crime, the accused could have trial by ordeal.

  When the Normans invaded in 1066, they brought a new system of laws with them. Harsher punishments and weregild was more or less abolished. Instead, people were mutilated, executed or fined for their crimes. The Lord of the manor would be a judge at regular courts and many trials would have juries too. Trial by ordeal ended around the year 1200. Shaming punishments were used. Forest Law: The Norman kings set up large forests where they could hunt for deer. Anyone living in the royal forests now had to have a licence to hunt animals or gether firewood.

- Throughout the Middle Ages, the Church had its own courts. These tried crimes of a religious nature. Anyone on the run from the law could claim sanctuary by going to church. Towards the end of the medieval period, towns and communities were getting bigger, which made law and order more difficult. Lords who used their power to terrorise local villages were a problem. Towns and communities started appointing their own constables. The King appoints Justice of the Peace which was the first time law enforcement became the role of certain people instead of the whole community.

- In Tudor times there were specific crimes relating to religion following Henry VIII's break away from the Catholic church. The poor had to turn to crimes such as theft to feed themselves after the Catholic monasteries were closed. Anyone who disagreed with the changes were charged with heresy and burned at the stake or executed for treason.

- In 1605 (in the early modern period) thirteen men plotted to blow up the Houses of Parliament when the new King, James I arrived to open Parliament. The plotters were Catholic and James I was Protestant, so they didn't want him on the thrown. Guy Fawkes was caught red-handed with the gunpowder and was tortured. Following interrogations and trials, eleven of the thirteen men were hanged, drawn and quartered for treason. Many women were accused and executed for witchcraft and burned at the stake. Smuggling became more common because the government raised taxes on tea and tobacco. Poaching became a common crime. Increased use of horse and carriages led to people becoming

	highwaymen. To prevent a rising crime rate, punishments were made very harsh. A system of laws known as the 'Bloody Code' listed 200 crimes that were punishable by death. Transportation to America was introduced as a new punishment. - In the Victorian era industrialization meant that more people were living in towns and cities which became busy and crowded. Theft was still the most common crime: pickpockets and petty thieves were rife in towns and cities. Smuggling and highwaymen died out due to cuts in tax and people travelled more by train. New crimes were created with changes in society: railway crimes, political crimes such as stiking, rioting and destroying machinery. The police force was introduced. In 1829, Sir Robert Peel passed the Metropolitan Police Act and set up the first real police force for the whole of London. Old shaming punishments went out of fashion. Public hangings and transportation continued until prisons were developed. Prisons were meant to be unpleasant places to deter crime. The crank and the treadmill. Victorian prisons were reformed. Workhouses were used to house the poor: conditions were often harsh and unpleasant.

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	Investigation	**Chronology**	**Evidence and Interpretation**	**K&U of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Britain's Settlement by Anglo-Saxons and Scots *How does Archaeology help us to learn about the lives of the Anglo-Saxons and Scots?* NC: Britain's settlement by Anglo-Saxons and Scots	**Can you make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?** **What can we learn from the artefacts in the Staffordshire Hoard?** **How did life in England change after the fall of the Roman Empire?** **Were the Anglo-Saxons invaders or settlers?** **How do we know about the Picts and Scots? How did their lives compare to the Anglo-Saxons?** **What can we infer about life in Anglo-Saxon Britain from the story of Beowulf?** **How did religious beliefs and practices change during the Anglo-Saxon period?** recognise when they are using primary and secondary sources of information to investigate the past 5 use a wide range of different evidence to collect evidence about the past,	Order significant events, movements and dates on a timeline 5 Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6 accurately use dates and terms to describe historical events 5&6 understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5 Understand how multiple historical events occurred at the same time in	find and analyse a wide range of evidence about the past 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5 consider different ways of checking the accuracy of interpretations of the past 5 start to understand the difference between primary and secondary evidence and start to question its reliability 5 know that people in the past represent	Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe the key features of the past, including attutudes, beleifs and the everyday lives of men, women and children Choose reliable sources of information to find out about the past 5 find and analyse a wide range of evidence about the past 6 use a range of evidence to offer some clear reasons for	Understand that the consequences of one historical event can sometimes become the causes of another 5 Examine in more detail the short- and long-term causes of an event being studied 5 Understand that some causes may be more significant than others and that some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5	Understand and describe in some detail the main changes to an aspect of a period in history 5 Identify why some changes between different periods of time have had more significant consequences than others 5 Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5	Identify and give examples of how live was different for different people in the same and different periods of time, such as different rights, different religious beliefs Identify and give some examples of how life was similar in the past	I can describe the social and cultural significance of a past society (5) Understand that what we consider to be significant can change throughout different periods 5 Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5 Identify a range of

	such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	different locations (Early Islamic Civilisations and those around the world) 6 Identify and compare changes within and across different periods 6	events or ideas in a way that may be to persuade others 5 continue to develop their understanding of how historians and others investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6	different interpretations of events, linking this to factual understanding about the past 6 consider different ways of checking the accuracy of interpretations of the past 6 start to understand the difference between primary and secondary evidence and start to question its reliability 6	Can explain the role and significance of different causes and effects of a range of events and developments 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6 compare independently how typical similarities, differences and changes were 6		historically significant people and events from different periods of history and explain why they were significant 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6 Compare the significance of events, development and people across topics and time periods 6

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Substantive Concepts: Society and Community and Exploration and Invasion, including migration, settlement, rebellion, monarchy, religion **Vocabulary:** Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots, invade, migrate, settle, bias **Presenting, Communicating and Organising:** Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives. - Plan and present a self-directed project or research about the studied period	**Substantive Knowledge:** - Understand the informative importance of artefacts to the study of Anglo-Saxon history - Know where the Anglo-Saxon tribes originated from, and some of the theories as to why they settled in Britain - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon Kingdoms; - Anglo-Saxon kingdoms took more than a century to form and many different tribes lived in Britain at the time. - Have a substantial knowledge base of Sutton Hoo and understand its archaeological importance in Anglo-Saxon history and its crucial contribution to the study of early British history. - Understand the importance of the findings in the Staffordshire hoard and how this altered the perceptions of Anglo-Saxon England in the seventh and eighth centuries. - Anglo-Saxon influence can be seen in place names in Britain today; - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did; - Understand the religious beliefs and practices of the Anglo-Saxons and how that changed and developed in the 6th century with the introduction to Christianity, largely due to the settling monks, such as St Augustine in 597 AD - Recognise the key features of Anglo-Saxon art and weapon-making, and their important links to personal identity and religion - Have a secure understanding of the development of kingship during the Anglo-Saxon settlement and how that development had an important impact on England's societal organisation

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	**Historical Investigation**	**Chronology**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
The River Dee: How it shaped the lives of people in Chester	A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Grosvenor Museum led visit to explore how the River Dee has shaped the lives of the people of Chester over history.	Order significant events, movements and dates on a timeline 5 Order an increasing number of significant events,	find and analyse a wide range of evidence about the past 5 use a range of evidence to offer some clear reasons	Identify and note connections, contrasts and trends over time in the everyday lives of people 5	Understand that the consequences of one historical event can sometimes become the causes of another 5	Understand and describe in some detail the main changes to an aspect of a period in history 5	I use appropriate historical vocabulary to compare and contrast key people/event s/ artefacts in	I can describe the social and cultural significance of a past society (5)

	Children select an aspect of their learning to investigate in detail. recognise when they are using primary and secondary sources of information to investigate the past 5 use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	movements and dates on a timeline using dates accurately 6 accurately use dates and terms to describe historical events 5&6 understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5 Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6 Identify and compare changes within and across different periods 6	for different interpretations of events, linking this to factual understanding about the past 5 consider different ways of checking the accuracy of interpretations of the past 5 start to understand the difference between primary and secondary evidence and start to question its reliability 5 know that people in the past represent events or ideas in a way that may be to persuade others 5 continue to develop their understanding of how historians and others investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons	Use appropriate historical terms, such as culture, religious, social and economic and political when describing the connections, contrasts and trends over time 5 Describe the key features of the past, including attutudes, beleifs and the everyday lives of men, women and children 5 Find and analyse a wide range of evidence about the past 6 Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 6 Consider different ways of checking the accuracy of interpretations of the past 6	Examine in more detail the short- and long-term causes of an event being studied 5 Understand that some causes may be more significant than others and that some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5 Can explain the role and significance of different causes and effects of a range of events and developments 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	Identify why some changes between different periods of time have had more significant consequences than others 5 Understand that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5 compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6 compare independently how typical similarities, differences and changes were 6	history (6)	Understand that what we consider to be significant can change throughout different periods 5 Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6

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			why there may be different accounts of history linking this to factual understanding of the past 6					Compare the significance of events, development and people across topics and time periods 6

Substantive Concepts:
Society and Community, including settlement, trade, civilization and industry

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Grosvenor Museum led visit to explore how the River Dee has shaped the lives of the people of Chester over history.

Children select an aspect of their learning to investigate in detail.

	Historical Enquiry				**Disciplinary Concepts**			
Class 4 Year 5 and 6	**Historical Investigation**	**Chronology**	**Evidence and Interpretation**	**Knowledge and Understanding of Events and People in the Past**	**Cause and Consequence**	**Change and Continuity**	**Similarity and Difference**	**Historical Significance**
Vikings and Anglo-Saxons How did Britain change during the settlement of the Anglo-Saxons and Vikings?	The period after the Romans left Britain is sometimes referred to as the Dark Ages. Why do you think this might be? Imagine you're an Anglo-Saxon. How do you feel about the Viking invasion and what will you do to protect yourselves? The Vikings first started colonising England in 865. It took them just thirteen years to occupy a third of Britain. Why do you think they were able to do this? Why was King Alfred known as 'Alfred the Great'?	Order significant events, movements and dates on a timeline 5 Order an increasing number of significant events, movements and dates on a timeline using dates accurately 6 accurately use dates and terms to describe historical events 5&6	find and analyse a wide range of evidence about the past 5 use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past 5 consider different ways of checking the accuracy of	Identify and note connections, contrasts and trends over time in the everyday lives of people 5 Use appropriate historical terms, such as culture, religious, social and economic and political when describing the connections, contrasts and trends over time	Understand that the consequences of one historical event can sometimes become the causes of another 5 Examine in more detail the short- and long-term causes of an event being studied 5 Understand that some causes may be more	Understand and describe in some detail the main changes to an aspect of a period in history 5 Identify why some changes between different periods of time have had more significant consequences than others 5 Understand	Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give	I can describe the social and cultural significance of a past society (5) Understand that what we consider to be significant can change throughout different periods 5 Start to explain the

	What do you think might have been different about the lives of those living under the Danelaw and those living in the rest of England? What might have been similar? How and when did England become a unified country? Why were the years 1016 and 1066 significant? recognise when they are using primary and secondary sources of information to investigate the past 5 use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites 5 select relevant sections of information to address historically valid questions and construct detailed, informed responses 5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 6 investigate their own lines of enquiry by posing historically valid questions to answer 6	understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt 5 Understand how multiple historical events occurred at the same time in different locations (Early Islamic Civilisations and those around the world) 6 Identify and compare changes within and across different periods 6	interpretations of the past 5 start to understand the difference between primary and secondary evidence and start to question its reliability 5 know that people in the past represent events or ideas in a way that may be to persuade others 5 continue to develop their understanding of how historians and others investigate the past 5 Evaluate evidence to choose the most reliable forms 6 Know that people in the past have a point of view and that this can affect interpretation 6 Give clear reasons why there may be different accounts of history linking this to factual understanding of the past 6	5 Describe the key features of the past, including attutudes, beleifs and the everyday lives of men, women and children 5 Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Continue to develop their understanding of how historians and others investigate the past 6 Make links between some of the features of past societies (e.g., religion, houses, society, technology	significant than others and that some causes are less significant 5 Begin to understand that historians may not agree on the main causes of an event 5 Can explain the role and significance of different causes and effects of a range of events and developments 6 Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects 6	that there are times in history when change happens suddenly, and these moments of change can be referred to as 'turning points' in history 5 compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change 6 compare independently how typical similarities, differences and changes were 6	reasons for these similarities and differences.	importance of an event using the following criteria: significant individually, regionally, nationally or globally 5 Identify a range of historically significant people and events from different periods of history and explain why they were significant 5 Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had 5 Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance 6

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								Compare the significance of events, development and people across topics and time periods 6

Substantive Concepts:

Exploration and Invasion, including migration, trade, monarchy, settlement.

Vocabulary:
Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid

Presenting, Communicating and Organising:

Present, communicate and organize ideas from the past using detailed discussions, debates and more detailed written narratives.

Plan and present a self-directed project or research about the studied period

Substantive Knowledge:
The Vikings came from an area where Scandanavian countries are today. They explored, traded and raided other lands. They raided parts of Britain-including monasteries for their valuable possessions-also traded in Britain.

- The Vikings invaded and settled in Scotland. The eventually invaded and settled in England too.
- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.Anglo-Saxon kings made continuous attempts to regain land from the Vikings.
- Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms;
- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.