Transitional Curriculum Progression Map

History

National Curriculum:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Each term, the knowledge organiser and skills/knowledge task will be shared with parents to share and complete if they would like to. The quiz will be completed at the end of each unit of study, with the scores recorded to inform teacher assessment at the end of the year.

Curriculum overview

	Year 3/4	Year 4/5	Year 5/6
Units	Egyptians (Year 3) Tudor/Victorian children Mayans	Vikings Windrush (bespoke) Greeks	Victorians WW2 Bank Note

Chronological awareness

Skills

Year 3/4	Year 4/5	Year 5/6
• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline.	• Sequence events on a timeline and increasingly compare where they fit with periods studied previously. • Use BC, AD and century accurately and begin to place dates in the correct century independently. • Use relevant dates, period labels and chronological vocabulary when discussing and writing about the past. • Develop a chronologically secure understanding of British, local and world history across the periods studied. • Place the time, period and wider context of a study on a timeline. • Relate the current study to other periods already studied and begin to make connections between contexts. • Work out intervals and durations and begin to consider scale when representing time. • Create simple timelines independently, selecting significant events with increasing justification.	• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• To know that history is divided into periods of history e.g. ancient times, middle ages and modern. • To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. • To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. • To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. • To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.	• To know that history is divided into periods and that periods have characteristics which distinguish them. • To understand how centuries are named and how to place dates in the correct century. • To know relevant period labels and chronological terms for the periods studied. • To know that dates can be used to calculate intervals and the duration of events and periods. • To understand that timelines can use different scales depending on the length of time represented. • To understand that significant events can be selected to construct a purposeful timeline.	• To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century • To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events.

Disciplinary concepts

Skills

Year 3/4	Year 4/5	Year 5/6
• Change and continuity: Identifying reasons for change and reasons for continuities. • Change and continuity: Identifying what the situation was like before the change occurred. • Change and continuity: Comparing different periods of history and identifying changes and continuity. • Change and continuity: Describing the changes and continuity between different periods of history. • Change and continuity: Identifying the links between different societies. • Cause and consequence: Identifying the consequences of events and the actions of people. • Cause and consequence: Identifying reasons for historical events, situations and changes. • Similarities and differences: Identifying similarities and differences between periods of history. • Similarities and differences: Explaining similarities and differences between daily lives of people in the past and today. • Similarities and differences: Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Historical significance: Recalling some important people and events. • Historical significance: Identifying who is important in historical sources and accounts. • Sources of evidence: Using a range of sources to find out about a period. • Sources of evidence: Using evidence to build up a picture of a past event. • Sources of evidence: Observing the small details when using artefacts and pictures. • Sources of evidence: Identifying sources which are influenced by the personal beliefs of the author • Historical interpretations: Identifying and giving reasons for different ways in which the past is represented. • Historical interpretations: Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Historical interpretations: Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Historical interpretations: Evaluating the usefulness of different sources.	• Change and continuity: Identify reasons for change and continuity and begin to explain links between events and changes within and across periods. • Change and continuity: Describe similarities, changes and continuities using increasingly precise period vocabulary. • Cause and consequence: Give reasons for historical events and their consequences and begin to explain how several causes or consequences may be connected. • Similarities and differences: Describe and explain similarities and differences between societies and make links with other periods studied. • Historical significance: Identify significant people, events and developments and begin to compare their significance using simple criteria. • Sources of evidence: Recognise primary and secondary sources and use a range of evidence to investigate a particular aspect of the past. • Sources of evidence: Identify bias or limitations in sources with support and consider how the author's beliefs or purpose may affect a source. • Historical interpretations: Compare different accounts of the same event and suggest reasons for different versions. • Historical interpretations: Evaluate the usefulness of sources and begin to explain how different evidence can lead to different conclusions.	• Change and continuity: Making links between events and changes within and across different time periods / societies. • Change and continuity: Identifying the reasons for changes and continuity. • Change and continuity: Describing the links between main events, similarities and changes within and across different periods/studied. • Change and continuity: Describing the links between different societies. • Change and continuity: Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well • Change and continuity: Analysing and presenting the reasons for changes and continuity. • Cause and consequence: Giving reasons for historical events, the results of historical events, situations and changes. • Cause and consequence: Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Similarities and differences: Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Similarities and differences: Making links with different time periods studied. • Similarities and differences: Describing change throughout time. • Historical significance: Identifying significant people and events across different time periods. • Historical significance: Comparing significant people and events across different time periods. • Historical significance: Explain the significance of events, people and developments. • Sources of evidence: Recognising primary and secondary sources • Sources of evidence: Using a range of sources to find out about a particular aspect of the past. • Sources of evidence: Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Sources of evidence: Describing how secondary sources are influenced by the beliefs, cultures and time of the author. • Historical interpretations: Comparing accounts of events from different sources. • Historical interpretations: Suggesting explanations for different versions of events. • Historical interpretations: Evaluating the usefulness of historical sources. • Historical interpretations: Identifying how conclusions have been arrived at by linking sources. • Historical interpretations: Developing strategies for checking the accuracy of evidence. • Historical interpretations: Addressing and devising historically valid questions. • Historical interpretations: Understanding that different evidence creates different conclusions. • Historical interpretations: Evaluating the interpretations made by historians.

Knowledge

Year 3/4	Year 4/5	Year 5/6
• Change and continuity: To know that change can be brought about by advancements in transport and travel. • Change and continuity: To know that change can be brought about by advancements in materials. • Change and continuity: To know that change can be brought about by advancements in trade • Cause and consequence: To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • Cause and consequence: To know that advancements in science and technology can be the cause of change. • Historical significance: To know that significant archaeological findings are those which change how we see the past. • Historical significance: To know that 'historically significant' events are those which changed many	• Change and continuity: To know that change can be brought about by developments such as trade, technology and conflict. • Cause and consequence: To know that actions of individuals and groups can cause change, including people standing up for their rights. • Historical significance: To know that significance can be judged in different ways and that criteria for significance may vary. • Sources of evidence: To know that archaeological, documentary, official and visual evidence can all contribute to knowledge of the past. • Sources of evidence: To know that primary sources may have particular value but still need to be considered critically. • Historical interpretations: To know that assumptions and interpretations can change when new evidence is discovered.	• Change and continuity: To know that change can be brought about by conflict. • Change and continuity: To know that change can be traced using the census. • Cause and consequence: To know that members of society standing up for their rights can be the cause of change. • Historical significance: To know how historians select criteria for significance and that this changes. • Sources of evidence: To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. • Sources of evidence: To understand the types of information that can be extracted from the census. • Sources of evidence: To understand that inventories are useful sources of evidence to find out about people from the past.

Year 3/4	Year 4/5	Year 5/6
people's lives and had an impact for many years to come. • Sources of evidence: To know that archaeological evidence can be used to find out about the past. • Sources of evidence: To know that we can make inferences and deductions using images from the past. • Historical interpretations: To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • Historical interpretations: To know that assumptions made by historians can change in the light of new evidence.	• Historical interpretations: To know that audience, purpose, creator and accuracy are important when considering reliability.	• Sources of evidence: To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. • Sources of evidence: To understand how to compare different census extracts by analysing the entries in individual columns. • Sources of evidence: To know that the most reliable sources are primary sources which were created for official purposes. • Historical interpretations: To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • Historical interpretations: To understand that there are different interpretations of historical figures and events.

Historical enquiry

Skills

Year 3/4	Year 4/5	Year 5/6
• Posing historical questions: Understanding how historical enquiry questions are structured. • Posing historical questions: Creating historically-valid questions across a range of time periods, cultures and groups of people. • Posing historical questions: Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Posing historical questions: Creating questions for different types of historical enquiry. • Posing historical questions: Asking questions about the bias of historical evidence. • Gathering, organising and evaluating evidence: Using a range of sources to construct knowledge of the past. • Gathering, organising and evaluating evidence: Defining the terms 'source' and 'evidence'. • Gathering, organising and evaluating evidence: Extracting the appropriate information from a historical source. • Gathering, organising and evaluating evidence: Selecting and recording relevant information from a range of sources to answer a question. • Gathering, organising and evaluating evidence: Identifying primary and secondary sources. • Gathering, organising and evaluating evidence: Identifying the bias of a source. • Gathering, organising and evaluating evidence: Comparing and contrasting different historical sources. • Interpreting findings, analysing and making connections: Understanding that there are different ways to interpret evidence. • Interpreting findings, analysing and making connections: Interpreting evidence in different ways. • Interpreting findings, analysing and making connections: Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Interpreting findings, analysing and making connections: Making links and connections across a period of time, cultures or groups. • Interpreting findings, analysing and making connections: Asking the question "How do we know?" • Evaluating and drawing conclusions: Understanding that there may be multiple conclusions to a historical enquiry question. • Evaluating and drawing conclusions: Reaching conclusions that are substantiated by historical evidence. • Evaluating and drawing conclusions: Recognising similarities and differences between past events and today. • Communicating findings: Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Communicating findings: Constructing answers using evidence to substantiate findings. • Communicating findings: Identifying weaknesses in historical accounts and arguments. • Communicating findings: Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Communicating findings: Creating a structured response or narrative to answer a historical enquiry. • Communicating findings: Describing past events orally or in writing, recognising similarities and differences with today	• Posing historical questions: Create historically valid enquiry questions and begin to plan how an enquiry could be answered. • Posing historical questions: Ask increasingly challenging questions about cause, change, significance, viewpoint and interpretation. • Gathering, organising and evaluating evidence: Select relevant information from a range of sources and distinguish between primary and secondary evidence. • Gathering, organising and evaluating evidence: Identify bias, compare sources and begin to recognise gaps in the available evidence. • Gathering, organising and evaluating evidence: Consider purpose, audience and creator when judging the usefulness and reliability of a source. • Interpreting findings: Make deductions from documentary and concrete evidence and make links across periods, cultures and groups. • Evaluating and drawing conclusions: Reach conclusions supported by more than one source and recognise that an enquiry may have more than one valid conclusion. • Evaluating and drawing conclusions: Begin to evaluate the strength of a conclusion and identify what further evidence might help. • Communicating findings: Construct increasingly structured accounts using historical terms and evidence to support claims. • Communicating findings: Present knowledge in different forms, including discussion, debate, drama, art, writing and digital outcomes.	• Posing historical questions: Planning a historical enquiry. • Posing historical questions: Suggesting the evidence needed to carry out the enquiry. • Posing historical questions: Identifying methods to use to carry out the research. • Posing historical questions: Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Posing historical questions: Creating a hypothesis to base an enquiry on. • Posing historical questions: Asking questions about the interpretations, viewpoints and perspectives held by others. • Gathering, organising and evaluating evidence: Using different sources to make and substantiate historical claims. • Gathering, organising and evaluating evidence: Developing an awareness of the variety of historical evidence in different periods of time. • Gathering, organising and evaluating evidence: Distinguishing between fact and opinion. • Gathering, organising and evaluating evidence: Recognising 'gaps' in evidence • Gathering, organising and evaluating evidence: Identifying how sources with different perspectives can be used in a historical enquiry. • Gathering, organising and evaluating evidence: Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Gathering, organising and evaluating evidence: Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Evaluating and drawing conclusions: Interpreting evidence in different ways using evidence to substantiate statements. • Evaluating and drawing conclusions: Making increasingly complex interpretations using more than one source of evidence. • Evaluating and drawing conclusions: Challenging existing interpretations of the past using interpretations of evidence. • Evaluating and drawing conclusions: Making connections, drawing contrasts and analysing within a period and across time. • Evaluating and drawing conclusions: Beginning to interpret simple statistical sources. • Evaluating and drawing conclusions: Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating and drawing conclusions: Evaluating conclusions and identifying ways to improve conclusions. • Communicating findings: Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Communicating findings: Showing written and oral evidence of continuity and change as well as indicting simple causation. • Communicating findings: Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Communicating findings: Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Communicating findings: Constructing explanations for past events using cause and effect. • Communicating findings: Using evidence to support and illustrate claims.

Substantive concepts

Knowledge

Year 3/4	Year 4/5	Year 5/6
• Power (monarchy, government and empire): To understand the development of groups, kingdom and monarchy in Britain. • Power (monarchy, government and empire): To know who became the first ruler of the whole of England. • Power (monarchy, government and empire): To understand the expansion of empires and how they were controlled across a large empire. • Power (monarchy, government and empire): To understand that societal hierarchies and structures existed including aristocracy and peasantry. • Power (monarchy, government and empire): To understand some reasons why empires fall/collapse. • Invasion, settlement and migration: To know that there were different reasons for invading Britain. • Invasion, settlement and migration: To understand that there are varied reasons for coming to Britain. • Invasion, settlement and migration: To know that there are different reasons for migration • Invasion, settlement and migration: To know that settlement created tensions and problems. • Invasion, settlement and migration: To understand the impact of settlers on the existing population. • Invasion, settlement and migration: To understand the earliest settlements in Britain. • Invasion, settlement and migration: To know that settlements changed over time. • Civilisation (social and cultural): To understand how invaders and settlers influence the culture of the existing population • Civilisation (social and cultural): To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • Civilisation (social and cultural): To know that education existed in some cultures, times and groups. • Trade: To know that communities traded with each other and over the English Channel in the Prehistoric Period. • Trade: To understand that trade began as the exchange of goods. • Trade: To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • Trade: To understand that the Roman invasion led to a great increase in British trade with the outside world. • Trade: To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. • Trade: To understand that trade develops in different times and ways in different civilisations. • Trade: To understand that the traders were the rich members of society • Beliefs: To understand that there are different beliefs in different cultures, times and groups. • Beliefs: To know about paganism and and the introduction of Christianity in Britain. • Beliefs: To know how Christianity spread. • Beliefs: To compare the beliefs in different cultures, times and groups. • Achievements and follies of mankind: To be able to identify achievements and inventions that still influence our lives today from Roman times. • Achievements and follies of mankind: To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • Achievements and follies of mankind: To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	• Power (monarchy, government and empire): To understand that power can be organised in different ways, including monarchy, government and empire, and that this changes over time. • Power (monarchy, government and empire): To understand that empires expand and decline for different reasons. • Invasion, settlement and migration: To understand that people invade, settle and migrate for a range of increasingly complex reasons and that this can create change and tension. • Invasion, settlement and migration: To understand that migration to Britain has taken place from different parts of the world and has affected society. • Civilisation (social and cultural): To understand that societies are organised differently across cultures and periods and that roles, education and social structures change. • Civilisation (social and cultural): To begin to compare how different societies organise daily life and education. • Trade: To understand that trade routes and methods develop over time and can influence settlement, wealth, conflict and cultural exchange. • Trade: To understand that trade can connect Britain with wider regions and increase the range of goods available. • Beliefs: To understand that beliefs differ between cultures, times and groups and can influence the organisation and actions of society. • Achievements and follies of mankind: To identify important achievements of past societies and begin to explain why they were significant. • Achievements and follies of mankind: To understand that conflict and war can have significant effects on communities and daily life.	• Power (monarchy, government and empire): To understand how the monarchy exercised absolute power. • Power (monarchy, government and empire): To understand the process of democracy and parliament in Britain. • Power (monarchy, government and empire): To understand that different empires have different reasons for their expansion. • Power (monarchy, government and empire): To understand that there are changes in the nature of society. • Power (monarchy, government and empire): To know that there are different reasons for the decline of different empires. • Invasion, settlement and migration: To understand there are increasingly complex reasons for migrants coming to Britain. • Invasion, settlement and migration: To understand that migrants come from different parts of the world. • Invasion, settlement and migration: To know about the diverse experiences of the different groups coming to Britain over time. • Beliefs: To be aware of the different beliefs that different cultures, times and groups hold. • Beliefs: To understand the changing nature of religion in Britain and its impact. • Beliefs: To be aware of how different societies practise and demonstrate their beliefs. • Beliefs: To be able to identify the impact of beliefs on society. • Civilisation (social and cultural): To understand the changes and reasons for the organisation of society in Britain. • Civilisation (social and cultural): To understand how society is organised in different cultures, times and groups. • Civilisation (social and cultural): To be able to compare development and role of education in societies. • Civilisation (social and cultural): To be able to compare education in different cultures, times and groups. • Civilisation (social and cultural): To understand the changing role of women and men in Britain. • Civilisation (social and cultural): To understand that there are differences between early and later civilisations. • Trade: To know that trade routes from Britain expanded across the world . • Trade: To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. • Trade: To understand that the expansion of trade routes increased the variety of goods available. • Trade: To understand that the methods of trading developed from in person to boats, trains and planes. • Trade: To understand the development of global trade. • Trade: To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain • Achievements and follies of mankind: To understand that people in the past were as inventive and sophisticated in thinking as people today. • Achievements and follies of mankind: To know that new and sophisticated technologies were advanced which allowed cities to develop. • Achievements and follies of mankind: To understand the impact of war on local communities. • Achievements and follies of mankind: To know some of the impacts of war on daily lives. • Achievements and follies of mankind: To be able to identify the achievements of civilisations and explain why these achievements were so important. • Achievements and follies of mankind: To be able to compare the achievements of different civilisations and groups.

Year 3/4

Egyptians

Key knowledge	Key skills	Key vocabulary
• To know that AD means Anno Domini and can be used to show years from the year 1AD. • To know that change can be brought about by advancements in trade. • To know that significant archaeological findings are those which change how we see the past. • To know that archaeological evidence can be used to find out about the past. • To know that we can make inferences and deductions using images from the past. • To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To understand that there are different beliefs in different cultures, times and groups. • To compare the beliefs in different cultures, times and groups. • To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. • Using BC/AD/Century. • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline. • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Understanding that there are different ways to interpret evidence. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" • Understanding that there may be multiple conclusions to a historical enquiry question. • Reaching conclusions that are substantiated by historical evidence. • Constructing answers using evidence to substantiate findings. • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry.	• achievement • afterlife • beliefs • chronological • civilisation • continuity • creation • goods • trade

Year 3/4

Tudor/Victorian Children

Key knowledge	Key skills	Key vocabulary
• To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • To know that advancements in science and technology can be the cause of change. • To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. • To know that we can make inferences and deductions using images from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that education existed in some cultures, times and groups.	• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Making a simple individual timeline. • Identifying reasons for change and reasons for continuities. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Identifying similarities and differences between periods of history. • Explaining similarities and differences between daily lives of people in the past and today. • Recalling some important people and events. • Identifying who is important in historical sources and accounts. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Identifying sources which are influenced by the personal beliefs of the author. • Identifying and giving reasons for different ways in which the past is represented. • Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Evaluating the usefulness of different sources. • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence. • Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today.	• apprentice • childhood • class • continuity • deduction • law • master • modern • poorer • poverty • servant • significance • wealthier • working conditions

Year 3/4

Mayans

Key knowledge	Key skills	Key vocabulary
• History is divided into periods of history, e.g. ancient times, Middle Ages and modern. • A chronologically secure knowledge of local, British and world history across the periods studied. • Change can be brought about by advancements in materials. • Change can be brought about by advancements in trade. • Advancements in science and technology can be the cause of change. • Significant archaeological findings are those which change how we see the past. • 'Historically significant' events are those which changed many people's lives and had an impact for many years to come. • Archaeological evidence can be used to find out about the past. • We can make inferences and deductions using images from the past. • Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • Assumptions made by historians can change in the light of new evidence. • Some important people and events. • Settlements changed over time. • Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • Education existed in some cultures, times and groups. • Trade began as the exchange of goods. • There are different beliefs in different cultures, times and groups. • The achievements of ancient civilisations contributed to the development of technology, culture and science.	• Using BC/AD/Century. • Placing the time studied on a timeline. • Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient. • Noticing connections over a period of time. • Identifying what the situation was like before the change occurred. • Comparing different periods of history and identifying changes and continuity. • Describing the changes and continuity between different periods of history. • Identifying the links between different societies. • Identifying the consequences of events and the actions of people. • Identifying reasons for historical events, situations and changes. • Using a range of sources to find out about a period. • Using evidence to build up a picture of a past event. • Observing the small details when using artefacts and pictures. • Identifying and giving reasons for different ways in which the past is represented. • Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books. • Asking questions about the main features of everyday life in periods studied (e.g. how did people live?). • Using a range of sources to construct knowledge of the past. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Understanding that there are different ways to interpret evidence. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question, 'How do we know?' • Understanding that there may be multiple conclusions to a historical enquiry question. • Reaching conclusions that are substantiated by historical evidence. • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today. • Comparing the beliefs of different cultures, times and groups.	• achievement • afterlife • ancient • civilisation • creation • currency • decline • gods/goddesses • historian • ritual • settlement • trade

Year 4/5

Vikings

Key knowledge	Key skills	Key vocabulary
• To understand that historical periods have characteristics that distinguish them. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events. • To know that change can be brought about by conflict. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that different empires have different reasons for their expansion. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires. • To understand there are increasingly complex reasons for migrants coming to Britain. • To understand that migrants come from different parts of the world. • To know about the diverse experiences of the different groups coming to Britain over time. • To be aware of the different beliefs that different cultures, times and groups hold. • To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. • To understand the changes and reasons for the organisation of society in Britain. • To know that trade routes from Britain expanded across the world. • To understand that the expansion of trade routes increased the variety of goods available. • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand the development of global trade. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives. • To be able to identify the achievements of civilisations and explain why these achievements were so important.	• Putting dates in the correct century. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on timeline to other periods of history studied. • Making links between events and changes within and across different time periods / societies. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Comparing significant people and events across different time periods. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Suggesting explanations for different versions of events. • Identifying how conclusions have been arrived at by linking sources. • Understanding that different evidence creates different conclusions. • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Challenging existing interpretations of the past using interpretations of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating conclusions and identifying ways to improve conclusions. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims.	• exchange • trade route

Year 4/5

Windrush

Key knowledge	Key skills	Key vocabulary
• Wider chronological and thematic context: Windrush within the wider 20th-century migration patterns and British social history. • Deeper understanding of causes (economic, political, social) and multiple consequences (cultural enrichment, changes to labour, social tensions). • Knowledge of significant figures/events linked to Windrush and later recognition (e.g., community leaders, Windrush Day, apologies/Redress). • Awareness of how memory and history are preserved (oral histories, archives, monuments).	• Independently evaluate and compare different source types for reliability and perspective (e.g., newspaper report vs. oral testimony). • Construct short, evidence-based narratives explaining why Windrush migration mattered to Britain and to individual lives. • Make links across periods (e.g., compare Windrush migration to other migration episodes studied) and suggest how the past shapes present local community. • Communicate findings through a range of outcomes (written account, timeline, presentation, or a collective memorial project).	• Windrush • migrant • Commonwealth • push/pull factors • primary source • oral history • migration policy • Windrush Day • contribution • legacy

Year 4/5

Greeks

Key knowledge	Key skills	Key vocabulary
• To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) • To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians. • To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To know that members of society standing up for their rights can be the cause of change. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events. • To understand the process of democracy and parliament in Britain. • To understand that different empires have different reasons for their expansion. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires. • To be aware of the different beliefs that different cultures, times and groups hold. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society. • To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To be able to compare education in different cultures, times and groups. • To understand that there are differences between early and later civilisations. • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies were advanced which allowed cities to develop. • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.	• Sequencing events on a timeline, comparing where they fit in with times studied in previous year groups. • Using the terms AD and BC in their work. • Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Relating current study on a timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods/societies. • Describing the links between main events, similarities and changes within and across different periods studied. • Describing the links between different societies. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for, and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Describing how secondary sources are influenced by the beliefs, cultures and time of the author. • Comparing accounts of events from different sources. • Evaluating the usefulness of historical sources. • Addressing and devising historically valid questions. • Understanding that different evidence creates different conclusions. • Evaluating the interpretations made by historians. • Identifying methods to use to carry out the research. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Making increasingly complex interpretations using more than one source of evidence. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.	• citizen • democracy • legacy

Year 5/6

Victorians

Key knowledge	Key skills	Key vocabulary
• To know that change can be traced using the census. • To know that members of society standing up for their rights can be the cause of change. • To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. • To understand the types of information that can be extracted from the census. • To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. • To understand how to compare different census extracts by analysing the entries in individual columns. • To know that the most reliable sources are primary sources which were created for official purposes. • To understand the changes and reasons for the organisation of society in Britain. • To be able to compare development and role of education in societies. • To understand the changing role of women and men in Britain.	• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. • Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age. • Relating current study on timeline to other periods of history studied. • Comparing and making connections between different contexts in the past. • Describing change throughout time. • Identifying the reasons for changes and continuity. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Addressing and devising historically valid questions. • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising 'gaps' in evidence. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Beginning to interpret simple statistical sources. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims.	• decade • historical enquiry • occupation • politics • reliable • suffrage

Year 5/6

WW2

Key knowledge	Key skills	Key vocabulary
• To understand that historical periods have characteristics that distinguish them. • To understand how to work out durations of periods and events. • To understand how to represent a scale on a timeline. • To understand how to create their own timeline selecting significant events. • To know that change can be brought about by conflict. • To know that members of society standing up for their rights can be the cause of change. • To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. • To understand that there are different interpretations of historical figures and events. • To understand the process of democracy and parliament in Britain. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires. • To understand there are increasingly complex reasons for migrants coming to Britain. • To understand that migrants come from different parts of the world. • To know about the diverse experiences of the different groups who came to Britain over time. • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To understand the changing role of women and men in Britain. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies allowed cities to develop. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives.	• Sequencing events on a timeline and identifying where it fits in with previously studied time periods. • Developing a chronologically secure understanding of British, local and world history across the periods studied. • Placing the time, period of history and context on a timeline. • Comparing and making connections between different contexts in the past. • Making links between events and changes within and across different time periods/societies. • Identifying the reasons for changes and continuity. • Describing the links between main events, similarities and changes within and across different periods studied. • Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. • Analysing and presenting the reasons for changes and continuity. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for and the results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying significant people and events across different time periods. • Comparing significant people and events across different time periods. • Explain the significance of events, people and developments. • Recognising primary and secondary sources. • Using a range of sources to find out about a particular aspect of the past. • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. • Comparing accounts of events from different sources. • Suggesting explanations for different versions of events. • Evaluating the usefulness of historical sources. • Identifying how conclusions have been arrived at by linking sources. • Developing strategies for checking the accuracy of evidence. • Addressing and devising historically valid questions. • Understanding that different evidence creates different conclusions. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating conclusions and identifying ways to improve conclusions. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.	• advancement • alliance • cause • conflict • cultural exchange • emigration • evacuation • immigration • migration • propaganda

Year 5/6

Bank Note

Key knowledge	Key skills	Key vocabulary
• To know that members of society standing up for their rights can be the cause of change. • To know how historians select criteria for significance and that this changes. • To understand that there are different interpretations of historical figures and events. • To understand how the monarchy exercised absolute power. • To understand the process of democracy and parliament in Britain. • To understand that there are changes in the nature of society. • To be aware of the different beliefs that different cultures, times and groups hold. • To identify the impact of beliefs on society. • To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To compare the development and role of education in societies. • To understand the changing role of women and men in Britain. • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To identify the achievements of civilisations and explain their importance.	• Comparing and making connections between different contexts in the past. • Describing the links between main events, similarities and changes within and across different periods studied. • Giving reasons for historical events, the results of historical events, situations and changes. • Starting to analyse and explain the reasons for and results of historical events, situations and change. • Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. • Making links with different time periods studied. • Describing change throughout time. • Identifying and comparing significant people and events across different time periods. • Using a range of sources to find out about a particular aspect of the past. • Explain the significance of events, people and developments. • Comparing accounts of events from different sources. • Evaluating the usefulness of historical sources. • Addressing and devising historically valid questions. • Planning a historical enquiry. • Asking historical questions of increasing difficulty. • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Recognising gaps in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Making increasingly complex interpretations using more than one source of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicating simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Using evidence to support and illustrate claims.	• alliance • legacy • politics • society