

### *Christian Vision and Values*

‘Through God’s love we learn and flourish together’ Corinthians 16:14

Thankfulness    Perseverance    Compassion    Trust    Courage    Respect

### *Curriculum Drivers in History*

**World Aware** Pupils will be given opportunities to appreciate the complexity of people’s lives, the diversity of societies and the relationships between different groups.

**Belonging** Pupils will be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

**Well-being** Through reflection and evaluation of historic evidence, children will develop their confidence to think critically and ask questions.

**Spirituality** Pupils will learn to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind’s past mistakes.

**Possibilities** Pupils will recognise how things have changed and how we can create future history.

### *What we teach and why: Intent*

At Aylburton and English Bicknor C of E Primary Schools we follow the Kapow scheme of work for our History lessons. The History scheme of work at Aylburton and English Bicknor C of E Primary Schools aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people’s lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind’s past mistakes. Our scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils’ understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

## Aylburton and English Bicknor C of E Primary Schools History Curriculum

In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Our History scheme of work enables pupils to meet the end of Key Stage attainment targets in the National Curriculum and the aims also align with those set out in the National Curriculum. Underpinning our History curriculum are our Christian values: thankfulness, perseverance, compassion, trust, courage and respect and our curriculum drivers.

The lessons we teach have an intention of providing a high-quality, coherent and progressive experience of the subject, with scope for cross-curricular learning.

### *How it's taught: Implementation*

Our History curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will and will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

## Aylburton and English Bicknor C of E Primary Schools History Curriculum

The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve (**possibilities**).

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world (**World Aware**). Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions, supported by Rosenshine's Principles.

### *What we see as a result: Impact*

The impact can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

After the implementation of Kapow Primary History, pupils should leave Aylburton and English Bicknor C of E Schools equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. The expected impact of following the scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.

|                                | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Yr1&2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Yr3&4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yr5&6                                                                                                                                                                                                                                                                                                                                                                                           |
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| <u>Chronological awareness</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Knowledge</i>               | <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that someone's age is the time since they were born.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).</p> | <p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p> | <p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>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.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> | <p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16<sup>th</sup> century).</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Tudors, Greeks, Aztecs and Victorians.</p>                                                                                    |
| <i>Skills</i>                  | <p>To begin sequencing events when describing them (e.g. daily routines, events in a story)</p> <p>To recognise that some stories are set a long time ago.</p> <p>To recognise significant dates for them (birthday).</p> <p>To begin using common words and phrases for the passage of time,</p>                                                                                                                                                                                                                                             | <p>To Sequence up to six artefacts on a timeline.</p> <p>To sequence up to six photographs, focusing on the intervals between events.</p> <p>To sequence up to six events on a timeline.</p> <p>To begin recognising how long each event lasted.</p>                                                                                                                                                                                                                                                                                 | <p>To sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>To understand that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To use BC/AD/Century.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>To sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>To understand the term "century" and how dating by centuries works.</p> <p>To put dates in the correct century.</p> <p>To use the terms AD and BC in their work.</p> <p>To use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze</p> |

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|                                                           | even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")<br>To recount activities that happened in their past using photos as a prompt. | To know where people/ events studied fit into a chronological framework.<br>To use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).                                                                                                                                                                                                                                             | To sequencing eight to ten artefacts, historical pictures or events.<br>To begin developing a chronologically secure knowledge or local, British and world history across the periods studied.<br>To place the time studied on a timeline.<br>To use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.<br>To notice connections over a period of time.<br>To make a simple individual timeline. | Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Aztecs and Victorians.<br>To develop a chronologically secure understanding of British, local and world history across the periods studied.<br>To place the time, period of history and context on a timeline.<br>To relate a current study on a timeline to other periods of history studied.<br>To compare and make connections between different contexts in the past.<br>To sequence 10 events on a timeline. |
| <b><u>Substantive (abstract) concepts - knowledge</u></b> |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Power (monarchy, government and empire)</i>            | To know that in fairytales kings/queens are usually important, powerful people who rule over others                                                                                | To know that a monarch in the UK is a king or queen.<br>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.<br>To know that Britain was organised into kingdoms and these were governed by monarchs.                                                                                                                                                    | To understand the development of groups, kingdoms and monarchy in Britain.<br>To know who became the first ruler of the whole of England.<br>To understand the expansion of empires and how they were controlled across a large empire.<br>To understand that societal hierarchies and structures existed including aristocracy and peasantry.<br>To understand some reasons why empires fall/ collapse.                                       | To understand how the monarchy exercised absolute power.<br>To understand the process of democracy and parliament in Britain.<br>To understand that different empires have different reasons for their expansion.<br>To understand that there are changes in the nature of society.<br>To know that there are different reasons for the decline of different empires.                                                                                                           |
| <i>Achievements and follies of mankind</i>                | To recognise some interests and achievements from their own lives and the lives of their families and friends.                                                                     | To know and begin to identify some achievements and inventions that still influence their own lives today (e.g. toys, schools, travel).<br>To know some achievements and discoveries of significant individuals (e.g. explorers).<br>To know the legacy and contribution of some inventions (e.g. flight).<br>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight). | To be able to identify achievements and inventions that still influence our lives today from Roman times.<br>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.<br>To be aware of the achievements of the Ancient Egyptians.                                                                                                                                                                        | To understand that people in the past were as inventive and sophisticated in thinking as people today.<br>To know that new and sophisticated technologies were advanced which allowed cities to develop.<br>To understand the impact of war on local communities.<br>To know some of the impacts of war on daily lives.                                                                                                                                                         |
| <i>Invasion, settlement and migration</i>                 | <b>Please note: the other substantive concepts are introduced in Key stage 2.</b>                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                            | To know that there were different reasons for invading Britain.                                                                                                                                                                                                                                                                                                                                                                                | To understand that there are increasingly complex reasons for migrants coming to Britain.                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                           |  | <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>                                                                                                                                                                                      | <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>Civilisation (social and cultural)</i> |  | <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>                                                                                                                                                                                                                              | <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>                                                                                                             |
| <i>Trade</i>                              |  | <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p> | <p>To know that trade routes from Britain expanded across the world.</p> <p>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).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of global trade.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> |

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| Beliefs |  | <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and about the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p> | <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> |
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### Disciplinary concepts – knowledge

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| <i>Change and continuity</i>        | To become aware of changes that happen throughout the year.                                                                                                  | <p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p>                                                                                                                                                                                        | <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p> | <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p> |
| <i>Cause and consequence</i>        | To experience cause and effect in play.                                                                                                                      | <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know that changes may come about because of improvements in technology.</p>                                                                                                                                                                                                                                                                                                                                                          | <p>To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>                                                             | To know that members of society standing up for their rights can be the cause of change.                                |
| <i>Similarities and differences</i> | <p>To recognise similarities and differences between the past and today.</p> <p>To use photographs and stories to compare the past with the present day.</p> | <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p> <p>To know that there are explanations for similarities and difference between children's lives now and in the past.</p> |                                                                                                                                                                                                                                                  |                                                                                                                         |

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| <i>Historical significance</i>               | To know the names of people that are significant to their own lives.                                                                                     | To know that some people and events are considered more 'special' or significant than others.<br>To know that some events are more significant than others.<br>To know the impact of a historical event on society.<br>To know that 'historically significant' people are those who changed many people's lives.                                                                                                                                            | To know that significant archaeological findings are those which change how we see the past.<br>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 how historians select criteria for significance and that this changes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>Sources of evidence</i>                   | To use photographs and stories to compare the past with the present day.<br><br>To use stories and non-fiction books to find out about life in the past. | To know that photographs can tell us about the past.<br>To know that we can find out about the past by asking people who were there.<br>To know that artefacts can tell us about the past.<br>To know that we remember some (but not all) of the events that we have lived through.<br>To know that we can find out about how places have changed by looking at maps.<br>To know that historians use evidence from sources to find out more about the past. | To know that archaeological evidence can be used to find out about the past.<br>To know that we can make inferences and deductions using images from the past.                                                                        | To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.<br>To understand the types of information that can be extracted from the census.<br>To understand that inventories are useful sources of evidence to find out about people from the past.<br>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.<br>To understand how to compare different census extracts by analysing the entries in individual columns.<br>To know that the most reliable sources are primary sources which were created for official purposes. |
| <i>Historical interpretations</i>            | To recognise that different members of the class may notice different things in photographs from the past.                                               | To know that the past can be represented in photographs.<br>To know that the past is represented in different ways.                                                                                                                                                                                                                                                                                                                                         | 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.<br>To know that assumptions made by historians can change in the light of new evidence. | To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is reliable source.<br>To understand that there are different interpretations of historical figures and events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><u>Disciplinary concepts - skills</u></b> |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>Change and continuity</i>                 | To know that the environment around us changes as time passes.                                                                                           | To recognise that some things have changed and some have stayed the same in their own lives.                                                                                                                                                                                                                                                                                                                                                                | To identify reasons for change and reasons for continuities.                                                                                                                                                                          | To make links between events and changes within and across different time periods/ societies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                     |                                                                      | <p>To describe simple changes and ideas/ objects that remain the same.</p> <p>To understand that some things change while other items remain the same and some are new.</p> <p>To recognise some things which have changed/ stayed the same as the past.</p> <p>To identify simple reasons for changes.</p> | <p>To identify what the situation was like before the change occurred.</p> <p>To compare different periods of history and identifying changes and continuity.</p> <p>To describe the changes and continuity between different periods of history.</p> <p>To identify the links between different societies.</p>          | <p>To identify the reasons for changes and continuity.</p> <p>To describe the links between main events, similarities and changes within and across different periods studied.</p> <p>To describe the links between different societies.</p> <p>To explain the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>To analyse and presenting the reasons for changes and continuity.</p> |
| <i>Cause and consequence</i>        |                                                                      | <p>To ask questions about why people did things, why events happened and what happened as a result.</p>                                                                                                                                                                                                     | <p>To Identify the consequences of events and the actions of people.</p> <p>To Identify reasons for historical events, situations and changes.</p>                                                                                                                                                                       | <p>To give reasons for historical events, the results of historical events, situations and changes.</p> <p>To start analysing and explain the reasons for, and results of historical events, situations and change.</p>                                                                                                                                                                                                              |
| <i>Similarities and differences</i> |                                                                      | <p>To begin to look for similarities and differences over time in their own lives.</p> <p>To identify similarities and differences between ways of life at different times.</p> <p>To find out about people. events and beliefs in society.</p> <p>To make comparisons with their own lives.</p>            | <p>To identify similarities and differences between periods of history.</p> <p>To explain similarities and differences between daily lives of people in the past and today.</p> <p>To Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> | <p>To describe similarities and differences between social, religious and ethnic diversity in Britain and the wider world.</p> <p>To make links with different time periods studied.</p> <p>To describe change throughout time.</p>                                                                                                                                                                                                  |
| <i>Historical significance</i>      | To know the names of people that are significant to their own lives. | <p>To recall special events in their own lives.</p> <p>To discuss who was important in a historical event.</p>                                                                                                                                                                                              | <p>To recall some important people and events.</p> <p>To identify who is important in historical sources and accounts.</p>                                                                                                                                                                                               | <p>To Identify significant people and events across different time periods.</p> <p>To compare significant people and events across different time periods.</p> <p>To explain the significance of events, people and developments.</p>                                                                                                                                                                                                |
| <i>Sources of evidence</i>          | To know that stories and books can tell us about the past.           | <p>To use artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>To make simple observations about a source or artefact.</p> <p>To use sources to show an understanding of historical concepts.</p> <p>To Identify a primary source.</p>                           | <p>To using a range of sources to find out about a period.</p> <p>To use evidence to build up a picture of a past event.</p> <p>To observe the small details when using artefacts and pictures.</p> <p>To identify sources which are influenced by the personal beliefs of the author.</p>                               | <p>To recognise primary and secondary sources.</p> <p>To use a range of sources to find out about a particular aspect of the past.</p> <p>To identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p>                                                                                                                                                         |

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|                                                      |                                                                                                                    |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                 | To describe how secondary sources are influenced by the beliefs, cultures and time of the author.                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Historical interpretations</i>                    | Recognising that different members of the class may notice different things in photographs from the past.          | To recognise different ways in which the past is represented (including eye-witness accounts).<br>To compare pictures or photographs of people or events in the past.<br>To develop their own interpretations from artefacts, photographs and written sources. | To identify and giving reasons for different ways in which the past is represented.<br>To Identify the differences between different sources and giving reasons for the ways in which the past is represented.<br>To explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.<br>To evaluate the usefulness of different sources.                   | To compare accounts of events from different sources.<br>To suggest explanations for different versions of events.<br>To evaluate the usefulness of historical sources.<br>To Identify how conclusions have been arrived at by linking sources.<br>To develop strategies for checking the accuracy of evidence.<br>To address and devising historically valid questions.<br>To understand that different evidence creates different conclusions.<br>To evaluate the interpretations made by historians. |
| <b><u>Historical enquiry - skills</u></b>            |                                                                                                                    |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Posing historical questions</i>                   | To ask questions about the differences they can see in photographs or images (in stories) that represent the past. | To ask questions about sources of evidence (e.g. artefacts).<br>To ask a range of questions about stories, events and people.<br>To understand the importance of historically-valid questions.                                                                 | To understand how historical enquiry questions are structured.<br>To create historically-valid questions across a range of time periods, cultures and groups of people.<br>To ask questions about the main features of everyday life in periods studied, e.g. how did people live.<br>To create questions for different types of historical enquiry.<br>To ask questions about the bias of historical evidence. | To plan a historical enquiry.<br>To suggest the evidence needed to carry out the enquiry.<br>To identify methods to use to carry out the research.<br>To ask historical questions of increasing difficulty e.g. who governed, how and with what results?<br>To create a hypothesis to base an enquiry on.<br>To ask questions about the interpretations, viewpoints and perspectives held by others.                                                                                                    |
| <i>Gathering, organising and evaluating evidence</i> | To make simple observations about the past from photographs and images.                                            | To understand how we use books and sources to find out about the past.<br>To use a source to answer questions about the past.<br>To evaluate the usefulness of sources to a historical enquiry.                                                                | To use a range of sources to construct knowledge of the past.<br>To defining the terms 'source' and 'evidence'.<br>To extract the appropriate information from a historical source.<br>To select and recording relevant information from a range of sources to answer a question.                                                                                                                               | To use different sources to make and substantiate historical claims.<br>To develop an awareness of the variety of historical evidence in different periods of time.<br>To distinguish between fact and opinion.<br>To recognise 'gaps' in evidence.                                                                                                                                                                                                                                                     |

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|                                                                |                                                                                                    | <p>To select information from a source to answer a question.</p> <p>To identify a primary source.</p>                                                                                                                                                                                                                                                                                                                     | <p>To identify primary and secondary sources.</p> <p>To identify the bias of a source.</p> <p>To compare and contrasting different historical sources.</p>                                                                                                                                                                                                                                                                                                                                  | <p>To identify how sources with different perspectives can be used in a historical enquiry.</p> <p>To use a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>To consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>                                                                                                                                                                                          |
| <i>Interpreting findings, analysing and making connections</i> | To make simple observations about the past from photographs and images                             | <p>To Interpret evidence by making simple deductions.</p> <p>To make simple inferences and deductions from sources of evidence.</p> <p>To describe the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p> <p>To make links and connections across a unit of study.</p> <p>To select and using sections of sources to illustrate and support answers.</p> | <p>To understand that there are different ways to interpret evidence.</p> <p>To interpret evidence in different ways.</p> <p>To understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>To make links and connections across a period of time, cultures or groups.</p> <p>To ask the question "How do we know?"</p>                                                                                                           | <p>To interpret evidence in different ways using evidence to substantiate statements.</p> <p>To make increasingly complex interpretations using more than one source of evidence.</p> <p>To challenge existing interpretations of the past using interpretations of evidence.</p> <p>To make connections, drawing contrasts and analysing within a period and across time.</p> <p>To begin to interpret simple statistical sources.</p>                                                                                                                 |
| <i>Evaluating and drawing conclusions</i>                      | To decide whether photographs or images (e.g. from stories) depict the past.                       | To make simple conclusions about a question using evidence to support.                                                                                                                                                                                                                                                                                                                                                    | <p>To understand that there may be multiple conclusions to a historical enquiry question.</p> <p>To reach conclusions that are substantiated by historical evidence.</p> <p>To recognise similarities and differences between past events and today.</p>                                                                                                                                                                                                                                    | <p>To reach conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>To evaluate conclusions and identifying ways to improve conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Communicating findings</i>                                  | To communicate findings by pointing to images and using simple language to explain their thoughts. | <p>To communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>To use relevant vocabulary in answers.</p> <p>To describe past events and people by drawing or writing.</p> <p>To express a personal response to a historical story or event through discussion, drawing or writing.</p>                                                         | <p>To communicate knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>To construct answers using evidence to substantiate findings.</p> <p>To identify weaknesses in historical accounts and arguments.</p> <p>To create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story.</p> <p>To create a structured response or narrative to answer a historical enquiry.</p> | <p>To communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>To show written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>To use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>To construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> |

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|  |  |  | <p>To describe past events orally or in writing, recognising similarities and differences with today.</p> | <p>To construct explanations for past events using cause and effect.<br/>To use evidence to support and illustrate claims.</p> |
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