



SPARK
EDUCATION TRUST



Whinstone Primary School

HISTORY CURRICULUM



Intent

At Whinstone Primary School, our intent for History is to cultivate a deep understanding and appreciation of the past, ensuring that all pupils make meaningful connections to their own lives and the world around them. We are aiming to create, 'History Citizens.' We aim to develop inquisitive minds and critical thinkers who can evaluate historical events, understand different perspectives, and appreciate the diverse tapestry of British and world history. We ensure breadth and ambition for every individual. Our curriculum is rich with skills and knowledge. Core knowledge has been identified to ensure that children have the substantive knowledge that they need to know how to make meaningful connections across different aspects of history. In KS1, we will focus on the themes locality, society and community, exploration, trade and significant historical figures to ensure children understand how their history has consequences on a larger scale. In KS2, we will then focus on themes of locality, achievements, society/community, exploration/invasion, power, conflict/disaster, beliefs and hierarchy to help children understand broad cultural differences of people from the past. These can then be compared and contrasted.

Our history curriculum is designed to:

- **Foster a love for history:** We aspire for all pupils to develop an enthusiasm for the subject through engaging and relevant topics.
- **Build disciplinary skills (historical knowledge):** We focus on developing key skills such as chronological understanding, cause and effect, interpretation, explanations of historical significance and analysing a wide range of sources. We plan our 3D curriculum to include horizontal, vertical and diagonal links between year groups.
- **Promote cultural understanding:** Our curriculum reflects the multicultural society we live in, ensuring pupils learn about a variety of historical figures and events that shape our collective identity.
- **Encourage active participation:** We aim for pupils to actively participate in their learning through engaging activities to increase our children's ownership over their learning.

Implementation

The implementation of our history curriculum at Whinstone is structured yet flexible, allowing teachers to adapt lessons to cater to the diverse needs and interests of our pupils. History is taught in half termly blocks (mirroring Geography) to allow students time to put their new knowledge into context. History helps to drive other cross curricular work. Each of our modules and lessons are mapped out with a specific disciplinary skills and theme to promote explicit connections between old and new learning.

Key aspects of our implementation include:

- **Thematic and Chronological Approach:** Our history curriculum is organised in a way that highlights both thematic studies and chronological understanding, allowing pupils to see historical links and developments over time.
- **Enquiry-Based Learning:** Each topic begins with a key question to stimulate curiosity and guide inquiry, fostering a culture of investigation and discussion. Lessons are designed around this question, encouraging pupils to formulate their own hypotheses and conclusions.
- **Retrieval:** Retrieval is at the core of our offer in history. Tasks are designed to revisit previous knowledge and draw connections between lesson, modules and year group modules.
- **Interdisciplinary Links:** We integrate history with other subjects, such as geography, art, and literature, to provide a more rounded educational experience that highlights the connections across disciplines.
- **Use of Primary and Secondary Sources:** Pupils engage with a variety of historical sources, including artefacts, documents, and audio-visual materials, enhancing their analytical skills and promoting critical thinking.
- **Professional Development:** Continuous professional development is provided for staff, ensuring they are well-equipped with current historiographical approaches and pedagogical strategies for teaching history effectively.
- **Community Engagement:** We actively engage with local historians, museums, and archives, facilitating trips and workshops that bring history to life and make learning experiential.
- **Assessment for Learning:** Regular formative assessments are used to monitor pupil progress and inform future teaching. Summative assessments are aligned with the national curriculum expectations and are used to inform future planning.

Impact

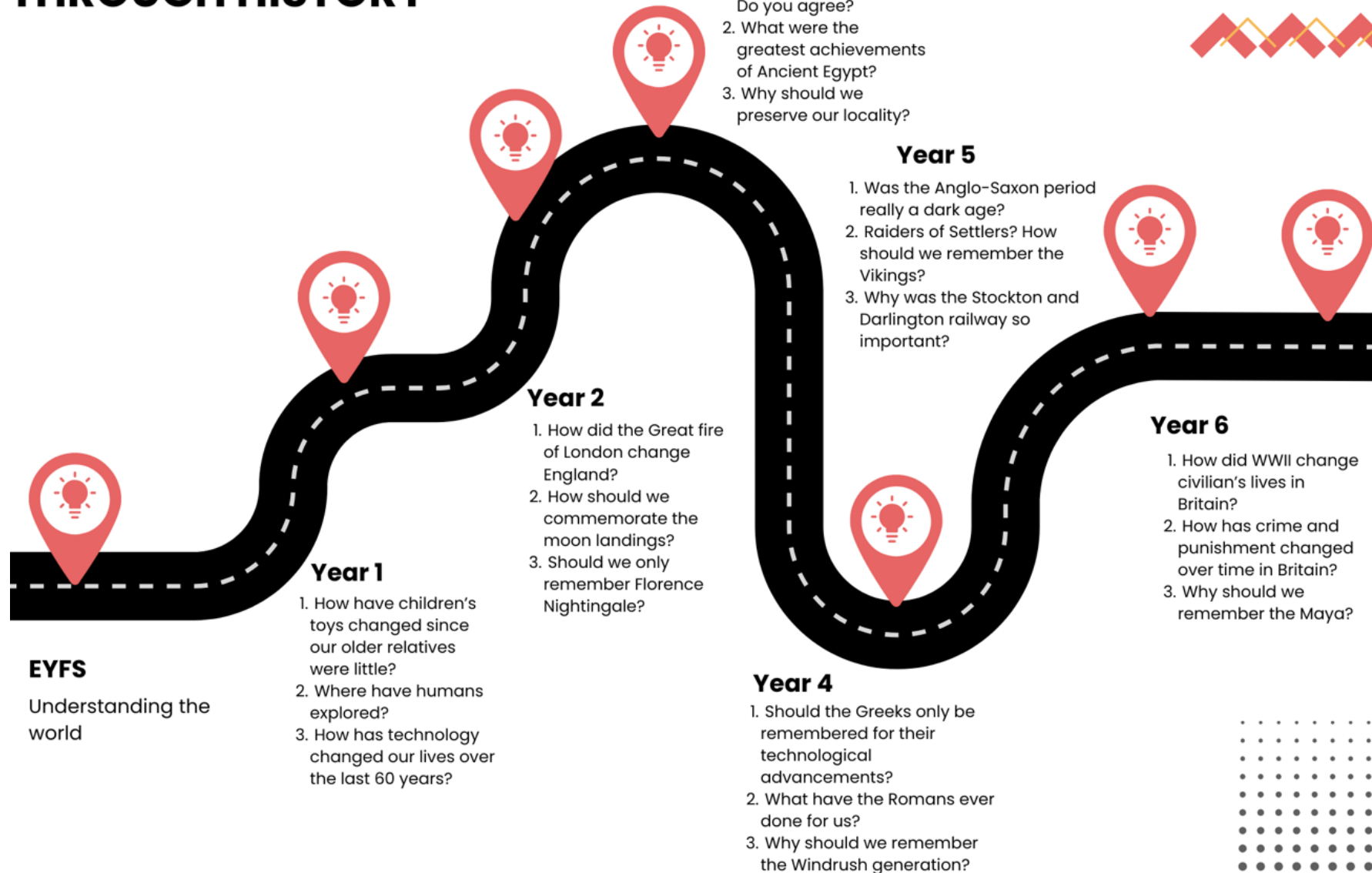
The impact of our history programme at Whinstone is demonstrated in the knowledge, skills, and attitudes exhibited by our pupils. Assessments are not seen as tests. They take place in lessons where children can use their books and other resources gathered, to enable them to work just as historians do. This helps children to see how historians actually work and helps children who struggle to retain information over the long term. These assessment opportunities are recorded in a range of ways. Teachers can use these assessments to identify the substantive knowledge and disciplinary skills that have been secured. This knowledge is then used to effectively target learning in the future.

By the end of their primary education, we aim for all pupils to:

- **Demonstrate Historical Knowledge:** Pupils can recall key facts and understand significant historical concepts, events, and figures, displaying a chronological awareness of British and world history.
- **Exhibit Critical Thinking Skills:** Pupils actively engage in discussions, asking pertinent questions and evaluating different historical viewpoints with confidence and clarity.
- **Make Connections:** Pupils make meaningful connections between historical events and their contemporary implications, demonstrating an understanding of how the past informs the present and future.
- **Showcase Enthusiasm:** There is a noticeable enthusiasm for history among pupils, evidenced through participation in class discussions, extra-curricular activities, and independent research projects.
- **Receive Positive Feedback:** Feedback from parents, community members, and external stakeholders is overwhelmingly positive, highlighting the deep engagement and understanding pupils have developed through their history education.
- **Achieve Strong Outcomes:** Our data shows that pupils achieve or exceed national expectations in history by the end of key stage 2, with a significant percentage attaining higher levels, reflecting the effectiveness of our curriculum and teaching methods.

Ultimately, through Whinstone Primary School's History curriculum, pupils will know more and remember more. Our hope is for children to not only become keen historians, but also respectful and active citizens within their community with an understanding of key events that have shaped our past, impacted our present and will influence our future.

WHINSTONE JOURNEY THROUGH HISTORY



History Curriculum Skills Overview - EYFS

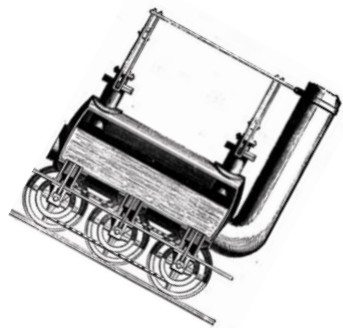
Early Years Foundation Stage:		
EYFS Linked Areas of Learning: The most relevant statement for HISTORY is taken from the following areas of learning: <ul style="list-style-type: none"> • Understanding the World (The Natural World) 	Early Learning Goal: Understanding the World Past and present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	'Year 1 Ready' Goals: <ul style="list-style-type: none"> • Look at pictures of themselves now and themselves as babies and talk about how they have changed. • Learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc. • Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago. • Listen to stories that are set in the past. • Compare things in the past and now, linked to our themes of learning • Learn the names of some significant people from the past.

EYFS	<u>EYFS Understanding the world</u> ELG Past and present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	<u>In Foundation Stage the children:</u> <ul style="list-style-type: none"> • Look at pictures of themselves now and themselves as babies and talk about how they have changed. • Learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc. • Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago. • Listen to stories that are set in the past. • Compare things in the past and now, linked to our themes of learning • Learn the names of some significant people from the past.

History National Curriculum Aims – Key Stage I

Key Stage I

The principal focus of History in Key Stage I centres around the key strands of historical knowledge, concepts and enquiry. By the end of Key Stage I, children will be able to construct the past, knowing where people and events fit within a chronological framework and will study some historical periods that may be studied in more depth later. They will be able to sequence the past by knowing where people and events fit within a chronological framework and develop an awareness of the past, using common vocabulary relating to the passing of time. With History concepts, they will look at change and development, identifying similarities and differences between ways of life in different periods, and study changes within living memory. They will focus on cause and effect, choosing stories and other sources to show they understand key features of events. They will study the lives of significant individuals who contributed to national and international achievements. The children will look at significance and interpretations, understanding some of the ways in which they find out about the past and identify ways in which it is represented. With historical enquiry, children will plan and carry out a historical enquiry by asking/ answering questions, choosing stories and other sources to show they know and understand key features of events, using a wide vocabulary of everyday historical terms. They will use sources as evidence, understanding some of the ways in which they find out about the past and identify different ways in which it is represented.



History Curriculum Skills Overview – Key Stage I

	Autumn		Spring		Summer	
	Disciplinary Knowledge	Enquiry / Theme	Disciplinary Knowledge	Enquiry / Theme	Disciplinary Knowledge	Enquiry / Theme
Year 1	<ul style="list-style-type: none"> Evidence and Interpretation Historical Significance Change and Continuity Chronology Similarity and Difference 	<p>How have children's toys changed since our older relatives were little?</p> <p>Society and Community</p>	<ul style="list-style-type: none"> Evidence and Interpretations Cause and Consequence Historical Significance Chronology Similarity and Difference Change and Continuity 	<p>Where have humans explored?</p> <p>Exploration</p>	<ul style="list-style-type: none"> Evidence and Interpretation Historical Significance Change and Continuity Chronology Cause and Consequence Similarity and Difference 	<p>How has technology changed our lives over the last 60 years?</p> <p>Trade</p>
Year 2	<ul style="list-style-type: none"> Evidence and interpretation Cause and consequence Historical significance 	<p>How did the Great fire of London change England?</p> <p>Important Figures</p>	<ul style="list-style-type: none"> Cause and consequence Historical significance Evidence and interpretation 	<p>How should we commemorate the moon landings?</p> <p>Exploration</p>	<ul style="list-style-type: none"> Historical significance Cause and consequence Evidence and interpretation Similarity and difference 	<p>Should we only remember Florence Nightingale?</p> <p>Important figures</p>

History National Curriculum Aims – Lower Key Stage 2

Lower Key Stage 2

The principal focus of History in Lower Key Stage 2 continues to centre around the key strands of historical knowledge, concepts and enquiry. By the end of Year 4, children will be able to construct the past and sequence the past, in terms of developing chronologically secure knowledge and understanding of British, local and world history. They will establish clear narratives within and across the periods they study, understanding overview and depth. The children will look at change and development; cause and effect; significance and interpretations, addressing and devising historically valid questions about change, similarity and difference. They will note connections, contrasts and trends over time, whilst understanding how our knowledge of the past is constructed from a range of sources. The children will plan and carry out enquiries, constructing informed responses that involve thoughtful selection and organisation, developing appropriate use of historical terms, whilst also using sources as evidence.



History Curriculum Skills Overview – Lower Key Stage 2

	Autumn		Spring		Summer	
	Disciplinary Knowledge	Enquiry/ Theme	Disciplinary Knowledge	Enquiry / Theme	Disciplinary Knowledge	Enquiry / Theme
Year 3	<ul style="list-style-type: none"> • Similarity and difference • Change and continuity • Evidence and interpretation 	'Nothing changed in the prehistory period.' Do you agree? Stone Age, Bronze Age, Iron Age. Society	<ul style="list-style-type: none"> • Historical significance • Evidence and interpretation 	What were the greatest achievements of Ancient Egypt? Achievements	<ul style="list-style-type: none"> • Historical significance • Evidence and interpretation • Change and continuity 	Why should we preserve our locality? Locality
Year 4	<ul style="list-style-type: none"> • Historical significance • Evidence and interpretation • Similarity and difference 	Should the Greeks only be remembered for their technological advancements? Achievements Society Beliefs Power	<ul style="list-style-type: none"> • Historical significance • Evidence and interpretation • Similarity and difference 	What have the Romans ever done for us? Achievements Society Beliefs	<ul style="list-style-type: none"> • Historical significance • Evidence and interpretation • Change and continuity • Cause and consequence 	Why should we remember the Windrush generation? Exploration Society

History National Curriculum Aims – Upper Key Stage 2

Upper Key Stage 2

The principal focus of History in Upper Key Stage 2 continues to centre around the key strands of historical knowledge, concepts and enquiry. By the end of Key Stage 2, children will be able to construct the past establishing clear narratives within and across the periods they study, noting connections, contrasts and trends over time. They will combine overview and depth studies to help them to understand both the long arc of development and the complexity of specific aspects of the content. They will show how they can sequence the past by developing chronologically secure knowledge and understanding of British, local and world history. The children will look at change and development; cause and effect; significance and interpretations, addressing and devise historically valid questions about change, similarity and difference, noting connections, contrasts and trends over time. They will be able to address and devise historically valid questions about cause and significance. The children will understand how our knowledge of the past is constructed from a range of sources. By planning and carrying out historical enquiries, the children will construct informed responses that involve thoughtful selection and organisation, whilst developing appropriate use of historical terms. Using sources as evidence, they will understand how our knowledge of the past is constructed from a range of sources.

History Curriculum Skills Overview – Upper Key Stage 2

	Autumn		Spring		Summer	
	Disciplinary Knowledge	Enquiry / Theme	Disciplinary Knowledge	Enquiry / Theme	Disciplinary Knowledge	Enquiry / Theme
Year 5	<ul style="list-style-type: none"> Evidence and interpretation Change and continuity Similarity and difference Cause and consequence 	<p>Was the Anglo-Saxon period really a dark age?</p> <p>Society Achievements Housing Beliefs</p>	<ul style="list-style-type: none"> Evidence and interpretation Change and continuity Similarity and difference Cause and consequence 	<p>Raiders of Settlers? How should we remember the Vikings?</p> <p>Achievements Society Beliefs</p>	<ul style="list-style-type: none"> Evidence and interpretation Change and continuity Similarity and difference Cause and consequence Historical significance 	<p>Why was the Stockton and Darlington railway so important?</p> <p>Locality Achievements</p>
Year 6	<ul style="list-style-type: none"> Historical Significance Chronology Cause and consequence Evidence and interpretation Change and continuity Similarity and difference 	<p>The Impact of War How did WWII change civilian's lives in Britain?</p> <p>Achievements Power Society Locality</p>	<ul style="list-style-type: none"> Chronology Evidence and interpretation Change and continuity Similarity and difference Historical significance 	<p>How has crime and punishment changed over time in Britain?</p> <p>Power Conflict Hierarchy</p>	<ul style="list-style-type: none"> Chronology Historical Significance Evidence and interpretation, similarity and difference Cause and consequence 	<p>Why should we remember the Maya?</p> <p>Achievements Society Beliefs Hierarchy</p>

HISTORY Progression of Disciplinary Knowledge:

Pre-School	Reception	
Characteristics of effective teaching and learning: <ul style="list-style-type: none">• playing and exploring – children investigate and experience things, and 'have a go'• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements• creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.		
Understanding the World		
ELG: Past and Present		
Children at the expected level of development will: <ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class• Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Chronological Understanding	<ul style="list-style-type: none">• I can talk about my own immediate family• I am gaining an understanding about the passing of time (e.g. within the school day)• I am able to fit events into a chronological framework (then and now)• I am beginning to understand and use vocabulary that relates to the passing of time e.g. yesterday	<ul style="list-style-type: none">• I can talk about my own family and know how they are similar/different to others• I am developing an understanding of things were different in the past and know things happened before I was born• I can fit people/events (3) onto a chronological framework• I can use simple language that relates to the passing of time .
Assessment by end of reception	<ul style="list-style-type: none">• To identify similarities and differences between the past and present and be able to plot these on a simple timeline (including story sequencing)• To use past and present tense correctly	
Historical Enquiry	<ul style="list-style-type: none">• I can ask questions about my own immediate community and environment to extend my knowledge.• To begin to understand 'how' and 'why' questions.• I can use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.	<ul style="list-style-type: none">• I know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.• I am able to answer 'how' and 'why' questions• I can ask simple questions about artefacts
Assessment by end of year reception	<ul style="list-style-type: none">• To use real artefacts and photographs from the past to ask and answer simple questions	
Historical Interpretation	<ul style="list-style-type: none">• I can make sense of my own life story and family's history through photographs, stories and role play.	<ul style="list-style-type: none">• I am beginning to identify ways in which the past is represented through artefacts, photographs and stories.
Assessment by end of year reception	<ul style="list-style-type: none">• To understand the past through settings, characters and events encountered in books read in class and storytelling.• To understand what artefacts and photographs are from the past.	
Change and Continuity	<ul style="list-style-type: none">• I can identify some similarities and differences between my own family and others.	<ul style="list-style-type: none">• I can identify some similarities/differences between ways of life at different times. E.g. changes in telephones
Assessment by end of year reception	<ul style="list-style-type: none">• To know some similarities and differences between things in the past and now.	
Cause and Consequence	<ul style="list-style-type: none">• I know that there are consequences to my own behaviour	<ul style="list-style-type: none">• I can talk about how my own behaviour and know how this impacts on others
Assessment by end of year reception	<ul style="list-style-type: none">• To know my own behaviour has consequences and I can talk about how this impacts others	
Similarity/difference	<ul style="list-style-type: none">• I can talk about my own immediate family• I am gaining an understanding about the passing of time (e.g. within the school day)	<ul style="list-style-type: none">• I know some similarities and differences between the past and now e.g.
Assessment by end of year reception	<ul style="list-style-type: none">• To identify similarities and differences between ways of life in the past through stories	
Significance of events and people	<ul style="list-style-type: none">• I can remember and talk about significant events in my own life e.g. birthday.	<ul style="list-style-type: none">• I can talk about how the lives of my parents/grandparents were different than today.• I know that events of the past have impacted celebrations and events today e.g. Christmas.
Assessment by end of year reception	<ul style="list-style-type: none">• To talk about how significant events and people have impacted my own life and others.	

Chronological Understanding					
Programme of study					
<ul style="list-style-type: none"> – Develop an awareness of the past – Use common words and phrases relating to the passing of time – Know where all people/events studied fit into a chronological framework 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can label timelines with words such as past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p> <p>I can place explorative events on a timeline.</p> <p>I can place events and artefacts on a timeline.</p>	<p>I can recount changes in own life over time.</p> <p>I can put 3 people, events or objects in order using a given scale. Use words and phrases such as recently, before, after, now, later.</p> <p>I can use past and present when telling others about an event</p>	<p>I can understand the term chronology.</p> <p>I can use timelines to place events in order.</p> <p>I can understand timeline can be divided into BCE and CE.</p> <p>I begin to develop an understanding of duration.</p> <p>I can discuss links with other civilisations and time periods. Use words and phrases: century, decade.</p>	<p>I can understand the concept of change over time.</p> <p>I can use words and phrases: century, decade, BCE, CE, after, before, during.</p> <p>I can divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>I can name and places dates of significant events from past on a timeline.</p> <p>I have a clear understanding of duration between events.</p>	<p>I can use timelines to place and sequence local, national and international events.</p> <p>I can sequence historical periods.</p> <p>I can describe events using words and phrases such as: century, decade, BCE, CE, after, before, during, era, period.</p> <p>I can identify changes within and across historical periods.</p>	<p>I can use timelines to place events, periods and cultural movements from around the world.</p> <p>I can use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>I can use key periods as reference points, for example BCE, CE, Egyptians, Greeks, Romans, Anglo-Saxons, and Present Day</p> <p>I can describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>I can name date of any significant event studied from past and place it correctly on a timeline.</p>

Evidence and Interpretation					
Programme of study					
Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		Understand how our knowledge of the past is constructed from a range of sources. Understand how and why different interpretations of the past have been constructed.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p> <p>With support, I can use evidence of explorers lives to ask questions about the past.</p> <p>I can observe or handle some evidence to ask questions and find answers to questions.</p> <p>I know that a familiar event, like a birthday, can be represented in different ways</p> <p>I begin to understand that we have different views of familiar events.</p> <p>I can begin to describe the main features of an artefact.</p> <p>I can begin to make deductions about artefacts.</p> <p>I can draw simple conclusions about my own life and the lives of others around me by referencing clues in evidence.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p> <p>I can see that there are different versions of real historical situations.</p> <p>I realise that not all sources of information answer the same questions.</p> <p>I can understand that people can disagree about what happened in the past without one of them being wrong.</p> <p>I can understand that it is not always possible to know for sure what happened.</p> <p>I can describe the main features of an artefact.</p> <p>I can make deductions about artefacts.</p> <p>I can consult and use information from two simple sources.</p> <p>I can find answers to questions about objects by using books and can ask simple questions about these facts.</p> <p>I can discuss the potential weaknesses in an eyewitness account.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can suggest a suitable source of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can accept or reject a source based on a valid criteria.</p> <p>I can explain in detail how we find historical evidence.</p> <p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can look at 2 version of the same event and identify differences in the accounts.</p>	<p>From a range of sources provided, I can accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?'</p> <p>I can explain why they have made that selection, possibly with some references to utility and reliability.</p> <p>I can look at different versions of the same event and identify differences in the accounts.</p> <p>I can describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p> <p>I know that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can understand that the past has been represented in different ways.</p> <p>I can suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

Cause and Consequence					
Programme of study					
Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.		Address and devise historically valid questions about cause. Evaluate the relative importance of different causes.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can discuss causes that lead to toys changing.</p> <p>I can discuss the causes of exploring and what we found out from exploration.</p> <p>I can explain some reasons why certain technology was manufactured.</p>	<p>I can begin to explain the causes of the Great Fire of London and what the consequences were (at least two main consequences).</p> <p>I can give an explanation of an important event, offering two reasons why an event took place</p>	<p>I can suggest and explain causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p> <p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>I can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>I can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.</p>	<p>I can describe some of the causes and consequences of World War 2 and explain the relative importance.</p> <p>I can make a link between the different causes of WWII.</p> <p>I can describe and explain the social causes of crime and punishment. I can describe the consequences of crimes.</p>

Change and Continuity					
Programme of study					
Give changes that have occurred from our time period to the past		Note connections, contrasts and trends over time. To develop an understanding of how the world will change or stay the same			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can say which toys have stayed the same and which toys have changed over time.</p> <p>I can describe changes over a period of time.</p> <p>I can describe how technology has changed and how it has continued over time.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p> <p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p> <p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can confidently provide a comprehensive list of the changes within the period studied.</p> <p>I can independently provide valid reasons why some changes and developments were of particular importance.</p> <p>I can identify a range of links between the various changes.</p> <p>I can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can identify changes in crime and punishment.</p> <p>I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can start to explain the links between different changes.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>

Similarity and Difference					
Programme of study					
Identify similarities and differences between ways of life in different periods/times.		Address and devise historically valid questions about change, similarity and difference.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can compare toys using pictures from the past and present.</p> <p>I can use pictures and stories to find out about the past and compare different explorations.</p> <p>I can use pictures and film footage to find out about technology in the past compared to now.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can use appropriate historical vocabulary to compare key events / people / artefacts in history.</p> <p>I can compare the similarities and differences in our area due to the impact of the Stockton and Darlington Railway.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>

Historical Significance					
Programme of study					
Understand some of the ways in which they can find out about the past and identify different ways it is represented.		Address and devise historically valid questions about significance.			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can name a significant toy from the past.</p> <p>I can name significant explorers from the past.</p> <p>I can describe and begin to talk about key events of a significant person/time.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>	<p>I can describe the features of the past that make the period significant, discussing impact on Britain and the wider world.</p> <p>I can describe the diversity of past society.</p> <p>I can begin to describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of differing people.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

Organisation and Communication					
Programme of study					
Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms			Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ...'.</p> <p>I can write simple captions – some will write elementary sentences to describe, e.g. an old teddy.</p> <p>I can label/annotate simple drawings of washday artefacts.</p> <p>I can make increasing use of period specific vocabulary.</p> <p>I can write four or five captions, possibly using connectives, to show the sequence of washday activities.</p> <p>I can write simple sentences describing an event.</p> <p>I can write simple sentences containing period-specific detail</p>	<p>I can orally retell the main episodes of famous past events.</p> <p>I can make increasing use of subject specific precise vocabulary.</p> <p>I can retell a complicated story in a simple, structured way, using temporal Markers.</p> <p>I can begin to use of time conventions when writing in history.</p>	<p>I can answer enquiry questions with detailed structured responses referring to specific sources of evidence related to 'Why should we preserve our locality?'.</p> <p>I can use a range of relevant historical terms.</p>	<p>I can answer questions in some detail using a range of relevant and varied sources to support points made.</p> <p>Work will be clearly structured with contrasting viewpoints considered.</p> <p>I can use a broad range of relevant historical terms.</p> <p>Will work independently and with confidence.</p>	<p>I can answer questions in detail using a broad range of relevant and varied sources to support points made.</p> <p>Work is clearly structured with contrasting viewpoints considered.</p> <p>I can use the evidence to reach a valid and substantiated overall conclusion.</p> <p>I can use a broad range of relevant historical terms throughout.</p> <p>I can follow a clear structure appropriate for presenting an argument.</p> <p>I can work independently and with confidence.</p> <p>I can begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</p>	<p>I will refer to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion.</p> <p>I can reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence.</p> <p>I can confidently use a broad range of challenging, relevant historical terms throughout.</p> <p>I will critically evaluate their enquiry and consider ways in which it could be improved or developed.</p>

Vocabulary in History: Key Vocabulary –

EYFS

Throughout Pre-School and Reception, children will focus on a range of words. These are: today, yesterday, then, now, before I was born, when, a long time ago, old, new, picture, story, object.

KS1

	Autumn	Spring	Summer
Year 1	modern, past, present timeline after, before, different, favourite, new, now, old, same, then, today,	after, before, change, continuity, different, exploration, now, past, present, same, significant, then, astronaut, Exploration, explore, explorer, mountaineer, monument, oceanographer	modern, past, present, timeline, after, before, different, evidence, modern, new, now, old, past, present, same, then, today, timeline.
Year 2	after, before, chronological order, evidence, modern-day, now, past, present, significant, timeline After, before, Christopher Wren, diary, fire hook, Lord Mayor, pitch/tar, plaque, Samuel Pepys, St Paul's Cathedral, squirts, thatch, then, warehouse	After, before, chronological order, evidence, modern day, now, past, present, significant, timeline Astronaut, command module, gravity, lunar module, orbit, satellite, then, Neil Armstrong, Buzz Aldrin, Michael Collins, Yuri Gagarin	Crimea, hygiene/hygienic, infection, injured, medicine, sanitation, Scutari, soldier, ward, wound

LKS2

Year 3	B.C, Archaeologists, artefact, barrow, forge, henge, hunter-gatherers, Mesolithic, Neolithic, palaeolithic, prehistoric, prey, ritual, tribe/tribal	Ancient, artefact, ankh, civilisation, embalming, excavate, flax, hieroglyphics, mummification, papyrus, pharaoh, pyramid, sarcophagus, scribe, Rosetta Stone, sphinx, tomb, vizier	Significant, period names, migration, Architecture, building, campaign, heritage, listed, preserve, leisure, worship
Year 4	Civilisations, trade, export, import, empire, invade/invasion Ceramics, excavate, Crete, complex, bronze, city-state, outnumber, retreat, revolt, unified, tyrant, victorious	Conquer/conquest, Empire, Government, invasion Frontier, Gaul, hypocaust, legion, province raid, rebellion rule/ruler, tax, tribe/tribal, trade villa, worship/worshipped	Nationality, emigration, immigration, migration, legacy Caribbean, West Indies, Colonialism, Slave Trade, Stereotype, Prejudice, Citizenship, Racism/Anti-Racism, Discrimination, Injustice,

UKS2

Year 5	Cemetery, cenotaph, Christianity, Danelaw, hoard, hypothesis, monastery, pagan, pict, sceptre, settlement, Sutton Hoo, treaty, turning point, urn, viking, wergild, Alfred, Asser, Augustine, Burgh, Gildas, Guthrum, Hengist and Horsa, Raewald, Vortigern	Danegeld, Danelaw. Heathen, Hoard, Pagan, Runes, Saga, Alfred, Cnut, Guthrum, Sweyn Forkbeard	Chronology, society, religion, technology, settlements, transport/trade, legacy, significant Efficient, developed, built, Locomotion 1, invented, constructed, architect, debate, argument, perspective, opinion, gradient, profile, stationary engine, passenger, carriage, freight, coal, century, centenary
Year 6	air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment,	Arson, burglary, capital punishment, corporal punishment, constable, execute, famine, ritual, felony, heresy, homicide, larceny, manslaughter, medieval, outlaw, pillory, poaching, smuggling, stocks, transportation, treason, trial by combat, vagrant	historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajar, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port

History Assessment Statements:

Year 1 – How have children’s toys changed since our older relatives were little?

Working Towards	Expected	Greater Depth
<p>I can use several everyday terms, such as ‘now’, ‘then’, ‘yesterday’, ‘week’, ‘month’, ‘year’, ‘nowadays’, ‘old’ and ‘new’.</p> <p>I can use some common time words when they sequence objects.</p> <p>I may not fully understand all the terms utilised.</p> <p>I may require some prompting to use the vocabulary.</p>	<p>I can understand securely and use a wider range of time terms.</p> <p>I use a broader range of common words relating to the passage of time.</p> <p>I demonstrate a secure understanding of the words used.</p> <p>I will require little prompting to use these words.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>I can use more complex time terms, such as BC/AD, and period labels and terms.</p> <p>I can use a wider range of terms and phrases including those related to time periods.</p> <p>I demonstrate secure understanding of the terms used.</p> <p>I will require little prompting to use the terms appropriately</p>

Year 1 – Where have humans explored?

Working Towards	Expected	Greater Depth
<p>I can give one valid reason why the explorer is important.</p> <p>I will find it difficult to compare the achievements of one explorer with those of another, or one aspect of an explorer’s life being more significant than another.</p>	<p>I can give several valid reasons why the explorer is significant.</p> <p>I demonstrate an understanding of the term ‘significance’.</p> <p>I give a valid reason why one aspect of an explorer’s life is particularly important.</p> <p>I am beginning to make connections between the achievements of one explorer with those of another explorer from a different period.</p>	<p>I can give several valid reasons why the explorer is significant.</p> <p>I demonstrate an understanding of the term ‘significance’.</p> <p>I give a valid reason why one aspect of an explorer’s life is particularly important.</p> <p>I am beginning to make connections between the achievements of one explorer with those of another explorer from a different period.</p>

	With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth	With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth
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Year 1 – How has technology changed our lives over the last 60 year?

Working Towards	Expected	Greater Depth
I can identify a couple of differences and at least one relevant similarity in technology in the last 60 years	<p>I can recognise several similarities and differences between technology in the last 60 years.</p> <p>With some guidance, they can also explain similarities and differences between technology in different decades.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater dept.</p>	<p>I can confidently describe a number of similarities and differences between technology in the last 60 years.</p> <p>They will provide a valid comment on the most important difference that technology has made.</p> <p>I will work independently and with confidence.</p>

Year 2 – How did the Great Fire of London change England?

Working Towards	Expected	Greater Depth
<p>In discussion, I can recall some of the key events and people associated with the Great Fire of London.</p> <p>I will demonstrate an awareness of the correct chronological order but may have some errors.</p> <p>I will have little understanding of what the most important event is.</p>	<p>In discussion, I can recall some of the key events and people associated with the Great Fire of London.</p> <p>I will demonstrate an awareness of the correct chronological order but may have some errors.</p> <p>I will mention 2 or 3 good reasons why the Great Fire of London occurred.</p> <p>I will mention their most important cause, but may only begin to explain their reason.</p>	<p>I can recall key events and people associated with the Great Fire of London.</p> <p>I will demonstrate an accurate awareness of the events of the Great Fire of London.</p> <p>I will explain many causes of the Great Fire of London</p> <p>I will explain their reason of the most important cause.</p>

Year 2 – How should we commemorate the moon landings?

Working Towards	Expected	Greater Depth
<p>I can say what the moon landings were and why they are important.</p> <p>I can talk about how people remember important events like the moon landings.</p> <p>I can look at pictures and objects from the past and say what they tell me about the moon landings.</p> <p>I can share my ideas about how we could remember the moon landings today.</p>	<p>I can say what happened during the moon landings and why they were important.</p> <p>I can talk about how people felt when the moon landings happened.</p> <p>I can look at pictures and objects from the time of the moon landings and say what they tell us.</p> <p>I can suggest ways we could remember the moon landings today.</p>	<p>I can explain why the moon landings were important and how they changed the way people saw space and science.</p> <p>I can compare different ways people have remembered the moon landings and say which I think is the most meaningful.</p> <p>I can ask thoughtful questions about the moon landings and use different sources to find out the answers.</p> <p>I can suggest my own way to commemorate the moon landings and explain why it would help people remember this event.</p>

Year 2 – Should we only remember Florence Nightingale?

Working Towards	Expected	Greater Depth
<p>I can say who Florence Nightingale was and why people remember her.</p> <p>I can name another person who helped others in the past and say something they did.</p> <p>I can look at pictures or objects from the past and talk about what they show.</p>	<p>I can say who Florence Nightingale was and explain why she is remembered.</p> <p>I can describe what Florence Nightingale did to help people.</p> <p>I can compare Florence Nightingale's work to that of other individuals.</p> <p>I can use a source of historical evidence to back up my views.</p>	<p>I can explain why Florence Nightingale is remembered and how her actions helped change hospitals and nursing.</p> <p>I can compare Florence Nightingale with other important people from history and explain who else we should remember and why.</p> <p>I can use different sources to find out about people from the past and decide who made the biggest difference.</p> <p>I can give my opinion about whether we should only remember Florence Nightingale and support it with historical facts.</p>

Year 3 - 'Nothing changed in the prehistory period.' Do you agree?

Working Towards	Expected	Greater Depth
<p>I can describe some of the key changes between the Stone Age and the Iron Age.</p> <p>I will use a limited number of historical terms relating to the prehistory period.</p> <p>I may need some support in structuring their work within the provided template</p>	<p>I can describe some of the key changes between the Stone Age and the Iron Age.</p> <p>I will use a limited number of historical terms relating to the Stone Age period.</p>	<p>I can describe some of the key changes between the Stone Age and the Iron Age.</p> <p>I will begin to explain why life was different between the periods.</p> <p>I will use a range of historical terms relating to the Stone Age period.</p>

Year 3 – What were the greatest achievements of Ancient Egypt?

Working Towards	Expected	Greater Depth
<p>I can identify a main achievement of the Ancient Egyptians.</p> <p>I do not provide a reasoning for their choices</p> <p>Work lacks reference to any specific evidence, dates, etc</p> <p>I may need some support to organise their work and select the information to include.</p>	<p>I can identify three main achievements of the Ancient Egyptians</p> <p>I may provide some reasons for their selections, but their reasoning is weak.</p> <p>Work makes some reference to specific evidence, dates, etc.</p> <p>I may make some reference to other societies, but their reasoning is undeveloped.</p>	<p>I can identify several of the main achievements of the Ancient Egyptians</p> <p>I provide valid reasons for their choices.</p> <p>Work refers to specific evidence, dates, etc.</p> <p>I may make some reference to other societies, but their reasoning is undeveloped.</p> <p>I will work independently and with confidence.</p>

Year 3 – Why should we preserve our locality?

Working Towards	Expected	Greater Depth
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<p>I can name some important places or buildings in my local area and say why they matter.</p> <p>I can talk about how my local area has changed over time using pictures or stories.</p> <p>I can say why it is good to look after old things in our town or city.</p> <p>I can share my ideas about how we can help protect special places near where we live.</p>	<p>I can describe what makes my local area special and why people might want to protect it.</p> <p>I can talk about how my locality has changed over time using pictures, maps, or stories.</p> <p>I can explain how people in the past have helped to look after our local area.</p> <p>I can give reasons why it is important to remember and care for places in our community.</p>	<p>I can explain how changes in my local area over time have affected the people who live here.</p> <p>I can compare different historical buildings or landmarks and explain why some are more important to preserve than others.</p> <p>I can use evidence from maps, photos, and stories to show how my locality has changed and why those changes matter.</p> <p>I can suggest thoughtful ways to protect and celebrate the history of my local area, and explain why they would help others understand its importance.</p>
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Year 4 - Why should we remember the Ancient Greeks?

Working Towards	Expected	Greater Depth
<p>I can identify three of the main achievements of the Ancient Greeks</p> <p>I may provide some reasons for their selections, but their reasoning is weak.</p> <p>Work lacks reference to any specific evidence, dates, etc</p> <p>I may need some support to organise their work and select the information to include.</p>	<p>I can identify three or more of the main achievements of the Ancient Greeks.</p> <p>I provide some valid detailed reasons for their selections.</p> <p>Work makes some reference to specific evidence, dates, etc.</p> <p>I may make some reference to other societies, but their reasoning is undeveloped.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>I can identify several of the main achievements of the Ancient Greeks.</p> <p>I provide valid detailed reasons for their selections.</p> <p>Work refers to specific evidence, dates, etc.</p> <p>I assess the achievements of the Ancient Greeks compared with those of other societies.</p> <p>I will work independently and with confidence.</p>

Year 4 – What have the Romans ever done for us?

Working Towards	Expected	Greater Depth
<p>I can identify three of the main achievements of the Romans</p> <p>I may provide some reasons for their selections, but their reasoning is weak.</p> <p>Work lacks reference to any specific evidence, dates, etc.</p> <p>I may need some support to organise their work and select the information to include.</p>	<p>I can identify three or more of the main achievements of the Romans.</p> <p>I provide some valid detailed reasons for their selections.</p> <p>Work makes some reference to specific evidence, dates, etc.</p> <p>I may make some reference to other societies, but their reasoning is undeveloped.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>I can identify several of the main achievements of the Romans.</p> <p>I provide valid detailed reasons for their selections.</p> <p>Work refers to specific evidence, dates, etc.</p> <p>I assess the achievements of the Romans compared with those of other societies.</p> <p>I will work independently and with confidence.</p>

Year 4 – Why should we remember the Windrush generation?

Working Towards	Expected	Greater Depth
<p>I can say who the Windrush Generation were and that they came from the Caribbean.</p> <p>I can name one reason why people from the Caribbean came to Britain after World War II.</p> <p>I can say one way life was difficult for the Windrush Generation when they arrived.</p> <p>I can talk about why it's important to remember people from the past like the Windrush Generation.</p>	<p>I can explain who the Windrush Generation were and why they came to Britain after World War II.</p> <p>I can describe some of the challenges the Windrush Generation faced when they arrived in Britain.</p> <p>I can explain how the Windrush Generation helped shape British society, such as through work, culture, and community.</p> <p>I can give reasons why it is important to remember the</p>	<p>I can explain the reasons why the Windrush Generation came to Britain and link this to what was happening after World War II.</p> <p>I can describe the experiences of the Windrush Generation and explain how these affected their lives and communities.</p> <p>I can explain how the Windrush Generation helped shape modern Britain and give examples of their contributions to society.</p> <p>I can give thoughtful reasons why remembering the Windrush</p>

	Windrush Generation and how we can do this today.	Generation is important and suggest ways we can do this respectfully.
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Year 5 - Why was the Stockton and Darlington Railway so important?

Working Towards	Expected	Greater Depth
<p>I can say that the Stockton and Darlington Railway was the first passenger railway.</p> <p>I can name one reason why the railway was built, like moving coal more easily.</p> <p>I can say one way the railway changed life for people, like helping them travel.</p>	<p>I can explain that the Stockton and Darlington Railway was the first public railway to carry passengers and goods.</p> <p>I can describe why the railway was built and how it helped transport coal and people more easily.</p> <p>I can explain how the railway changed life in Britain, including travel, jobs, and industry.</p>	<p>I can explain why the Stockton and Darlington Railway was a turning point in transport history and link it to changes in industry and society.</p> <p>I can describe how the railway affected people's lives at the time and explain how it influenced future transport systems.</p> <p>I can give thoughtful reasons why the Stockton and Darlington Railway should be remembered today and how it shaped modern Britain.</p>

Year 5 – Was the Anglo-Saxon period really a dark age?

Working Towards	Expected	Greater Depth
<p>Work contains evidence of an understanding of the use of the term 'Dark Ages'.</p> <p>Work will refer to several sources of evidence studied within the sessions.</p> <p>Work will reach an overall conclusion on the use of the term 'Dark Ages', with some reference made to the preceding arguments.</p>	<p>Work contains evidence of a good understanding of the use of the term 'Dark Ages'.</p> <p>Work will refer to evidence from a range of varied sources studied within the sessions.</p> <p>I will reach an overall conclusion on the use of the term 'Dark Ages' with clear reference made to the preceding arguments.</p>	<p>Work contains evidence of a sound understanding of the use of the term 'Dark Ages'. They will make some reference to changing attitudes to the use of the term. They will make connections to other societies studied.</p> <p>The work will refer to appropriate evidence from a wide range of varied sources studied within the sessions, and from their own research.</p>

<p>I will use a limited number of historical terms relating to the Anglo-Saxon period.</p> <p>I may need some support in structuring their work, possibly using the provided template.</p>	<p>Work will contain several historical terms from this unit and from studies throughout the key stage.</p> <p>Work will follow a clear structure appropriate for presenting an argument.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>I will reach a valid overall conclusion on the use of the term 'Dark Ages', with clear reference made to the preceding arguments and evidence.</p> <p>Throughout their writing, I will confidently employ a range of historical vocabulary from this and (as appropriate) other units studied at KS2.</p> <p>I will work independently following their chosen format</p>
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Year 5 – Raiders or Settlers? How should we remember the Vikings?

Working Towards	Expected	Greater Depth
<p>I can list several valid reasons why the Vikings left Scandinavia and settled in Britain.</p> <p>They will demonstrate some understanding of a hierarchy of importance between the causes.</p> <p>I will use a limited number of historical terms relating to the Viking period.</p> <p>I may need some support in structuring their work within the provided template</p>	<p>I can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. They will order these in a hierarchy of significance and can comment on why they have selected this order.</p> <p>I can make a link between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p>Work will contain a number of historical terms from this unit and from studies throughout the key stage.</p> <p>I will work with some independence using the template provided.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>I can provide a comprehensive list of valid, detailed reasons why the Vikings left Scandinavia and chose to settle in Britain. They will order these in a hierarchy of significance and will comment insightfully on why they have selected this order.</p> <p>I will make a number of valid links between the reasons why they left Scandinavia and why they chose to settle in Britain.</p> <p>I will make a number of links between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p>They may be able to identify some of the reasons as long- or short-term triggers.</p> <p>Throughout their writing, I confidently employ a range of</p>

		<p>historical vocabulary from this and (as appropriate) other units studied at KS2.</p> <p>Work will be completed independently using the template provided</p>
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Year 6 - How did WWII change civilian's lives in Britain?

Working Towards	Expected	Greater Depth
<p>I have given a range of reasons why WWII had an impact on civilian's lives.</p> <p>A child has used a limited number of historical terms relating to WWII.</p> <p>I may need some support in structuring their work.</p>	<p>I give a range of reasons why WWII impacted on civilian's lives.</p> <p>I give relevant substantiative knowledge to back up their reasons.</p> <p>I begin to explain the relative importance of different impacts.</p> <p>I use several historical terms from this unit, and from their study throughout the key stage.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>I give a range of reasons why WWII impacted on civilian's lives.</p> <p>I give relevant substantiative knowledge to back up their reasons.</p> <p>I explain the relative importance of different impacts and their thoughts on them.</p> <p>I use several historical terms from this unit, and from their study throughout the key stage.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>

Year 6 – How has crime and punishment changed over time in Britain?

Working Towards	Expected	Greater Depth
<p>I can name some crimes from the past, like stealing or treason, even if I'm not sure when they happened.</p> <p>I can say that punishments were different in the past, like hanging or stocks, but I'm not sure which time</p>	<p>I can identify different types of crimes from various time periods, such as highway robbery in the 18th century or witchcraft in the Tudor period.</p> <p>I can explain how punishments changed over time, like moving from</p>	<p>I can explain how and why certain crimes were seen as serious in different time periods, using examples like treason in Tudor times or smuggling in the 18th century.</p>

<p>period they belong to.</p> <p>I can match a few crimes to the time period they might belong to, with some help.</p>	<p>public executions to prison sentences.</p> <p>I can match crimes to the correct time period and explain why those crimes were seen as serious at the time.</p>	<p>I can compare how punishments changed over time and explain what this tells us about society and justice in different eras.</p> <p>I can give thoughtful reasons why studying crime and punishment helps us understand how laws and attitudes have changed over time.</p>
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Year 6 – Why should we remember the Maya?

Working Towards	Expected	Greater Depth
<p>Writing/oral work demonstrates evidence of some understanding of aspects of life in Maya times, e.g., religion, food, etc. These aspects are discussed independently, with no links made between them and other areas.</p> <p>I focus on one side of the argument and fails to make comparisons between the Maya and other societies.</p> <p>I can use a limited number of historical terms related to the Maya.</p> <p>I make some reference to sources of evidence to support points made, e.g., the pyramids at Tikal.</p> <p>I may need some support in structuring their argument.</p>	<p>Writing/oral work demonstrates evidence of understanding a range of the main features of Maya society, e.g., religion, food etc., and may begin to make links and group them into themes, e.g., social, cultural.</p> <p>I introduce some aspects of balance within the argument, perhaps comparing the Maya's achievement in an area as less favourable to that of another society studied.</p> <p>I reference a range of sources of evidence to support points made.</p> <p>I can use several historical terms from this unit and from their study throughout the key stage.</p> <p>With support, I may achieve some of the aspects of children exceeding expectations/working at greater depth.</p>	<p>Writing/oral work demonstrates evidence of a developed understanding of a variety of aspects of Maya civilisation, and links and categorises these into themes, e.g., social, cultural, economic etc.</p> <p>They will make connections with other units studied. They will understand that changes occurred, and that developments took place within the period.</p> <p>I can discuss these areas in depth and refers to a broad range of sources of evidence to support points made and conclusions reached.</p> <p>I present a balanced argument, referring to advances made by other societies at the time, to other societies studied or to the present day, to support or reject the Maya being remembered.</p> <p>Throughout my writing, I employ a range of historical vocabulary from this and other units studied at KS2</p>

		Work will be completed independently and I decide the format.
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Addressing misconceptions in History:

How do we address misconceptions in History?

1. Targeted work on concepts.
2. The importance of good questions and follow-up.
3. Devoting sufficient time to explaining to pupils how to engage with enquiries.
4. Discussing sources before use, such as their origin, author and location.
5. Have a keen awareness of vocabulary. Testing understanding of vocabulary in different contexts so that pupils see differences and nuances in terms such as 'empire', 'industry' and 'diversity'. These terms should be clearly explained and check pupils' perceptions prior. This will allow pupils to prove issues such as similarity and difference by comparing and contrasting, including across time. Some vocabulary is also Tier 2 (words used across different areas frequently). Teachers need to help build language skills across different subject areas to aid all.
6. Comparison and contrast work that allows pupils to see how terms change meaning over time, including work that involves making links and connections.
7. This can mean building in questions asking them to compare features across different areas of study. Using chronological frameworks, including timeline work that emphasises duration.
8. Applying learned ideas and generalisations to different contexts – embedding and reinforcement are key tools in pupils developing nuanced contextual awareness.
9. Opportunities for outline as well as depth work.
10. Recall and revision to reinforce earlier work and help address forgetfulness and confusion.
11. Devoting time to showing pupils what good-quality history is so that they develop some understanding of the criteria for good history.
12. A classroom environment that encourages risks, discussion, the use of imagination and questioning, as well as concentration and persistence.

What are the misconceptions that we may see?

Overarching Misconceptions:	Examples of Misconceptions:	What can we do about it?
Understanding chronology.	<ul style="list-style-type: none"> • Anachronism e.g. thinking that cars, weapons etc existed in a time where they didn't. Sense of place and time is intertwined with chronology. • Children's existing schema dictates that they see words with specific meanings as binary e.g. children will think about a 'castle' as one specific type they have seen, not that there are an array of different types. 	A major reason why pupils become confused is simply that they lack historical knowledge. While throwing out masses of content is hardly a panacea, it is important that pupils have access to enough historical material about themes, individuals and situations. Without adequate historical knowledge, pupils will always find it difficult to assess the importance of things since

	<ul style="list-style-type: none"> Timelines can help by depicting realistic images or descriptions for a specific period. Teachers need to check timelines do not add to the misconceptions. Children can also be given tasks that have deliberate anachronisms that they have to detect and explain. 	they have too few reference points. So the first requirement is sufficient time for the subject
Know and understand the history of these islands: how history has shaped this nation (sense of place)	<ul style="list-style-type: none"> Anachronism: Children sometimes mix periods, societies and features. This often means stereotypical views and the lumping together of people and societies as if they are all one homogenous type e.g. old people, ethnic minorities, women, countries and religious groups. 	<p>While not a task solely for history, adding any general knowledge helps historical understanding, e.g. the human situation through reading, a sense of place through geography, historical inventions through science and technology. The teacher cannot cover everything. Stimulating pupils' curiosity and interest especially through reading is a key way of reducing historical misunderstanding and broadening historical awareness.</p> <p>Introducing some historical vocabulary with different meanings over time to show that there is no one stereotypical view, e.g. family, home, transport, princess, king, weapon, village life, religion.</p>
Know and understand aspects of history of the wider world (local, national, international).	<ul style="list-style-type: none"> Everything that was happening was also happening in England. Children need to see the differing contexts in different places. Every change impacted England directly. Not all stories around the globe are the same. Children need to see direct and indirect impacts. 	<p>Carefully choose the content so that it invites contrasts and provides interest. All valid history falls at the first hurdle if the teaching does not build in enough interesting and varied content so that the children can establish a chronology, identify the key events, people, changes and developments and how and why things turned out as they did. Checking that planning allows this to happen is a positive step to avoiding confusion.</p> <p>Introducing some historical vocabulary with different meanings over time to show that there is no one stereotypical view, e.g. family, home, transport, princess, king, weapon, village life, religion.</p>
Understanding the methods of historical enquiry, including how	<ul style="list-style-type: none"> All sources are primary or secondary sources. Primary sources aren't primary if they exist online, as pictures, in textbooks etc. 	A main misunderstanding is the binary nature of the work of a historian. Teaching and assessments must include links to the job and

<p>evidence is used and how/ why people interpret the past in different ways (using evidence).</p>	<ul style="list-style-type: none"> • The work of a historian is just reading. Clear teaching of the process of historical enquiry is needed. • Accept sources at face value or using simple criteria. For example, they regard the source of the evidence as bound to be reliable because it's coming from a teacher or from a book. • Alternatively adopt a formulaic, defeatist attitude towards source material. For example, the pupils are led to believe that you cannot trust any historical sources, especially written or pictorial, on grounds such as there is no one alive today to prove it, or they believe that all sources are characterised by bias, lies, misunderstanding or dogmatism. • Have stereotypical attitudes about sources. For example, the camera does not lie but paintings do, or a newspaper only reports facts. • Have no awareness of sources in their original context. For example, pupils don't see what the source looked like, when and where it was produced or by whom, but rely on extracts and transcripts. • Be unable to distinguish between sources and evidence. For example, pupils do not understand that the source has limited value and that they or historians have to use it and convert it to evidence for their enquiry. • Believe that unreliable sources have no use. For example, the pupils do not understand that a source might be untrustworthy for one thing but could be used as evidence about something else. • Believe that two differing sources mean that one must be wrong. For example, when they read different statements on a topic such as Stonehenge, they think that one must be wrong and the other right, or both must be wrong. • Make a definitive judgement based on limited knowledge. For example, teachers ask pupils to draw conclusions from just a line or two of a source or from one artefact. • Believe that this source must be true because it fits what I know already or my feelings. For example, pupils see a source as true and useful because it agrees with something that they read or that the teacher told them. • Think that it is enough to obtain an answer from the first source of information. For example, pupils show little interest in looking at different sources and believe that it will be 	<p>children be explicitly taught about how a historian interacts with sources.</p>
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	<p>enough to find an answer to a question based on the first source that they use.</p> <ul style="list-style-type: none"> • Find it difficult dealing with different information or filling in gaps where the evidence from the sources stop. For example, pupils think that a source can only tell us so much and you cannot get anything beyond the content, such as making inferences and deductions about what the author of the source did not intend to convey. 	
<p>Conceptual misunderstanding (Disciplinary skills) - Addressed below.</p>	<ul style="list-style-type: none"> • Children can become bogged down by misunderstandings if they are not secure in chronology and change, cause and consequence (including motivations), interpretation and significance. • The remedy is teachers being aware of these misunderstandings at a conceptual level to aid their planning. 	<p>An awareness of the key historical concepts and building these into planning so that they are developed and revisited. The National Curriculum draws attention to some of the key concepts to aid historical understanding such as cause and consequence, change and continuity, significance, the use of evidence and interpretations. It is vital that these are developed in a progressive way by focused tasks and questions. Pupils understand, for example, that various causes often contribute to an event or historical situation, that sources need to be used carefully when answering a historical question, that ideally sources should be checked against other sources, that people, events and countries can be represented and seen in a range of valid ways. Targeted questions are vital rather than general tasks such as 'investigate what life was like in Roman Britain' or 'imagine the local town 100 years ago'. Such general tasks can mask confusion and misinterpretation – often hidden by extensive copying and plagiarism from books and internet.</p> <p>Focusing on higher-order thinking in history. Pupils sometimes have excellent avoidance tactics in higher-order thinking. They can be content with surface and limited answers. They need to understand and to demonstrate that the best history answers are not simple ones such as one cause and one effect or one view about a person</p>

		<p>but instead we need them to recognise the uncertainty of their answers – something they should certainly be grasping by the later primary years.</p> <p>Checking that the pupils understand what they have to do. Conventionally good history uses many different command words in its question – hopefully far more than ‘what’. Misconceptions and misinterpretations could well be less extensive if teachers check that pupils do grasp the meaning of words such as compare and contrast, compose, comment on, have a debate, define, describe, discuss, explain, establish, give an account, how, how far, how reliable, how different, how similar, how useful, interpret, investigate, list, outline, prove, recall, review, state, summarise, to what extent, what.</p>
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Disciplinary (conceptual) Misconceptions:

<u>Disciplinary Knowledge:</u>	<u>Examples of misconceptions:</u>
Chronology and change	<ul style="list-style-type: none"> • Mixing societies, events and features across societies and periods. For example, muddling features of Ancient Greece with Roman Britain. • No sense of length of time (duration). For example, how many really appreciate the longevity of Ancient Egyptian society or that later Vikings are closer in time to us than early Romans? • Lumping any duration of more than a few years into a single mass. For example, Alan Hodkinson once observed a pupil asking whether if Cleopatra had not been bitten by the asp, would she still be alive today? • Problems with dating, especially B.C.(E.) and A.D. and the mathematical dimension of time. For example, not being able to see that B.C. (E.) involves counting backwards. • Black and white is always seen as older than colour. For example, pupils see an early colour photograph as newer than a black and white one taken in very recent times. • The ages of pictures are equated with the age of people. For example, pupils see a picture containing older people as older than one with younger people. • Pupils find it difficult to recognise a world before they were born. For example, pupils see everything that happened before their birth as unreal. • No sense of period labels. For example, they have problems using terms such as 'Iron Age' or 'Roman'.

	<ul style="list-style-type: none"> • Change and progress are seen as interchangeable. For example, the pupils assume that any change must be for the better. • Change is seen as something sudden and recognisable. For example, pupils cannot see that people at the time may not have recognised that something was changing and that it only became apparent later. • No recognition of continuity or that some things can change whereas others continue. For example, the pupils believe that a historical society can either change or stay the same but not both. • Not recognising that it may be possible to see things going backwards and that change is a very uneven process. For example, pupils struggle with the idea of things getting worse or that some things change quickly and others much more slowly. • The past is seen as a series of stories and key events joined up like a list, rather than accounts of overlapping and interacting strands. For example, pupils see history just as lots of stories unconnected and find it difficult to make links and connections between them
Cause and consequence	<ul style="list-style-type: none"> • Things are just seen to happen and events are seen as inevitable. For example, pupils cannot identify any reasons why something might happen. • Pupils find it difficult to envisage situations other than those that occurred or the idea that people might have had choices. For example, they cannot understand that an event in history could have happened differently. • Events only have one cause or result. For example, when the Romans invaded Britain, there was only one reason for it. • One type of cause leads to a similar effect, such as an economic cause must lead to an economic outcome. For example, when the Victorians invested in the railways, the only real effect was wealth. • All causes and effects are equally important. For example, pupils lack awareness of how to go about putting causes and effects in any order of importance. • Pupils cannot see a link between causes and effect. For example, pupils see something leading to an event and something happening afterwards but cannot make the links. • Pupils find it difficult to see cause and consequence from the viewpoint of those at the time. For example, they believe that people at the time must have seen things as we do today and cannot imagine issues without our hindsight, thus seeing things as confused, obscure and unintelligible to those living through it. • Lack any mature grasp of what motivates people. For example, they largely understand what motivates them but find it difficult to consider an issue from another perspective – the double problem of asking pupils to see things through the lens of both the past and an adult world. • People are seen as two-dimensional. For example, they see the people in the past as maybe interesting but cannot grasp that they were real and complex, confused and inconsistent.
Interpretation	<ul style="list-style-type: none"> • Different views mean that someone is wrong. For example, pupils find it difficult to imagine that two people can have genuinely different opinions about a historical character. • Pupils desire simple 'right' answers and dislike uncertainty. For example, they expect at the end of an activity for the teacher to provide the real answer. • Only one version of the past is seen and there is no awareness that it is a construct. For example, pupils see history as something that can be fully and accurately retold, and it is possible to know the real truth if someone was there.

	<ul style="list-style-type: none"> • An inability to distinguish between facts, opinions and judgements. For example, pupils struggle to see the difference between an undisputed fact and something that is an opinion or point of view. • All interpretations are seen as equally valid. For example, even where pupils see that something is a point of view, they find it difficult to judge it and believe that all are equally right and wrong. • Viewpoints are seen in rather extreme terms rather than as subtle with nuances. For example, pupils believe that any interpretation is blatant and biased. • Pupils are not interested in differing viewpoints. For example, they see them as unnecessary distractions and rarely want to analyse them. They get in the way of a good story.
Significance	<ul style="list-style-type: none"> • Pupils lack any deep criteria for measuring what is important. For example, they cannot work out why something might be seen as worth making such a huge effect where large numbers were involved. • Failure to see that things can be significant in some ways but not in others. For example, pupils believe that if something was important it must have been equally important to all people at all times. • Not grasping that significance can change depending on the topic being studied or over time. For example, what might have been significant to an Ancient Egyptian might not be seen as important to a Viking. • Significance can depend on the person trying to answer the question. For example, it might be that different pupils in the class regard different things about a topic as significant, such as the Benin Bronzes, but that does not mean that some pupils are wrong

