



"We are not makers of history. We are made by history."
Martin Luther King, Jr

At Crowton, we have designed an exciting and engaging history curriculum. Our aim is to fulfil the requirements of the National Curriculum; providing a broad and balanced curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love of learning about the past. The focus on historical enquiry strengthens pupil's broader problem solving and reasoning skills and supports the development of a strong growth mindset. Pupils are encouraged to become respectful citizens with an understanding and appreciation of other cultures, as well as developing a strong sense of identity and community by building their knowledge of local and regional history and how this links to the wider world. Over time, pupils will begin to use their understanding of how the world has grown and changed, to help shape our future.

Our carefully planned and progressive history curriculum is designed with the target of all children becoming inquisitive historians by making sure they meet the National Curriculum expectations to:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology
- Communicate historically

Throughout their primary school journey, the children will also learn about historical events that occurred both here in the UK and in the wider world. We want to give children a secure knowledge of the chronology of history, as well as enabling them to have deeper learning experiences of some of the more significant turning points in national and global world history.

We aim to equip our children with the skills to think as historians by examining historical artefacts and primary sources and helping to them understand that historical events can be interpreted in different ways. Children are encouraged to ask insightful questions, think critically, consider evidence and investigate answers.

Intent

At Crowton, our history curriculum aims to give children an understanding of the history of Britain and that of the wider world, both within living memory and beyond. Our curriculum is designed to be knowledge and vocabulary rich to allow children to ask enquiring questions, think critically and develop their own opinions.

We aspire to give children opportunities to identify similarities and differences between diverse time periods and to evaluate the impact these historical events have had on life today.

Through high quality teaching, children will build their knowledge of key historical concepts and will be equipped with the skills to:

- make enquiries
- think critically
- develop a sense of chronology
- study sources
- compare evidence
- discuss different historical viewpoints
- create their own sense of perspective
- show acceptance and respect towards others views

We aim to enrich our history curriculum through the provision of authentic experiences such as educational visits, visits from experts and a wealth of historical sources. Where possible we aim to enhance our history curriculum by taking it outside of the classroom and into the local community making use of nearby resources and places of interest

Implementation

Our history curriculum is taught in blocks throughout the year so that children can achieve depth in their learning. When planning each block, key historical disciplinary knowledge and enquiry skills are selected to be taught.

We recognise the fact that in all classes there are children of widely different abilities. In history, we seek to provide suitable learning opportunities for all children. Children develop their independence and confidence through individual activities and their co-operative skills during pair and group work. The disciplinary progression throughout KS1 and KS2 covers Historical Chronology, Historical Concepts, Historical Interpretation, Historical Enquiry and Historical Communication. These skills are set out in the purpose of study and aims of the National Curriculum.

Early Years Foundation Stage

We teach history in the moment through interactions with the children. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the history side of the children's work to the seven areas of learning and development that must shape education programme in EYFS.

These are split into two important and interconnected sections – prime and specific. In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigating and experiencing things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Cross-Curricular Links

History is regularly taught alongside texts enabling children to link narrative to their learning. Specifically chosen texts are used within history lessons to acquire knowledge, whilst providing opportunities for children to develop their inference skills. We believe that our history curriculum allows children to develop and enhance their English, Maths and Computing Skills.

SMSC

Through History teaching, our children develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development.

The **spiritual** development of pupils is shown by their study of cause and consequence and their exploration of how and why events in the past happened. History allows the children to see the similarities between people now and in the past. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

The **moral** development of pupils is shown by children considering and commenting on moral questions and dilemmas. Children will be encouraged to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past.

The **social** development of pupils is shown by the study of the similarities and contrasts between past and present societies. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

The **cultural** development of pupils is shown by the study of people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world history.

SEND

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our school. To optimize inclusion the children's differing needs for learning (including children with special educational needs) will be addressed through differentiated activities.

History Curriculum Overview – Four Year Cycle

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A 2023/24	KS1	My History and Toys		Nurses: Mary Seacole and Florence Nightingale			
	KS2	First Civilizations / Shang Dynasty			Early Islamic Civilization		
Cycle B 2024/25	KS1	The Great Fire of Nantwich and The Great Fire of London		Queen Victoria and Elizabeth II		Significant local historical figure: George Mottershead	
	KS2	Ancient Greece		Crime and Punishment		A Local History Study: Anderton Boat Lift	
Cycle C 2025/26	KS1	My History and Toys		Nurses: Mary Seacole and Florence Nightingale			
	KS2	Romans (inc a local study of Chester)		Anglo Saxons and Scots			
Cycle D 2026/27	KS1	The Great Fire of Nantwich and The Great Fire of London		Queen Victoria and Elizabeth II		Significant Local Historical Figure: George Mottershead	
	KS2	Stone Age, Bronze Age and Iron Age					

Impact

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of the history. Outcomes in pupils' books evidence a broad and balanced history curriculum.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking to engage children with their learning and to provide opportunities for self-assessment and further consolidation.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of key knowledge of each topic being evidenced through the outcomes.
- Regular formative assessment by the class teacher is recorded half-termly via the school tracker to ensure progress is made by every child.

Curriculum Rationale

Our classes at Crowton are mixed-age and therefore the design and implementation of our curriculum has to be considered to ensure that all pupils are able to access the full programme of study from the National Curriculum. Ensuring the chronology of our history themes and enquiries has proven difficult as, in KS2 especially, the programme of study leans itself to a two-year cycle not a four.

At Crowton, we have carefully placed our themes and enquiries to ensure that within an academic year, pupils move chronologically in one direction. Meaning pupils are able to build their knowledge across eras systematically. While pupils do not officially do the same theme or enquiry twice, it is important teachers are aware of where pupils are currently in their history learning to ensure appropriate opportunities for revisiting and recall.

An example of the prior learning knowledge of the 2023/24 Key Stage Two Class for our History curriculum implemented in 2022/23.

Year 6	The Shang Dynasty, Overview of Early Civilisations Ancient Greeks, Crime and Punishment
Year 5	The Shang Dynasty, Overview of Early Civilisations Stone Age, Bronze Age and Iron Age, Romans in Britain
Year 4	The Shang Dynasty, Overview of Early Civilisations Stone Age, Bronze Age and Iron Age, Romans in Britain
Year 3	The Shang Dynasty, Overview of Early Civilisations KS1 – The Great Fire of London and the Great Fire of Nantwich, Queen Victoria and Queen Elizabeth II

History: EYFS

Pupils look at **understanding the world** around them, focusing on the natural world, past and present and people, culture and community. In class, staff provide children with a range of visits, visitors and experiences. The staff set up historical provision areas for the children to explore and develop their learning through play. As well as being read a range of stories, non-fiction, songs and poems to develop their understanding of our culturally, socially, technologically and ecologically diverse world, which also develops their knowledge and vocabulary for future learning.

By the end of the Early Years Foundation Stage children will be assessed against the Early Learning Goal – Understanding the World ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of other 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.

History: Substantive Concepts Map

Industry	Civilization	Empire	Trade
Significance	Monarchy	Settlement	Rebellion

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A 2023/24	KS1	My History and Toys Industry Civilisation		Nurses: Mary Seacole and Florence Nightingale Empire Industry Civilization			
	KS2	First Civilizations / Shang Dynasty Civilization Empire Settlement Trade			Early Islamic Civilization Civilization Empire		
Cycle B 2024/25	KS1	The Great Fire of Nantwich and The Great Fire of London Significance Monarchy	Queen Victoria and Elizabeth II Monarchy Industry Civilization Significance			Significant local historical figure: George Mottershead Significance Industry Trade	

	KS2	Ancient Greece Civilization Empire Settlement Trade	Crime and Punishment Civilization Empire Monarchy Rebellion		A Local History Study: Anderton Boat Lift Industry Trade
Cycle C 2025/26	KS1	My History and Toys Industry Civilisation	Nurses: Mary Seacole and Florence Nightingale Empire Industry Civilization		
	KS2	Romans (inc a local study of Chester) Civilization Empire Settlement Trade Rebellion	Anglo Saxons, Scots and Vikings Settlement Trade Rebellion Monarchy		
Cycle D 2026/27	KS1	The Great Fire of Nantwich and The Great Fire of London Significance Monarchy	Queen Victoria and Elizabeth II Monarchy Industry Civilization Significance		Significant Local Historical Figure: George Mottershead Significance Industry Trade
	KS2	Stone Age, Bronze Age and Iron Age Industry Civilisation Settlement Trade			

History End Points

Early Years Foundation Stage

Understanding the World: Past and Present

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of 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.

Vocabulary: before I was born, when (parents/grandparents were little, old, new, modern, history)

Sources: Pictures, photographs, stories, objects.

National Curriculum Coverage:
Changes within living memory

Historical Concepts: Industry Civilisation

Skills

- To use timelines to sequence events, people or objects in chronological order
- To organise and explain significant events and changes on a timeline.
- To be able to discuss changes, causes and consequences based on different sources of information
- To be able to compare and contrast sources of information.
- Devise historically valid questions.
- Respond to historically valid questions.

Knowledge

To describe the characteristics of toys.

- I can describe toys by their characteristics.
- I can use appropriate vocabulary to describe my own toys.
- I can make suggestions for how we can find out about toys of the past and what they may have been like.

To discover what toys our parents and grandparents played with.

- I know that toys of the past are different to the toys of today
- I can describe the toys of the past and their characteristics
- I can ask and answer questions about the toys of the past.

To find out what toys were like at different times in the past.

- I understand the term ‘decade’.
- I can order decades chronologically.
- I can identify toys that were popular in a particular decade.

To identify toys that are old and toys that are new.

- I can recognise the difference between old and new toys.
- I can describe old and new toys using appropriate vocabulary.
- I can sort old and new toys into categories.

I can describe how toys are different and how they are the same.

- I know that some of the types of toys we play with now, were played with in the past.
- I can identify similarities between old and new toys.
- I can identify differences between old and new toys.

Assessment – How do children’s lives in the past compare to today?

Key Facts

- A decade is a period of time that lasts for 10 years.
- Toys in the 1950’s – Matchbox toys were very popular – Little cars and trucks
- Play-Doh, Hula Hoops and Mr. Potato Head was invented in the 1950s.
- Lego was brought out in Britain in the 1960’s
- Barbie dolls were popular in America while Britain had its own version call the Sindy doll.

Vocabulary: decade, characteristics

Sources: photos, word of mouth, letters, advertisements, artefacts

National Curriculum Coverage:
Significant Individuals

Historical Concepts: Empire Industry Civilization

Skills

- To use timelines to sequence events, people or objects in chronological order
- To organise and explain significant events and changes on a timeline.
- To be able to discuss changes, causes and consequences based on different sources of information
- To be able to compare and contrast sources of information.
- Devise historically valid questions.
- Respond to historically valid questions.

Knowledge

To explain what might make a person significant

- I can explain why a person is significant to me.
- I can identify some significant people.
- I can explain why a person from history is significant

To find out who Florence Nightingale was and when she lived.

- I can explain when Florence Nightingale lived.
- I can discover what was expected of women during the Victorian Era
- I can discuss Florence’s ambitions and my own ambitions.

To explore how Florence Nightingale improved the conditions at the hospital in Scutari.

- I can describe the conditions in the hospital when Florence arrived.
- I can identify some of the changes Florence made at the hospital and compare the hospital before and after Florence’s arrival.
- I can discuss how these changes helped the patients at the hospital.
- I can describe some of the things Florence Nightingale contributed to nursing in her later life.

To identify the similarities and differences between medical care now and in Victorian times.

- I can identify similarities and differences between nurses today and in the time of Florence Nightingale.
- I can identify differences in general medical care today and in Victorian times.
- I can describe some basic first aid.

To be able to order and summarise events in the life of Florence Nightingale.

- I can recall and describe the main events in Florence Nightingale’s life.
- I can use words relating to the passing of time (before, after, next, etc.).
- I can order events chronologically.

To understand who Mary Seacole was and the main events of her life.

- I can identify key facts about Mary Seacole.
- I place the events of Mary Seacole’s life in chronological order.
- I can infer how Mary Seacole’s early experiences may have influenced her choices in later life.

To explore the work of Mary Seacole and the impact it had

- I can describe what the British Hotel was.
- I can describe the work Mary Seacole did in Crimea and the impact it had.

	<ul style="list-style-type: none"> I can identify similarities and differences in the work of Florence Nightingale and Mary Seacole during the Crimean War <p>Assessment – How did Florence Nightingale and Mary Seacole change nursing today?</p>
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Key Facts

- A person can be called significant if they; improved people’s lives (or made them worse!), had a long lasting impact on their country or the world, changed people’s ideas.
- Florence Nightingale was born in 1820 and became a nurse in the Crimean War and was known as the lady of the lamp.
- Florence established nursing as a respectable profession for women.
- In 1860 the Nightingale School for Nurses opened in London. This was the first school set up to train nurses to work in hospitals.
- Mary Seacole was born in Kingston, Jamaica in 1805
- Mary Seacole wanted to help with the work Florence Nightingale had started.
- In those days there was a lot of racial prejudice which meant people were treated differently because of the colour of their skin.
- Mary Seacole improved the lives of soldiers by opening a hospital to look after them, treating soldiers with herbal remedies and even helping them on the battlefield.

Vocabulary: nurse, hospital, soldiers, war, equality, race, modern, memorial

Sources: photographs, maps, diaries, artefacts, pictures, paintings

KS1 Cycle B / Cycle D The Great Fire of Nantwich / The Great Fire of London: How did the fire of Nantwich compare with the Great Fire of London?	
National Curriculum Coverage: Events beyond living memory	Historical Concepts: Significance Monarchy
Skills <ul style="list-style-type: none"> To organise and explain significant events and changes on a timeline To be able to discuss changes, causes and consequences based on a range of sources of information Devise historically valid questions Respond to historically valid questions 	Knowledge <p>To compare past and present London</p> <ul style="list-style-type: none"> I can explain how past and present London are different and similar. I can talk about how the buildings in London were different in the past and that people travelled differently in London in the past. <p>To explain how people live now is different to how people lived in 1666</p> <ul style="list-style-type: none"> I can explain how the jobs that people have now and the jobs that people had in 1666 are similar and different. I can discuss the differences between firefighters in the past and now. <p>To order events of the Great Fire of London</p> <ul style="list-style-type: none"> I can explain how the fire started and why it spread. I can sequence the events of the fire into the order they happened. I can discuss the effect of the fire in London.

- To use their knowledge to form opinions about events or actions of significant individuals
- To be able to make connections between events and people over time
- To identify when an event in history occurred relative to other events studied previously

To explain how we know about the Great Fire of London

- I can discuss different historical sources of information about the fire.
- I can identify which sources are most helpful and explain why.
- I can identify which sources are least helpful and explain why.

To explain how London changed after the Great Fire

- I can explain the reasons why changes happened.
- I can discuss the problems that caused the fire to spread.
- I can describe how I think London should have been rebuilt after the fire.

To describe London before, during and after the Great Fire

- I can explain how and why London changed after the fire.
- I can describe what happened during the fire
- I can describe who Samuel Pepys was and what he did.

To compare past and present Nantwich.

- I can explain how past and present Nantwich are different and similar.
- I can talk about how the buildings in Nantwich were different in the past and that people travelled differently in the past.

To order events of the Great Fire of Nantwich

- I can explain how the fire started and why it spread.
- I can sequence the events of the fire into the order they happened.

To make connections between the Great Fire of Nantwich and The Great Fire of London.

Assessment – How did the fire of Nantwich compare with the Great Fire of London?

Key Facts

- The Great Fire of London happened in 1666.
- It began in Pudding Lane at a bakery.
- Nantwich disaster: Queen Elizabeth I organised the re-building of the town - “Queen’s Aid House”.
- In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread.
- Glass was very expensive and only the rich could afford it.
- Carpet was expensive – floors were covered with rushes and covered in sweet smelling herbs.
- Samuel Pepys wrote first-hand accounts of the fire.
- London was rebuilt using different materials to prevent this happening in the future.

Vocabulary: artefact, cause, buildings, material, connection, impact, monument

Sources: Visit to the Nantwich Museum, Historical Maps of London and Nantwich, Maps of London and Nantwich (before, after and now)

National Curriculum Coverage:
Significant Individuals

Historical Concepts: Monarchy Industry Civilization Significance

- Skills**
- To organise and explain significant events and changes on a timeline
 - To be able to discuss changes, causes and consequences based on a range of sources of information
 - Devise historically valid questions
 - Respond to historically valid questions
 - To use their knowledge to form opinions about events or actions of significant individuals
 - To be able to make connections between events and people over time
 - To identify when an event in history occurred relative to other events studied previously

- Knowledge**
- To understand what a monarch is and where monarchs live.**
- I can explain what a monarch is.
 - I can explain the differences between a palace and my home.
 - I can name two queens of England
- To explore who Queen Victoria was**
- I can explain who queen Victoria was.
 - I can explain how Buckingham palace was used.
 - I can ask and answer questions based on facts given.
- To explore the Victorian period**
- I explain what the Victorian period was
 - I can recognise that changes occur in history
 - I can explain some of the changes that occurred while Victoria ruled
- To explore the life of Queen Elizabeth II.**
- I can explain who Queen Elizabeth II was.
 - I can explain who is a member of the Royal Family in our country.
 - I can discuss what a jubilee is and why it is celebrated
 - I can understand how events were celebrated in the past.
- To compare two major time periods**
- I can explain what life was like in different time periods
 - I can see similarities and differences between time periods
 - I can explain why things change over time.
- I can compare Queen Victoria and Queen Elizabeth II**
- I can recall facts about the queens of England
 - I can describe what is similar and different about the two queens

Assessment – What is a Monarch?

Key Facts

- Queen Victoria was born in 1819 and she became Queen in June 1837, aged 18.
- She married Albert in 1840 and they had nine children together
- She ruled as Queen for over 60 years and died in 1901, aged 81.
- Queen Elizabeth was born in 1926 and became Queen in 1952.

- She was the longest reigning monarch ever in Britain.
- She married Prince Philip in 1947 and they had four children together.
- In 1820 children from poorer families had to go to work often in mines, factories and sweeping chimneys. Only boys from wealthier families went to school once they turned 10 and girls were educated at home.
- Now, for all children education is compulsory up to the age of 16.

Vocabulary: monarch, palace, significant, laws, jubilee, empire, achievements

Sources: paintings, photographs, pictures, newspaper reports

KS1 Cycle B / Cycle D Significant Local Historical Figure – George Mottershead – Mini Focus: Who was George Mottershead?

National Curriculum Coverage: Significant historical events, people and places in their own locality

Historical Concepts: Significance Industry Trade

Skills

- To organise and explain significant events and changes on a timeline
- To be able to discuss changes, causes and consequences based on a range of sources of information
- Devise historically valid questions
- Respond to historically valid questions
- To use their knowledge to form opinions about events or actions of significant individuals
- To be able to make connections between events and people over time
- To identify when an event in history occurred relative to other events studied previously

Knowledge

To know who George Mottershead was and why he is significant to Cheshire

- I can discuss George’s reasons for building a zoo
- To sequence important past event at the zoo**
- I can create a timeline of key events, which happened in the early years of Chester Zoo.
- To discuss what is the same or different about Chester Zoo in the past and the present day.**
- I can identify key changes to the zoo layout between 1931 and 2022
- To identify what has changed at Chester Zoo in my lifetime.**
- I can explain why these events are important.

Assessment – Who was George Mottershead?

Key Facts

- George Mottershead was the founder of Chester Zoo.
- ‘A zoo without bars’ George was upset when he visited a zoo as a boy because animals were kept in small cages.
- The zoo opened on 10th June 1931
- Chester Zoo now welcomes nearly two million visitors every year.

Vocabulary: founder, George Mottershead, conservation

Sources: photographs, videos, maps, newspaper reports

National Curriculum Coverage: The Achievements of the Earliest Civilisations – An overview of where and when the first civilizations appeared – Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China and an in-depth study of The Shang Dynasty of Ancient China.

Historical Concepts: Civilization
 Empire Settlement Trade

Skills

- To identify when an event in history occurred relative to other events studied previously
- Organise and explain significant events and changes on a timeline
- To identify what was happening in different parts of the world at the same time as the event being studied.
- To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied
- To be able to compare and contrast sources of information
- To devise historically valid questions about change, cause, similarity and difference, and significance
- To respond to historically valid questions about change, cause, similarity and difference, and significance

Knowledge

- To explore where and when the first civilisations began.**
 - I can explain what the term civilisation means.
 - I can use a timeline to describe the dates of some of the early civilisations
 - I can discuss where some of the earliest civilisations were located
- To find out about the first writing systems.**
 - I know when people first started using a writing system.
 - I can discuss reasons why writing systems were necessary.
- To explore trade in early civilisations.**
 - I can explore reasons why people started trading
 - I can explain why people started using tokens for trading and where there is evidence of money first being used.
- To find out about mathematical understanding in early civilisations.**
 - I understand why writing and number systems were developed.
 - I can explore the different number systems used by different early civilisations.
- To explore the technology and inventions of early civilisations.**
 - I can make predictions about the dates of inventions based on my own historical knowledge.
 - I can use sources to help me answer questions.
- To explore the buildings and architecture of early civilisations.**
 - I can explore how buildings have developed over time.
 - I can identify buildings of the earliest civilisations and can suggest how early buildings were constructed.
- To consolidate knowledge and understanding of early civilisations.**
- Shang Dynasty In-depth study**
- To find out about the Shang Dynasty of China and explore what we know about it.**
 - I can discuss what different sources we can use to find out about the past.
 - I can explain the advantages and disadvantages of different sources of evidence.
 - I can identify where and when the Shang Dynasty occurred.
- To explore the evidence of surrounding the Shang kings and Shang royal burials.**
 - I can name some of the Shang rules and what they did according to history books.
 - I can suggest what makes history books accurate or inaccurate

- I can identify and describe the objects that were buried with Shang rulers and why animals and people were sacrificed during the Shang Dynasty.

To find out what ordinary life was like for people during the Shang Dynasty.

- I can describe the types of houses ordinary people lived in during the Shang Dynasty.
- I can explain the structure of society in the Shang Dynasty.
- I can explain how the ruler played an important role in the farming communities.

To find out about the writing and calendars created during the Shang Dynasty.

- I can explain why the Shang invented writing and calendars.
- I can describe the features of the oracle bones script.

To discuss reasons why the Shang Dynasty ended.

Assessment - Why was the discovery of oracle bones important to finding out about life during the Shang Dynasty?

Key Facts

Early Civilizations

- History is split into two eras: BCE and CE (Before Common Era and Common Era)
- The period before writing was used is called prehistory.
- The first writing system in the world was invented by the Sumerians around 3300 BCE and was used as a method of keeping track of goods that were traded with other people.
- The first coins were not used until around 700 BCE, Coins didn't reach Britain until around 100 BCE
- Each early civilisations devised their own number system.
- One of the earliest technologies in the world was the wheel, the ancient Sumerians invented the wheel around the year 4000 BCE.

The Shang Dynasty of Ancient China

- The Shang Dynasty were the first civilisation in China to leave written records behind.
- The Shang Dynasty were in power from 1600 BCE to approx. 1046BCE,
- The Shang Dynasty ruled during the Bronze Age.
- The discovery of oracle bones in 1899, provided the first written evidence of any society in ancient China. Oracle bones were used by kings to help them predict the future.
- Royal tombs contained lots of jade and bronze objects and ceramic pottery.
- Farmers were not allowed to plant their crops until they had been told to by the king.

Vocabulary: Civilisation(s), BCE, CE, archaeologists, technology, oracle bones, trade, irrigation, dynasty

Sources: evidence from history books, archaeologist discoveries, photographs and images of primary sources

National Curriculum Coverage: A Non-European Society that provide contrasts with British History – Early Islamic Civilization including a study of Baghdad c. AD 900.

Historical Concepts: Civilization Empire

Skills

- To organise and explain significant events and changes on a timeline
- To identify what was happening in different parts of the world at the same time as the event being studied.
- To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied
- To devise historically valid questions about change, cause, similarity and difference, and significance
- To respond to historically valid questions about change, cause, similarity and difference, and significance

Knowledge:

To develop a chronological understanding of early Islamic civilisation

- I can discuss what is meant by ‘chronological order’.
- I can begin to record individual events and historical periods accurately on a timeline.

To identify continuity and change across the time of the early Islamic empire

- I can discuss and understand what is meant by the terms ‘change’ and; continuity’
- I can develop my historical literacy and my critical thinking to discuss who the greatest caliphate was of the early Islamic empire.

To use historical sources to understand what life was like in 9th/10th century Baghdad.

- I can explain the differences between primary and secondary sources of evidence.
- I can discuss how historians were able to find out about the city of Baghdad and how it was once the most advanced city in the world.

To know about the achievements and contributions of the early Islamic civilisation.

- I can explain and describe what the House of Wisdom was and why it was important.
- I can discuss some of the inventions, advances in science, mathematics and technology made by the early Islamic civilisation and the significance of these achievements and contributions.

To identify similarities and differences between Baghdad and London c. 900 CE.

- I can explain the meanings of the words, ‘compare’, ‘similarity’, ‘difference’, ‘qualify’.
- I can identify similarities and differences between Baghdad in the Islamic Golden Age and London in the Dark Ages

To compare and evaluate potential causes for the dissolution of the Islamic empire.

- I can discuss the potential causes of the decline and dissolution of the early Islamic empire by timeframe, origin, geography and/or significance.

Assessment - How was life in the Early Islamic Empire similar or different to life in Britain at the same time?

Key Facts

- The Early Islamic Civilisation originated in Baghdad, Asia.
- Muhammad received his first revelation from God and founded the Islamic religion in approx. 610 CE.
- In 622 CE Muhammad and his followers established a Muslim community in Medina (the Hijra)
- The Early Islamic Civilisation can be split into four periods of time; time of Muhammad, Rashidun Caliphate, Umayyad Caliphate and the Abbasid Caliphate.
- Baghdad was home to the world’s first hospital.

- Caliph Harun al-Rashid founded the House of Wisdom, it soon became the largest collection of books in the world during the Islamic Golden Age.
- The Early Islamic civilisation was known for its trade, astrology, science and medicine.
- The fall of Baghdad was in 1258 and the Mongols played a key part in this.

Vocabulary: civilisation, state, empire, government, change, continuity, caliphate, compare, similarity, difference, qualify, scholar

Sources: paintings, photographs of artefacts, drawings, maps

KS2 Cycle B Crime and Punishment: How has the way we catch and punish criminals changed through time?

National Curriculum Coverage: A study of an aspect in British History that extends pupils knowledge beyond 1066 – Crime and Punishment from the Anglo-Saxons to the present.

Historical Concepts: Civilization Empire Monarchy Rebellion

Skills

- To identify when an event in history occurred relative to other events studied previously
- Organise and explain significant events and changes on a timeline
- To identify what was happening in different parts of the world at the same time as the event being studied.
- To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied
- To be able to compare and contrast sources of information
- To devise historically valid questions about change, cause, similarity and difference, and significance

Knowledge:

To introduce the broad trends of crime and punishment from the Romans to the 21st century.

- I can suggest ways in which crime changes over time.
- I can describe basic ways in which punishment from crime changes over time.

To explore crime and punishment in the Roman period.

- I can explain how crime was detected and how criminals were tried in Roman times.
- I can describe some common punishments for criminals in Roman times.

To explore crime and punishment in the Anglo-Saxon and Viking period.

- I can describe how crime was punished in the Anglo-Saxon/Viking period.
- I can explain what the most common crime of the time was.
- I can describe how people involved gods in the punishment of criminals.

To explore crime and punishment in the medieval and Tudor periods.

- I can describe how criminals were caught in the medieval and Tudor periods.
- I can explain the three main types of courts in the medieval and Tudor periods.
- I know what the punishment for theft, treason, murder and heresy was.

To explore crime and punishment in the early modern period.

- I can explain which crimes became common during this period and why.
- I can describe which aspects of crime and punishment stayed the same between the medieval period and the early modern period.

To explore crime and punishment in the Victorian period.

- I can explain which types of crimes become less common during the Victorian period and why.
- I can describe the changes in the way crimes were detected and punished.

<ul style="list-style-type: none"> • To respond to historically valid questions about change, cause, similarity and difference, and significance 	<p>To recap the history of crime and punishment and compare it to today.</p> <ul style="list-style-type: none"> • I can describe what different types of crimes there have been over the ages. • I can describe how crime prevention and detection has changed over the ages. • I can describe how punishment for criminal activity has changes over the ages. <p>Assessment - How has the way we catch and punish criminals changed through time?</p>
<p>Key Facts</p> <ul style="list-style-type: none"> • Throughout history, theft has always been the most common crime. • Executing criminals was banned in Britain in 1965 • The worst punishment in Roman law was crucifixion; it was not just to execute someone, but to cause them the maximum pain, humiliation and disgrace. • Roman law was the basis of many law systems. • Most crimes in Anglo-Saxon and Viking period demanded that the criminal pay the injured party compensation. • A new type of punishment was introduced during the early modern period – transportation to America to build houses, roads and work in fields. • The introduction of the police force happened in the Victorian period. • Prisons were developed to end transportation. 	
<p>Vocabulary: judge, jury, lawyer, pillory, treason, heresy, trial, magistrate, transportation, compensation</p>	
<p>Sources: photographs, paintings, documents.</p>	

<p>KS2 Cycle B Anderton Boat Lift: What is the Anderton Boat Lift used for?</p>	
<p>National Curriculum Coverage: A local history study – usage of canals and rivers in local area and the Anderton Boat Lift.</p>	<p>Historical Concepts: Industry Trade</p>
<p>Skills</p> <ul style="list-style-type: none"> • To identify when an event in history occurred relative to other events studied previously • Organise and explain significant events and changes on a timeline • To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied • To be able to compare and contrast sources of information • Devise historically valid questions 	<p>Knowledge:</p> <p>To know what was transported in Cheshire on the Rivers and Canals</p> <ul style="list-style-type: none"> • I can discuss how salt has been a major export in Cheshire since Roman times and how this was originally done by horse and cart. • I can explain the benefits of transporting salt by water. • I can discuss how clay, flint and pottery were transported on the canal in 1777. <p>To understand why the Anderton boat lift was built</p> <ul style="list-style-type: none"> • I can explain that the lift was built to shorten journeys and to make moving cargo easier. • I can explain how the lift changed in 1908. <p>To compare how the lift is used now to the past.</p>

<ul style="list-style-type: none"> Respond to historically valid questions 	<ul style="list-style-type: none"> I can explain why the usage of the life has declined. <p>Assessment – What is the Anderton Boat Lift used for?</p>
<p>Key Facts</p> <ul style="list-style-type: none"> The Anderton Boat Lift was opened in 1875 and was designed by Edwin Clark. The Anderton Boat Lift is one of only two working boat lifts in the UK The lift was built 60 feet high, allowing it to clear the 50-foot difference in height between the River Weaver and the Trent & Mersey Canal. The tanks were big enough for two narrow boats or one barge. Salt in the water caused the lift to break down; in 1908, Colonel Saner used electricity to power the lift. The lift now uses a modern hydraulic system, using oil instead of water to prevent corrosion. 	
<p>Vocabulary: export, Anderton, caissons, hydraulic rams</p>	
<p>Sources: visit, photographs</p>	

KS2 Cycle B		Ancient Greece: Can we thank Ancient Greece for anything in our lives today?	
<p>National Curriculum Coverage: A study of Greek Life and achievements and their influence on the western world.</p>		<p>Historical Concepts: Civilization Empire Settlement Trade</p>	
<p>Skills</p> <ul style="list-style-type: none"> To identify when an event in history occurred relative to other events studied previously Organise and explain significant events and changes on a timeline To be able to discuss changes, causes and consequences based on different sources of information and 	<p>Knowledge:</p> <p>To know how early Greece began, and what it was like there.</p> <ul style="list-style-type: none"> I can explain what excavations can tell me about Early Greece. I can use and understand the term ‘civilisation’. I can discuss when the ancient Greek period was in relation to other periods of world history. I can order key events chronologically during a period in history. <p>To understand what early Greece was like.</p> <ul style="list-style-type: none"> I can explain what life was like in the city-states of Ancient Greece I can identify differences between Sparta and Athens <p>To research daily life in Ancient Greece.</p> <ul style="list-style-type: none"> I can explain what types of clothing was worn during Ancient Greece. I can describe what was usually eaten in Ancient Greece. I can compare the differences between how women and men were treated in Ancient Greece. <p>To explore the Olympics in Ancient Greek times.</p> <ul style="list-style-type: none"> I can gather evidence about the past using ancient Greek Pottery I can explain what primary and secondary sources are and how they differ. 		

<p>draw comparisons to other periods studied</p> <ul style="list-style-type: none"> • To be able to compare and contrast sources of information • Devise historically valid questions • Respond to historically valid questions 	<p>To explore the similarities and difference between the Olympic Games in ancient Greek times and the modern Olympic Games.</p> <ul style="list-style-type: none"> • I can discuss what I know about the modern Olympics. • I can select relevant information from a secondary source about the ancient Greek Olympics • I can make comparisons between the modern Olympic Games and the Olympics in ancient Greek times. <p>To explore the beliefs of the ancient Greeks.</p> <ul style="list-style-type: none"> • I can describe some of the key beliefs of the ancient Greeks and discuss how they worshipped. • I can name and describe some of the ancient Greek gods and goddesses. <p>To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.</p> <ul style="list-style-type: none"> • I can show my understanding of the events and characters in this myth by sequencing one version of the story. • I can explore sources of evidence, which have been used to find out about the Trojan War. • I can discuss whether the Trojan War really happened or whether it was a myth <p>Assessment – Can we thank Ancient Greece for anything in our lives today?</p>
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<p>Key Facts</p> <ul style="list-style-type: none"> • Sparta was a warrior society; both boys and girls had physical training to stay fit. • The Ancient Greeks invented the theatre with male only actors and they wore masks to show tragedy and comedy. • The men wore tunics called a chiton; women’s came down to their ankles; the wealthy had tunics of different colour. • 776 BC First Olympics; It took place in Olympia in honour of Zeus. • They believed in many different gods; temples were built for them and they were home to statues of gods.
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Vocabulary: civilisation, Olympics, philosophy, mythology, Gods, Goddesses, technology, influence, culture

Sources:

KS2 Cycle C Romans (inc a local study of Chester): What impact did the Romans have on Britain?

<p>National Curriculum Coverage: The Roman Empire and its impact on Britain with elements of a local history study of the Romans in Chester.</p>	<p>Historical Concepts: Civilization Empire Settlement Trade Rebellion</p>
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<p>Skills</p> <ul style="list-style-type: none"> • To identify when an event in history occurred relative to other event studied previously • Organise and explain significant events and changes on a timeline 	<p>Knowledge</p> <p>To understand the terms ‘invade’ and ‘settle’ and to place the Romans on a timeline.</p> <ul style="list-style-type: none"> • I can explain the terms ‘invade’ and ‘settle’ • I can explain reasons why people have invaded and settle in Britain in the past. <p>To find out why and how the Romans successfully invaded Britain.</p> <ul style="list-style-type: none"> • I can suggest reasons why the Romans invaded Britain • I can describe what the Roman Army was like
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- To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied
- To be able to compare and contrast sources of information
- Devise historically valid questions
- Respond to historically valid questions

- I can describe what life was like for Roman soldiers

To find out who was in Britain when the romans invaded and learn about their way of life

- I can explain who the Celts were and what life was like for them in Britain.
- I can describe who Boudicca was and what she did.
- I can explain the events of Boudicca’s revolt and whether it was successful or not.

I can understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.

- I can explain the different elements of Roman religion.
- I can tell you the names of some of the main Roman gods and write about what they represented to the Roman people.

To find out about life in Roman Britain

- I can explain aspects of Roman life.

To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.

- I can give three reasons why the Romans wanted new roads in Britain.
- I can label a map to show some Roman roads.
- I can create a model to show a cross-section of a Roman road.

I can explain what Roman baths were and know about the different amenities they contained.

- I can tell you what a Roman bathhouse is and who used them.
- I can draw and write about the different features of a Roman bathhouse.

I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.

- I can tell you who Emperor Hadrian was and when, how and why he built a wall.
- I can describe and draw features of Hadrian’s wall.

To know how the Romans have influenced our lives today.

- I can explain some of the things the Romans invented and introduced to Britain.
- I can identify aspects of our lives that are affected by the Roman rule in Britain.
- I can discuss what life would be like in Britain if the Romans had never arrived.

Assessment – What impact did the Romans have on Britain?

Key Facts

- 55BC was Caesar’s first expedition to Britain when he extended territory by invading countries.
- 61AD Boudicca leads a rebellion: She was a queen of the British Celtic Iceni tribe who led an uprising.
- The Romans made many advancements in the UK including roads, religion, towns, aqueducts, sewage and language writing and numbers.
- Legionaries were Roman citizens; they wore a helmet (galea), rounded shield, a stabbing sword (gladius) and a throwing spear.
- The Romans were excellent engineers and builders; they used concrete, brick and arches.

- 70s AD Deva (Chester) was built
- The Amphitheatre, walls, bathhouse, roads and mosaics are primary sources of evidence of Roman existence in Chester.
- 410 AD Roman rule ends in Britain.

Vocabulary: invasion, aqueduct, gladiator, Amphitheatre, chariot, legion, legionaries, Empire

Sources: visit to Chester, photographs of artefacts, maps,

KS2 Cycle C

Anglo Saxons, Scots and Vikings: Who is buried at Sutton Hoo?

How would life in Britain be different today, if there has been a different outcome at the Battle of Hastings?

National Curriculum Coverage: Britain's settlements by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Historical Concepts: Settlement Trade Rebellion
Monarchy

Skills

- To identify when an event in history occurred relative to other event studied previously
- Organise and explain significant events and changes on a timeline
- To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied
- To be able to compare and contrast sources of information
- Devise historically valid questions
- Respond to historically valid questions

Knowledge

To find out how we know about the past

- I can explain that our knowledge of the past is based on a range of sources including artefacts,
- I can explain what an archaeologist does and why they excavate certain sites
- I can make suggestions about the person who was buried at Sutton Hoo based on historical artefacts.

To find out about Anglo-Saxon migration.

- I can use a timeline to establish the beginning, end and duration of the Anglo-Saxon period in Britain.
- I can name some historical and archaeological sources that tell us about Anglo-Saxon migration

To find out who the Picts and Scots were and where they lived.

- I can describe who the Scots and Picts were, where they lived and why they are important.
- I can describe what I know about the lives of the Picts and Scots.
- I can name historical sources which tell us about the lives of the Picts and the Scots.

To use a range of artefacts to find out about Anglo-Saxon life

- I can ask and answer questions about everyday life in Anglo-Saxon times
- I can use artefacts to find out about everyday life in Anglo-Saxon Britain
- I can compare the lives of rich and poor Anglo-Saxons

To explore Anglo-Saxon society and culture

- I can define the word culture
- I can infer what life was like in Anglo-Saxon Britain from the story Beowulf.
- I can make inferences about the person buried at Sutton Hoo and whether they were a king, thane or peasant

To know about Paganism and the spread of Christianity in Britain,

- I can define and discuss the terms change and continuity
- I can compare the differences and similarities of beliefs and practices between Christians and Pagans

Assessment Mid-Point – Who is buried at Sutton Hoo?

To explore what Britain was like before the first Viking invasions and when the first Viking invasion occurred

- I can explain how the Anglo-Saxons came to Britain and what is meant by the term ‘Dark Ages’
- I can state when the Vikings first invaded Britain
- I can describe why the Vikings invaded Britain from different perspectives

To find out about the Viking settlement of Britain and how this affected the Anglo-Saxon.

- I can explain why the Vikings settled in Britain after the first raids.
- I can describe how the Vikings gained control of the northeast of England
- I can use different sources to gather information.

To find out why King Alfred was dubbed ‘Alfred the Great’.

- I can describe the role King Alfred played in making England a unified country.
- I can suggest reasons he was called ‘Great’
- I can use a variety of sources to find out about the life of King Alfred.

To explore what life was like for Vikings living in Britain and how and when England became a unified country.

- I can identify similarities and differences between Viking and Anglo-Saxon life.
- I can describe what life was like for the Vikings in Britain.
- I can discuss the events of 1016 and the cause and effects.

To find out about the end of the Anglo-Saxon and Viking era in Britain.

- To discuss why the Battle of Hastings took place.
- To describe the main events surrounding the Norman conquests.
- To explain why the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain

Assessment – How would life in Britain be different today, if there had been a different outcome at the Battle of Hastings?

Key Facts

- Sutton Hoo is a burial site from the 6th and 7th centuries
- The Anglo-Saxons were made up of three tribes and came from Germany, Denmark and Holland.
- 865 AD Vikings invade (Lindisfarne)
- Not all Vikings were warriors. Some came in peace and were farmers.
- Vikings lived in Longhouses which were long hall like buildings where several families would live. Anglo Saxons houses were similar.
- Anglo Saxons were Christians whereas Vikings were Pagans
- The Vikings were from Scandinavia (Sweden, Norway and Denmark).
- England was divided into 7 Kingdoms (Northumbria, Mercia, Kent, Wessex, Essex, East Anglia and Sussex).
- After the Peace treaty, England was divided into Danelaw (North) and England (south)

- Alfred the Great was the King of Wessex; he defeated the Vikings at the Battle of Edington in 878AD.
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.

Vocabulary: archaeologist, migrate, invade/ invasion, settle/settlements, culture, Lindisfarne, Longship, longhouse, Scandinavia, Danelaw

Sources: maps, photographs of artefacts, drawings, letters, secondary and primary sources.

KS2 Cycle D

Stone Age, Bronze Age and Iron Age: Why is it important to learn about the past?

National Curriculum Coverage: Changes in Britain from the Stone Age, Bronze Age to the Iron Age.

Historical Concepts: Industry Civilisation
Settlement Trade

Skills

- To identify when an event in history occurred relative to other events studied previously
- Organise and explain significant events and changes on a timeline
- To be able to discuss changes, causes and consequences based on different sources of information and draw comparisons to other periods studied
- To be able to compare and contrast sources of information
- Devise historically valid questions
- Respond to historically valid questions

Knowledge

To understand what humans needed for survival in the Stone Age

- I can explain the different challenges of survival for early man and how tools changed during the Stone Age to make hunting more successful.
- I can tell you where the Stone Age gets its name.
- I can persuade an audience that the bow and arrow is a good hunting tool.

To understand what was found at Skara Brae and why it is important.

- I can explain how Skara Brae was discovered.
- I can explain how Skara Brae shows that Stone Age people were beginning to change how they lived.

To explain what copper mining meant to the people of the Bronze Age.

- I can explain why Bronze Age people mined copper.
- I can tell you the names of some of the jobs that copper miners used to do.

To discuss why Stonehenge was built

- I can name three reasons why people think Stonehenge might have been built.
- I can explain why there are many ideas about how Stonehenge was used.

To describe how and why hillforts were developed in the Iron Age.

- I can compare how homes changed from the Stone Age to the Iron Age.
- I can name two reasons why Iron Age people wanted to protect their homes.
- I can explain how hillforts were designed to protect Iron Age tribes.

To discuss how evidence about the Druids can give us different answers about the past.

- I can name two of the roles of Druids in Iron Age tribes.
- I can name an important festival in the Druid calendar.

- I can explain why the evidence we have from the Romans about Iron Age Druids might be unreliable.
- I can explain what archaeologists now think about the Druids.

Assessment – Why is it important to learn about the past?

Key Facts

- The Stone Age period started around 3 million year ago when humans started to live in Europe. During the Palaeolithic Age (Old Stone Age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
- 3500 BC started with the introduction of agriculture and domesticated animals.
- There are Stone Age sites in Britain - Skara Brae and Stonehenge.
- The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.
- During the Bronze Age, people lived in roundhouses.
- The Bronze Age was followed by the Iron Age when countries became more technologically advanced.

Vocabulary: BC, roundhouse, Palaeolithic Age, agriculture, Druids, domesticated

Sources: photos of Stone Age sites, artefacts and drawings

Progression of Historical Skills

Purpose of Study

A high-quality History curriculum enlightens pupils about past events, the progression of time and of our nation’s and our world’s development. History skills themselves are investigative, inquisitive and challenging - looking at events to determine what brought them about and what their impact was on our lives and our present. The skills are similar and often cross over with the skills of active reading and thinking, something we encourage at Crowton.

Historical Skills

Chronological Understanding	Knowledge and Understanding of Events, People and Changes	Historical Interpretation	Historical Enquiry
Organisation and Communication	Continuity and change in between periods	Cause and Consequence	Significance of Events and People

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	• Begin to understand the difference between things that happened in the	• Understand the difference between things that happened in the	• Understand and use the words past and present when telling others about an event.	• To show their understanding of chronology by being increasingly aware that the past	• To show understanding of chronology by placing events, people and	• To understand chronology, sequence, local, national and international	• To understand chronology, sequence, local, national and international

	<p>past and the present.</p> <ul style="list-style-type: none"> • Use everyday language related to time . • Order and sequence familiar events. • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<p>past and the present.</p> <ul style="list-style-type: none"> • Describe things that happened to themselves and other people in the past. • Order a set of events or objects . • Use a timeline to place important events. • To sequence some events or 2/3 related objects, in order. • To use common words and phrases about the passing of time, including calendar time, e.g. old, new/young, days and months and to remember some parts of stories and memories about the past . 	<ul style="list-style-type: none"> • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. • To put objects and events into time order and when doing this, to use words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past . • To use a wide vocabulary related to historical terms 	<p>can be divided into different historical terms and dates, e.g. Tudor, century .</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) . • Use a timeline to place historical events in chronological order 	<p>changes into correct periods of time.</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) . • Order significant events and dates on a timeline. 	<p>events and use appropriate terms related to the passing of time.</p> <ul style="list-style-type: none"> • To use these skills when they show their knowledge and understanding when describing events . • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) . • Order significant events, movements and dates on a timeline. 	<p>events and use appropriate terms related to the passing of time.</p> <ul style="list-style-type: none"> • To show mastery of these skills when they demonstrate their increasing knowledge. • Order significant events, movements and dates on a timeline.
<p>Knowledge and Understanding of Events, People and Changes</p>	<ul style="list-style-type: none"> • Recognise themselves and their parents when they were younger. • Be able to explain what changes have occurred. • Know about similarities and differences between 	<ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. • To tell the difference between past and present in 	<ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past 	<ul style="list-style-type: none"> • To know and understand about some of the main events and people in the periods of time which they have studied. • To recognise some aspects of the social and cultural diversity of 	<ul style="list-style-type: none"> • To know and understand about some of the main events, people and changes in the periods of time which they have studied. • To recognise some aspects of the social, cultural, 	<ul style="list-style-type: none"> • To show their knowledge and understanding of aspects of the history of Britain and other countries by describing one important feature of the past societies and periods studied. 	<ul style="list-style-type: none"> • To show their knowledge and understanding of aspects of the history of Britain and other countries by the way in which they describe important features of past societies

	<p>themselves and others, and among families, communities and traditions.</p>	<p>their own and other people's lives.</p> <ul style="list-style-type: none"> • Make simple observations about different types of people, events, and beliefs within a society 	<p>may have acted in the way they did.</p> <ul style="list-style-type: none"> • Recount the main events from a significant event in history. • To tell the difference between aspects of their own life and aspects of life as it used to be in the past • To give a few reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did. • To recognise some of the similarities and differences between periods of time. • Make simple observations about different types of people, events, and beliefs within a society. 	<p>the societies studied</p> <ul style="list-style-type: none"> • To give a reason for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did. • To recognise some of the similarities and differences between people and events studied. • Use evidence to describe the culture and way of life and actions of people from the past. 	<p>religious and ethnic diversity of the societies studied.</p> <ul style="list-style-type: none"> • To give a number of reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did • To recognise, describe and explain some of the similarities and differences between people and events and artefacts studied. • Use evidence to describe the culture and way of life and actions of people from the past. 	<ul style="list-style-type: none"> • To describe some of the main ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world. • To give some causes and consequences of the main events in the periods they have studied. • To describe changes and links both within and across the different times they have studied • Choose reliable sources of information to find out about the past. 	<p>and periods studied.</p> <ul style="list-style-type: none"> • To identify some of the ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world. • To give some causes and consequences of the main events, situations and changes in the periods they have studied. • To identify a number of changes and links both within and across the different times they have studied and explain the reasons for them. • Choose reliable sources of information to find out about the past.
Historical Interpretation	<ul style="list-style-type: none"> • To know some of the things that people have to 	<ul style="list-style-type: none"> • Look at books, videos, photographs, 	<ul style="list-style-type: none"> • Look at and use books and pictures, stories, eyewitness 	<ul style="list-style-type: none"> • To identify some of the different ways in which the 	<ul style="list-style-type: none"> • To identify a number of different ways in which the 	<ul style="list-style-type: none"> • To show how some aspects of the times they have 	<ul style="list-style-type: none"> • To show how some aspects of the times they have

	<p>keep memories of the past such as photos etc.</p> <ul style="list-style-type: none"> • To begin to understand why people did things in the past. • To begin to identify and recount some details from the past from sources, e.g. pictures, stories 	<p>pictures and artefacts to find out about the past.</p> <ul style="list-style-type: none"> • To begin to understand why people did things in the past. • To begin to identify and recount some details from the past from sources, e.g. pictures, stories. 	<p>accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <ul style="list-style-type: none"> • To begin to understand why people did things in the past, and how this past has been represented. 	<p>past is represented, e.g. artist's pictures, museum displays, writing.</p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history 	<p>past is represented, e.g. artist's pictures, museum displays, writing.</p> <ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. 	<p>been studying have been represented and interpreted in different ways.</p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretation of history. • Give reasons why there may be different accounts of history 	<p>been studying have been represented and interpreted in different ways and gives reason for this.</p> <ul style="list-style-type: none"> • Know that people, including in the past, have a point of view and that this can affect interpretation. • Give clear reasons why there maybe different accounts of history, linking this to factual understanding.
Historical Enquiry	<ul style="list-style-type: none"> • To ask questions about historical items, pictures etc. to see what objects or clothes were different from the present. • Be curious about people and show interest in stories. • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding and asks appropriate questions. • Know that information can be 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" • Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer. • To answer questions about the past by 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about the past. • Use a wide range of information to answer questions. • To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> • To make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources. • To find answers to questions about the past by using sources of information. 	<ul style="list-style-type: none"> • To make detailed observations and to begin to make a number of inferences and deductions from a variety of sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources. • To find answers to questions about the past by using a variety of sources of information. 	<ul style="list-style-type: none"> • To begin to research, select and combine information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries) about the past so that they can find answers to historical questions. 	<ul style="list-style-type: none"> • To begin to research, select and combine information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries) about the past so that they can find answers to historical

	retrieved from books and computers • Record, using marks they can interpret and explain.	observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources	• To make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.				questions, and test hypotheses. • To ensure research is relevant to the focus of enquiry. • To begin to produce structured work making appropriate use of dates and historical vocabulary.
Organisation and Communication	<ul style="list-style-type: none"> • To have a recollection or memory or to ask about someone else's. • To show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing or writing. 	<ul style="list-style-type: none"> • Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. • To show what they know and understand about the past in different ways, e.g. speaking, roleplay, drawing, or writing. 	<ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling including digital skills 	<ul style="list-style-type: none"> • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills. • To use some special terms like monarch, settlement, invasion and civilization. 	<ul style="list-style-type: none"> • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills. • To use some special terms like monarch, settlement, invasion civilization and peasantry. 	<ul style="list-style-type: none"> • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using digital skills. • To begin to use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned. • To understand and use special words correctly, e.g. invasion, settlement, monarch, trade. 	<ul style="list-style-type: none"> • To communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills. • To use dates and terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned. • To understand and show mastery of special words e.g. invasion, settlement, monarch, trade.

						<ul style="list-style-type: none"> • To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand. 	<ul style="list-style-type: none"> • To begin to produce structured writing, making appropriate use of the dates and special words which they know and understand using sophisticated historical vocabulary e.g. empire, civilization, parliament and peasantry Plan and present a self-directed project or research about the studied period
Continuity and change in between periods	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. • Develop understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times. 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times. 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/ societies 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/ societies. 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods. 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods.
Cause and Consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes. 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes.
Significance of Events and People	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> • Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations. 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present. 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present.