

Strands of Historical Understanding (see also Appendix 1)

Historical Interpretations	Historical Investigation	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communications
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EYFS - NURSERY AND RECEPTION

EYFS (Understanding the World)	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family’s history ● Show interest in different occupations. ● Remembers and talks about significant events in their own experience ● Recognises and describes special times or events for family or friends 		
Reception	<ul style="list-style-type: none"> ● Talk about members of their immediate family and community ● Name and describe people who are familiar to them ● Talks about past and present events in their own life and in the lives of family members ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past 		
Statutory ELG: Past and Present	<p>Children at the expected level of development will:</p> <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 		
Vocabulary	<p>today, yesterday, tomorrow old, very old, new, recent, past, future, long ago, a long time ago, when I was little, when Mummy and Daddy were little, memory, remember picture, photograph, museum before, after, difference parent, grandparent,</p>		



YEAR 1

YEAR 1	Autumn	Spring	Summer
Vocabulary	<p>old, new, earliest, latest, past, present, future, new, newest, old, oldest, modern, before, after, long ago, yesterday parent grandparent</p> <p>Tier 3 Vocabulary artefact chronology monarch decade century</p>		
N.C. Coverage	<p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Understand historical concepts such as similarity, difference and significance, and use them to make connections between their own lives and the past</p> <p>Learn about the lives of significant individuals in the past</p>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national achievements. Some should be used to compare aspects of life in different periods.</p> <p>Understand historical concepts cause and consequence, similarity, difference and significance,</p>	
Significant People	King Charles III Queen Elizabeth II	Samuel Wilderspin Headteacher of Millfield	
Enquiry Questions	<p>CHILDHOOD Main Enquiry Question: How do I know grandparents' childhoods were different to mine?</p>	<p>SCHOOL DAYS Main Enquiry Question: How do I know my school has changed over time?</p>	
Historical Skills and Concepts	Observe and use pictures, photographs and artefacts to find out about the past		
	Start to use stories or accounts to distinguish between fact and fiction		
	Observe or handle evidence to ask simple questions about the past		



	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations		
	Sequence artefacts and events that are close together in time		
	Describe own memories and changes that have happened in their own lives		
	use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.		
	Recognise some similarities and differences between the past and the present		
	Identify similarities and differences between ways of life in different periods		
	Talk, write and draw about things from the past		
	Use historical vocabulary to retell simple stories about the past		
	Use drama/role play to communicate their knowledge about the past.		
Enrichment	Ely Museum - Toys from the Past Workshop	Visit to Great Cressingham Victorian School	

Historical Interpretations	Historical Investigation	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communications
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YEAR 2

YEAR 2	Autumn	Spring	Summer
Vocabulary	<p>Previous Tier 3 vocabulary from Y1: <i>artefact chronology monarch decade century</i></p> <p>Additional Tier 3 vocabulary for Y2: <i>significant (significance), AD (anno Domini) timeline, hierarchy, reign, kingdom, portrait</i></p>		
N.C. Coverage	<p>Learn about changes within living memory.</p> <p>Learn about events beyond living memory that are significant nationally</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Learn about significant historical events, people and places in their own locality</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		<p>Learn about changes within living memory.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Understand historical concepts such as similarity, difference and significance, and use them to make connections, draw contrasts</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments</p>



			and interpretations of the past have been constructed.
Significant People	Oliver Cromwell Neil Armstrong Christopher Colombus		Alfred the Great William the Conqueror Henry VIII Elizabeth I Queen Victoria Elizabeth II Charles III
Enquiry Questions	MOVERS AND SHAKERS Main Enquiry Question: How do we know who from the past is important?		MAGNIFICENT MONARCHS Main Enquiry Question: How has the role of a monarch changed over time?
Historical Skills and Concepts	Start to compare two versions of a past event		
	Explain that there are different types of evidence and sources that can be used to help represent the past.		
	Observe or handle evidence to ask simple questions about the past		
	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations		
	Choose and select evidence and say how it can be used to find out about the past		
	Order dates from earliest to latest on simple timelines		
	Sequence pictures from different periods		
	Know and recount episodes from stories and significant events in history		
	Understand that there are reasons why people in the past acted as they did		
	Describe significant individuals from the past		
	Show an understanding of historical terms such as monarch, parliament, government, war and remembrance		
	Talk, write and draw about things from the past		
Enrichment	Oliver Cromwell's House		Sandringham House



YEAR 3

YEAR 3	Autumn	Spring	Summer
Vocabulary	<p>Previous Tier 3 vocabulary from KS1: <i>artefact chronology monarch decade century significant (significance), AD (anno Domini) timeline hierarchy, reign, kingdom, portrait, time period</i></p> <p>Additional Tier 3 vocabulary for Y3 : <i>time period Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, reliability</i></p>		
N.C. Coverage	<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		<p>Learn about the Roman Empire and its impact on Britain.</p> <p>Conduct a local history study. BURGH CASTLE ROMAN FORT linked to defence</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts</p> <p>Frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments</p>



			and interpretations of the past have been constructed.
Historical Skills and Concepts	Look at more than two versions of the same event or story in history and identify differences		
	investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different		
	Regularly address and sometimes devise own questions to find answers about the past		
	use a range of sources to find out about the past		
	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time		
	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)		
	Find out about the everyday lives of people in time studied compared with our life today		
	Identify key features, aspects and events of the time studied		
	Use and understand appropriate historical vocabulary to communicate information		
	Present, communicate and organise ideas about the past including through verbal and written forms		
	Mary Leakey - archaeologist		Boudicca Emperor Claudius
Enquiry Questions	THROUGH THE AGES Main Enquiry Question: How can we find out about prehistoric time periods?		EMPERORS AND EMPIRES Main Enquiry Question: When was Britain under the control of the Roman Empire and how do we know this?
Enrichment	Flag Fen Archaeology Park		

Historical Interpretations	Historical Investigation	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communications
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YEAR 4

YEAR 4	Autumn	Spring	Summer
Vocabulary	<p>Previous Tier 3 vocabulary : <i>artefact chronology monarch decade century significant (significance), AD (anno Domini) timeline hierarchy, reign, kingdom, portrait, time period Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, reliability</i></p> <p>Additional Tier 3 vocabulary for Y4: <i>primary source, secondary source, viewpoint, cause, consequence historical perspective coexistence duration Anglo-Saxon, Briton, Celt, Ancient Egypt, civilisation (civilised)</i></p>		
N.C. Coverage	<p>Learn about Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Conduct a local history study - West Stow Anglo Saxon Village</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,</p>		<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Egypt</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,</p>

	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts by comparing periods of history studied</p>		<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts and begin to understand connections between local, regional, national and international history</p>
<p>Historical Skills and Concepts</p>	<p>Look at more than two versions of the same event or story in history and identify differences</p>		
	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p>		
	<p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p>		
	<p>Gather more detail from sources such as maps to build up a clearer picture of the past</p>		
	<p>Begin to undertake their own research using own questions as a starting point</p>		
	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time</p>		
	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>		
	<p>Note key changes over a period of time and be able to give reasons for those changes</p>		
	<p>Identify key features, aspects and events of the time studied</p>		
	<p>Describe connections and contrasts between aspects of history, people, events and artefacts studied</p>		
	<p>Present, communicate and organise ideas about the past including through verbal and written forms</p>		
	<p>Use and understand appropriate historical vocabulary to communicate information</p>		



Start to present ideas based on their own research about a studied period			
Significant Individuals / Places	<p>RǺdwald, King of East Anglia - link to Sutton Hoo</p> <p>Snape Cemetery, Aldeburgh, Suffolk</p> <p>Ship Burial</p> <p>St Mary's Church, near Swaffham, Norfolk</p> <p>Devils Dyke, Cambridgeshire</p> <p>Earthwork</p> <p>https://www.historic-uk.com/HistoryMagazine/DestinationsUK/AngloSaxonSites/</p>		<p>Howard Carter - Archaeologist</p> <p>Cleopatra VII</p>
Enquiry Questions	<p>INVADERS - ANGLO-SAXONS</p> <p>Main Enquiry Question: How can we use evidence and historical sources to know more about life in Anglo-Saxon times?</p>		<p>ANCIENT CIVILISATION - ANCIENT EGYPT</p> <p>Main Enquiry Question: Which archaeological discoveries enabled historians to learn about the early civilisation of Ancient Egypt?</p>
Enrichment	West Stow - Anglo Saxon Village		Fitzwilliam Museum - Egyptian Workshop

YEAR 5

YEAR 5	Autumn	Spring	Summer
Vocabulary	<p>Previous Tier 3 vocabulary : artefact chronology monarch decade century significant (significance), AD (anno Domini) timeline hierarchy, reign, kingdom, portrait, time period, Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, <u>reliability</u>, <u>primary source</u>, <u>secondary source</u>, viewpoint, cause, consequence, historical perspective, coexistence, duration, Anglo-Saxon, Briton, Celt, Ancient Egypt, civilisation (civilised)</p> <p>New Tier 3 vocabulary for Y5: interpret evidence, viewpoints, dynasty, Shang dynasty, hierarchical structure, society, culture, comparative timeline, Ancient Greece,</p>		
N.C. Coverage	<p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in- depth study of one of the following: The Shang Dynasty of Ancient China.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,</p> <p>Understand the methods of historical</p>		<p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and</p>

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	<p>enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history;</p>		<p>discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history</p>
<p>Historical Skills and Concepts</p>	<p>Find and analyse a wide range of evidence about the past</p>		
	<p>Consider different ways of checking the accuracy of interpretations of the past</p>		
	<p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p>		
	<p>Begin to evaluate the usefulness of different sources</p>		
	<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p>		
	<p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>		
	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p>		
	<p>Accurately use dates and terms to describe historical events</p>		
	<p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</p>		
	<p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past</p>		
	<p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p>		
	<p>Know of and show a growing understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious</p>		



	Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing		
	Fu Hao		Alexander the Great
Enquiry Questions	SHANG DYNASTY OF CHINA Main Enquiry Question: What does it mean to be civilised in a historical sense?		THE ANCIENT GREEKS Main Enquiry Question:What is the lasting legacy of the Ancient Greek civilisation?
Enrichment	Online workshop - sources of evidence		History off the page - Greek Workshop

YEAR 6

YEAR 6	Autumn	Spring	Summer
Vocabulary	<p>Previous Tier 3 vocabulary : <i>artefact, chronology, chronological order, monarch, decade, century, significant (significance), AD (anno Domini) timeline, hierarchy, reign, kingdom, portrait, time period, Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, <u>reliability</u>, <u>primary source</u>, <u>secondary source</u>, <u>viewpoint</u>, cause, consequence, historical perspective, coexistence, duration, Anglo-Saxon, Briton, Celt, Ancient Egypt, civilisation (civilised) interpret evidence, viewpoints, dynasty, Shang dynasty, hierarchical structure, society, culture, comparative timeline, Ancient Greece</i></p> <p>New Tier 3 vocabulary for Y6: <i>diversity, Ancient Benin, allies, civilians, genocide, persecution, surrender, anti-semitism, Axis powers, propaganda</i></p>		
N.C. Coverage	<p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Learn about a non-European society that provides contrasts with British history – one study chosen from: Benin (West Africa) c. AD 900-1300.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p>		<p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make</p>

	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>		<p>connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>Historical Skills and Concepts</p>	<p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p>Show an awareness of the concept of propaganda</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses using a wide range of sources and artefacts to inform their research</p>		

	Continue to investigate their own lines of enquiry by posing historically valid questions to answer		
	Understand and describe in some detail the main changes to an aspect in a period in history		
	Understand how some historical events/periods occurred concurrently in different locations		
	order an increasing number of significant events, movements and dates on a timeline using dates accurately and accurately use dates and terms to describe historical events		
	identify and note connections, contrasts and trends over time in the everyday lives of people		
	use appropriate historical terms such as culture, religious, social, economic and political when describing the past		
	examine causes and results of great events and the impact these had on people		
	describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children		
	know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious		
	present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports		
	plan and present a self-directed project or research about the studied period		
Significant People / Places			Winston Churchill Neville Chamberlain Adolf Hitler Cecile Pearl Witherington Jewish Free School
Enquiry Questions	ANCIENT BENIN cAD900 - 1300 Main Enquiry Question: How can historical sources of different types be used to understand Ancient Benin?		BRITAIN AT WAR (WWII) Main Enquiry Question: Why does evidence from WWII give us different views depending upon what we look at?
Enrichment			Ely Museum WW2 workshop

Appendix 1

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>KS1 History National Curriculum</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>KS1 History National Curriculum</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. 	<p>KS2 History National Curriculum</p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting, Organising and Communicating	<p>KS1 History National Curriculum</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.
	<p>KS1 History National Curriculum</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.
	<p>KS1 History National Curriculum</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.