

School Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Curriculum intent

What is History?

History is the study of the past in order to better understand the present and prepare individuals for the future as more informed citizens.

At St Margaret's we want to inspire our children's excitement and curiosity to learn about the past in their local area, in Britain and the wider world. We want them to understand significant aspects of history, as well as the features and achievements of past cultures and civilisations. We strive to develop our children's awareness of chronology and help them to make connections and draw contrasts between historical events. Throughout our teaching, our aim is for children to understand core concepts (most notably cause and consequence, similarity and difference, continuity and change) and develop the skills of historical enquiry, as well as to understand how our knowledge of the past is constructed from a range of sources. They should be able to describe and explain the past based on imaginative reconstruction and draw their own conclusions based on asking questions and weighing evidence. We expect our children to recognise that history, whilst being a record of what happened and why, is based upon socially constructed knowledge and may be open to interpretation.

Aims:

We learn about History at St Margaret's in Foundation Stage so that we can:

- talk about past and present events in our own lives and in the lives of people in our families
- talk about a past event in the correct order and use language related to time
- ask questions about why things happen and give explanations

We learn about History at St Margaret's in Year 1/2 so that we can:

- compare two versions of a past event
- observe and use pictures, photographs and artefacts to find out about the past
- explain that there are different types of evidence that can be used to help represent the past
- observe or handle evidence to ask and find answers to questions about the past
- order events and dates from earliest to latest on simple timelines
- describe memories and changes that have happened in our 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
- 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 important people from the past

We learn about History at St Margaret's in Year 3/4 so that we can:

- develop our knowledge and understanding of British, local and world history
- find out about the everyday lives of people in time studied compared with our life today
- understand how to use a timeline to sequence several events, artefacts or historical figures using dates
- use vocabulary linked to different periods in history and the passing of time
- recognise key changes over a period of time and be able to give reasons for those changes
- explain how people and events in the past have influenced life today
- identify key features, aspects and events of the time studied
- describe connections and contrasts between aspects of history, people, events and artefacts studied
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different
- gather more detail from sources such as maps to build up a clearer picture of the past
- answer and sometimes create our own questions to find answers about the past

- begin to carry out our own research
- note key changes over a period of time and be able to give reasons for those changes

We learn about History at St Margaret's in Year 5/6 so that we can:

- continue to develop our knowledge and understanding of British, local and world history
- order an increasing number of significant events and dates on a timeline accurately
- use specialised vocabulary linked to historical periods and events
- understand and describe in some detail the main changes to an aspect of life in a particular period of history
- understand how some historical events/periods occurred at the same time in different locations across the world
- examine the causes and results of great events and the impact these had on people
- use a wide range of different sources to collect evidence about the past, such as photographs, artefacts, historic sites, printed sources, posters and online material
- use our understanding of the past and a range of evidence to offer some clear reasons for different interpretations of events
- start to understand the difference between primary and secondary evidence and begin to evaluate the usefulness and accuracy of different sources
- have an awareness of what propaganda means and know that people in the past represented events or ideas in a way that may have been to persuade others
- think of our own questions about history and carry out our own enquiry to try to answer them.

Inclusion, equality of opportunity and differentiation

At St Margaret's, we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our school we model this in terms of the inclusive nature of the learning and teaching we provide. Ensuring differentiation is a fundamental and core element of inclusion, so in planning activities we take due regard of factors such as classroom organisation, learning materials and the learning environment, to enable all pupils to make good and sustained progress in History.

Best Practice in History

In History, we teach the learning objectives of the 2014 National Curriculum. Our history curriculum aims to build in progression of pupils' historical knowledge; a key part of which is their understanding of **chronology**. Learning is facilitated through pupils pursuing a key question-led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school therefore we seek to encourage pupils to learn their History through question-led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order thought processes such as developing explanations (even though there are very often no 'right' answers to questions in History), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising.

These processes should help pupils to build an understanding of history's **second order concepts or disciplinary concepts**, which include:

- change and continuity
- cause and consequence
- similarity and difference
- significance
- historical interpretations
- sources and evidence

Across key stages, the disciplinary concepts need to form a thread or pathway which will be revisited with increasing difficulty. **One of these concepts should be the focus of each key enquiry question.**

As well as the disciplinary or second order concepts, there are key **substantive concepts**, different aspects of which can be grouped under broad headings:

Community and culture

civilisation
trade
religion
settlements

Hierarchy and power

democracy
monarchy
government
empire

Conflict

invasion

Exploration and invention

migration
navigation
advancement

When planning a history unit, teachers will think about which substantive concepts fit the topic and will be emphasized. Not every concept will be covered within one unit. *Suggestions for coverage of both disciplinary and substantive concepts are given on the SMA History curriculum overview.*

In line with the school's learning and teaching policy, in History, teachers:

- Design enquiries to pursue which are relevant, engaging and appropriately challenging in terms of anticipated outcomes which help pupils answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Ensure that objectives for lessons always define the outcomes to be achieved and are presented in the form of "key questions" that need to be answered; sometimes these are raised by the teacher, sometimes with pupils and sometimes independently;
- Key question-led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;

- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations and use our performance descriptors at EYFS and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are always sufficiently challenging;
- Provide pupils with regular feedback about their work and about what they need to do next in order to improve;
- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work;
- Expect pupils to record their work in a variety of ways, on paper or electronically, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and oral accounts and presentations of their work.

Assessment

In our assessment (our evaluation of whether the pupil has achieved the subject outcome shown in the objective) the school ensures that a wide range of evidence is used when making judgements. It is critical that pupils are offered a wide range of ways in which to demonstrate what they now know can do and feel as a result of their learning. No pupil must be excluded from demonstrating their achievements through an over emphasis on just one or two methods of recording, particularly writing.

Consequently, a range of assessment tasks involving written work, annotated sketches and diagrams, photograph interpretation, improvised plays, film animations, news reports, PowerPoint presentations, talks, discussions and questioning are used to assess the performance of pupils against objectives. In order to avoid an over emphasis on assessment to the detriment of learning in History, a balance is maintained between ensuring we understand how a pupil is progressing and allowing sufficient time and space for progress to occur. To this end all of our routine day to day assessment is Assessment for Learning (judging where a pupil has reached at one moment in time and determining what they need to do next to progress) other than a summative statement of attainment which occurs only at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

Measuring and recording progress against subject performance descriptors

Teachers make routine formative assessments of pupil performance against the outcomes detailed in the objectives of each enquiry and use these to make ongoing evaluations about progress in History based on their professional judgement. These judgements are generated from the scrutiny of a range of evidence generated by the pupil including oral responses and discussions, practical activities such as model making,

graphical outputs like annotated diagrams, concept maps, drama pieces and PowerPoints as well as written narratives.

Summative judgements based on a 'best fit' evaluation are made against performance descriptors and are based on the accumulated professional judgement of teachers built up over the academic year of facilitating learning in History with the pupils. This professional judgement will be used to make a considered decision as to whether a pupil has:

- Achieved the expected level of achievement for History outlined in the relevant performance descriptors;
- Exceeded the expectations of achievement of the performance descriptors;
- Yet to achieve the expected measure of achievement in History, for this stage of learning.

Performance descriptors for the end of Key Stage 1

At the end of Key Stage 1 our expectation is that all pupils will possess an awareness of some of the ways in which historians find out about the past. They will have shown as well that they can ask and answer simple questions about historical sources to help them learn about people and key features of events that they have studied. Pupils will also demonstrate that they can use simple and appropriate historical words and phrases correctly and have established a sense of chronology and change both in relation to their own lives and that of the country of the United Kingdom.

- In relation to changes within living memory our pupils will know some of the significant events, people and changes which occurred in Britain in the 1960s and recognise the main similarities and differences between technology of the 1950s/1960s/1970s/1980s and now;
- In relation to events beyond living memory our pupils will know the location of the start of the fire; suggest reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after its discovery; identify, describe, compare and contrast, observe and sequence the most significant events that occurred in the Great Fire of London; describe and explain why the Great Fire of London spread so quickly and took so long to extinguish.
- In relation to the lives of significant people who have contributed to national and international achievements our pupils will be able to describe and compare the accomplishments of Mary Seacole and Florence Nightingale;
- In relation to significant historical events, people and places in their own locality our pupils will know who Ernest Shackleton was and describe the events which made him famous, as well as describe his link to their own locality.

Performance descriptors for the end of Lower Key Stage 2

At the end of Lower Key Stage 2 our expectation is that all pupils will have developed a more sophisticated knowledge of the events and the lives of people in the past that they have studied, compared with that at Key Stage 1. In particular they will have shown that they can use a broader range of historical sources of evidence to help them construct and organise knowledge and to begin to explain (rather than just suggest reasons for) the processes of change and the actions of people and the causes of events. In doing so it is our expectation that our pupils will learn and apply appropriate and increasingly specialised subject vocabulary and phrases correctly to make informed responses and demonstrate a

stronger sense of chronology and sense of identity.

- In relation to changes in Britain from the Stone Age to the Iron Age our pupils will be able to explain how archaeologists have used a variety of artefacts to understand how Ancient Britons might have lived and some of the ways that life changed for people during this period; identify and describe typical Bronze Age stone monuments and explain why mystery surrounds their exact purpose; and describe a variety of Iron Age artefacts and explain how they reveal how ways of life in Iron Age Britain were different to that in the Bronze Age;
- In relation to the Roman Empire and its impact on Britain our pupils will be able to explain why the Romans invaded Britain in AD 43, why subsequently they were almost defeated by Boudica and how we know so much about the places in which they lived;
- In relation to Britain's settlement by Anglo-Saxons and Scots our pupils will be able to explain why the Romans abandoned Britain in AD 410, understand some of the important ways in which life changed in Britain afterwards and why the discovery at Sutton Hoo is considered to be one of the greatest archaeological finds in Britain;
- In relation to the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor our pupils will be able to explain who the Viking Norsemen were, why they invaded Britain and understand why subsequently King Alfred came to be known as 'The Great';
- In relation to a depth study of the achievements of one of the earliest civilizations (Ancient Egypt) our pupils will be able to describe the discovery made by the archaeologist Howard Carter and explain its historical importance: explain who the pharaoh Tutankhamun was, identify and describe artefacts and make judgements as to their purpose and what they indicate about life in Ancient Egypt; make a judgement as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun and justify their views; consider the evidence of how ancient Egyptians portrayed the stages of entry into the afterlife in a number of murals and make a reasoned and justified judgement as to what they might represent; describe and explain the most likely cause of Tutankhamun's death at just eighteen years of age and make and justify a judgement as to most plausible explanation; understand why the cause of the death of Tutankhamun is a contentious issue through critiquing the available evidence and evaluating the conflicting arguments; present their hypothesis as to what may have happened to cause the death of Tutankhamun.

Performance descriptors for the end of Upper Key Stage 2

At the end of Upper Key Stage 2 our expectation is that all pupils will have demonstrated that they can interpret and evaluate more complex sources of evidence to reach conclusions and make judgements, which they can justify, about events and the actions of people in the past. In doing so they will understand and apply correctly specialised subject vocabulary. In constructing knowledge pupils will indicate that they understand that different arguments and perspectives surround the changes caused by events or people in the past and that the meaning or significance that people attach to such changes will vary.

- In relation to a local history study our pupils will be able to explain how World War 2 affected the lives of people living in Torbay and Devon (Y6) and explain the significance of discoveries made at Kents Cavern for our understanding of life in the Stone Age (Y3).
- In relation to a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 our pupils will be able to use evidence to explain: how criminals were punished in Saxon times, what the legend of Robin Hood tells us about medieval justice, how crimes and punishments changed between 1500 and 1750, why punishments become so bloody in the 18th century, why so much change happened in the 19th century and make reasoned judgements about whether the way we catch and punish criminals has improved that much in the last 100 years.
- In relation to Ancient Greece our pupils will be able to order a number of significant events from ancient Greek times on a timeline; identify some of the impacts of Alexander the Great's Empire; research and describe some key features of the everyday lives of people living in ancient Greece; name a similarity and a difference between life in ancient Athens and life in ancient Sparta; start to understand the difference between primary and secondary sources and use them to gather clues about the myth of the Trojan War; make some simple comparisons between the modern and ancient Olympic Games; understand the importance of gods and goddesses to the ancient Greeks.
- In relation to a non-European society that provides contrasts with British history (Maya Civilization) our pupils will be able to weigh up evidence to describe the design of the ancient cities of the Maya in Central America and reach a judgement as to both their possible purpose and eventual abandonment, as well as identify similarities and differences between Viking beliefs and society and those of the Maya.

Progression of Skills and Knowledge

In our History lessons, we ensure that both our pupils' **substantive** and **disciplinary** knowledge is built upon year on year.

Substantive knowledge is knowledge and 'substance' of our curriculum, sometimes referred to as 'content' or 'historical knowledge' e.g. people, dates, features of something.

Disciplinary concepts, or 'second order concepts', is the name given to the knowledge about how historians do their work; the skills that children need to be taught and develop in order to become historians and interpret the past.

So that our pupils are able to learn more and know more, we believe it is vital that our history curriculum develops both categories.

The following pages detail the progression of second order concepts ('disciplinary concepts') as well as disciplinary skills throughout our history curriculum, and the suggestions for coverage of the substantive concepts. Each year group will focus on developing specific skills, while building upon the concepts that will have been introduced in previous years, so that by the end of Year 6, children should have been taught the full range of skills and understanding necessary to become historians.

Progression of historical skills and second order concepts (taken from the Rising Stars Progression Framework)

STRAND	KEY STAGE 1				LOWER KEY STAGE 2				UPPER KEY STAGE 2			
		Y1	Y2			Y3	Y4			Y5	Y6	
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
HISTORICAL KNOWLEDGE												
1. CONSTRUCTING THE PAST	H.1.1.1. Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later.	H.1.1.2. Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot).	H.1.1.3. The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).	H.1.1.4. The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it).	H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	H.2.1.2. Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians).	H.2.1.3. Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).	H.2.1.4. Can describe the main context of particular themes, societies, people and events including some explanation (e.g. identify and describe a range of people, events and developments throughout the Ancient Egyptian period.)	H.2.1.5. Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	H.2.1.6. Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).	H.2.1.7. Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).	H.2.1.8. Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation).
	2. SEQUENCING THE PAST (CHRONOLOGY)	H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.3.a. Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).	H.1.2.4.a. Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).	H.1.2.5.a. Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence).	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.2. Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	H.2.2.3. Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).	H.2.2.4. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.6. Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).	H.2.2.7. Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).

STRAND	KEY STAGE 1				LOWER KEY STAGE 2				UPPER KEY STAGE 2			
		Y1	Y2			Y3	Y4			Y5	Y6	
	Progression statement	What to look for (Working towards expectations)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)	Progression statement	What to look for (Working towards expectations)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)	Progression statement	What to look for (Working towards expectations)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
HISTORY CONCEPTS												
3. CHANGE AND DEVELOPMENT (CHANGE AND CONTINUITY)	H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.1.3.2. Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).	H.1.3.3. Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).	H.1.3.4. Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century).	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.2. Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	H.2.3.3. Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	H.2.3.4. Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.6. Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	H.2.3.7. Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).	H.2.3.8. Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).
	4. CAUSE AND EFFECT/CONSEQUENCE	H.1.4.1. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	H.1.4.2. Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).	H.1.4.3. Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).	H.1.4.4. Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot).	H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.2. Can describe some relevant causes for, and effects on, some of the key events and developments covered.	H.2.4.3. Can comment on the importance of causes and effects for some of the key events and developments within topics.	H.2.4.4. Can explain with confidence the significance of particular causes and effects for many of the key events and developments.	H.2.4.5. Address and devise historically valid questions about cause.	H.2.4.6. Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).	H.2.4.7. Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).

STRAND	KEY STAGE 1				LOWER KEY STAGE 2				UPPER KEY STAGE 2			
	Progression statement	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	
5. SIGNIFICANCE AND INTERPRETATIONS	H.1.5.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.1.5.2. Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).	H.1.5.3. Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they've chosen particular aspects of the life of a famous explorer).	H.1.5.4. Can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion).	H.2.5.1. Address and devise historically valid questions about significance.	H.2.5.3.a. Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).	H.2.5.4.a. Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).	H.2.5.5.a. Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).	H.2.5.5. Address and devise historically valid questions about significance.	H.2.5.7.a. Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	H.2.5.8.a. Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).	H.2.5.9.a. Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice).
					H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.3.b. The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).	H.2.5.4.b. The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	H.2.5.5.b. The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).	H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.7.b. Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta).	H.2.5.8.b. Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).	H.2.5.9.b. Can understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society).

	KEY STAGE 1				LOWER KEY STAGE 2				UPPER KEY STAGE 2			
		Y1	Y2			Y3	Y4			Y5	Y6	
STRAND	Progression statement	What to look for (Working towards expectations)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)	Progression statement	What to look for (Working towards expectations)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)	Progression statement	What to look for (Working towards expectations)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
HISTORICAL ENQUIRY												
6. PLANNING AND CARRYING OUT AN HISTORICAL ENQUIRY	H.1.6.1. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	H.1.6.2. Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).	H.1.6.3. Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).	H.1.6.4. Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response).	H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.2. Can ask valid questions for enquiries and answer using a number of sources.	H.2.6.3. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	H.2.6.4. Can independently devise significant historical enquiries to produce substantiated and focused responses.	H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.6. Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry).	H.2.6.7. Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion).	H.2.6.8. Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).
	7. USING SOURCES AS EVIDENCE	H.1.7.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.1.7.2. Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).	H.1.7.3. Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).	H.1.7.4. Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.2. Can understand how sources can be used to answer a range of historical questions.	H.2.7.3. The pupil can recognise possible uses of a range of sources for answering historical enquiries.	H.2.7.4. The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.	H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.6. Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).	H.2.7.7. Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).

History Curriculum Map: Substantive Knowledge

St Margaret's Academy History Curriculum from September 2022

EYFS	ELG: Past and Present Children at the expected level of development will: <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	
KS1 and KS2 History – 2 units per year group (<i>Disciplinary concepts</i> <i>Substantive concepts</i>)		
Year 1	Hi1/1.3 Lives of significant individuals (<i>compare aspects of life in different periods</i>) Mary Seacole, Florence Nightingale, Edith Cavell <i>Significance, similarity and difference invasion, advancement, cultural change</i>	Hi1/1.1 Changes within living memory - to reveal aspects of change in national life Toys <i>Change and continuity, similarity and difference advancement</i>
Year 2	Hi1/1.2 Events beyond living memory that are significant nationally Great Fire of London <i>Cause and consequence civilisation, advancement</i>	Hi1/1.3 significant historical events, people and places in their own locality Explorers (eg Shackleton, Sir Walter Raleigh, Percy Fawcett) /Brunel (former Stoodley Knowle School = Shackleton family house) <i>Significance advancement</i>
Year 3	Hi2/1.1 Pre-Roman Britain: Changes in Britain from Stone to Iron Age Including Hi2/2.1 Local History – Discoveries made at Kents Cavern <i>Change and continuity advancement, religion</i>	Hi2/1.2 Roman Britain: Roman empire and its impact on Britain <i>Significance, consequence invasion, empire, trade, government, settlements, beliefs</i>
Year 4	Hi2/1.3 (Anglo-Saxons and Scots) Britain's settlement by Anglo-Saxons and Scots. (how the various groups shaped the kingdoms, ending AD 793) <i>Consequence settlements</i> Hi2/1.4 (Anglo-Saxons and Vikings) (Beginning AD 793: the conflict between Vikings and Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor) <i>Cause and consequence invasion, democracy, migration, religion</i>	Hi2/2.3 Achievements of the earliest civilizations: (Ancient Sumer, the Indus Valley, the Shang Dynasty of Ancient China, Ancient Egypt) – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt <i>Similarity and difference, significance civilisation, monarchy, agriculture</i>
Year 5	Hi2/2.5 Non-European Study: a non-European society that provides contrasts with British history The Maya c AD 900 (contrasted with the Vikings) <i>Similarity and difference advancement, agriculture, trade, religion</i> *Autumn 2022 only: Y6 (as well as Y5) will study the Maya so that the cohort will have covered the Non-European study and extended chronological study (WW2 covered in Y5 2021-22) by the end of KS2	Hi2/2.2 Extended chronological study: Changes in an aspect of social history Crime and Punishment from the Anglo-Saxons to the present <i>Change and continuity government, civilisation</i>

<p>Year 6</p>	<p>*From Sept 2023: Hi2/2.2 Extended chronological study including Hi2/2.1 Local History: Impact of WW2 on Torbay (St. Marychurch bombing, Torquay blitz, Beacon Quay slipway, Palace Hotel as RAF hospital, Brixham Battery) <i>Cause and consequence, significance invasion, empire</i> *Autumn 2022 only: Y6 (as well as Y5) will study the Maya so that the cohort will have covered the Non-European study and extended chronological study (WW2 covered in Y5 2021-22) by the end of KS2</p>	<p>Hi2/2.4 Ancient Greece: a study of Greek life and achievements and their influence on the western world <i>Consequence, change and continuity democracy, civilisation, government</i></p> <p>*Only partial coverage of Greek life during Y5 2021-22; did not focus on legacy of the Greeks</p>
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2014 National Curriculum

Key Stage 1

Hi1/1.1 **(Year 1 - toys)** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 **(Year 2- Great Fire of London)** events beyond living memory that are significant nationally or globally
e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3 **(Year 1 - Nightingale and Seacole)** 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
e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Hi1/1.3 **(Year 2 - explorers/Brunel)** significant historical events, people and places in their own locality.

Key Stage 2

Hi2/1.1 Pre-Roman Britain (Year 3)

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
This could include:

- a. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- b. *Bronze Age religion, technology and travel, for example, Stonehenge*
- c. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

Hi2/1.2 Roman Britain (Year 3)

Pupils should be taught about the Roman empire and its impact on Britain

This could include:

- a. *Julius Caesar's attempted invasion in 55-54 BC*
- b. *the Roman Empire by AD 42 and the power of its army*
- c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
- d. *British resistance, for example, Boudica*
- e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

Hi2/1.3 Anglo-Saxons & Scots (Year 4)

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

This could include:

- a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- b. *Scots invasions from Ireland to north Britain (now Scotland)*
- c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- d. *Anglo-Saxon art and culture*
- e. *Christian conversion – Canterbury, Iona and Lindisfarne*

Hi2/1.4 Anglo-Saxons & Vikings (Year 4)

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- a. *Viking raids and invasion*
- b. *resistance by Alfred the Great and Athelstan, first king of England*
- c. *further Viking invasions and Danegeld*
- d. *Anglo-Saxon laws and justice*
- e. *Edward the Confessor and his death in 1066*

Hi2/2.1 Local History (Year 3 – Kents Cavern; Year 6 - how our locality was affected by WW2)

Pupils should be taught about an aspect of local history

For example:

- a. *a depth study linked to one of the British areas of study listed above*
- b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

Hi2/2.2 Extended chronological study (Year 5 – Crime and Punishment; Year 6 - WW2)

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- a. *the changing power of monarchs using case studies such as John, Anne and Victoria*
- b. *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
- c. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- d. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

Hi2/2.3 Ancient Civilizations (Year 4 - Ancient Egypt)

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

Hi2/2.4 Ancient Greece (Year 6)

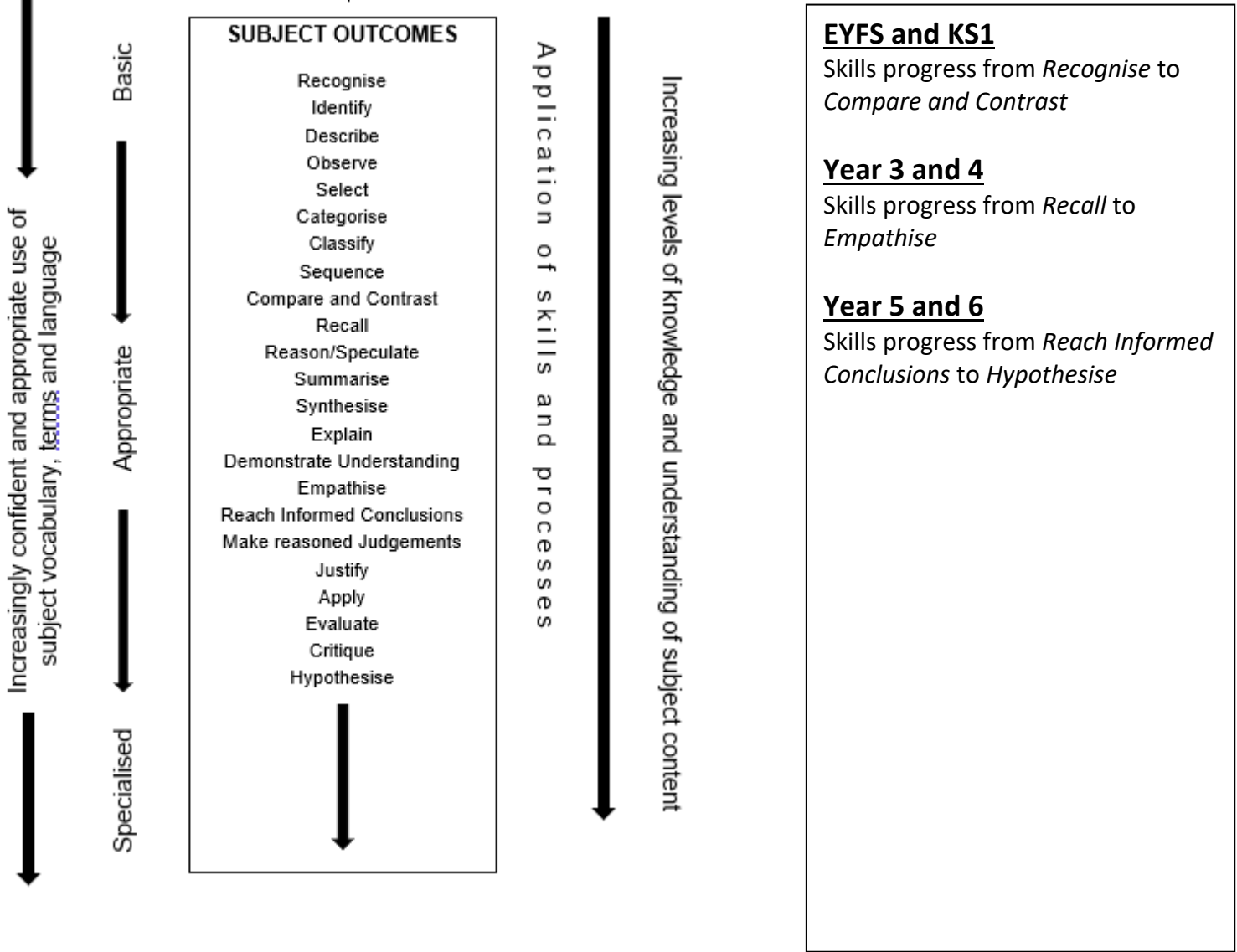
Pupils should be taught a study of Greek life and achievements and their influence on the western world

Hi2/2.5 Non-European Study (Year 5 – The Maya)

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300

Overview of Disciplinary Skills in History



Disciplinary Knowledge/Skill in History by Year Group

Year group	Disciplinary knowledge/skill	Exemplification
EYFS	Recognise	Name and point out who or what something is e.g. a Queen being crowned in a painting.
	Identify	Distinguish something or someone from others that may be similar e.g. a castle from the buildings that surround it.
Year 1	Describe	'Say what you see'. Give an account in words of something or someone e.g. some of the events leading up to the sinking of the Titanic.
	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy.
Year 2	Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly.
	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
	Sequence	Place a set of related events or things that follow each other into an order e.g. create a timeline of the events leading up to William the Conqueror invading England.
	Compare and contrast	Find similarities and differences e.g. between the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Year 3	Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is.
	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds.
	Summarise	Outline or sum up briefly the main points about something e.g. the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.

Year group	Disciplinary knowledge/skill	Exemplification
Year 4	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. why life expectancy in Britain remained less than 40 years until around 1800.
	Explain Demonstrate Understanding	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why most of the great stone cities of the Maya were abandoned by AD 900.
	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Year 5	Reach Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. some of the benefits and disadvantages of the British Empire over time.
	Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for the dropping of atomic bombs on Japan in 1945.
	Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why.
Year 6	Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. recognising that the causes of wars or invasions are much the same down the centuries.
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. consider which factor was most significant in the Roman invasion of Britain.
	Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest?
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered.

EYFS and NC Progression of Skills and Knowledge - updated Sept. 2021

36-48 months

Understanding The World: Begin to make sense of their own life-story and family's history.

Examples of how to support this:

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.

Disciplinary knowledge/skills	Reception
<p>Recognise e.g. Name and point out who or what something is e.g. a Queen being crowned in a painting.</p> <p>Identify • e.g.: Distinguish something or someone from others that may be similar e.g. a castle from the buildings that surround it.</p>	<p>Children in Reception will be learning to :</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. <p><u>Examples of how to support this:</u> During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them <p><u>Examples of how to support this:</u> Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p><u>Examples of how to support this:</u> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p><u>Examples of how to support this:</u> Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
ELGs	
<p>ELG: Past and Present 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. 	

Year 1

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Describe e.g. 'Say what you see'. Give an account in words of something or someone e.g. some of the events leading up to the sinking of the Titanic.</p> <p>Observe e.g. Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy.</p>	<ul style="list-style-type: none"> • Recognise the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events • Sequence 3 or 4 artefacts from distinctly different periods of time • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. 	<ul style="list-style-type: none"> • Recall some facts about people/events before living memory • Offer reasons/ speculate why people may have acted the way they did. • Recognise the difference between past and present in their own and others' lives • Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> • Observe books, videos, photographs, pictures and artefacts to find out about the past. • Use stories to help them to distinguish between fact and fiction • Compare adults talking about the past - question how reliable are their memories? 	<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?" • Observe objects from the past and ask questions i.e. "What were they used for?" • Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> • Classify 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. • Communicate their knowledge about the past through talking, drawing pictures, role play, making models, writing and using ICT.

Year 2

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Select <i>Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly.</i></p> <p>Categorise/Classify <i>Arrange information into particular groups according to shared qualities or characteristics e.g. sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.</i></p> <p>Sequence <i>Place a set of related events or things that follow each other into an order</i></p> <p>Compare and contrast <i>Find similarities and differences</i></p>	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Describe and recount changes in their own life over time. Sequence photographs etc. from different periods of their life Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given them. Use a timeline to place important events. Sequence artefacts closer together in time - check with a reference book/internet. 	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Observe evidence to offer reasons for/ speculate and explain reasons why people in the past may have acted in the way they did and what happened as a result.</p> <p>Recount the main events from a significant event in history</p> <p>Identify differences between ways of life at different times.</p>	<ul style="list-style-type: none"> Observe and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. 	<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. Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. 	<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, making models and using ICT.

Year 3

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Recall <i>Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is.</i></p> <p>Reason/speculate <i>Thinking and forming ideas about something without necessarily firm evidence yet to back it up - conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds.</i></p> <p>Summarise <i>Outline or sum up briefly the main points about something e.g. the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.</i></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. • Place the time studied on a timeline. • Begin to describe dates of, and order significant events from, the period studied • Use dates and appropriate terms related to the study unit and passing of time. • Sequence several events or artefacts. 	<ul style="list-style-type: none"> • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past. • Find out about everyday lives of people in time studied. • Compare and contrast with our life today. • Identify reasons for, and the results of, people's actions in the past. • Demonstrate understanding of why people may have wanted to do something. 	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. Distinguish between different sources - compare and contrast different versions of the same story. • Identify and give reasons for different ways in which the past is represented. • Look at representations of the period - museum, cartoons etc. 	<ul style="list-style-type: none"> • Use a range of sources: documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Observe small details in artefacts, pictures. • Select and record information relevant to the study. • With adult guidance to choose sources, begin to use the library and internet for own research. • Ask questions and find answers about the past. 	<ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Year 4

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Synthesise <i>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something</i></p> <p>Explain <i>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above)</i></p> <p>Empathise <i>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective</i></p>	<ul style="list-style-type: none"> • Recall that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates from the period studied on a timeline. • Describe the main changes in a period in history. • Use appropriate terms related to the period. 	<ul style="list-style-type: none"> • Identify key features and events of time studied. • Use evidence to describe what was important to people from the past. • Compare and contrast similarities and differences between people, events and artefacts studied. • Describe how some of the things they have studied from the past affect/influence life today. • Use evidence to reconstruct life in the period of time studied. • Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> • Observe different versions of the same event in history and identify differences. • Begin to evaluate the usefulness of different sources. • Demonstrate understanding of the fact that people in the past represented events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, • pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence and build up a picture of a past event. • Ask questions and find answers about the past. • Select relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Begin to use the library and internet for research. 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data- handling, drama role-play, storytelling and using ICT.

Year 5

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Reach informed conclusion <i>A knowledgeable summing up of the main points or issues about something</i></p> <p>Reasoned judgement <i>A personal view or opinion about something supported by factual evidence e.g. an argument for the dropping of atomic bombs on Japan in 1945.</i></p> <p>Justify <i>Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19th century was most significant and why.</i></p>	<ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. • Know and sequence key events of time studied. • Use specialised terms and period labels. • Make comparisons and contrasts between different times in the past. 	<ul style="list-style-type: none"> • Select reliable sources of information to find out about the past. • Compare an aspect of life with the same aspect in another period. • Make reasoned judgements about why changes may have occurred, backed up by evidence. • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Compare and contrast different aspects of different people - eg differences between men and women/rich and poor. • Examine causes and results of great events and the impact on people. • Compare life in early and late 'times' studied. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources - fact or fiction. • Demonstrate understanding of the fact that that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Reach informed conclusions about why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Begin to identify primary and secondary sources. • Select relevant sections of information. • Use the library and internet for research with increasing confidence. • Select reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by speculating and posing questions to answer. 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, • diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period.

Year 6

National Curriculum - progression of knowledge and skills

Disciplinary knowledge/ skills	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Apply The transfer of knowledge and/or skills learned in one context to a different context e.g. recognising that the causes of wars or invasions are much the same down the centuries.</p> <p>Evaluate Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. consider which factor was most significant in the Roman invasion of Britain.</p> <p>Critique Review and examine something critically particularly to gain an awareness of its limitations as evidence</p> <p>Hypothesise Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered.</p>	<ul style="list-style-type: none"> Place current period studied on a timeline in relation to other studies. Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Demonstrate understanding of how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Use relevant dates and specialised terms/ vocabulary related to the period studied. 	<ul style="list-style-type: none"> Select reliable sources of information to find out about the past. Explain a past event in terms of cause and effect, using evidence to support and illustrate their explanation. Compare and contrast similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Know and recall key dates, characters and events of time studied. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation. Be aware that different evidence will lead to different conclusions. Link sources and work out how conclusions were arrived at. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Consider ways of evaluating the accuracy of interpretations - fact or fiction and opinion. Confidently use the library and internet for research 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Synthesise knowledge gathered from several sources together in a fluent account. Suggest omissions and the means of finding out. Select reliable sources of evidence to answer questions, realising that there is often not a single answer to historical question. Investigate own lines of enquiry by speculating and posing questions to answer. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Select and organise information to produce structured work, making appropriate use of dates and terms.

Examples of History Collectables and Planning

Collectables

The Victorians

Timeline of key events	
1837	Victoria becomes queen at the age of 18.
1838	Charles Dickens' 'Oliver Twist' is published
1840	Victoria marries her German cousin, Prince Albert.
1842	Mines Act ends child labour
1845-1849	Ireland suffers the Great Potato Famine – about 800,000 people died
1851	1 May: The Great Exhibition opens
1854-1856	Crimean War The Crimean War was fought between Russia and an alliance of Britain, France and Turkey.
1854	A cholera epidemic led to demands for a clean water supply and proper sewage systems in the big cities
1859	Charles Darwin's 'On the Origin of Species' is published
1860	The first public flushing toilet opens
1861	Prince Albert, dies aged 42. Victoria begins a long period of mourning and withdrawal from public life.
1870	Education Act means school for everyone. Charles Dickens dies.
1891	Free education for every child
1901	22 January: Victoria dies and is succeeded by Edward VII

Prominent Figures



Queen Victoria
The Victorians are named after Queen Victoria. She ruled Britain and the British Empire for 64 years.



Charles Dickens
He was a famous author, who wrote *Oliver Twist* and a *Christmas Carol* as well as many other famous novels. He campaigned for better treatment of children.

Key Vocabulary

Monarch – The King or Queen of a country. *Queen Victoria was the monarch.*

Reign – How long someone is in charge. *Victoria's reign lasted over 60 years.*

Social class – When people are put into groups according to the amount of money they have or whose family they are in.

Industry – A group of businesses that make the same thing. *The cotton industry produced lots of clothing in Victorian times.*

Revolution – When things completely change.

Reform – When someone changes something to try to make it better.

Poverty – The state of being incredibly poor.

Big Questions

Would you like to be a Victorian child?
Were the Victorians *vile*, villainous or victorious?

Why were Brunel and Singer important people?
What did the Victorians do for us?

ANGLO SAXONS AND THE VIKINGS



A ST MARGARET'S ACADEMY YEAR 4 HISTORY COLLECTIBLE

Key Vocabulary	
Danegeld	"Paying the Dane". King Etherfred paid the Vikings 6500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.
exile	To be sent away.
invade	To enter and occupy land.
kingdom	An area ruled by a king.
longship	A long, wooden, narrow boat used by the Vikings.
outlawed	Having all property taken away and no longer being able to live in the community.
pagans	A religion where many gods and goddesses are worshipped.
pillaged	To violently steal something.
raid	A surprise attack
wergild	A payment system used to settle disputes between a criminal and the victim or their family.

The Early Vikings

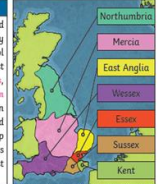
The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called **longships** and first arrived in Britain around AD 787. The Vikings **raided** places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, unimported foods and other useful materials.

The Vikings also wanted to claim land and tried to take over much of Britain. They **invaded** and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.

Anglo-Saxon Kings

The kings of Anglo-Saxon Britain each ruled their own **kingdom** and the people in it. They fought to defend their **kingdom** or take control of other **kingdoms**. When the Anglo-Saxons first settled in Britain, there were seven **kingdoms**, but by AD 878 there was just one **kingdom** left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.



KEY SKILLS

Offer a reasonable explanation for some events.

Demonstrate understanding of the fact that people in the past represented events or ideas in a way that persuade others.

Use evidence to reconstruct life in the period of time studied.

KNOWLEDGE

To understand why the Vikings came to Britain and how it impacted on the culture there.

To know what led to the eventual conquering of the Vikings.

OUTCOMES

To write a diary entry following a hand-fought battle (English)

To create a stop-frame animation of a Viking invasion. (ICT/AE)



Planning

Link to FS and KS1 long term plans: https://drive.google.com/drive/folders/1O3JP-TCsLd6u0bpbP0QCyEmtE6F1_vmJ

Link to KS2 long term plans: https://drive.google.com/drive/folders/1h_eWCJZEiuA3rKo7MFv6EHs0pgQsA5iu

Link to example KS2 medium term plan: https://docs.google.com/document/d/12t4ptTIRa3Ns0IDNcjaPx80FHyH_43Mi/edit