

Level expected at the end of EYFS

Understanding the World (The World) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions

Understanding the World (Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.



Naseby C of E Primary Academy

History Progression of Knowledge and Skills

Key Stage 1 National Curriculum

During years 1 and 2, pupils should be taught to use the following

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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 [for example 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]
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Woven threads of Christianity through our curriculum



Parable; The Good Shepherd

7 So Jesus said again, "I tell you the truth. I am the door for the sheep.8 All the people who came before me were thieves and robbers. The sheep did not listen to them. 9 I am the door. The person who enters through me will be saved. He will be able to come in and go out and find pasture. 10 A thief comes to steal and kill and destroy. But I came to give life-life in all its fullness.

11 "I am the good shepherd. The good shepherd gives his life for the sheep. 12 The worker who is paid to keep the sheep is different from the shepherd who owns them. So when the worker sees a wolf coming, he runs away and leaves the sheep alone. Then the wolf attacks the sheep and scatters them. 13 The man runs away because he is only a paid worker. He does not really care for the sheep.

14 "I am the good shepherd. I know my sheep, and my sheep know me,15 just as the Father knows me, and I know the Father. I give my life for the sheep. 16 I have other sheep that are not in this flock here. I must bring them also. They will listen to my voice, and there will be one flock and one shepherd. 17 The Father loves me because I give my life. I give my life so that I can take it back again. 18 No one takes it away from me. I give my own life freely. I have the right to give my life, and I have the right to take it back. This is what my Father commanded me to do." International Children's Bible

The focus from the beginning of the Spring term leading up the Lent is on Jesus as a role model and the link with growing character, through exploring what the fruits of the spirit are and how they help us develop as people. Caring for others is modelled through the quality of relationships between staff and pupils, between pupils across different age groups. It is expected, recognised and celebrated and actively developed through theme days and special events.

This parable is referenced and linked throughout the history curriculum when looking at different role models in history and the impact they have had on our world. We look at how this affect our actions and the difference we can make for ourselves, to one another, for our community and for the wider world through courageous advocacy.

Links with our school's theological text; The Mustard Seed

The parable of the Mustard Seed is referenced, linked and explored throughout our History curriculum when children are learning about; role models and their impact, our family, communities, patterns and change in the natural environment – causes and effects.



Intent

At Naseby Primary Academy we aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. The key historical skills and concepts, which are revisited throughout different units, are: To investigate the past; To build an overview of world history; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past. We have a rolling curriculum which ensures that as each child journeys through the school that each curriculum area is covered. The content of our history curriculum at Naseby provides a number of points at which teachers can focus on diversity. Our focus is on pupils gaining 'historical perspective' by placing their growing knowledge into different contexts and understanding the connections between local, regional, national and world history. Other areas of focus include cultural, political, religious and social history.

Implementation



In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. We have suggested a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Impact




The impact of our yearly overviews, which stem from our progression of skills document, will ensure consistency in the learning environment across the school with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and child-led assessment such as success criteria grids.


History progression framework Naseby C of E Academy

EYFS

<p>Understanding the World People and Communities</p> 	<p>30-50months</p> <p>I show interest in the lives of people who are familiar to them.</p> <p>I can remember and talk about significant events in their own experiences.</p> <p>I can recognise and describe special times or events for family or friends.</p> <p>I show interest in different occupations and ways of life.</p> <p>I know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p>	<p>40-60months</p> <p>I show interest in the lives of people who are familiar to them.</p> <p>I can remember and talk about significant events in their own experiences.</p> <p>I can recognise and describe special times or events for family or friends.</p> <p>I show interest in different occupations and ways of life.</p> <p>I know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p>	<p>ELG</p> <p>I can talk about past and present events in their own lives and in the lives of family members.</p> <p>I know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Understanding the World The World</p> 	<p>30-50months</p> <p>I can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>I can talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>I am developing an understanding of growth, decay and changes over time.</p>	<p>40-60months</p> <p>I can look closely at similarities, differences, patterns and change.</p>	<p>ELG</p> <p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of their own immediate environment and how environments might vary from one another.</p>

Key Stage 1 Knowledge

Superheroes		<p><u>Working towards</u> I can provide some criteria on what makes a person significant in history. I can talk about Florence Nightingale, Mary Seacole and Edith Cavell, recalling some facts about their experiences.</p>	<p><u>At expectations</u> I can talk about the differences and similarities in their lives I have an understanding of the chronology of the period of history in which Florence Nightingale, Mary Seacole and Edith Cavell lived. I can say how they have influenced nursing and hospitals today.</p>	<p><u>Working above</u> I can begin to debate and think critically about what makes a person historically significant. I can think of questions for my own enquiries about nurses and other significant people who interest me.</p>	<p><u>Key Vocabulary</u> Crimea hospital wounds Russia disease healthy</p> <p><u>Key Figures</u> Mary Seacole Edith Cavell Florence Nightingale</p>
Raise the Drawbridge		<p><u>Working towards</u> I can describe what historical sources tell us about the Norman conquest. I know what a motte and bailey castle looks like. With help, I can talk about the events surrounding the Norman invasion.</p>	<p><u>At expectations</u> I can recount the main events of the Norman conquest I know which significant people were involved in the conquest. I know why the Normans built castles. I can give reasons why people no longer build castles. I can describe a Norman motte and bailey castle. I can draw conclusions about the past by looking at artefacts e.g. The Bayeux tapestry</p>	<p><u>Working above</u> I can name the key parts of a motte and bailey castle. I can describe their purpose. I can recount in detail the main events of the Norman conquest, and describe why it happened. I can follow my own lines of enquiry relating to the Norman conquest and castles. I can support my conclusions with evidence.</p>	<p><u>Key Vocabulary</u> Motte Bailey drawbridge knight Norman conquest</p> <p><u>Key Figures</u> William the Conqueror Harold the Confessor</p>
Passport to the Past		<p><u>Working towards</u> I know what people did at the seaside 100 years ago I can talk about what people did at the seaside 100 years ago I can say what people wore at the seaside 100 years ago. I can use pictures and photographs to answer simple questions about the past.</p>	<p><u>At expectations</u> I know why people began to have holidays 100 years ago I can compare holidays now with holidays 100 years ago I can give preferences – holidays today or 100 years ago? I can find out about the past using pictures and photographs.</p>	<p><u>Working above</u> I can give 2 valid reasons with detail explaining why people began to go to the seaside on holiday I understand that that the past can be divided up into different periods of time. I can explain a preference in detail. I can draw conclusions about the past from pictures, photographs and first person accounts.</p>	<p><u>Key Vocabulary</u> bathing machine bathing costume Punch and Judy</p> <p><u>Key Figures</u> Queen Victoria Thomas Cook Charles Dickens</p>
Transport		<p><u>Working towards</u> I can name the types of transport used over 100 years ago. I can say what the first aeroplanes, cars and trains looked like. I can talk about the difference that they have made to peoples' lives.</p>	<p><u>At expectations</u> I know how transport has changed over time. I can talk about some of the significant people involved in the development of trains, cars and aeroplane I can compare old and new methods of transport.</p>	<p><u>Working above</u> I can develop my own lines of enquiry related to the first aviators. I can explain the impact of these developments in transport on trade, industry, the environment and people's lives.</p>	<p><u>Key Vocabulary</u> engineer locomotive The Rocket</p> <p><u>Key Figures</u> George Stephenson Amy Johnson The Wright Brothers</p>

			I understand that there were differing opinions about the benefits of new methods of transport.	Karl Friedrich Benz Gottlieb Daimler
<p>The Great Fire of London</p> 	<p>Working towards</p> <p>I can talk about some of the key events of the Great Fire of London</p> <p>I can say what the Great Fire of London spread and eventually stopped.</p> <p>I can explain that we know about it because of Samuel Pepys diary.</p>	<p>At expectations</p> <p>I can explain how we know about the Great Fire of London from a range of primary sources.</p> <p>I know that London has changed over time.</p> <p>I can show my understanding by writing a report about the Great Fire of London.</p>	<p>Working above</p> <p>I can explain how some sources are more useful than others</p> <p>I am beginning to question the reliability of some historical evidence</p>	<p>Key Vocabulary</p> <p>bakery</p> <p>St. Pauls' Cathedral</p> <p>The Tower of London</p> <p>firebreak</p> <p>Samuel Pepys</p>
<p>Why do we wear poppies? (World War One)</p>	<p>Working towards</p> <p>I can talk about some of the key events of WW1</p> <p>I can say why we remember the wars.</p> <p>I can talk about the toys which children played with during WWI</p> <p>I realise that famous people lived during this period.</p>	<p>At expectations</p> <p>I can explain how we know about the First World War from a range of primary sources.</p> <p>I know that England has changed over time.</p> <p>I can suggest which toys children would have played with and compare these with toys of today.</p> <p>I can say what a famous person did during this period.</p>	<p>Working above</p> <p>I can explain how some sources are more useful than others</p> <p>I am beginning to question the reliability of some historical evidence.</p> <p>I understand that a famous person contributed during WWI</p>	<p>Key Vocabulary</p> <p>Remembrance Day</p> <p>First World War</p> <p>Soldier</p> <p>Poppy</p> <p>Toys</p> <p>Famous person</p> <p>Event</p> <p>War</p> <p>Battle</p>
<p>Iceberg ahead! (The sinking of the Titanic)</p>	<p>Working towards</p> <p>I can tell you about the Titanic</p> <p>I understand that lots of people died during the voyage of the Titanic.</p> <p>I know that the sinking of the Titanic was a disaster.</p>	<p>At expectations</p> <p>I can explain what was so special about the Titanic</p> <p>I can suggest why so many people died during the voyage of the Titanic.</p> <p>I understand that, after the Titanic sank, ships became safer.</p>	<p>Working above</p> <p>I can compare the experiences of different people on board the Titanic.</p> <p>I can ask questions like 'Why weren't more people saved?' and perform a line of enquiry.</p> <p>I can say what lessons were learned after the sinking of the Titanic to make ships safer.</p>	<p>Key Vocabulary</p> <p>Titanic</p> <p>Steam engine</p> <p>First class</p> <p>Propeller</p> <p>Lifebelt</p> <p>Lifeboat</p> <p>Passengers</p> <p>Second class</p> <p>Third class</p> <p>Disaster</p> <p>White Star Line</p> <p>Iceberg</p> <p>Atlantic</p> <p>New York</p>

Year 1

To investigate and interpret the past	<p><u>Working towards</u></p> <p>With help, I sometimes understand some ways in which we find out about the past. I can sometimes find answers to simple questions about the past by using stories and other sources.</p>	<p><u>At expectations</u></p> <p>I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.</p>	<p><u>Working above</u></p> <p>I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.</p>	<p><u>Key Vocabulary</u></p> <p>archaeology, artefact, change, discovery, evidence, fact, historian, museum, newer, observe, older, opinion, past, present, question, source</p>
To build an overview of world history	<p><u>Working towards</u></p> <p>With help, I can sometimes use stories to talk about things that have happened in the past. With help, I sometimes use the right historical words to explain the passing of time.</p>	<p><u>At expectations</u></p> <p>I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.</p>	<p><u>Working above</u></p> <p>I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p>	<p><u>Key Vocabulary</u></p> <p>event, explorer, global, historical, impact, invention, locality/Local, significant/significance, workhouse</p>
To understand chronology	<p><u>Working towards</u></p> <p>I can sometimes place a few events, people and objects in the correct time order. I sometimes know the difference between ways of life in the past and present.</p>	<p><u>At expectations</u></p> <p>I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.</p>	<p><u>Working above</u></p> <p>I can place events, people and objects in the correct time order. I can identify differences between ways of life in the past and present.</p>	<p><u>Key Vocabulary</u></p> <p>a long time ago/long ago, calendar, centuries, civilisation, decades, democracy, here/then/now, king and queen</p>

Year 2

To investigate and interpret the past	<p><u>Working towards</u> I am beginning to use stories to talk about things that have happened in the past. I am beginning to use the right historical words to explain the passing of time. With help, I sometimes understand how the achievements of famous people from the past have influenced our lives.</p>	<p><u>At expectations</u> I can recount parts of stories to talk about things that have happened in the past. I can use the right historical words to explain the passing of time. I am beginning to understand how the achievements of famous people from the past have influenced our lives.</p>	<p><u>Working above</u> I can use stories and other sources to talk about things that have happened in the past. I can use a range of historical words to explain the passing of time. I show a greater understanding of how the achievements of famous people from the past have influenced our lives.</p>	<p><u>Key Vocabulary</u> archaeology, artefact, change, discovery, evidence, fact, historian, museum, newer, observe, older, opinion, past, present, question, source</p>
To build an overview of world history	<p><u>Working towards</u> I am beginning to understand some ways in which we find out about the past. I am beginning to find answers to simple questions about the past by using stories and other sources.</p>	<p><u>At expectations</u> I understand ways in which we can find out about the past. I can find answers to simple questions about the past by using stories and other sources. I am beginning to ask questions to find out about things from the past.</p>	<p><u>Working above</u> I understand ways in which we can find out about the past and different ways in which it is represented. I can find answers to a range of questions about the past by using stories and other sources. I can ask questions to find out about things from the past.</p>	<p><u>Key Vocabulary</u> event, explorer, global, historical, impact, invention, locality/Local, significant/significance, workhouse</p>
To understand chronology	<p><u>Working towards</u> I am beginning to place a few events, people and objects in the correct time order. I am beginning to recognise the differences between ways of life in the past and present.</p>	<p><u>At expectations</u> I can place events, people and objects in the correct time order. I can identify differences between ways of life in</p>	<p><u>Working above</u> I can confidently place events, people and objects in the correct time order and suggest how they fit in the chronological framework. I am developing awareness of the passing of time. I can identify similarities and differences between ways of life in the past and present.</p>	<p><u>Key Vocabulary</u> last week/Last Year, nation, nation's history, older/newer, parliament, recently, sequence, timeline, when my parents/ carers were younger, yesterday, war and peace</p>

Year 3 and 4 Knowledge

Anglo Saxons and Scots



Working Towards
 With help, I can say who the Anglo-Saxons and Scots were, and know when and why they invaded Britain.
 I can explain some features of life in Anglo-Saxon Britain
 I can describe some artefacts that have been discovered

At expectations
 I can explain how life in Britain changed as a result of the Anglo Saxon and Scots invasions.
 I can say why the Romans left Britain
 I can analyse historical evidence and artefacts to make claims about Anglo Saxon life and culture.
 I can describe the work of some key individuals of the time.

Working above
 I have a deep understanding of how life in Britain has been shaped by the Anglo Saxons
 I can explain why the Romans left Britain
 I can compose accurate detailed accounts on Anglo-Saxon culture, religion and society, using a range of evidence sources and artefacts to support my conclusions.

Subject Specific Vocabulary
 Anglo-Saxon kingdoms, runes, Wessex, Mercia, legacy, settlement, Thane, Wergild, churl, ordeal

Local Study



Working Towards
 I understand some of the reasons why the King was so disliked.
 I can suggest some of the reasons why there was a battle.
 With support, I can place the Battle of Naseby on a timeline and a map.
 I can explain how the 'Roundheads' got their name.
 With help, I can suggest some of the strategies used in battle and draw these using a simple map.

At expectations
 I understand that the people were upset with the King and this resulted in a battle.
 Why did it happen? What were the events leading up to it?
 I can explain how and where it unfolded.
 I can name the key people in the battle.
 I understand how the battle won/lost and show my understanding using labelled drawings.
 What happened after the battle?
 How is the battle remembered today?

Working above
 I understand that there were key political reasons for the Battle of Naseby and what the term 'The divine right of the King' refers to.
 I can order the most important reasons why there was a battle and explain my choices
 Key place and people names (links to geography- how the land impacted the battle)
 I can create a detailed map which explains the strategies of both armies.
 I can give a detailed account of how the Battle of Naseby is remembered today.

Subject Specific Vocabulary
 Civil war
 Parliament
 Parliamentarian
 Roundhead
 Royalist
 Cavalier
 New Model Army
Key Figures
 Oliver Cromwell
 King Charles 1
 Fairfax

Stone Age to Iron Age





Working towards
 I know how Stone Henge gets its name
 I can use sources to find out about the past.
 I can describe aspects of daily life in the Stone Age and Iron Age.
 I can talk about how life changed from Stone Age to Iron Age.

At expectations
 I can give reasons why people think that Stone Henge was built.
 I know which tools were crucial for the survival of Early Man, and how they developed over time.
 I can explain the challenges experienced by early man.
 I can explain the role of Druids in Iron Age tribes.
 I can describe what daily life was like for people in the Stone Age and Iron Age.
 I know how and why daily life changed from Stone Age to Iron Age.
 I can use sources to make deductions
 I can draw inferences from archaeological finds

Working above
 I can explain why there are many ideas about why Stone Henge was built
 I can explain the inferences drawn from archaeological finds

Subject Specific Vocabulary
 Stone Henge
 Farming
 Hunter gatherer

<h2>Railways</h2> 	<p>Working towards I know why railways were built I can describe some benefits of the growth of the railway system in Great Britain. I can name some famous locomotives, people and early railway lines.</p>	<p>At expectations I can describe some of the different locomotive technologies that have developed over time. I can name some of the main train routes in Great Britain. I can explain both positive and negative effects of the railways. I know some biographical details about some historically significant individuals and locomotives</p>	<p>Working above I have a chronological understanding of how locomotives and the railway network changed over time I have a good understanding of the contribution by significant individuals. I can debate the positive and negative effects of the railways on different aspects of society.</p>	<p>Subject Specific Vocabulary Steam Merthyr Tydfil The Great Western Railway</p> <p>Key Figures Isambard Kingdom Brunel Richard Trevithick Robert Stephenson James Watt</p>
<h2>The Romans</h2>	<p>Working towards I know when the Romans invaded. I can say why the Romans invaded Britain I can say why the Celts would have been apprehensive about taking on the Roman army. I know who Boudicca was.</p>	<p>At expectations I can give and understand 2 main reasons why the Romans invaded. I have a chronological understanding of the Roman invasion of Britain. I know how Britain changed as a result of the Roman invasion and occupation. I can understand the personal motivation of Boudicca I know that most pictures of Boudicca come from Roman accounts – no surviving pictures I can describe some aspects of Roman Britain in detail and be able to ask and answer questions to demonstrate my understanding. I can use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed.</p>	<p>Working above I can demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped by the Roman occupation I am able to appreciate the process of change and empathise with the people whose lives were affected.</p>	<p>Subject Specific Vocabulary chariot mosaic senate republic standard slave taxes Centurion citizen</p> <p>Key Figures Claudius the Conqueror Boudicca Caesar</p>
<h2>Riotous Royalty</h2> <p>+ The Royal family tree linking to the royal family today + link with their own family trees.</p> 	<p>Working towards I can find out about the reign of William the Conqueror I understand some history of the British Royal family – King Alfred to Queen Elizabeth II</p>	<p>At expectations I can understand the significance of William the Conqueror's reign I can ask questions about the line of succession to the British throne.</p>	<p>Working above I can suggest how the reign of William the Conqueror impacted future monarchies in England. I understand the way in which the succession of the British throne is managed and the significance of this for future generations.</p>	<p>Key vocabulary William the Conqueror Monarchy Royalty King Alfred Succession Abdicate Queen Elizabeth I Queen Elizabeth II King George VI Royalty</p>
<h2>Dinosaurs</h2> <p>Geography and history combined topic – we will also look at volcanoes and earthquakes and how the</p>	<p>Working towards I know that the dinosaurs were living a very long time ago</p>	<p>At expectations I understand why there is extraordinarily little evidence available from this time period</p>	<p>Working above I can give reasons as to why it is so difficult to find out about history during the era of the dinosaurs</p>	<p>Key Vocabulary Cretaceous Jurassic Meteor Asteroid Iridium</p>

tectonic plates have moved over time.				Different dinosaur names
World War 2	<p>Working towards</p> <p>I understand that Adolf Hitler rose to power in Germany. I can tell you a reason that England joined the war in 1939 I can tell you which countries were involved in WW11 I understand that the war was global.</p>	<p>At expectations</p> <p>I can suggest reasons why German people liked Adolf Hitler. I understand that there were many reasons that England joined the war in 1939. I can understand that countries stood together to form alliances. I can tell where some of the key battles were.</p>	<p>Working above</p> <p>I understand that Adolf Hitler gained power during the events that led to the start of WWII I realise that there were also reasons that England did not want to join the war in 1939 (appeasement) I can tell you about what happened to these countries after the events of WWII I understand that the war ended in different places at different times.</p>	<p>Key Vocabulary</p> <p>Neville Chamberlain Winston Churchill Adolf Hitler Nazis RAF Luftwaffe Propaganda Dunkirk Censorship Codebreakers Radar</p>
Year 3 Skills				
To investigate and interpret the past	<p>Working towards</p> <p>With help, I can start to pick out and put together information for the period that I am studying. With help, I sometimes construct simple informed responses I sometimes pick out different ways that the past is shown. I sometimes devise historically valid questions. I sometimes use sources of information in different ways to help me answer questions about the past.</p>	<p>At expectations</p> <p>I am beginning to pick out and put together information for the period that I am studying. I am beginning to construct simple informed responses. I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.</p>	<p>Working above</p> <p>I can pick out and put together information for the period that I am studying. I can construct simple informed responses. I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p>	<p>Key Vocabulary</p> <p>accurate, agree/differ, dias, cause, consequence, enquiry, findings, historical account, interpretation, point of view, primary source, reliability, secondary source, society, suggests, trustworthiness</p>
To build an overview of world history	<p>Working towards</p> <p>I can use the right historical words to explain the passing of time. I am beginning to know historical events, people and changes of the period that I am studying.</p>	<p>At expectations</p> <p>I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.</p>	<p>Working above</p> <p>I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p>	<p>Key Vocabulary</p> <p>beliefs, colony, conquest, court, cultural, diversity, heir, hierarchy, immigrant, invasion, medieval monarchy, peasantry, Pope, reign, settler, slave, status</p>


To understand chronology	<u>Working towards</u>	<u>At expectations</u>	<u>Working above</u>	<u>Key Vocabulary</u>
	I sometimes show an understanding of chronology and order of events, people and objects.	I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.	I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.	ACE/AD, Ancient Civilisation, BCE/BC, centuries, change, chronology, civilisation, dates, democracy, development, era, millennia, time period


Year 4

To investigate and interpret the past	<u>Working towards</u>	<u>At expectations</u>	<u>Working above</u>	<u>Key Vocabulary</u>
	I am beginning to pick out and put together information for the period that I am studying. I am beginning to construct simple informed responses. I am beginning to pick out different ways that the past is shown. I am beginning to devise historically valid questions. I am beginning to use sources of information in different ways to help me answer questions about the past.	I can pick out and put together information for the period that I am studying. I can construct simple informed responses. I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.	I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information. I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.	accurate, agree/differ, dias, cause, consequence, enquiry, findings, historical account, interpretation, point of view, primary source, reliability, secondary source, society, suggests, trustworthiness



<p>To build an overview of world history</p>	<p><u>Working towards</u></p> <p>I can use a range of historical words to explain the passing of time. I know historical events, people and changes of the period that I am studying.</p>	<p><u>At expectations</u></p> <p>I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p>	<p><u>Working above</u></p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.</p>	<p><u>Key Vocabulary</u></p> <p>beliefs, colony, conquest, court, cultural, diversity, heir, hierarchy, immigrant, invasion, medieval monarchy, peasantry, Pope, reign, settler, slave, status</p>
<p>To understand chronology</p>	<p><u>Working towards</u></p> <p>I am beginning to show an increasing understanding of chronology and order of events, people and objects. With help, I know that the past can be divided into different periods of time.</p>	<p><u>At expectations</u></p> <p>I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.</p>	<p><u>Working above</u></p> <p>I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p><u>Key Vocabulary</u></p> <p>ACE/AD, Ancient Civilisation, BCE/BC, centuries, change, chronology, civilisation, dates, democracy, development, era, millennia, time period</p>


Year 5 and 6 Knowledge

<p>The Mayans</p> 	<p><u>Working towards</u></p> <p>With help, I can locate the ancient Mayan civilisation on a map of the world and timeline. I can suggest what kinds of evidence the ancient Maya left behind. I can describe some of the features of the palace at Palenque. I can describe the clothes the Maya wore. I can describe an ancient Maya home. With help, I can suggest how the Maya were ruled.</p>	<p><u>At expectations</u></p> <p>I can locate the ancient Mayan civilisation on a timeline and map of the world. I can describe some of the evidence left behind by the ancient Maya civilisation. I can explain the relationship between Palenque's palace and the rest of the city. I can design an authentic-looking Maya costume. I can draw comparisons between ancient Maya homes and Anglo-Saxon homes. I can describe how the Maya were ruled. I can describe the diet of the Maya.</p>	<p><u>Working above</u></p> <p>I can use what I know about where and when the ancient Mayan civilisation took place to suggest features I would expect the civilisation to have. I can suggest what this evidence tells us about the Maya. I can explain what the relationship between Palenque's palace and the rest of the city tells us about the ancient Maya civilisation. I can explain the differences in clothing between different levels of Maya society.</p>	<p><u>Key Vocabulary</u></p> <p>glyphs, codices, Chichen Itza, cacao, ahau, batab, Itzamna, huipil, kin, Kukulcan, uinal</p>
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	<p>I can name some foods eaten by the Maya. I can describe an aspect of ancient Mayan religion. I can evaluate the evidence in support of several theories about the collapse of the ancient Maya civilisation.</p>	<p>I can evaluate how important religion was to the ancient Maya. I can say which theory I think is the most convincing, and explain why.</p>	<p>I can compare the homes of ancient Maya and Anglo-Saxon royalty as well as commoners. I can draw comparisons between how the Maya were ruled and how other civilisations they have studied were ruled. I can explain the influence of Maya food on the food eaten today. I can compare the religion of the ancient Maya with that of the modern Maya. I can put forward a compelling argument to support my point of view for the collapse of the Maya civilisation.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Battle of Britain</p>	<p><u>Working towards</u> With help, I can explain the purpose of wartime propaganda posters I can recall key facts about the Battle of Britain With help, I can answer questions to demonstrate an understanding of the Battle of Britain</p>	<p><u>At expectations</u> I can explain the purpose, meaning and effect of wartime propaganda posters. I can answer questions to demonstrate my understanding of the Battle of Britain I can incorporate facts about the Battle so Britain in my fiction writing.</p>	<p><u>Working above</u> I can independently plan and research my own work and communicate my own learning in creative and interesting ways. I can confidently interweave fictional and factual elements about the Battle of Britain and other wartime events in my own writing.</p>	<p><u>Key vocabulary</u> Dunkirk, Luftwaffe- German Airforce RAF- Royal Air Force. Fighter Command One of the three functional commands of the RAF. Messerschmitt BF 109 E German WW2 fighter Aircraft. Known as the first modern fighter. Hawker Hurricane British fighter aircraft during WW2 Spitfire MK British and Allied fighter aircraft used during WW2. Operation Sealion Nazi Germany's plan to invade Britain during WW2 after the fall of France.</p> <p><u>Key Figures</u> Hugh Dowding, Hermann Goring</p>
<p>A Local Study</p> 	<p><u>Working towards</u> I can say which aspect of local history I would like to study. I can make notes about what I would like to find out about during our local history study.</p>	<p><u>At expectations</u> I can say which aspect of local history I would like to study, and explain why. I can use my notes to pose historically relevant questions about my locality.</p>	<p><u>Working above</u> I can put forward a compelling argument in support of my choice. I can suggest what I think the answers might be, explaining my reasoning.</p>	<p><u>Key vocabulary</u> Locality, village, county, primary sources, school, church, Battle of Naseby, English Civil War, Sulby hedges, New Model Army, Parliamentarian, Royalist, cavalier</p>

	<p>I can name a range of sources historians use to answer historical questions.</p> <p>I can select which sources to use to answer my questions.</p> <p>I can read old maps.</p> <p>I can find information in books about our local history.</p> <p>I can explain what I have found out about the aspect of local history that I have been studying.</p>	<p>I can identify which sources I might be able to use to find out the answers to my questions.</p> <p>I can evaluate evidence from a range of sources.</p> <p>I can use old maps to gather evidence.</p> <p>I can use books on local history to gather historical evidence.</p> <p>I can make connections between local history and British history.</p>	<p>I can suggest which sources I would like to investigate first and explain why.</p> <p>I can rank historical sources in order of usefulness, explaining my reasoning.</p> <p>I can gather further evidence by comparing old maps with a map of the locality today.</p> <p>I can evaluate local history books in terms of richness, reliability and relevance.</p> <p>I can devise relevant questions to ask about British history.</p>	<p>Key Figures</p> <p>King Charles 1</p> <p>Oliver Cromwell.</p> <p>Sir Thomas Fairfax</p> <p>John Okey</p> <p>Prince Rupert</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Vikings</p>	<p>Working towards</p> <p>I can describe what I already know about the Vikings.</p> <p>I can describe why the Vikings have a reputation for being bloodthirsty.</p> <p>I can describe what we know about the Viking attacks on Britain and how we know it.</p> <p>I can suggest reasons why people come to Britain today.</p> <p>I can describe some of the archaeological evidence the Vikings left behind.</p> <p>I can describe some of the written sources we have for our knowledge about the Vikings.</p> <p>I can explain the meaning of the term Danelaw and identify place names of Viking origin.</p> <p>I can say when the Viking age came to an end.</p>	<p>At expectations</p> <p>I can identify some of the sources of my knowledge about the Vikings.</p> <p>I can discuss whether or not all Vikings were bloodthirsty.</p> <p>I can identify when and where some of the Viking attacks took place.</p> <p>I can explain some of the reasons why the Vikings came to Britain.</p> <p>I can explain what archaeological evidence tells us about the Vikings.</p> <p>I can explain what these written sources tell us about the Vikings.</p> <p>I can work out the meaning of Viking place names.</p> <p>I can explain what happened to the Vikings after the Viking age ended.</p>	<p>Above expectations</p> <p>I can judge how reliable each source is likely to be.</p> <p>I can put forward a compelling argument to support my point of view.</p> <p>I can use my understanding to write a gripping account of the Viking raid on Lindisfarne.</p> <p>I can arrange the reasons why the Vikings came to Britain in order of importance, justifying my decision-making.</p> <p>I can explain how the range of evidence archaeologists find affects the conclusions they are able to draw from the past.</p> <p>I can rank written sources in order of importance according to how much they tell us about the Vikings.</p> <p>I understand that some place names are of partial Viking origin and can research the meanings of the combination words.</p> <p>I can describe the legacy of the Vikings.</p>	<p>Key vocabulary</p> <p>Adventure, arrowhead, barbarian, battle, berserker, blacksmith, brooch, chieftain, Christianity, churn, coastal, conquest, Dane, expedition, fierce, fighting, god, heathen, herdsman, invader, merchant, navigate, Norseman, oar, pillage, plunder, prisoner, quern, raid, rune, ruthless, saga, savage, Scandinavia, chest, seafarer, settlement, shear, shield, slave, soapstone, stern, timber, trader, trough, warfare, warrior, weave, whalebone, wool</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ancient Greece</p> 	<p><u>Working towards</u> With help, I can locate the area that the civilisation of ancient Greece took place. I can suggest what Greek domestic life was like. I can describe some of the achievements of famous Greeks. With help, I can describe some of the different gods and goddesses worshipped by the Greeks. I can describe the myth of Perseus and Medusa. I can suggest the importance of the discovery of primary sources from the civilisation of ancient Greece. I understand that the civilisation of ancient Greece held Olympic games</p>	<p><u>At expectations</u> I know where and when the civilisation of ancient Greece took place. I can compare Greek domestic life with today. I can debate which Greek made the biggest impact. I can consider the characteristics of the Greek gods and goddesses. I can devise a performance to portray a Greek myth. I can describe the significance of ancient Greek pottery artefacts. I can compare the ancient Greek Olympics with those in the modern day.</p>	<p><u>Working above</u> I can use what I know about where and when the civilisation of ancient Greece took place to suggest features I would expect the civilisation to have. I can compare specific areas of the civilisation with our own, for example, the alphabet. I can arrange the impact of these achievements in order of importance and explain my reasoning. I can compare the religion of ancient Greece with that of Greece today. I can ask historically valid questions about the discovery of ancient Greek pottery. I can suggest what the ancient Olympics tells us about the civilisation of ancient Greece.</p>	<p><u>Key vocabulary</u> Acropolis, Aegean, Aesop, agora, amphora, aristocracy, Aristotle, assembly, Athens, citizen, city-state, classical, colony, column, comedy, deity, democracy, discus, drachma, drama, epic, fable, frieze, Homer, isthmus, javelin, monarchy, mythology, oligarchy, Olympics, Olympus, oracle, oration, orator, peninsula, Pericles, phalanx, philosophy, Plato, polytheism, slavery, Socrates, Sparta, symposium, temple, tragedy, tyrant,</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Egyptians</p> 	<p><u>Working towards</u> With help, I can locate the ancient Egyptian civilisation on a map of the world and timeline. I can suggest what kinds of evidence the ancient Egyptians left behind. I can describe the importance of the Nile. I can describe the clothes the Egyptians wore. I can describe an ancient Egyptian home. With help, I can suggest how the Egyptians were ruled. I can name some foods eaten by the Egyptians. I can describe an aspect of ancient Egyptian religion. I can evaluate the evidence in support of several theories about the collapse of the ancient Egyptian civilisation.</p>	<p><u>At expectations</u> I can locate the ancient Egyptian civilisation on a timeline and map of the world. I can describe some of the evidence left behind by the ancient Egyptian civilisation. I can design an authentic-looking Egyptian costume. I can draw comparisons between ancient Egyptian homes and Mayan homes. I can describe how the Egyptians were ruled. I can describe the diet of the Egyptians. I can evaluate how important religion was to the ancient Egyptians. I can say which theory I think is the most convincing, and explain why.</p>	<p><u>Working above</u> I can use what I know about where and when the ancient Egyptian civilisation took place to suggest features I would expect the civilisation to have. I can suggest what this evidence tells us about the Egyptians. I can explain the differences in clothing between different levels of Egyptian society. I can compare the homes of ancient Egypt and Mayan royalty as well as commoners. I can draw comparisons between how the Egyptians were ruled and how other civilisations I have studied were ruled. I can explain the influence of Egyptian food on the food eaten today. I can compare the religion of the ancient Egypt with that of the modern Egypt. I can put forward a compelling argument to support my point of view for the collapse of the Egyptian civilisation.</p>	<p><u>Key Vocabulary</u> Pharaoh Ancient Egypt Egyptian Pyramid Sphinx Obelisk Giza Great Pyramid Mummy Papyrus Sarcophagus Scarab Temple Tomb Red Sea</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Medicine</p> 	<p><u>Working towards</u> With help, I can describe some early treatments for disease. I can draw some comparisons between the earliest hospitals in Britain and modern-day hospitals I can describe a way in which dental care has changed over the centuries. With support, I can explain the main factors behind the rapid spread and high mortality rate of the plague. I know that smallpox was a feared disease. I understand that women played a vital role in the history of medicine</p>	<p><u>At expectations</u> I can describe early theories of disease I can compare the earliest hospitals with modern hospitals I can explain the way in which dental care has evolved over the centuries and the reasons for this. I understand the reasons that the plague was such a devastating disease. I can explain why smallpox was a feared disease. I can describe the various roles of women in the history of medicine and the way in which these roles have changed over the centuries.</p>	<p><u>Working above</u> I can describe some early medical treatments and explain why they were so dangerous I can identify some of the ways in which medical equipment has changes since Anglo-Saxon times I can describe some of the ways in which mental illness was treated in the past. I understand how the plague was spread and the way in which it affected the human body. I can describe the part that Edward Jenner played in the fight against smallpox. I can describe the contribution that Florence Nightingale made to medicine</p>	<p><u>Key Vocabulary</u> Medicine Scurvy The Black Death (Plague) Mortality Spread Disease Virus Bacteria Smallpox Hospital Vaccine Penicillin</p>
<h2>Year 5</h2>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To investigate and interpret the past</p>	<p><u>Working towards</u> I can pick out and put together information for the period that I am studying. I can construct simple informed responses. I can pick out and understand different ways that the past is shown. I can devise historically valid questions. I can use sources of information in ways that go beyond simple observations to help me answer questions about the past.</p>	<p><u>At expectations</u> I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information. I can pick out and understand different ways that the past is shown and suggest reasons for this. I am beginning to show how features of the past have been retold and interpreted in different ways. I am beginning to understand how evidence is used to make historical claims.</p>	<p><u>Working above</u> I can evaluate, pick out and put together information from a range of sources for the period that I am studying. I am beginning to produce structured narrative and analyses using important dates and historical terms. I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims. I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p><u>Key Vocabulary</u> analyse, change and continuity, hypotheses, interpretation, justification, perspective, propaganda, social standing, suitability, utility, provenance</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To build an overview of world history</p>	<p><u>Working towards</u></p> <p>I am beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know and understand the historical events, people and changes of the period that I am studying. I am beginning to give some reasons for the main events and changes for the period that I am studying.</p>	<p><u>At expectations</u></p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. I know, understand and can recall the historical events, people and changes of the period that I am studying. I can give reasons for the main events and changes for the period that I am studying.</p>	<p><u>Working above</u></p> <p>I am able to use my knowledge to describe the individual and special features of past societies and times. I can describe, give reasons and results for the main events and changes for the period that I am studying.</p>	<p><u>Key Vocabulary</u></p> <p>crusades, dogma/doctrine, empire, emperor, execution, heresy, monastery, nomad, prehistoric, rebellion, republic, revolt, traitor, treason</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To understand chronology</p>	<p><u>Working towards</u></p> <p>I can show an understanding of chronology and order of events, people and objects. I know that the past can be divided into different periods of time.</p>	<p><u>At expectations</u></p> <p>I can show a greater understanding of chronology and order of events, people and objects. I have a greater understanding of how the past can be divided into different periods of time. I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p><u>Working above</u></p> <p>I understand the similarities and differences between different periods of time and know some significant dates. I am beginning to make connections between features of past societies and periods.</p>	<p><u>Key Vocabulary</u></p> <p>anachronism, causation, continuity, contrast, cultural, epoch, political, religious, social, technological</p>
<h2>Year 6</h2>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To investigate and interpret the past</p>	<p><u>Working towards</u></p> <p>I can pick out and put together information from a range of sources for the period that I am studying. I can construct informed responses and beginning to use thoughtful selection and organisation of relevant historical information. I can pick out and understand different ways that the past is shown and suggest reasons for this.</p>	<p><u>At expectations</u></p> <p>I can evaluate, pick out and put together information from a range of sources for the period that I am studying. I am beginning to produce structured narrative and analyses using important dates and historical terms. I can show how features of the past have been retold and interpreted in different ways. I can understand how evidence is used to make historical claims.</p>	<p><u>Working above</u></p> <p>I can select, organise and deploy relevant information from a range of sources for the period that I am studying. I can produce structured narrative and analyses making appropriate use of important dates and historical terms. I am beginning to understand why contrasting arguments and interpretations of the past have been constructed.</p>	<p><u>Key Vocabulary</u></p> <p>analyse, change and continuity, hypotheses, interpretation, justification, perspective, propaganda, social standing, suitability, utility, provenance</p>

	<p>I am beginning to show how features of the past have been retold and interpreted in different ways.</p> <p>I am beginning to understand how evidence is used to make historical claims.</p>	<p>I am beginning to evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	<p>I can evaluate which sources of evidence are reliable and most useful for particular tasks.</p>	
<p>To build an overview of world history</p>	<p><u>Working towards</u></p> <p>I understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>I know, understand and can recall the historical events, people and changes of the period that I am studying.</p> <p>I can give reasons for the main events and changes for the period that I am studying.</p>	<p><u>At expectations</u></p> <p>I am able to use my knowledge to describe the individual and special features of past societies and times.</p> <p>I can describe, give reasons and results for the main events and changes for the period that I am studying.</p>	<p><u>Working above</u></p> <p>I use my knowledge to describe things that happened during the period that I am studying and across different periods.</p> <p>I can describe and make links between features of past societies and periods by comparing and contrasting.</p> <p>I use my knowledge of historical events/people to reflect on how Britain has influenced and been influenced by the wider world.</p>	<p><u>Key Vocabulary</u></p> <p>crusades, dogma/doctrine, empire, emperor, execution, heresy, monastery, nomad, prehistoric, rebellion, republic, revolt, traitor, treason</p>
<p>To understand chronology</p>	<p><u>Working towards</u></p> <p>I can show a greater understanding of chronology and order of events, people and objects.</p> <p>I have a greater understanding of how the past can be divided into different periods of time.</p> <p>I can pick out similarities and differences between different periods of time and know some significant dates.</p>	<p><u>At expectations</u></p> <p>I understand the similarities and differences between different periods of time and know some significant dates.</p> <p>I am beginning to make connections between features of past societies and periods.</p>	<p><u>Working above</u></p> <p>I can show a clear understanding of the similarities and differences between different periods of time and know many significant dates.</p> <p>I can make connections between features of past societies and periods by comparing and contrasting.</p> <p>I can recognise trends between significant events/periods over time.</p>	<p><u>Key Vocabulary</u></p> <p>anachronism, causation, continuity, contrast, cultural, epoch, political, religious, social, technological</p>