

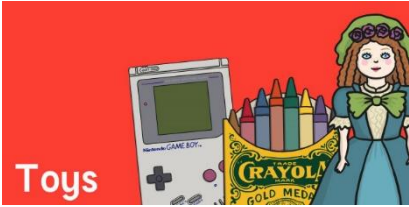


EYFS

Three and Four Year Olds	Understanding the World		<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Know some similarities and 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	 <p>Nurturing Nurses</p>	 <p>Significant Explorers</p>	 <p>Toys</p>

Substantive Concepts	Commemoration, discrimination (including racism and sexism), travel, war.	Commemoration, discrimination (including racism and sexism), exploration, technology, travel.	Society, technology.
Key Vocabulary	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.	Achievement, astronaut, equipment, expedition, explorer, polar, significant.	Metal toys, modern, paper toys, plastic toys, the past, Victorian, wooden toys, 20th century, 21st century.
Substantive Knowledge	<ul style="list-style-type: none"> - Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). - The Nightingale Training School for Nurses was opened in 1860. - Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. - Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army. 	<ul style="list-style-type: none"> - Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. - Matthew Henson was one of the first explorers to reach the North Pole. - Felicity Aston is the first woman to ski across Antarctica on her own. - In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. - Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques. 	<ul style="list-style-type: none"> - Toys have existed for thousands of years and have been made out of many different materials. - Victorian toys were often made of wood. Poorer children would have played with homemade toys. - Modern toys are usually made of plastic because it is safer and easier to make things with. - Many modern toys work using electricity. - Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now.

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<p>Disciplinary Concepts</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a consequence is something that happens as a direct result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. - Identify some similarities and differences between ways of life in different periods. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present.
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Historical Enquiry

Historical Interpretations

- observe and use pictures, photographs and artefacts to find out about the past;

Historical Investigations

- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;

Chronological Understanding

- use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Knowledge and Understanding of Events and People in the Past

- know and recount episodes from stories and significant events in history;
- understand that there are reasons why people in the past acted as they did;
- describe significant individuals from the past.

Presenting, Communicating and Organising

Historical Interpretations

- start to compare two versions of past events;
- observe and use pictures, photographs and artefacts to find out about the past;
- explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.

Historical Investigations

- observe or handle evidence to ask simple questions about the past;
- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- use evidence to explain the key features of events;
- sort some objects/artefacts into new and old and then and now.

Chronological Understanding

- sequence artefacts and events that are close together in time;
- use words and phrases (such as old, new, earliest, latest, past,

Historical Interpretations

- Observe and use pictures, photographs and artefacts to find out about the past.

Historical Investigations

- Observe or handle evidence to ask simple questions about the past.
- Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.

Chronological Understanding

- Describe memories and changes that have happened in their own lives.
- Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

- talk, write and draw about things from the past;

- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;

- talk and write about things from the past using some historical vocabulary.

present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Knowledge and Understanding of Events and People in the Past

- know and recount episodes from stories and significant events in history;

- understand that there are reasons why people in the past acted as they did;

- describe significant individuals from the past.

Presenting, Communicating and Organising




- talk, write and draw about things from the past;

- use historical vocabulary to retell simple stories about the past.

Substantive Concepts and Historical

- start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society;

- talk and write about things from the past using some historical vocabulary.




Year 2			
Substantive Concepts	Exploration, technology, trade, transport, travel.	Building, city, commemoration, ruler (king), technology.	The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict.
Key Vocabulary	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.	Crown, monarch, Parliament, power, reign, royal, rule, succession.

<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - The Vikings travelled in longships. They travelled to explore and trade. - The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories. - The first trains were steam engines. - The first passenger train journey was in 1830. - The Wright Brothers created the first aeroplane, which flew in 1903. 	<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 	<ul style="list-style-type: none"> - William I who (also known as William the Conqueror) came from France and took over England in 1066. - Henry VIII is known for having had six wives. He created the Church of England. - Richard III's burial place was discovered in 2012. It is now a car park. - The time of Queen Victoria's reign is known as the Victorian period. Cars and trains were invented during her reign. - Elizabeth II was the longest reigning monarch. She was Queen for 70 years. - The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.
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<p>Disciplinary Concepts</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> -Begin to identify old and new things across periods of time through pictures, photographs and objects. -Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> -Identify that some things within living memory are similar and some things are different. -Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> -Explain reasons why someone might be significant. -Talk about why the event or person was important and what changed/happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> -Begin to identify old and new things across periods of time through pictures, photographs and objects. -Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> -Understand that a cause makes something happen and that historical events have causes. -Understand that a consequence is something that happens as a result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> -Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female. -Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> -Talk about why the event was important and what happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Explain that historical events are caused by things that occurred before them. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why a person was important.
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<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Observe and use pictures, photographs and artefacts to find out about the past. - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - Order dates from earliest to latest on simple timelines. - Sequence pictures from different periods. - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p>
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	<p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - describe significant individuals from the past; <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. 	<p>and after) to show the passing of time.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; - talk and write about things from the past using some historical vocabulary. 	<ul style="list-style-type: none"> - Know and recount episodes from stories and significant events in history. - Describe significant individuals from the past. <p>Substantive Concepts and Historical Vocabulary</p> <ul style="list-style-type: none"> - Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society. - Talk and write about things from the past using some historical vocabulary.
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Year 3			
Substantive Concepts	<p>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p>	<p>Building, economy (money), farming, migration, settlement, technology, tribe.</p>	<p>Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p>
Key Vocabulary	<p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p>	<p>Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p>	<p>Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.</p>

Substantive Knowledge

- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.
- Life revolved around the Nile, which supported farming, craft and was used for trade.
- The ancient Egyptians built the pyramids.
- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.
- The ancient Egyptians wrote in hieroglyphics on papyrus.
- The ancient Egyptians worshipped gods who were responsible for different aspects of life.

- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.
- The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.
- People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.
- In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.
- Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.
- During the Iron Age, people began to make tools and weapons from iron.
- Hillforts developed during the Iron Age.

- The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms.
- Anglo-Saxon influence can be seen in place names in Britain today.
- Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.
- The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.
- At the end of this period, Christianity became the main religion in Britain.
- Many places of worship were built, including Canterbury Cathedral.

Disciplinary Concepts

Cause and Consequence

- Understand that historical events have consequences that sometimes last long after the event is over.

Similarities and Differences

- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.
- Identify and give some examples of how life was similar in the past.

Historical Significance

- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.
- Identify historically significant people and events from a period of history and give some detail about what they did/happened.

Continuity and Change

- Identify key things that stayed the same between periods.
- Identify key things that changed between periods.
- Identify that there are reasons for continuities and changes across periods of time and explain some of these.

Cause and Consequence

- Understand that a cause is something directly linked to an event and not just something that happened before it.
- Begin to understand that historical events create changes that have consequences.

Similarities and Differences

- Identify and give some examples of how life was similar in the past.

Historical Significance

- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.

Continuity and Change

- Identify key things that stayed the same between periods.
- Identify key things that changed between periods.
- Identify that there are reasons for continuities and changes across periods of time and explain some of these.

Cause and Consequence

- Understand that a cause is something directly linked to an event and not just something that happened before it.
- Begin to understand that historical events create changes that have consequences.

- Explain a series of directly related events that happened in the lead up to a historical event.

- Understand that historical events have consequences that sometimes last long after the event is over.

Similarities and Differences

- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious

			<p>beliefs.</p> <ul style="list-style-type: none">- Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none">- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
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<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - begin to understand some of the ways in which historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today;
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	<ul style="list-style-type: none"> - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - 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. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that 	<ul style="list-style-type: none"> - 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. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies) - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
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	<ul style="list-style-type: none"> - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<p>could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <ul style="list-style-type: none"> - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	
Year 4			
Substantive Concepts	<p>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p>	<p>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlements, trade, tribe, war (invasion, conflict).</p>	<p>Government, law, nation/country, religion, ruler.</p>

Key Vocabulary	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.	Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.	Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, trial, victim.
Substantive Knowledge	<ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became 	<ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain - including monasteries for their valuable possessions - and also traded in Britain. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to regain land from the Vikings. - Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. - In 1066, at the Battle of Hastings, 	<ul style="list-style-type: none"> - Roman laws were called the 'Twelve Tables' and not following them meant severe punishment. People could pay to have their punishment lessened. Judges and juries decided who was guilty. - Anglo-Saxon law also included a trial and if judgement could not be decided, there was a 'trial by ordeal'. This meant the Anglo-Saxons thought God would decide whether the person was innocent or guilty. - In Tudor times, public humiliation and executions were forms of punishment. - In Victorian times, the police force was introduced. For the first time, prisons were built to house people who had committed crimes. Prisoners had to do physically demanding tasks. - Many aspects of the history of crime and punishment have influenced the development of law and order in Britain today.

	<p>known as Hadrian's Wall.</p> <ul style="list-style-type: none">- The Romans' legacy can be seen in many places around Britain today.	<p>the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p>	
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<p>Disciplinary Concepts</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. - Start to understand that there are times in history when change happens suddenly. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
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different periods of time, such as different rights, different religious beliefs.

- Identify and give some examples of how life was similar in the past.

Historical Significance

- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.
- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.

different from place to place at the same time.

- Start to give reasons for these similarities and differences.

Historical Significance

- Understand that what we consider to be significant can change throughout different periods.
- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.
- Identify a range of historically significant people and events from different periods of history and explain why they were significant.
- Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

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<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Use a range of primary and secondary sources to find out about the past. - Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. - Regularly address and sometimes devise own questions to find answers about the past. - Begin to undertake their own research. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - Find out about the everyday lives of people in the time periods being studied and compare with our life today. - Explain how people and events in the past have influenced life today.
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	<p>using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <ul style="list-style-type: none"> - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - 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. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); 	<p>documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; 	<ul style="list-style-type: none"> - Identify key features, aspects and events of the time studied. - Describe connections and contrasts between aspects of history, people, events and artefacts studied.
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	<p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<ul style="list-style-type: none"> - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; 	
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		- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	
Year 5			
Substantive Concepts	City, civilisation, conquest, culture, art, discrimination, racism, empire, enslavement, golden age, kingdom, ruler: oba/king, trade.	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).	Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel.
Key Vocabulary	Animists, brass, Edo, Oba, Ogiso, ohen, Yoruba.	Ancient, city state, civilisation, democracy, empire, legacies, myth.	Broadcast, economy, entertainment, golden age, leisure, society, technology.

Substantive Knowledge

- Kingdom of Benin was established in the region called Igodomigodo, now in Nigeria.
- The ruler was called the Oba (the Yoruba word for king).
- The golden age of Edo (the name given to the kingdom by the first Oba, Eweka) was a time when the city was fortified with moats and walls.
- Craftspeople of Kingdom of Benin were highly skilled and created detailed artworks out of brass. Many Europeans who came across this artwork didn't believe that it had been created by the Kingdom of Benin people because they didn't think they were capable of such fine work. This would now be classed as racism.
- In 1489 they began trading with the Portuguese. By the end of the 16th century, African people were being enslaved by the British and Dutch who transported them to the Americas to work for them. Benin City was destroyed by the British in the 'Benin Punitive Expedition' in 1897.

- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.
- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.
- Many objects produced in Ancient Greece were made by enslaved people.
- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.
- Ancient Athens is where democracy began.
- The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.
- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.
- There are lots of myths that originate from this time, including the Trojan War.

- During the 20th century, working conditions became better for many people. Working hours were limited and workers were entitled to holidays. People had more free time and often more money to spend on doing things they enjoyed.
- Holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays abroad.
- Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built.
- Music technology developed so that by the end of the century, music could be listened to anywhere. Popular music became more accessible and reflected the mood of society at the time.
- Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home.
- Computer games developed from universities to arcades and finally, to people's homes. Portable games

	<ul style="list-style-type: none">- Oral history is an important aspect of how Kingdom of Benin history is remembered.		were available by end of century.
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<p>Disciplinary Concepts</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long-term causes of an event being studied. - Understand that some causes may be more significant than others and that some causes are less significant. - Address and devise historical questions about cause and consequence. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give examples to show that things may have been different from place to place at the same time. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. - Identify a range of historically significant people and events from 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that some causes may be more significant than others and that some causes are less significant. - Begin to understand that historians may not agree on the main causes of an event. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been
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different periods of history and explain why they were significant.

- Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

people and events from a period of history and give some detail about what they did/what happened and what impact it had.

different from place to place at the same time.

- Start to give reasons for these similarities and differences.


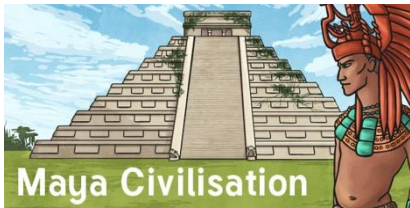

Historical Significance

- Explain that historical significance is a personal decision that people make
- which means that not everyone agrees on who or what is significant.
- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.
- Identify a range of historically significant people and events from different periods of history and explain why they were significant.
- Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.

<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Find and analyse a wide range of evidence about the past; - Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - Consider different ways of checking the accuracy of interpretations of the past; <p>Historical Investigations</p> <ul style="list-style-type: none"> - Recognise when they are using primary and secondary sources of information to investigate the past; - Use a wide range of different evidence to collect evidence about the past, such as ceramics, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures and historic sites; - Select relevant sections of information to address historically valid questions and construct detailed, informed responses; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past; <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed
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	<ul style="list-style-type: none"> - Investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - Order an increasing number of significant events, movements and dates on a timeline using dates accurately. - Accurately use dates and terms to describe historical events. - Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - Identify and note connections, contrasts and trends over time in the everyday lives of people. - Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<p>documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when 	<p>understanding of a wider range of substantive concepts;</p> <ul style="list-style-type: none"> - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate.
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	<p>Substantive Concepts and Historical Vocabulary</p> <ul style="list-style-type: none"> - Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. - Start to recognise that some concepts, such as technology, will be different across different periods of history. - Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<p>describing the connections, contrasts and trends over time;</p> <ul style="list-style-type: none"> - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; - plan and present a self-directed project or research about the studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - start to recognise that some concepts, such as technology, will be different across different periods of history; - continue to build a bank of appropriate historical vocabulary 	
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		and use this to talk about the past and communicate information.	
Year 6	 <p>World War II</p>	 <p>Maya Civilisation</p>	 <p>The Indus Valley Civilisation</p>
Substantive Concepts	Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).	Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion.	Building, city, civilisation, culture, entertainment, settlement, trade.
Key Vocabulary	Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.	Cacao beans, civilisation, codices, drought, jaguar, maize, scribes.	Bitumen tar, Charles Masson, citadel, goods, loincloth, seal, soapstone.

Substantive Knowledge

- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.
- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.
- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.
- Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.
- Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.
- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust

- The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.
- The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.
- The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.
- The Maya built cities, pyramids and ornate sculptures in the rainforest.
- The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.
- The cities of the Maya civilisation fell into ruin when Spanish

- The Indus Valley Civilisation was based around the Indus river in modern-day Afghanistan, Pakistan and north-west India.
- In the 19th century, archaeologists discovered the city of Mohenjo-Daro with buildings made of brick. This city and Harappa grew from small farming settlements. Living conditions were better than in Egypt at the time and comparable to Ancient Sumer.
- The ancient Sumerians wrote about the connections between the Indus Valley people and the ancient Sumerians. Religion, trade and culture were just some of these connections.
- When the Ghaggar-Hakra river dried up, the civilisation began to decline.
- Among the different buildings discovered in the Indus Valley, there are no palaces or temples, suggesting that there were no priests of kings. In some cities, rulers lived in citadels (high mounds in the centre of the city).
- Artefacts show a rich culture with fine craftspeople who created jewellery, seals and more using

	Memorial Day on 27th January each year.	explorers arrived in the 16th century.	intricate patterns and Indus script (a form of writing).
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Disciplinary Concepts

Continuity and Change

- Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.
- Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.
- Understand and describe in some detail the main changes to an aspect of a period in history.

Cause and Consequence

- Examine in more detail the short and long term causes of an event being studied.
- Understand that one event can have multiple consequences that impact on many countries and civilisations.
- Understand and describe in some detail the main changes to an aspect of a period in history.

Cause and Consequence

- Examine in more detail the short and long term causes of an event being studied.
- Understand that one event can have multiple consequences that

Continuity and Change

- Identify why some changes between different periods of time have had more significant consequences than others.
- Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.
- Understand and describe in some detail the main changes to an aspect of a period in history.

Cause and Consequence

- Examine in more detail the short and long term causes of an event being studied.
- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.

Continuity and Change

- Understand and describe in some detail the main changes to an aspect of a period in history.

impact on many countries and civilisations.

- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.
- Address and devise historical questions about cause and consequence.

Similarities and Differences

- Explain and give varied examples of how life was similar and different in the past.
- Explain and give examples to show that things may have been different from place to place at the same time.
- Start to give reasons for these similarities and differences.

Historical Significance

- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.
- Identify a range of historically significant people and events from different periods of history

and explain why they were significant.

-Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.

<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - show an awareness of the concept of propaganda; <p>Historical Investigations</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - Find and analyse a wide range of evidence about the past. - Start to understand the difference between primary and secondary evidence and start to question its reliability. - Continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - Recognise when they are using primary and secondary sources of information to investigate the past. - Use a wide range of different evidence to collect evidence about the past, such as ceramics, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures and historic sites. - Select relevant sections of information to address historically valid questions and construct detailed, informed responses. <p>Chronological Understanding</p>
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	<p>describing the connections, contrasts and trends over time;</p> <ul style="list-style-type: none"> - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. 	<p>documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; 	<ul style="list-style-type: none"> - Order an increasing number of significant events, movements and dates on a timeline using dates accurately. - Accurately use dates and terms to describe historical events. - Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - Identify and note connections, contrasts and trends over time in the everyday lives of people. - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Substantive Concepts and Historical Vocabulary</p> <ul style="list-style-type: none"> - Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. - Start to recognise that some concepts, such as technology, will be
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		<p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- start to recognise that some concepts, such as technology, will be different across different periods of history;	<p>different across different periods of history.</p> <ul style="list-style-type: none">- Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
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