

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

*'Be the best you can be; together we grow from acorns
to oaks flourishing in God's love'*

History Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

Our aim at Bream school is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.' To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long-term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium-term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments

Implementation

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All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning is reviewed also on a termly basis, after a period of forgetting, so that teachers can check whether information has been retained. History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; an objective tracker is used to inform leaders of school improvements or skills that need to be further enhanced. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Impact

At Bream, we want pupil voice to show that pupils are confident and are able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice will also demonstrate that pupils enjoy history and are able to recall their learning over time. Pupils work will demonstrate that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. All learning will be of good quality and will demonstrate that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

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Thread		
Year Group	Understanding the World Past and Present	
R	Us as a Baby	Dinosaurs
	✦ To describe changes over time. ✦ To sort photographs from the past and present. ✦ To begin to recognise the order events happen. ✦ To identify toys from the past. ✦ To compare pictures from the past and present. ✦ Remembering and talking about significant events in their own experiences, e.g. birthday ✦ Knowing and understanding that their grandparents are older than their parents ✦ Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas ✦ Understand that people celebrated events like Eid and Christmas before they were born ✦ Talk about the lives of the people around them and their roles in society (ELG)	✦ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG) ✦ Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago' ✦ Beginning to understand that some familiar stories were set in a time before they were born ✦ Beginning to compare and contrast characters in stories about the past ✦ Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)

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National Curriculum: Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Thread			
Year Group	<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
	Sequential Knowledge and Historical Enquiry	Sequential Knowledge and Historical Enquiry	Sequential Knowledge and Historical Enquiry
1	1.) What is my history? <i>To develop an understanding of personal chronology.</i>	1.) What is your favourite toy? <i>To discuss a favourite toy.</i> 2.) Did your parents and grandparents play with the same toys as you?	1.) What is an explorer? <i>To know what an explorer is.</i> 2.) Where have explorers travelled and when?

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	2.) How can I find out more about myself? <i>To learn more about my history.</i> 3.) How are special events remembered? <i>To explore how we remember events.</i> 4.) What was it like for children in the past? <i>To find out what childhood was like for our parents and grandparents.</i> 5.) What have I learnt about childhood in the past? <i>To compare childhood now with childhood in the past.</i> 6.) How am I making history? <i>To identify that some things change, and some things stay the same.</i>	<i>To find out what toys our parents and grandparents played with.</i> 3.) What were toys like in the past? <i>To investigate what toys were like up to 100 years ago.</i> 4.) What is similar and different about toys now and in the past? <i>To compare toys from the past with modern toys.</i> 5.) How have teddy bears changed over time? <i>To investigate how teddy bears have changed over time.</i> 6.) How have toys changed? <i>To know how toys have changed over time.</i>	<i>To recognise the achievements of different explorers.</i> 3.) Who was Christopher Columbus and what did he do? <i>To record events on a timeline.</i> 4.) Who was Matthew Henson and what did he do? <i>To use photographs to find out about the past.</i> 5.) How has exploration changed? <i>To recognise changes and similarities (continuities) over time.</i> 6.) How can we remember them? <i>To describe the significance of some people and events.</i>
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Thread			
Year Group	<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
	Sequential Knowledge and Historical Enquiry	Historical Enquiry	Historical Enquiry
2	1.) Were schools different in the past? <i>To find out how schools have changed over time.</i> 2.) How have schools changed within living memory? <i>To investigate what schools were like in the past.</i> 3.) How were schools different in the 1900s? <i>To investigate what schools were like in the 1900s.</i> 4.) How have schools changed? <i>To compare a modern classroom with a classroom 100 years ago.</i>	1.) Who were the Wright brothers? <i>To find out about the Wright brothers.</i> 2.) When was the first flight? <i>To develop an understanding of historical significance.</i> 3.) Why was Bessie Coleman significant? <i>To investigate why Bessie Coleman was significant.</i> 4.) Why is Amelia Earhart significant? <i>To develop an understanding of primary sources.</i> 5.) Why was the moon landing special? <i>To investigate why we remember the moon landings.</i> 6.) How did we learn to fly?	1.) What is a monarch? <i>To describe what a monarch is.</i> 2.) Who is our monarch today? <i>To explain why coronations take place.</i> 3.) How did William the Conqueror become the King of England? <i>To explain how William the Conqueror became King of England.</i> 4.) How did William the Conqueror rule? <i>To identify how William I built castles while ruling England.</i> 5.) How did castles change?

	5.) What is similar and different about schools now and in the past? <i>To compare three periods of time.</i> 6.) Would you have preferred to go to school in the past? <i>To express a personal response to history.</i>	<i>To place events on a timeline.</i>	<i>To identify features of a castle that would be effective when defending against attacks.</i> 6.) What was a monarch in the past? <i>To suggest what a monarch was like in the past.</i>
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Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Thread

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Year Group	<u>British History 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u>	<u>British History 2: Why did the Romans settle in Britain?</u>	<u>How have children's lives changed?</u>
	Sequential Knowledge and Historical Enquiry	Historical Enquiry	Sequential Knowledge and Historical Enquiry
3	1.) How long ago did prehistoric man live? <i>To recognise that prehistory was a long time ago (before written records) and was the beginning of the history of mankind.</i> 2.) What does Skara Brae tell us about life in the Stone Age? <i>To use archaeological evidence to learn about prehistoric life.</i> 3.) Who was the Amesbury Archer? <i>To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</i> 4.) How did bronze change life in the Stone Age?	1.) Why did the Romans invade and settle in Britain? <i>To understand why the Romans invaded Britain.</i> 2.) How did Britons respond to the Roman invasion? <i>To create a visual interpretation of Boudicca.</i> 3.) Why was the Roman army so successful? <i>To understand how Roman soldiers were equipped for war.</i> 4.) Why was the Roman army so successful? <i>To understand Roman army battle formations.</i>	1.) What do sources tell us about how children's lives have changed? <i>To identify how children's lives have changed using a range of sources.</i> 2.) Why did Tudor children work and what was it like? <i>To understand why children worked in Tudor times and what working conditions were like.</i> 3.) What jobs did children have in Victorian England and what were they like? <i>To understand the types of jobs Victorian children had and their working conditions.</i> 4.) How did Lord Shaftesbury help to change the lives of children?

	<i>To explain how bronze transformed prehistoric life.</i> 5.) How did trade change the Iron Age? <i>To understand the importance of trade during the Iron Age.</i> 6.) What changed between the Stone Age and the Iron Age? <i>To compare settlements in the Neolithic and Iron Age.</i>	5.) What do artefacts tell us about life in Roman times? <i>To make inferences about life in Roman times.</i> 6.) How did the Romans change modern Britain? <i>To identify the Roman legacy in Britain.</i>	<i>To understand how Lord Shaftesbury changed children's lives.</i> 5.) How and why has children's leisure time changed? <i>To understand how and why children's leisure time has changed over time.</i> 6.) What were the diseases children caught and how were they treated? <i>To understand which diseases children caught and how they were treated.</i>
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Thread			
Year Group	<u>What did the ancient Egyptians believe?</u>	<u>British History 3: How hard was it to invade and settle Britain?</u>	<u>British History 4: Were the Vikings raiders, traders or settlers?</u>

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	Sequential Knowledge and Historical Enquiry	Historical Enquiry	Historical Enquiry
4	1.) Who were the Egyptians and when did they live? <i>To know when and where the ancient Egyptians lived.</i> 2.) What did the ancient Egyptians believe? <i>To explain the importance of the Egyptian gods and goddesses.</i> 3.) Why and how did the Egyptians build the pyramids? <i>To evaluate the challenges of building an Egyptian pyramid.</i> 4.) How and why did the Egyptians mummify people? <i>To explain how and why the Egyptians mummified people.</i> 5.) What does the Book of the Dead tell us about ancient Egyptian beliefs? <i>To make inferences about Egyptian beliefs, using primary sources.</i>	1.) Who were the Anglo-Saxons and Scots? <i>To understand why the Anglo-Saxons invaded Britain.</i> 2.) How did the Anglo-Saxons settle in Britain? <i>To identify the features of Anglo-Saxon settlements and how they have changed from prehistoric times.</i> 3.) What does Sutton Hoo tell us about Anglo-Saxon life? <i>To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</i> 4.) How did Christianity arrive in Britain? <i>To understand how Anglo-Saxons converted to Christianity.</i> 5.) Was King Alfred really 'Great'? <i>To create an interpretation of Alfred the Great.</i>	1.) Why did the Vikings come to Britain? <i>To explain when and why the Vikings came to Britain.</i> 2.) What do we know about the Vikings? <i>To evaluate the validity of a source.</i> 3.) How did the Vikings travel? <i>To explore the features of Viking longboats.</i> 4.) Were the Vikings traders or raiders? <i>To examine why trading was important to the Vikings.</i> 5.) What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain? <i>To extract and interpret information from sources.</i>

	6.) What did the Ancient Egyptians believe? <i>To evaluate significant ancient Egyptian beliefs.</i>	6.) How did Anglo-Saxon rule end? <i>To understand how Anglo-Saxon rule ended.</i>	6.) What was Viking life in Britain like? <i>To extract and interpret information from sources.</i>
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Thread			
Year Group	<u>British History 5: What was life like in Tudor England?</u>	<u>How did the Mayan civilisation compare to the Anglo-Saxons?</u>	<u>What did the Greeks ever do for us?</u>
	Sequential Knowledge and Historical Enquiry	Historical Enquiry	Historical Enquiry
5	1.) Fair ruler or tyrant? What was Henry VIII really like? <i>To use different types of evidence to interpret the character of Henry VIII.</i> 2.) Why was Anne Boleyn killed? <i>To make deductions about Anne Boleyn from a range of primary sources.</i> 3.) Why did Henry VIII have so many wives?	1.) Who were the Maya and when did they live? <i>To recognise when and where the ancient Maya live.</i> 2.) How did the Maya settle in the rainforest? <i>To evaluate the challenges of settling in the rainforest.</i>	1.) Who were the Greeks and when did they live? <i>To understand where and when the ancient Greeks lived.</i> 2.) What did the Greeks believe? <i>To understand the importance of the Greek gods and goddesses.</i> 3.) How was ancient Greece governed?

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	<i>To understand why Henry VIII had so many wives.</i> 4.) What was a Royal Progress? <i>To extract evidence from primary sources about the Royal Progress of Elizabeth I.</i> 5.) What was a Royal Progress like? <i>To reconstruct a Royal Progress using a range of primary sources.</i> 6.) What can inventories tell us about life in Tudor England? <i>To make deductions about the people in Tudor England using inventories.</i> 7.) What can inventories tell us about life in Tudor England? <i>To create a realistic inventory for a person living in Tudor times.</i>	3.) What similarities and differences existed between Maya and Anglo-Saxon homes? <i>To compare and contrast Anglo-Saxon and Maya houses.</i> 4.) What did the Maya believe? <i>To explain the importance of Maya gods and goddesses.</i> 5.) What do archaeological remains tell us about Maya cities? <i>To design a map of a Maya city.</i> 6.) The decline of the Maya cities: man-made or natural disaster? <i>To evaluate the reasons for the decline of the Maya cities.</i>	<i>To identify similarities and differences between Athens and Sparta.</i> 4.) Did the ancient Greeks give us democracy? <i>To understand how ancient Athenian democracy worked.</i> 5.) How do Greek philosophers influence us today? <i>To understand the importance of ancient Greek philosophers.</i> 6.) What did the Greeks do for us? <i>To identify and explain the achievements of the ancient Greeks.</i>
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Thread			
Year Group	<u>What was the impact of World War 2 on the people of Britain?</u>	<u>What does the census tell us about our local area?</u>	<u>Unheard histories: Who should go on a new banknote?</u>
	Historical Enquiry	Local Historical Enquiry	Sequential Knowledge of Historical Enquiry
6	1.) Why did Britain go to war in 1939? <i>To understand the causes of WW2.</i> 2.) Who won the Battle of Britain? <i>To understand how the Battle of Britain was won.</i> 3.) What do sources tell us about the Blitz? <i>To make inferences about the Blitz using images.</i> 4.) What was evacuation like for children? (1)	1.) What does the census tell us about the people living in our local area? <i>To use the census to make inferences about people in the past.</i> 2.) What happened to Mary Bucktrout? (Part 1) <i>To use the census to investigate how the lives of people in the past changed.</i> 3.) What happened to Mary Bucktrout? (Part 2) <i>To find out about the working conditions of children in factories.</i>	1.) Who features on banknotes and why? <i>To explain the significance of people on banknotes.</i> 2.) Was Alfred the Great or Elizabeth I the more significant monarch? <i>To decide whether a person is historically significant.</i> 3.) How were Ellen Wilkinson and Betty Boothroyd historically significant?

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	To understand the emotions and experiences of children during the evacuation. 5.) What was evacuation like for children? (2) <i>To evaluate the accuracy and reliability of sources.</i> 6.) What impact did WW2 have on women's lives? <i>To identify the impact of WW2 on women's lives.</i> 7.) How did migrants help the war effort? <i>To investigate how migrants aided the British war effort.</i>	4.) How did Mary Bucktrout feel about events in her life? <i>To recreate the thoughts and feelings of Mary Bucktrout.</i> 5.) Who lived in our local area? 1 <i>To reconstruct the lives of people in a household using the census.</i> 6.) Who lived in our local area? 2 <i>To compare census returns and identify continuities and changes in a household.</i>	<i>To evaluate the significance of historical figures.</i> 4.) Why was William Tuke significant? <i>To explain the significance of William Tuke.</i> 5.) Who was more significant? Lily Parr or Betty Snowball? <i>To evaluate the significance of sporting people.</i> 6.) Who will be the face of the new £50 note? <i>To evaluate the significance of historical figures.</i>
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A Progression of Disciplinary Knowledge and Skills

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I can remember times that are special to me and talk about them, like the first day I got my scooter. I can talk about people and times that are special to me and my family and friends

Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.

I ask lots of questions and answer your questions too.

Identifying that things have happened in the past, relating to themselves and within living memory

Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.

Understanding that some events and people from history are important because they have achieved something or had an effect

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

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Chronology	To know that a timeline shows the order events in the past happened.	To know a decade in ten years.	To know that history is divided into periods of history e.g., ancient times, middle ages and modern.	To know that history is divided into periods of history e.g., ancient times, middle ages and modern.	To know relevant dates and terms for the period and period labels e.g., Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Mayans and Victorians.	To understand that historical periods have characteristics that distinguish them.
	To know that we start by looking at 'now' on a timeline and then look back.	To know that beyond living memory is over 100 years ago.	To know that BC means before Christ and is used to show before the year 0.	Sequencing events on a timeline, referring back to events studied in KS1.		To understand how to work out durations of events or periods.
	To know that 'the past' is events that have already happened.	To know that events in history may last different amounts of time.	To know that AD means Anno Domini and can be used to show years from 1 AD.	Using BC/AD/century.	To understand that historical periods have characteristics that distinguish them.	To understand how to represent a scale on the timeline.
	To know that 'the present' is time happening now.	Sequencing six artefacts on a timeline.		Placing events studied on a timeline.		To understand how to create their own timelines, selecting significant events.
	To know that within living memory is 100 years.	Sequencing up to six photographs, focusing on the intervals between events.	To know that prehistory in Britain is the period of time before written methods and stretches until the Roman invasion 43 AD.	Using dates and terms relating to the unit and passing of time e.g., millennium, continuity and ancient.	To understand how to work out durations of events or periods.	Putting dates in the correct century.
	Sequencing three or four events in their own life.	Placing events on a timeline, building on times studied in Year 1.		Noting connections over a period of time.	To understand how to represent a scale on the timeline.	Developing a chronologically secure understanding of British, local and world history across the periods studied.
	Use common words and phrases for the passing of time (e.g., now, long ago, before, then, after).	Beginning to recognise how long each event lasted.	To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.	Making a simple individual timeline.	To understand how to create their own timelines, selecting significant events.	
	Sequencing three or four artefacts from	Knowledge where people/events studied fit into a chronological framework.	To know that the Stone Age, Bronze Age and Iron Age are		Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.	Placing the time, period of history and context on a timeline.

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	different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally.		named after the materials that were commonly used to make the tools. To know that the Tudor Period is the name period from 1485-1603 as this was when the Tudor were the ruling family of England. To know that the Victorian period is the name for the period 1837-1901, when Queen Victoria ruled Britain. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing events studied on a timeline. Using dates and terms relating to the unit and passing of time e.g., millennium,		Putting dates in the correct century. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Using terms AD and BC in their work. Relating current study on a timeline to other periods of history studied. Comparing and making connections between different contexts in the past.	Comparing and making connections between different contexts in the past.
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			continuity and ancient. Noting connections over a period of time. Sequencing eight to ten artefacts, historical pictures or events.			
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Change and Continuity	Being aware that some things have changed and some have stayed the same in their own lifetimes.	To know that daily life has changed over time but that there are some similarities to life today.	To know that change can be brought about by advancements in transport and travel.	To know that change can be brought about by advancements in transport and travel.	To know that changes can be brought about by conflict.	To know that changes can be traced using a census.
	Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for change.	To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuities. Describing the changes and continuity between different periods of history.	To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuities. Describing the changes and continuity between different periods of history.	Making links between events and changes within and across different time periods/societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods studied.	Making links between events and changes within and across different time periods/societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods studied.

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			Identifying links between different societies.	Identifying links between different societies.	Describing links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.	Describing links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.
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Cause and consequence	To know that everyday objects have changed as new materials have been invented. Asking why things happen and beginning to explain why.	To know that changes may come about because of advancements in technology. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.	To know that the actions of people can be the cause of change. Identifying the consequences of events and the actions of real people. Identifying reasons for historical events, situations and changes.	To know that advancements in science and technology can be the cause of change. Identifying the consequences of events and the actions of real people. Identifying reasons for historical events, situations and changes.	To know that members of society standing up for their rights can be a cause of change. Give reasons for historical events, the results of historical events, situations and changes. Start to analyse and explain the reasons for, and results of historical events, situations and changes.	To know that members of society standing up for their rights can be a cause of change. Give reasons for historical events, the results of historical events, situations and changes. Start to analyse and explain the reasons for, and results of historical events, situations and changes.
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Historical Significance	To know that some people or events are considered more 'special' or significant than others.	To know that some events are more significant than others.	To know that significant historical findings are those that change how we see the past. (E.g., Skara Brae, Amesbury Archer).	To know that significant historical findings are those that change how we see the past. (E.g., Sutton Hoo horde, Egyptian pyramids).	To know how historians select criteria for significance and that this changes.	To know how historians select criteria for significance and that this changes.
	Recalling special events in their own lives.	To know the impact of a historical event on a society. To know that 'historically significant' people are those who changed many people's lives (e.g., Wright brothers, William I)	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come (E.g., Roman invasion of Britain).	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come (e.g., arrival of Christianity in England).	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods.
		Discussing who was important in a historical event.	Recalling some important events and people (linking to their topics covered).	Recalling some important events and people (linking	To begin to explain the significance of events, people and developments.	Explain the significance of events, people and developments.

			Identifying who is important in historical sources and accounts.	to their topics covered). Identifying who is important in historical sources and accounts.		
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Similarity and difference	To know that there are similarities and differences between their lives today and their lives in the past.	To know that there are explanations for similarities and differences between children's lives now and in the past.	Identifying similarities and differences between periods of history.	Identifying similarities and differences between periods of history.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
	To know some similarities and differences between their own lives and lives in the past.	Identifying similarities and differences between ways of life at different times.	Explaining the similarities and differences between daily lives of people in the past and today.	Explaining the similarities and differences between daily lives of people in the past and today.	Making links with different time periods studied.	Making links with different time periods studied.
	To know that people celebrate special events in different ways.	Finding out about people, events and beliefs in society.	Identifying similarities and differences social, cultural, religious and ethnic diversity in Britain and the wider world.	Identifying similarities and differences social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing change throughout time.	Describing change throughout time.
	To know that everyday objects have similarities and differences with those used for	Making comparisons with their own lives.				

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	the same purpose in the past (e.g., toys). Beginning to look for similarities and differences over time in their own lives.					
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