



The Ribblesdale Federation of Schools

Curriculum Handbook Year A

(Updated for 2023 -2024 Curriculum)



Long Term Plan – Cycles of Units of Study

Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
Year 1	History	How have toys changed over time?	How am I making history? Kapow			How have explorers changed the world?			Adventure s through time		What is History		How did we learn to fly?
Year 2 and 3	History		How was school different in the past?		How have children' s lives changed?		What is a Monarch ?		Would you prefer to live in the Stone Age, Bronze Age or Iron Age?		Why did the Romans settle in Britain?		How hard was it to invade and settle in Britain?
Year 4, 5 and 6	History	Atlantic Slave Trade		How did the Maya civilisation compare to the Anglo-Saxons?		What did the Greeks ever do for us? Kapow		What did the Ancient Egyptians believe ?		What was life like in Tudor England ?		What does the census tell us about our local area?	
		What was the		How have		Were the Vikings							

		impact of World War 2 on the people of Britain?		children's lives changed ?		raiders or something else?								
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History

Intent

In our Federation of Schools, we intend:

- to instil a love of history in our children
- to inspire our children's curiosity to know more about the past in their locality and beyond
- to promote an understanding of the way people lived in the past including their values, beliefs and attitudes and how this compares with our own
- to help our children to become aware of what is involved in understanding and interpreting the past – to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment
- to establish each child's awareness of the passing of time, acquiring a knowledge of chronology.
- to develop questioning skills, empathy and an understanding of why people acted the way they did, why events happened and what happened as a result
- to develop each child's understanding of historical vocabulary

Pupils with SEND

To support pupils with SEND to access a full history curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary, including vocabulary relating to the passing of time; use of visual aids and historical artefacts which can be explored practically; scaffolding resources, such as writing frames and timelines; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; task breakdown plans; use of vocabulary mats, and; targeted questioning.

EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in History.

Implementation

- We implement a curriculum that is progressive throughout the whole school/Federation.
- History is taught as part of a termly or half termly topic.
- Planning for History is a process in which all teachers are involved, to ensure that the school gives full coverage of the objects set out in The National Curriculum and the Early Learning Goals for 'Understanding the World' in EYFS.
- History teaching in our federation involves adapting and extending the curriculum to match all pupils' needs. Where possible, History is linked to class topics.
- Due to mixed age classes within our schools, History units are taught on a 2, or 3 year rolling programme. This ensures skill progression between year groups and ensures content coverage, working on the notion of end points in learning.
- Teachers use the federation's History Progression and Sequencing document to ensure progression is planned in for each year group within the mixed aged classes.
- History teaching focuses on enabling children to use evidence to draw conclusions about the past. Educational visits and visitors are another opportunity for the teachers to plan for additional history learning.
- Children's history learning starts with the history that is closest to them before examining history further back in time.
- More in-depth studies allow children to develop their understanding of the parts of history beyond the living memory
- Progression in using sources of evidence is incorporated into the units, with theme-based visits where possible, seeing artefacts first-hand.
- Key historical vocabulary is mapped and used within the planning; allowing children to build a rich bank of language.
- History topics are organised so that maximum links can be made with other subjects, predominantly, but not exclusively with reading, writing, art, music and geography.
- Time-lines are permanently displayed in each KS2 classroom to develop the children's understanding of chronology.
- Topics are made vibrant by the provision of good quality information books, museum loans and visits or visitors.

Impact

- Children will be able to talk enthusiastically about their work in history.
- History books will reflect the range of activities covered in each topic.
- The children's understanding of the complex nature of history (chronology, finding and interpreting evidence, arguing a point of view etc.) will develop as the children move through school.
- Standards in history will be good and will match standards in other subjects such as English.
- SLT are kept informed through feedback, subject reports and annual history action plans.

National Curriculum Coverage for Key Stage 1

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum Coverage for 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

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

Year A – How Have Toys Changed?

	In Year 1 we...
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	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • know that some toys were different in the past to how they are today • know that the some of the toys that my parents and grandparents played with are different from the toys we play with today <p><u>Chronology</u></p> <ul style="list-style-type: none"> • can identify toys that are old and toys that are new. • can order the decades (from 1950s to 2020s) <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • describe features of different toys • can compare old and new • ask and answer questions • identify different sources we can use to find out about the past <p><u>Communication</u></p> <ul style="list-style-type: none"> • Explain how we can find out about toys from the past • Use words and phrases relating to the passing of time
<ul style="list-style-type: none"> • 	<p><u>Connected Knowledge – What knowledge is needed to access the learning?</u></p> <p>That people lived in the past before I was born and their lives were different That everyday objects have changed over time. To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now</p>

Endpoints Key Stage one à How toys have changed

National Curriculum Objectives	Working towards Expectations	Meeting Expectations	Exceeding Expectations
Sequencing toys into a physical timeline.	Begin to compare two events, saying which one happened first	Can compare two events, saying which one happened first	Can order some events they have learnt about from furthest away to most recent with increasing accuracy
Children investigate artefacts from the past and begin to pose questions.	Begin to ask questions verbally related to an area of study	Begin to ask simple questions when they are unsure	Pupils can ask simple questions when they are unsure
They learn how teddy bears have changed and 'interview' an old teddy bear And consider what toys might be like in the future.	Can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago

Suggested enrichment ideas

Class toy museum

Visit by parents or grandparents to talk about the toys they played with – bring old toys if possible

Museum loan box

Year A – How Am I Making History?

In Year 1 we...

Knowledge

To know some similarities and differences between the past and their own lives..

To know that a timeline shows the order events in the past happened.

To know that we start by looking at 'now' on a timeline then look back.

To know that 'the past' is events that have already happened.

Chronology

Place events on a simple timeline.

Being aware that some things have changed and some have stayed the same in their own lives.

Describe simple changes and ideas/objects that remain the same.

Understanding that some things change while other items remain the same and some are new.

Historical Enquiry

To use simple texts and images to find out about the past

To use knowledge of the past to guess how people at the time might have felt

Communication

Communicating findings through discussion and timelines with physical objects/ pictures.

Using vocabulary such as – old, new, long time ago.

Asking how and why questions based on stories, events and people.

Connected Knowledge – What knowledge is needed to access the learning?

That people lived in the past before I was born and their lives were different

That everyday objects have changed over time.

To know that a timeline shows the order events in the past happened.

To know that we start by looking at 'now' on a timeline then look back

To know that 'the past' is events that have already happened.

To know that 'the present' is time happening now

Endpoints Key Stage one How am I making history?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Begin to compare two events, saying which one happened first	Can compare two events, saying which one happened first	Can order some events they have learnt about from furthest away to most recent with increasing accuracy
Begin to ask questions verbally related to an area of study	Begin to ask simple questions when they are unsure	Pupils can ask simple questions when they are unsure
Can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago

Suggested Enrichment

Year A - How have explorers changed the world?

Prior Learning

In Year 1 we...

Knowledge

Explain what explorers do

Name equipment or transport an explorer would need.

Sequence four photographs from different periods of time.

Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).

Identify where they travelled and write a sentence about the achievements of one explorer.

Chronology

Recall information about past and present exploration.

Understand events in relation to the present day and compare how exploration has changed over time

Historical Enquiry

Ask questions about sources of evidence (e.g. artefacts).

Using sources of information, such as artefacts, to answer questions.

Draw out information from sources.

Make simple observations about the past from a source.

Communication

Communicate findings through discussion and timelines with physical objects/ pictures.

Use vocabulary such as – old, new, long time ago.

Discuss and writing about past events or stories in narrative or dramatic forms.

Express a personal response to a historical story or event

Connected Knowledge – What knowledge is needed to access the learning?

- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at ‘now’ on a timeline then look back
- To know that ‘the past’ is events that have already happened.
- To know that ‘the present’ is time happening now

End Points for Year 1

Chronological understanding:

Sequence 3 events that have occurred in their lives.

Understand the difference between past and present: Use words and phrases relating to the past and present – yesterday, when I was born, a long time ago, now.

Knowledge and understanding of events, people and changes in the past:

Recall events/facts about people before living memory: Understand why people behaved the way they did.

Historical interpretation:

View books, videos, pictures, photographs and other artefacts to enquire about the past.

Historical enquiry:

Find answers to simple questions about the past from different sources of artefacts.
Understand what is old/new.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Organise events/objects into groups past/ present - Tell stories about the past.

Endpoints Key Stage one : How have explorers changed the world

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Begin to compare two events, saying which one happened first	Can compare two events, saying which one happened first	Can order some events they have learnt about from furthest away to most recent with increasing accuracy
Begin to ask questions verbally related to an area of study	Begin to ask simple questions when they are unsure	Pupils can ask simple questions when they are unsure
Can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago

Suggested enrichment ideas

Year A – How was school different in the past?

In Year 2 we...	In Year 3 we...
<p><u>Knowledge</u> To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology. To know that there are explanations for similarities and differences between children's lives now and in the past. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.</p> <p><u>Chronology</u> Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past.</p> <p><u>Historical Enquiry</u> Making comparisons with their own lives. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts</p> <p><u>Communication</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p><u>Knowledge</u> To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To know that assumptions made by historians can change in the light of new evidence. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups. To know that historians use evidence from sources to find out more about the past.</p> <p><u>Chronology</u> Place the time studied on a timeline. Sequence five events. Use dates and terms related to the unit of study</p> <p><u>Historical Enquiry</u> Making comparisons with their own lives. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts</p> <p><u>Communication</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>

Connected Knowledge – What knowledge is needed to access the learning?

To know a decade is ten years.

To know that beyond living memory is more than 100 years ago.

To know that daily life has changed over time but that there are some similarities to life today

Connected Knowledge – What knowledge is needed to access the learning?

To know a decade is ten years.

To know that beyond living memory is more than 100 years ago.

To know that daily life has changed over time but that there are some similarities to life today

To know that we can find out about how places have changed by looking at maps.
To know that historians use evidence from sources to find out more about the past.

Endpoints Year 2 : How was school different in the past?

Working towards Expectations

Meeting Expectations

Exceeding Expectations

Begin to compare two events, saying which one happened first

Can compare two events, saying which one happened first

Can order some events they have learnt about from furthest away to most recent with increasing accuracy

Begin to ask questions verbally related to an area of study

Begin to ask simple questions when they are unsure

Pupils can ask simple questions when they are unsure

Can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago
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Endpoints Year 3 à How was school different in the past?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils can compare two events, saying which one happened first	Pupils are developing their knowledge of chronology	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry.
Pupils are beginning to understand timelines.	Pupils can generally place periods of history they have learnt about accurately on a timeline	Pupils may seek information from other sources around the classroom or school.
Pupils may begin to make simple links between areas of study- comparisons of different periods of history	Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study	Pupils are beginning to understand how our knowledge of history is developed through a range of sources

<p>Pupils can use key vocabulary linked to the topic</p>	<p>Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</p>	<p>They are able to find evidence to support arguments raised.</p>
<p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</p>	<p>Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study</p>	<p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</p>

Suggested enrichment ideas

Year A – How have Children’s Lives Changed?

In Year 2 we...	In Year 3 we...
<p><u>Knowledge</u></p> <p>To know that history is divided into periods of history e.g. ancient times,</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p><u>Chronology</u></p> <p>Place the time studied on a timeline. Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> know about some sources and how they can be used to find out about schools in the past (e.g. photographs, log books, personal memories) ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. use different sources to draw conclusions about school life 100 years ago or beyond living memory <p><u>Communication</u></p> <ul style="list-style-type: none"> use appropriate vocabulary and terminology associated with schooling pose questions to find out about schools in the past use relevant terminology relating to generations within and beyond living memory 	<p><u>Knowledge</u></p> <p>.</p> <p><u>Chronology</u></p> <p>Place the time studied on a timeline. Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient Identify important similarities and differences about schools across three different time</p> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. use sources to start devising historically valid questions about change, cause, similarity and difference, and significance. use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources). <p><u>Communication</u></p> <ul style="list-style-type: none"> use appropriate vocabulary and terminology associated with schooling pose questions to find out about schools in the past use relevant terminology relating to generations within and beyond living memory <p>.</p>
<p><u>End Points</u></p> <p><u>Chronological understanding:</u></p> <p>Understand and use vocabulary which represents past and present when explaining events to others. Sequence artefacts closer together in time.</p>	<p><u>End Points</u></p> <p><u>Chronological understanding:</u></p> <p>Sequence five events within that period. Use dates and terms related to the stone age and iron age.</p> <p><u>Knowledge and understanding of events, people and changes in the past:</u></p> <p>Find out about everyday lives of people in the stone age and iron age . Compare the lives of the people in the time period studied compared to our lives today.</p>

Knowledge and understanding of events, people and changes in the past:

Look at evidence and understand why people in the past acted the way they did.

Identify similarities and differences between ways of life at different times.

Historical interpretation:

Use sources/evidence to compare 2 versions of a past event e.g. using pictures, photographs, text etc.

Be able to evaluate the reliability of sources.

Historical enquiry:

Use a wide range of wide of sources to ask and answer questions about the past.

Identify different ways in which the past is represented.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Describe people, objects and historical events.

Use timelines to order events or place significant people.

Communicate information about historical figures, objects and or events through various means, including writing and use of ICT.

Historical interpretation:

Distinguish between different sources to explore there are different accounts of history.

Historical enquiry:

Use a range of sources to find out about the stone age and iron age.

Begin to use the library and internet for research.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Communicate ideas about the past using different genres of writing, books and ICT.

Endpoints Year 2 à How have children's lives changed?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Begin to compare two events, saying which one happened first	Can compare two events, saying which one happened first	Can order some events they have learnt about from furthest away to most recent with increasing accuracy
Begin to ask questions verbally related to an area of study	Begin to ask simple questions when they are unsure	Pupils can ask simple questions when they are unsure
Can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago

Endpoints Year 3 How have children's lives changed?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
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Pupils can compare two events, saying which one happened first	Pupils are developing their knowledge of chronology	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry.
Pupils are beginning to understand timelines.	Pupils can generally place periods of history they have learnt about accurately on a timeline	Pupils may seek information from other sources around the classroom or school.
Pupils may begin to make simple links between areas of study- comparisons of different periods of history	Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study	Pupils are beginning to understand how our knowledge of history is developed through a range of sources
Pupils can use key vocabulary linked to the topic	Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.	They are able to find evidence to support arguments raised.
Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study	Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

Year A – What is a Monarch?

In Year 2 we...

Knowledge

- describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country
- begin to understand the importance of an heir to the throne through comparing different generations of monarchy
- begin to see why these six monarchs have been identified as being significant to understanding events in British history

Chronology

- recognising the distinction between past and present
- place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)
- identify some similarities and differences between ways of life in different periods
- know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...)

Historical Enquiry

- raise questions for King Charles III in order to understand life as a modern monarch
- ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources
- identify some of the basic ways the past can be represented
- to begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories)

Communication

- Understand and use simple historical concepts such as now/then and same/different
- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing)
- Understand historical concepts and use them to make simple connections and draw contrasts

In Year 3 we...

Knowledge

- describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country
- understand the importance of an heir to the throne through comparing different generations of monarchy
- see why these six monarchs have been identified as being significant to understanding events in British history

Chronology

- using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...)
- making some links between and across periods, such as the differences between clothes, food, buildings or transport (relating particularly to the monarchy)
- identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

Historical Enquiry

- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different
- raise questions for King Charles III in order to understand life as a modern monarch
- understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past
- use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance

Communication

- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- use specialist terms like monarchy, dynasty and vocabulary linked to chronology
- produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

End Points

Chronological understanding:

Understand and use vocabulary which represents past and present when explaining events to others.

Sequence artefacts closer together in time.

Sequence photographs of events.

Knowledge and understanding of events, people and changes in the past:

Look at evidence and understand why people in the past acted the way they did.

Identify similarities and differences between ways of life at different times.

Historical interpretation:

Use sources/evidence to compare 2 versions of a past event e.g. using pictures, photographs, text etc.

Be able to evaluate the reliability of sources.

Historical enquiry:

Use a wide range of wide of sources to ask and answer questions about the past.

Identify different ways in which the past is represented.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Describe people, objects and historical events.

Use timelines to order events or place significant people.

Communicate information about historical figures, objects and or events through various means, including writing and use of ICT

End Points

Chronological understanding

:

Place the time studied on a timeline.

Sequence five events.

Use dates and terms related to the unit of study.

Knowledge and understanding of events, people and changes in the past:

Find out about everyday lives of people in the time period that is studied.

Compare the lives of the people in the time period studied compared to our lives today.

Historical interpretation:

Distinguish between different sources to explore there are different accounts of history.

Historical enquiry:

Use a range of sources to find out about a period.

Begin to use the library and internet for research.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Communicate ideas about the past using different genres of writing, books and ICT.

Endpoints Year 2 à What is a Monarch?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Begin to compare two events, saying which one happened first	Can compare two events, saying which one happened first	Can order some events they have learnt about from furthest away to most recent with increasing accuracy
Begin to ask questions verbally related to an area of study	Begin to ask simple questions when they are unsure	Pupils can ask simple questions when they are unsure
Can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago	Can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago

Endpoints Year 3 à What is a Monarch?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils can compare two events, saying which one happened first	Pupils are developing their knowledge of chronology	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry.
Pupils are beginning to understand timelines.	Pupils can generally place periods of history they have learnt about accurately on a timeline	Pupils may seek information from other sources around the classroom or school.
Pupils may begin to make simple links between areas of study- comparisons of different periods of history	Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study	Pupils are beginning to understand how our knowledge of history is developed through a range of sources
Pupils can use key vocabulary linked to the topic	Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.	They are able to find evidence to support arguments raised.
Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago	Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study	Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

Year A – The Atlantic Slave Trade

In Year 4 we...

Knowledge

- explain the difference between being a servant and being a slave
- understand that slavery has been existence in many historical periods
- know that the slave trade was triangular – Britain, West Africa, The Americas – and that each area had something to gain, though not equally
- describe aspects of a slave’s journey from Africa to the Americas, including coffles, factories, the Middle Passage and slave markets/auctions
- describe some of the expectations and experiences in the life of enslaved people
- explain the reasons that some people wanted to end slavery and that slave trade was abolished
- explain the significance of Harriet Tubman
- understand that slavery still exists, even though it is illegal
- are aware that people still debate issues around slavery

Chronology

- use specialist dates and terms, and place topics studied into different periods
- identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time

Historical Enquiry

- understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance

Communication

In Year 5 and 6 we...

Knowledge

- explain the difference between being a servant and being a slave.
- understand that slavery has been existence in many historical periods
- know that the slave trade was triangular – Britain, West Africa, The Americas – and that each area had something to gain, though not equally
- describe aspects of a slave’s journey from Africa to the Americas, including coffles, factories, the Middle Passage and slave markets/auctions
- describe some of the expectations and experiences in the life of enslaved people
- explain the reasons that some people wanted to end slavery and that slave trade was abolished
- explain the significance of Harriet Tubman
- understand that slavery still exists, even though it is illegal
- know that people still debate issues around slavery

Chronology

- use appropriate vocabulary when describing the passing of time and historical concepts
- analyse connections, trends and contrasts over time

Historical Enquiry

- understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed
- use sources as a basis for research from which they will begin to use information as evidence to test hypotheses

Communication

- produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and

<ul style="list-style-type: none"> construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p>organisation of relevant historical information using appropriate dates and terms</p>
<p style="text-align: center;"><u>End Points Year 4</u></p> <p style="text-align: center;"><u>Chronological understanding:</u></p> <p style="text-align: center;">Place the period of the slave trade on a timeline. Use dates and terms related to the slave trade.</p> <p><u>Knowledge and understanding of events, people and changes in the past:</u> Find out about everyday lives of people in the time period that is studied. Compare the lives of the people in the time period studied compared to our lives today.</p> <p style="text-align: center;"><u>Historical interpretation:</u></p> <p style="text-align: center;">Distinguish between different sources to explore there are different accounts of history.</p> <p style="text-align: center;"><u>Historical enquiry:</u></p> <p style="text-align: center;">Use a range of sources to find out about the period of the slave trade. Begin to use the library and internet for research.</p> <p><u>Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:</u></p> <p style="text-align: center;">Communicate ideas about the past using different genres of writing, books and ICT.</p>	<p style="text-align: center;"><u>End Points Year 5</u></p> <p style="text-align: center;"><u>Chronological understanding:</u></p> <p style="text-align: center;">Place the time studied on a timeline. Use relevant terms and period labels – BCE and AD. Describe the changes in a period in history.</p> <p><u>Knowledge and understanding of events, people and changes in the past:</u> Compare an aspect of life with the same aspect in another period. Choose reliable sources of information to find out about the past.</p> <p style="text-align: center;"><u>Historical interpretation:</u></p> <p style="text-align: center;">Understand that some evidence from the past is propaganda, opinion or misinformation and how this can affect our interpretation of history. Evaluate evidence to choose the most reliable forms.</p> <p style="text-align: center;"><u>Historical enquiry:</u></p> <p style="text-align: center;">Begin to identify primary and secondary sources.</p> <p style="text-align: center;">Begin to build up a picture of past events referring to relevant information and sources.</p> <p><u>Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:</u></p> <p style="text-align: center;">Recall, select and organise historical information.</p>

End Points Year 6

Chronological understanding:

Place current study on timeline in relation to other studies.

Sequence up to 10 events on a timeline.

Knowledge and understanding of events, people and changes in the past:

_Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Know key dates, characters and events of time studied.

Historical interpretation:

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

Know that people in the past have a point of view and that this can affect interpretation.

Historical enquiry:

Recognise primary and secondary sources.

Bring knowledge gathered from several sources together to form contrasting arguments.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Select and organise information to produce structured work, making appropriate use of dates and terms.

End points Year 4 à The Atlantic Slave Trade

Working towards Expectations	Meeting Expectations	Exceeding Expectations
<p>Pupils can compare two events, saying which one happened first</p> <p>Pupils are beginning to understand timelines and can place the slave trade period on a timeline.</p>	<p>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry.</p>
<p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</p>	<p>Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</p>	<p>They are able to find evidence to support arguments raised.</p>
<p>Pupils may begin to make simple links between areas of study- comparisons of different periods of history.</p>	<p>Pupils are beginning to ask more in depth questions for their age to develop their understanding</p>	<p>Pupils may seek information from other sources around the classroom or school</p>
<p>Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc</p>	<p>Pupils are able to answer questions accurately related to the slave trade</p>	<p>Pupils are beginning to understand how our knowledge of history is developed through a range of sources</p>
<p>Pupils can use key vocabulary linked to the topic 'stone age to iron age'</p>	<p>Pupils can identify at least two ways we gather information</p> <p>Pupils are able to use at least one type of source of information confidently</p>	<p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</p>

End points Year 5 The Atlantic Slave Trade

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils are beginning to show an understanding of chronology and dates between beginning and end of the slave trade.	Pupils know how to use dates related to the slave trade to order and place events on a timeline.	Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.
Pupils are beginning to understand and collect information with guidance	Pupils can compare sources of information available for the study of different times in the past including the slave trade	They are able to find evidence to support arguments raised including different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study	Pupils can make comparisons between aspects of periods of history and the present day.. Pupils understand that the type of information available depends on the period studied	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question...
Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips	Pupils can present findings and communicate knowledge and understanding in different ways. Pupils can provide an account of a historical event based on more than one source.	Devise historically valid questions about change, cause, similarity and difference and significance in historical events

Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study

Pupils can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period.
Pupils are able to note connections, contrasts and trends over time and show developing appropriate use of historical language.

Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history

End points Year 6 à The Atlantic Slave Trade

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline	Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline	Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.
Pupils are beginning to understand and collect information with guidance and are beginning to make purposeful decisions about information to include when forming responses to questions	Pupils understand that the type of information available depends on the period studied, a lot changed between those dates. Pupils can evaluate the usefulness of a variety of sources	Pupils can compare a range of historical periods, identifying a number of similarities between them and why this i

<p>Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study</p>	<p>Pupils can make comparisons between aspects of periods of history and the present day.. Pupils understand that the type of information available depends on the period studied</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question...</p>
<p>Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips</p>	<p>Pupils can present findings and communicate knowledge and understanding in different ways. Pupils can provide an account of a historical event based on more than one source.</p>	<p>Devise historically valid questions about change, cause, similarity and difference and significance in historical events</p>
<p>Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study</p>	<p>Pupils can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period. Pupils are able to note connections, contrasts and trends over time and show developing appropriate use of historical language.</p>	<p>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</p>

Suggested enrichment ideas:

Visit to Lancaster Maritime Museum to look at Lancaster's involvement in the slave trade

Year A How did the Maya civilisation compare to the Anglo-Saxons?

In Year 4 we...

Knowledge

Describe the key physical features of the Maya civilisation.
Sequence the key periods in the Maya civilisation.
Identifying periods that were happening in Britain at the same time.
Name the features of the rainforest.
Explain the challenges facing the Maya in the rainforest.
Explain how the Maya settled in the rainforest.
Name the features of Maya houses.
Identify the similarities and differences between Maya and Anglo-Saxon houses.
Explain the Maya creation story.
Identify the characteristics of important gods or goddesses.
Make deductions about cities.
Name the features of Maya cities.
Create a plan of a Maya city, including the main features.
Explain the reasons for the decline of the Maya civilisation.
Evaluate the reasons for the decline of the Maya civilisation.
Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

Chronology

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
Putting dates in the correct century.
Using the terms AD and BC in their work.
Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
Developing a chronologically secure understanding of British, local and world history across the periods studied.

In Year 5 and 6 we...

Knowledge

Describe the key physical features of the Maya civilisation.
Sequence the key periods in the Maya civilisation.
Identifying periods that were happening in Britain at the same time.
Name the features of the rainforest.
Explain the challenges facing the Maya in the rainforest.
Explain how the Maya settled in the rainforest.
Name the features of Maya houses.
Identify the similarities and differences between Maya and Anglo-Saxon houses.
Explain the Maya creation story.
Identify the characteristics of important gods or goddesses.
Make deductions about cities.
Name the features of Maya cities.
Create a plan of a Maya city, including the main features.
Explain the reasons for the decline of the Maya civilisation.
Evaluate the reasons for the decline of the Maya civilisation.
Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

Chronology

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
Putting dates in the correct century.
Using the terms AD and BC in their work.
Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
Developing a chronologically secure understanding of British, local and world history across the periods studied.

<p>Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Making links between events and changes within and across different time periods / societies.</p> <p><u>Historical Enquiry</u> Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpret evidence in different ways using evidence to substantiate statements. Make increasingly complex interpretations using more than one source of evidence. Challenge existing interpretations of the past using interpretations of evidence.</p> <p><u>Communication</u> Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Show written and oral evidence of continuity and change as well as indicting simple causation. Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>	<p>Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Making links between events and changes within and across different time periods / societies.</p> <p><u>Historical Enquiry</u> Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpret evidence in different ways using evidence to substantiate statements. Make increasingly complex interpretations using more than one source of evidence. Challenge existing interpretations of the past using interpretations of evidence.</p> <p><u>Communication</u> Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Show written and oral evidence of continuity and change as well as indicting simple causation. Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>
<p style="text-align: center;"><u>End Points Year 4</u></p> <p style="text-align: center;"><u>Chronological understanding:</u></p> <p style="text-align: center;">Place the period of the on a timeline. Use dates and terms related period.</p> <p style="text-align: center;"><u>Knowledge and understanding of events, people and changes in the past:</u> Find out about everyday lives of people in the time period that is studied. Compare the lives of the people in the time period studied compared to our lives today.</p>	<p style="text-align: center;"><u>End Points Year 5</u></p> <p style="text-align: center;"><u>Chronological understanding:</u></p> <p style="text-align: center;">Place the time studied on a timeline. Use relevant terms and period labels – BCE and AD. Describe the changes in a period in history.</p> <p style="text-align: center;"><u>Knowledge and understanding of events, people and changes in the past:</u> Compare an aspect of life with the same aspect in another period. Choose reliable sources of information to find out about the past.</p> <p style="text-align: center;"><u>Historical interpretation:</u></p>

Historical interpretation:

Distinguish between different sources to explore there are different accounts of history.

Historical enquiry:

Use a range of sources to find out about the period of the slave trade.
Begin to use the library and internet for research.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Communicate ideas about the past using different genres of writing, books and ICT.

Understand that some evidence from the past is propaganda, opinion or misinformation and how this can affect our interpretation of history.
Evaluate evidence to choose the most reliable forms.

Historical enquiry:

Begin to identify primary and secondary sources.

Begin to build up a picture of past events referring to relevant information and sources.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Recall, select and organise historical information.

End Points Year 6

Chronological understanding:

Place current study on timeline in relation to other studies.
Sequence up to 10 events on a timeline.

Knowledge and understanding of events, people and changes in the past:

Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Know key dates, characters and events of time studied.

Historical interpretation:

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
Know that people in the past have a point of view and that this can affect interpretation.

Historical enquiry:

Recognise primary and secondary sources.
Bring knowledge gathered from several sources together to form contrasting arguments.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Select and organise information to produce structured work, making appropriate use of dates and terms.

End points Year 4 à How did the Maya civilisation compare to the Anglo-Saxons?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
<p>Pupils can compare two events, saying which one happened first</p> <p>Pupils are beginning to understand timelines and can place the slave trade period on a timeline.</p>	<p>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry.</p>
<p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</p>	<p>Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</p>	<p>They are able to find evidence to support arguments raised.</p>
<p>Pupils may begin to make simple links between areas of study- comparisons of different periods of history.</p>	<p>Pupils are beginning to ask more in depth questions for their age to develop their understanding</p>	<p>Pupils may seek information from other sources around the classroom or school</p>

Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc	Pupils are able to answer questions accurately related.	Pupils are beginning to understand how our knowledge of history is developed through a range of sources
Pupils can use key vocabulary linked to the topic 'stone age to iron age'	Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently	Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

End points Year 5 à How did the Maya civilisation compare to the Anglo-Saxons?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils are beginning to show an understanding of chronology and dates between beginning and end of the slave trade.	Pupils know how to use dates related to the period in order and place events on a timeline.	Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.
Pupils are beginning to understand and collect information with guidance	Pupils can compare sources of information available for the study of different times in the pas	They are able to find evidence to support arguments raised including different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study	Pupils can make comparisons between aspects of periods of history and the present day.. Pupils understand that the type of information available depends on the period studied	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question...
Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips	Pupils can present findings and communicate knowledge and understanding in different ways. Pupils can provide an account of a historical event based on more than one source.	Devise historically valid questions about change, cause, similarity and difference and significance in historical events
Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study	Pupils can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period. Pupils are able to note connections, contrasts and trends over time and show developing appropriate use of historical language.	Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history

End points Year 6 à How did the Maya civilisation compare to the Anglo-Saxons?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline	Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline	Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.

<p>Pupils are beginning to understand and collect information with guidance and are beginning to make purposeful decisions about information to include when forming responses to questions</p>	<p>Pupils understand that the type of information available depends on the period studied, a lot changed between these dates. Pupils can evaluate the usefulness of a variety of sources</p>	<p>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is</p>
<p>Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study</p>	<p>Pupils can make comparisons between aspects of periods of history and the present day.. Pupils understand that the type of information available depends on the period studied</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question...</p>
<p>Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips</p>	<p>Pupils can present findings and communicate knowledge and understanding in different ways. Pupils can provide an account of a historical event based on more than one source.</p>	<p>Devise historically valid questions about change, cause, similarity and difference and significance in historical events</p>
<p>Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study</p>	<p>Pupils can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period. Pupils are able to note connections, contrasts and trends over time and show developing appropriate use of historical language.</p>	<p>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</p>

Suggested enrichment ideas:

Year A – What did the Greeks ever do for us?

In Year 4 we...

Knowledge

- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.

Chronology

- Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
- Develop 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

Historical Enquiry

- understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past
- use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance

In Year 5 and 6 we...

Knowledge

- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.

Chronology

- Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
- Develop 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

Historical Enquiry

- understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed
- use sources as a basis for research from which they will begin to use information as evidence to test hypotheses

- understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this

Communication

- produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms

- understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this

Communication

- produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence

End Points Year 4

Chronological understanding:

a

Place the period on timeline.
Use dates and terms related to the slave trade.

Knowledge and understanding of events, people and changes in the past:

Find out about everyday lives of people in the time period that is studied.
Compare the lives of the people in the time period studied compared to our lives today.

Historical interpretation:

Distinguish between different sources to explore there are different accounts of history.

Historical enquiry:

Use a range of sources to find out about the period of the slave trade.
Begin to use the library and internet for research.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Communicate ideas about the past using different genres of writing, books and ICT.

End Points Year 5

Chronological understanding:

Place the time studied on a timeline.
Use relevant terms and period labels – BCE and AD.
Describe the changes in a period in history.

Knowledge and understanding of events, people and changes in the past:

Compare an aspect of life with the same aspect in another period.
Choose reliable sources of information to find out about the past.

Historical interpretation:

Understand that some evidence from the past is propaganda, opinion or misinformation and how this can affect our interpretation of history.
Evaluate evidence to choose the most reliable forms.

Historical enquiry:

Begin to identify primary and secondary sources.

Begin to build up a picture of past events referring to relevant information and sources.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Recall, select and organise historical information.

End Points Year 6

Chronological understanding:

Place current study on timeline in relation to other studies.

Sequence up to 10 events on a timeline.

Knowledge and understanding of events, people and changes in the past:

_Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Know key dates, characters and events of time studied.

Historical interpretation:

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

Know that people in the past have a point of view and that this can affect interpretation.

Historical enquiry:

Recognise primary and secondary sources.

Bring knowledge gathered from several sources together to form contrasting arguments.

Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing:

Select and organise information to produce structured work, making appropriate use of dates and terms.

End points Year 4 What did the Greeks ever do for us?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
<p>Pupils can compare two events, saying which one happened first</p> <p>Pupils are beginning to understand timelines and can place this period on a timeline.</p>	<p>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry.</p>
<p>Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</p>	<p>Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</p>	<p>They are able to find evidence to support arguments raised.</p>
<p>Pupils may begin to make simple links between areas of study- comparisons of different periods of history.</p>	<p>Pupils are beginning to ask more in depth questions for their age to develop their understanding</p>	<p>Pupils may seek information from other sources around the classroom or school</p>
<p>Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc</p>	<p>Pupils are able to answer questions accurately related to the slave trade</p>	<p>Pupils are beginning to understand how our knowledge of history is developed through a range of sources</p>
<p>Pupils can use key vocabulary linked to the topic 'stone age to iron age'</p>	<p>Pupils can identify at least two ways we gather information</p> <p>Pupils are able to use at least one type of source of information confidently</p>	<p>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</p>

End points Year 5 à What did the Greeks ever do for us?

Working towards Expectations	Meeting Expectations	Exceeding Expectations
Pupils are beginning to show an understanding of chronology and dates between beginning and end of the slave trade.	Pupils know how to use dates related to the slave trade to order and place events on a timeline.	Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.
Pupils are beginning to understand and collect information with guidance	Pupils can compare sources of information available for the study of different times in the past including the slave trade	They are able to find evidence to support arguments raised including different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study	Pupils can make comparisons between aspects of periods of history and the present day.. Pupils understand that the type of information available depends on the period studied	Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question...
Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips	Pupils can present findings and communicate knowledge and understanding in different ways. Pupils can provide an account of a historical event based on more than one source.	Devise historically valid questions about change, cause, similarity and difference and significance in historical events

Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study

Pupils can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period.
Pupils are able to note connections, contrasts and trends over time and show developing appropriate use of historical language.

Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history

End points Year 6: What did the Greeks ever do for us?

Working towards Expectations

Meeting Expectations

Exceeding Expectations

Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline

Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline

Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.

Pupils are beginning to understand and collect information with guidance and are beginning to make purposeful decisions about information to include when forming responses to questions

Pupils understand that the type of information available depends on the period studied, a lot changed
Pupils can evaluate the usefulness of a variety of sources

Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is

<p>Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study</p>	<p>Pupils can make comparisons between aspects of periods of history and the present day.. Pupils understand that the type of information available depends on the period studied</p>	<p>Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the question...</p>
<p>Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips</p>	<p>Pupils can present findings and communicate knowledge and understanding in different ways. Pupils can provide an account of a historical event based on more than one source.</p>	<p>Devise historically valid questions about change, cause, similarity and difference and significance in historical events</p>
<p>Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study</p>	<p>Pupils can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period. Pupils are able to note connections, contrasts and trends over time and show developing appropriate use of historical language.</p>	<p>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</p>

Agreed End Points

Year 1	Working Towards	Working at Expected	Greater Depth
Chronological understanding	<ul style="list-style-type: none"> • Pupils are beginning to compare two events, saying which one happened first • Pupils have seen a timeline • Pupils may begin to make simple links between areas of study 	<ul style="list-style-type: none"> • Pupils can compare two events, saying which one happened first • Pupils are beginning to understand timelines • Pupils may begin to make simple links between areas of study 	<ul style="list-style-type: none"> • Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy • Pupils know what a timeline is • Pupils are beginning to make comparisons between areas of study
Vocabulary	<ul style="list-style-type: none"> • Pupils are beginning to use names and places that link to areas of study • Pupils can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Pupils can use names and places that link to areas of study • Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Pupils can use and are beginning to remember names and places that link to areas of study • Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago
Questioning	<ul style="list-style-type: none"> • Pupils are beginning to answer questions verbally related to an area of study 	<ul style="list-style-type: none"> • Pupils are beginning to ask simple questions when they are unsure • Pupils are answering questions verbally related to an area of study with increasing accuracy 	<ul style="list-style-type: none"> • Pupils can ask simple questions when they are unsure • Pupils can accurately answer some questions verbally related to an area of study

Knowledge	<ul style="list-style-type: none"> • Pupils are beginning to remember key events about the areas they have studied 	<ul style="list-style-type: none"> • Pupils can remember some key events about the areas they have studied 	<ul style="list-style-type: none"> • Pupils can remember most key events about the areas they have studied • Pupils are beginning to understand that they can find historical information in books
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Year 2	Working Towards	Working at Expected	Greater Depth
Chronological understanding	<ul style="list-style-type: none"> • Pupils can accurately order some events they have learnt about from furthest away to most recent • Pupils are beginning to draw timelines • Pupils are beginning to make comparisons between areas of study 	<ul style="list-style-type: none"> • Pupils can mostly accurately order events they have learnt about from furthest away to most recent • Pupils can draw timelines • Pupils can make some comparisons between areas of study, identifying some similarities between them • Pupils can make some comparisons between areas of study, identifying some differences between them 	<ul style="list-style-type: none"> • Pupils can accurately order events they have learnt about from furthest away to most recent • Pupils can draw timelines, beginning to place areas of study on them • Pupils can compare areas of study, identifying similarities between them • Pupils can compare areas of study, identifying differences between them
Vocabulary	<ul style="list-style-type: none"> • Pupils are beginning to remember and use names and words specific to areas of study • Pupils can use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Pupils can remember and use names and words specific to areas of study • Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words specific to areas of study • Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries
Questioning	<ul style="list-style-type: none"> • Pupils are beginning to ask simple questions when they are unsure • Pupils are beginning to accurately answer 	<ul style="list-style-type: none"> • Pupils can ask simple questions when they are unsure • Pupils can accurately answer most simple questions related to an area of study 	<ul style="list-style-type: none"> • Pupils can ask simple questions to develop their understanding • Pupils are able to accurately answer simple questions related to an area of study confidently

	<p>questions related to an area of study</p> <ul style="list-style-type: none"> • Pupils are beginning to use classroom sources to help answer questions 	<ul style="list-style-type: none"> • Pupils can sometimes justify their answers using sources or stories 	<ul style="list-style-type: none"> • Pupils can justify their answers using sources or stories
Knowledge	<ul style="list-style-type: none"> • Pupils are beginning to remember key events about the areas they have studied • Pupils are beginning to consider how we know about past events • Pupils sometimes remember they can find historical information in books 	<ul style="list-style-type: none"> • Pupils can remember some key events about the areas they have studied • Pupils can consider how we know about past events • Pupils know they can find historical information in books 	<ul style="list-style-type: none"> • Pupils can remember key events about the areas they have studied • Pupils can begin to identify how we know about past events • Pupils can begin to identify different representations of history e.g. books, visual clips, letters

Year 3	Working Towards	Working at Expected	Greater Depth
Chronological understanding	<ul style="list-style-type: none"> • Pupils can accurately order events they have learnt about from furthest away to most recent • Pupils can draw timelines, beginning to place areas of study on them 	<ul style="list-style-type: none"> • Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline 	<ul style="list-style-type: none"> • Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline

	<ul style="list-style-type: none"> Pupils can make a few comparisons between areas of study, identifying similarities between them Pupils can make a few comparisons between areas of study, identifying differences between them 	<ul style="list-style-type: none"> Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them 	<ul style="list-style-type: none"> Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use a few names and words specific to areas of study Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils can ask simple questions to develop their understanding Pupils are able to answer some simple questions related to an area of study Pupils can sometimes justify their answers using sources or stories 	<ul style="list-style-type: none"> Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding Pupils are generally able to answer questions accurately related to the area of study Pupils can generally use sources to justify their answers 	<ul style="list-style-type: none"> Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study Pupils can use sources to justify their answers
Knowledge	<ul style="list-style-type: none"> Pupils can remember a few key events about the areas they have studied Pupils can begin to identify how we know about past events Pupils can identify different representations of history e.g. books, visual clips, letters 	<ul style="list-style-type: none"> Pupils remember key facts and information from areas of study in Year 3 Pupils can identify at least one way we gather information Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence 	<ul style="list-style-type: none"> Pupils remember a range of key facts and information from areas of study in Year 3 Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently

Year 4	Working Towards	Working at Expected	Greater Depth
Chronological understanding	<ul style="list-style-type: none"> Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline Pupils are beginning to make links between areas of history they have studied, identifying similarities between them 	<ul style="list-style-type: none"> Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Pupils can make links between areas of history they have studied, identifying similarities between them 	<ul style="list-style-type: none"> Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Pupils can confidently make links between areas of history they have studied, identifying similarities between them

	<ul style="list-style-type: none"> Pupils are beginning to make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> Pupils can make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> Pupils can confidently make links between areas of history they have studied, identifying differences between them
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils are beginning to ask more in depth questions to develop their understanding Pupils are able to answer some questions accurately related to the area of study Pupils can generally use sources to justify their answers 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding Pupils are able to answer questions accurately most of the time related to the area of study Pupils can use sources to justify their answers and are beginning to organise their responses 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding Pupils are beginning to challenge sources of information Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions
Knowledge	<ul style="list-style-type: none"> Pupils remember some key facts and information from areas of study in Year 4 Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently 	<ul style="list-style-type: none"> Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips 	<ul style="list-style-type: none"> Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Pupils are beginning to understand how our knowledge of history is developed through a range of sources Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

Year 5	Working Towards	Working at Expected	Greater Depth
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Chronological Understanding	<ul style="list-style-type: none"> • Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline • Pupils can draw their own timeline, and add to it as they learn about new periods of history • Pupils are beginning to make comparisons between historical periods, identifying similarities between them • Pupils are beginning to make comparisons between historical periods, identifying differences between them 	<ul style="list-style-type: none"> • Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history • Pupils can make some comparisons between historical periods, identifying similarities between them • Pupils can make some comparisons between historical periods, identifying differences between them 	<ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying similarities between them • Pupils can compare historical periods, identifying differences between them • Pupils are beginning to identify trends over time
Vocabulary	<ul style="list-style-type: none"> • Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding • Pupils are beginning to challenge sources of information • Pupils are beginning to show some purposeful selection about information they wish to include in responses • Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said • Pupils are increasingly challenging sources of information • Pupils show some purposeful selection about information they wish to include in responses • Pupils show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and also ask questions of what people have said • Pupils can challenge sources of information • Pupils are beginning to make purposeful selection about information they wish to include in responses • Pupils can organise information purposefully when responding to or asking questions
Knowledge	<ul style="list-style-type: none"> • Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study • Pupils are beginning to understand how our knowledge of history is developed through a range of sources • Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips 	<ul style="list-style-type: none"> • Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils are confident in using two different sources to gather information e.g. books, internet, film clips 	<ul style="list-style-type: none"> • Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film

			clips and direct sources such as letters, diaries etc.
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Year 6	Working Towards	Working at Expected	Greater Depth
Chronological understanding	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is Pupils can compare historical periods, identifying differences between them Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is Pupils can compare a range of historical periods, identifying differences between them Pupils can identify some trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is Pupils can compare a range of historical periods, identifying differences between them Pupils can identify trends over time, identifying how ideas have been continued/ developed
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use some names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils can ask questions, creating questions that develop understanding Pupils can challenge sources of information Pupils begin to make purposeful decisions about information to include when forming responses to questions Pupils begin to organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> Pupils can ask questions, creating questions that develop understanding about change, cause and significance Pupils can challenge sources, questioning the validity of these Pupils can make purposeful decisions about information to include when forming responses to questions Pupils can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda Pupils can purposefully select information when forming responses to questions Pupils can organise information purposefully when responding to or asking questions

<p>Knowledge</p>	<ul style="list-style-type: none"> • Pupils show knowledge about historical events, from local history to world history • Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Pupils have a strong knowledge about historical events, from local history to world history • Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Pupils have a wide ranging knowledge about historical events, from local history to world history • Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
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