



# The Ribblesdale Federation of Schools

## Curriculum Handbook

(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
<b>Reception and Year 1</b>	<b>History</b>	Toys	How am I making history? Kapow			How have explorers changed the world?			The Great Fire of London		What is History ? (Yr 1 and 2 Mixed age )		How did we learn to fly?
<b>Year 2 and 3</b>	<b>History</b>		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?
<b>Year 4 and 5</b>	<b>History</b>	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?

Year 4, 5 and 6		What was the impact of World War 2 on the people of Britain?		How have children's lives changed?		Were the Vikings 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.

## 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 from The Great Fire of London in KS1 to Ancient Greeks and Romans in KS2.
- 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.



# Year B – The Great Fire of London

## In Year 1 we...

### Knowledge

### Chronology

Begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.).

### Historical Enquiry

- describe features of London in the 17<sup>th</sup> Century
- Compare London then and now
- ask and answer questions
- identify different sources we can use to find out about the past

### Communication

Communicating findings by pointing to images and using simple language to explain their thoughts.

Use words and phrases relating to the passing of time

## Suggested enrichment ideas

# Year B – What is History?

## In Year 1 we...

### Knowledge

Create a personal timeline by ordering three events correctly on a simple timeline.  
Use the vocabulary 'before' and 'after' when talking about their timeline.  
Recognise what is similar and different between the 'past' and 'now'.  
Talk about three holiday memories.  
Place one holiday memory on a timeline.  
Identify how people spend their holidays differently.  
Describe what photographs tell us about holidays in the past.

### Chronology

Place events on a simple timeline.  
Being aware that some things have changed and some have stayed the same in their own lives.  
Sequencing three or four events in their own life.  
Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).

### 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.

## Suggested enrichment ideas

## Year B – How did we learn to fly?

### Prior Learning

### **In Year 1 we...**

#### Knowledge

Sequencing six photographs, focusing on the intervals between events.  
Placing events on a timeline, building on times studied in Year 1.  
Knowing where people/events studied fit into a chronological framework.

#### Chronology

Recall information about past and presentation exploration.  
Understand events in relation to the present day and compare how exploration has changed over time  
Asking questions about why people did things, why events happened and what happened as a result.  
Recognising why people did things, why events happened and what happened as a result.  
Knowing some things which have changed/stayed the same as the past.

#### 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



**Suggested enrichment ideas**

**Year B – Would you prefer to live in the Stone Age, Bronze Age or Iron Age??**

**In Year 2 we...**

Knowledge

To know that history is divided into periods of history e.g. ancient times, middle ages and modern.

To know that BC means before Christ and is used to show years before the year 0.

To know that AD means Anno Domini and can be used to show years from the year 1AD.

To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.

To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.

To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.

Chronology

Sequence events on a timeline, referring to times studied in KS1 to see where these fit in.

Understand that history is divided into periods of history e.g. ancient times, middle ages and modern.

Use dates to work out the interval between periods of time and the duration of historical events or periods.

Use BC/AD/Century.

Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Place the time studied on a timeline.

**In Year 3 we...**

Knowledge

To know that history is divided into periods of history e.g. ancient times, middle ages and modern.

To know that BC means before Christ and is used to show years before the year 0.

To know that AD means Anno Domini and can be used to show years from the year 1AD.

To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.

To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.

To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.

Chronology

Sequence events on a timeline, referring to times studied in KS1 to see where these fit in.

Understand that history is divided into periods of history e.g. ancient times, middle ages and modern.

Use dates to work out the interval between periods of time and the duration of historical events or periods.

Use BC/AD/Century.

Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.

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.

Historical Enquiry

Observing the small details when using artefacts and pictures.

Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.

Evaluate the usefulness of different sources.

Understand how historical enquiry questions are structured.

Ask questions about the main features of everyday life in periods studied, e.g. how did people live.

Communication

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

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Communication

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

**Suggested enrichment ideas**

## Year B – Why did the Romans settle in Britain?

In Year 2 we...

### Knowledge

To understand the expansion of empires and how they were controlled across a large empire.  
To understand that societal hierarchies and structures existed including aristocracy and peasantry.  
To understand how invaders and settlers influence the culture of the existing population.  
To understand some reasons why empires fall/collapse.  
To understand that trade began as the exchange of goods.  
To understand that the Roman invasion led to a great increase in British trade with the outside world.  
To understand that trade develops in different times and ways in different civilisations.

### Chronology

Using BC/AD/Century.  
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

### Historical Enquiry

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.

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Noticing connections over a period of time.

### Historical Enquiry

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.

<p>use different sources to draw conclusions about school life 100 years ago or beyond living memory</p> <p><u>Communication</u></p> <p>use appropriate vocabulary and terminology associated with schooling</p> <p>pose questions to find out about schools in the past</p> <p>use relevant terminology relating to generations within and beyond living memory</p>	<p>use different sources to draw conclusions about school life 100 years ago or beyond living memory</p> <p><u>Communication</u></p> <p>use appropriate vocabulary and terminology associated with schooling</p> <p>pose questions to find out about schools in the past</p> <p>use relevant terminology relating to generations within and beyond living memory</p>
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**Suggested enrichment ideas**



## Year B – How hard was it to invade and settle in Britain?

In Year 2 we...	In Year 3 we...
<p><u>Knowledge</u></p> <p>Explain how the Britons felt when the Romans left Britain.</p> <p>Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>Name the key features of Anglo-Saxon settlements.</p> <p>Identify changes and continuities in settlements from prehistoric Britain.</p> <p>Make inferences about artefacts.</p> <p>Describe how Anglo-Saxon beliefs changed.</p> <p>Explain how missionaries spread Christianity.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p><u>Chronology</u></p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p>	<p><u>Knowledge</u></p> <p>Explain how the Britons felt when the Romans left Britain.</p> <p>Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>Name the key features of Anglo-Saxon settlements.</p> <p>Identify changes and continuities in settlements from prehistoric Britain.</p> <p>Make inferences about artefacts.</p> <p>Describe how Anglo-Saxon beliefs changed.</p> <p>Explain how missionaries spread Christianity.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p><u>Chronology</u></p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p>

<p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p><u>Historical Enquiry</u> To understand how invaders and settlers influence the culture of the existing population. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p><u>Communication</u> 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</p>	<p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p><u>Historical Enquiry</u> To understand how invaders and settlers influence the culture of the existing population. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p><u>Communication</u> 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</p>
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**Suggested enrichment ideas**

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**Year B – What did the Ancient Egyptians believe?**

In Year 4 we...	In Year 5 and 6 we...
<p><u>Knowledge</u> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife.</p>	<p><u>Knowledge</u> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife.</p>

### Chronology

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

Using BC/AD/Century.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

### Historical Enquiry

To understand that there are different beliefs in different cultures, times and groups.

To compare the beliefs in different cultures, times and groups.

To be aware of the achievements of the Ancient Egyptians.

### Communication

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

### Chronology

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

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To be aware of the achievements of the Ancient Egyptians.

### Communication

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

### **Suggested enrichment ideas:**

## Year B What was life like in Tudor England??

### In Year 4 we...

#### Knowledge

Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.

Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.

Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.

Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.

Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.

Make deductions using inventories and making judgements as to whether a person was rich or poor.

Explain how inventories are useful to historians and create a realistic inventory.

#### Chronology

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Putting dates in the correct century.

Developing a chronologically secure understanding of British, local and world history across the periods studied.

Placing the time, period of history and context on a timeline.

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.

#### Historical Enquiry

### In Year 5 and 6 we...

#### Knowledge

Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.

Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.

Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.

Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.

Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.

Make deductions using inventories and making judgements as to whether a person was rich or poor.

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Putting dates in the correct century.

Developing a chronologically secure understanding of British, local and world history across the periods studied.

Placing the time, period of history and context on a timeline.

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.

#### Historical Enquiry

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.

Communication

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.

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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.

**Suggested enrichment ideas:**

Year B – What does the census tell us about our local area?

In Year 4 we...

In Year 5 and 6 we...



### Knowledge

To identify the type of information the census gives about people.

Use the census to make inferences about people from the past, providing supporting evidence for their statements.

Make observations from the census and identify changes between periods of time.

Identify the dangers of working in a textile mill.

Create questions to identify the thoughts and feelings of a Victorian working child.

Identify the key events of Mary's life and interpret her thoughts and feelings.

Extract information from the census to recreate the lives of people who lived in a household from the local area.

Extract information from the census and decide whether a family was rich or poor.

Describing change throughout time

### Chronology

Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.

Using relevant dates and relevant terms for the period and period labels.

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

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

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Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.

Using relevant dates and relevant terms for the period and period labels.

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

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

To 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

Communication

- To 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

**Suggested enrichment ideas:**

# Agreed End Points

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

		<ul style="list-style-type: none"> <li>Pupils are answering questions verbally related to an area of study with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can accurately answer some questions verbally related to an area of study</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to remember key events about the areas they have studied</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember some key events about the areas they have studied</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember most key events about the areas they have studied</li> <li>Pupils are beginning to understand that they can find historical information in books</li> </ul>

<b>Year 2</b>	<b>Working Towards</b>	<b>Working at Expected</b>	<b>Greater Depth</b>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils can accurately order some events they have learnt about from furthest away to most recent</li> <li>Pupils are beginning to draw timelines</li> <li>Pupils are beginning to make comparisons between areas of study</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can mostly accurately order events they have learnt about from furthest away to most recent</li> <li>Pupils can draw timelines</li> <li>Pupils can make some comparisons between areas of study, identifying some similarities between them</li> <li>Pupils can make some comparisons between areas of study, identifying some differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can accurately order events they have learnt about from furthest away to most recent</li> <li>Pupils can draw timelines, beginning to place areas of study on them</li> <li>Pupils can compare areas of study, identifying similarities between them</li> <li>Pupils can compare areas of study, identifying differences between them</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to remember and use names and words specific to areas of study</li> <li>Pupils can use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words specific to areas of study</li> <li>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words specific to areas of study</li> <li>Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>

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

<p><b>Year 3</b></p>	<p><b>Working Towards</b></p>	<p><b>Working at Expected</b></p>	<p><b>Greater Depth</b></p>
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<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Pupils can accurately order events they have learnt about from furthest away to most recent</li> <li>• Pupils can draw timelines, beginning to place areas of study on them</li> <li>• Pupils can make a few comparisons between areas of study, identifying similarities between them</li> <li>• Pupils can make a few comparisons between areas of study, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</li> <li>• Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</li> <li>• Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</li> <li>• Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Pupils can remember and use a few names and words specific to areas of study</li> <li>• Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use names and words from the areas they have studied</li> <li>• 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.</li> <li>• Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• 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.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop their understanding</li> <li>• Pupils are able to answer some simple questions related to an area of study</li> <li>• Pupils can sometimes justify their answers using sources or stories</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pupils are generally able to answer questions accurately related to the area of study</li> <li>• Pupils can generally use sources to justify their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to ask more in depth questions for their age to develop their understanding</li> <li>• Pupils are able to answer questions accurately related to the area of study</li> <li>• Pupils can use sources to justify their answers</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils can remember a few key events about the areas they have studied</li> <li>• Pupils can begin to identify how we know about past events</li> <li>• Pupils can identify different representations of history e.g. books, visual clips, letters</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils remember key facts and information from areas of study in Year 3</li> <li>• Pupils can identify at least one way we gather information</li> <li>• Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils remember a range of key facts and information from areas of study in Year 3</li> <li>• Pupils can identify at least two ways we gather information</li> <li>• Pupils are able to use at least one type of source of information confidently</li> </ul>

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

		<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
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<b>Year 5</b>	<b>Working Towards</b>	<b>Working at Expected</b>	<b>Greater Depth</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils can draw their own timeline, and add to it as they learn about new periods of history</li> <li>Pupils are beginning to make comparisons between historical periods, identifying similarities between them</li> <li>Pupils are beginning to make comparisons between historical periods, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can make some comparisons between historical periods, identifying similarities between them</li> <li>Pupils can make some comparisons between historical periods, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare historical periods, identifying similarities between them</li> <li>Pupils can compare historical periods, identifying differences between them</li> <li>Pupils are beginning to identify trends over time</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are beginning to challenge sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said</li> <li>Pupils are increasingly challenging sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and also ask questions of what people have said</li> <li>Pupils can challenge sources of information</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupils are beginning to show some purposeful selection about information they wish to include in responses</li> <li>• Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils show some purposeful selection about information they wish to include in responses</li> <li>• Pupils show some organisation of information that is purposeful for responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to make purposeful selection about information they wish to include in responses</li> <li>• Pupils can organise information purposefully when responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> <li>• Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study</li> <li>• 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</li> <li>• Pupils are confident in using two different sources to gather information e.g. books, internet, film clips</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study</li> <li>• 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</li> <li>• Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>

<b>Year 6</b>	<b>Working Towards</b>	<b>Working at Expected</b>	<b>Greater Depth</b>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>• Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is</li> <li>• Pupils can compare historical periods, identifying differences between them</li> <li>• Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed</li> </ul>	<p>historical events from around the world on a timeline</p> <ul style="list-style-type: none"> <li>• Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>• Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is</li> <li>• Pupils can compare a range of historical periods, identifying differences between them</li> <li>• Pupils can identify some trends over time, identifying how ideas have been continued/ developed</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>• Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is</li> <li>• Pupils can compare a range of historical periods, identifying differences between them</li> <li>• Pupils can identify trends over time, identifying how ideas have been continued/ developed</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Pupils can remember and use some names and words from the areas they have studied over the years</li> <li>• Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use names and words from the areas they have studied over the years</li> <li>• Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use a range of names and words from the areas they have studied over the years</li> <li>• Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>• Pupils can ask questions, creating questions that develop understanding</li> <li>• Pupils can challenge sources of information</li> <li>• Pupils begin to make purposeful decisions about information to include when forming responses to questions</li> <li>• Pupils begin to organise information purposefully when responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask questions, creating questions that develop understanding about change, cause and significance</li> <li>• Pupils can challenge sources, questioning the validity of these</li> <li>• Pupils can make purposeful decisions about information to include when forming responses to questions</li> <li>• Pupils can organise information purposefully when responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance</li> <li>• Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda</li> <li>• Pupils can purposefully select information when forming responses to questions</li> <li>• Pupils can organise information purposefully when responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Pupils show knowledge about historical events, from local history to world history</li> <li>• Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>• Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a strong knowledge about historical events, from local history to world history</li> <li>• 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</li> <li>• Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a wide ranging knowledge about historical events, from local history to world history</li> <li>• 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</li> <li>• Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>