

St Anne's CE (Aided) Primary School



# **History Policy**

## **Our School Vision**

St Anne's CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence and resilience in an environment where efforts are valued and all children flourish.

## **Rationale**

This policy reflects our school's commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. We believe that History makes a valuable and distinctive contribution to children's education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

## **Purpose of Study (*National Curriculum 2014*)**

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

## **Aims**

The national curriculum for history aims to ensure that all pupils:

- 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
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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.

## **Knowledge and Understanding**

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key elements:

- Chronological Understanding
- Historical Enquiry

## **Subject Content**

### **EY**

#### ***Understanding the world***

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

### **Key Stage 1**

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

### **Key stage 2**

Children will 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.

## **History Curriculum Implementation**

At St Anne's a topic-based approach to curriculum planning is employed within the school. The teaching of History is organised through half-termly topics.

We start with the History: Progression in Knowledge, Skills and Understanding- Appendix 1

Coverage is balanced with an enquiry based approach to teaching and learning. Opportunity is given for study "in depth" in each half termly plan (MTP). Across each Key Stage, half termly plans provide experience of different sources including museums, site visits and of different historical perspectives.

Teaching should clearly focus on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. *Not all key elements need be developed in each unit.*

Children should be taught procedures and skill in using sources and gradually make more independent studies using these materials.

Children should be taught to make judgments about evidence and be aware of different interpretations of the past.

Children should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.

Children should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms.

Children should read a range of historical material, including fiction.

### **Teaching and Learning Strategies**

Teachers should provide balance in teaching approaches and identify suitable progression in knowledge, understanding and skills across each planning stage to continue to challenge pupils.

Teachers should make links between units of work and encourage children to use previous knowledge in approaching new work.

Children should be given opportunity, where possible, to use ICT to communicate and handle information including simulation software.

A variety of teaching methods best suited to activities and interests of the children will be used. These may include:

- Story-telling (including theatre group visits)
- Discussion and debate.
- Individual and group investigation.
- Visual literacy (e.g. film)
- ICT
- Role play and drama
- Fieldwork, visits to museums and historic sites.
- Use of artefacts.

### **Resources**

Resources specific to individual topics are kept in classrooms.

### **Visits**

Visits and visitors are excellent tools to stimulate children's historical enquiry and curiosity. Appropriate visits and visitors are planned in at the beginning of a topic.

### **Assessment**

School policies on assessment and feedback apply to History. Refer to Assessment and Feedback Policies for procedures regarding daily tasks. Assessment of history at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward through subject specific feedback. Progress will be measured against statements given on the Progression of Knowledge, Skills and Understanding document which will allow for monitoring of progress within and across year groups.

### **Subject Leadership**

The History Subject Leader is responsible for monitoring curriculum coverage and reviewing medium-term plans for each year group as appropriate. Monitoring of the quality of history education is carried out by the subject leader through an allocation of support and development time. The subject leader produces an annual action plan identifying targets for future action which may form part of the School Impact Plan.

## **Equality**

In accordance with the school's SEN Policy and our Quality First Teaching Commitment all children are given work suitable to their age, aptitude and ability.

Children can:

- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- More able pupils may need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events they are studying.
- Use a wider and more demanding range of sources.

History has a big part to play in helping to remove stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs, need to be carefully selected. The children should be encouraged to question the nature of evidence, as they do in history.

Children should be introduced to aspects of their own culture in History. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

## **SMSC and British Values**

As part of moral development, History provides opportunities for discussion as to what is right and wrong. History also allows opportunities for collaborative learning, enabling pupils to co-operate together.

## **CPD**

CPD is determined the needs of staff and the availability and suitability of courses offered.

## **Cross Curricular**

When and where appropriate, opportunities may arise to promote historical learning across the curriculum. This could be through links with:

- Literacy – e.g. report writing, persuasive writing, speaking & listening, drama activities
- RE – e.g. telling stories
- Geography – e.g. map drawing, changing settlements
- Computing – e.g. using research tools, word-processing
- Art – e.g. sketching of artefacts



## History Topic Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yellow Class R/1</b>			<u>History</u> Who else has helped me in the past? <i>Changes within living memory</i>	<u>History</u> Would Great Grandma play with toys like mine? <i>Changes within living memory</i>		<u>History</u> How has the Queen kept herself busy for over 90 years? <i>The lives of significant individuals</i>
<b>Green Class Y1/2</b>	<u>History</u> Why did The Wright Brothers and Amelia Earhart take to the sky? <i>The lives of significant individuals</i>			<u>History</u> Was the Great Fire of London really great? <i>Events beyond living memory</i>	<u>History</u> What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?  <i>Significant historical events, people and places/ The lives of significant individuals</i>  <i>Comparison between periods of time.</i>	
<b>Blue Class Y2</b>	<u>History</u> What was The Titanic and why was it so important? <i>Events beyond living memory</i>	<u>History</u> What was so important about Neil Armstrong's and Christopher Columbus' journeys? <i>The lives of significant individuals</i>  <i>Comparison between periods of time.</i>	<u>History</u> What is our school made of? <i>Significant historical events, people and places in their own locality</i>			
<b>Orange Class Y3</b>	<u>History</u> How did the Victorian period change Oldham and what does this mean for me? <i>A local history study. A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</i>	<u>History</u> What can I rediscover about Ancient Greece? <i>Ancient Greece-a study of Greek life and achievements and their influence on the western world.</i>	<u>History</u> What were the changes in Britain from the Stone Age to the Iron Age? <i>Changes in Britain from the Stone Age to the Iron Age</i>  <i>Overview Unit End: The Romans</i>			
<b>Lime Class Y3/4</b>		<u>History</u> Why were the Romans so powerful and what did we learn from them? <i>The Roman Empire and its</i>	<u>History</u> Who were the founding fathers of our school and how is their vision still alive today?			<u>History</u> Who were the early lawmakers? <i>An aspect or theme in British history beyond</i>

		<p><i>impact on Britain</i></p> <p><i>Overview Unit Start: The Stone Age</i></p>	<p><i>A local history study</i></p>			1066.
Lilac Class Y4/5		<p><b><u>History</u></b> Why should gunpowder, treason and plot never be forgotten? <i>An aspect or theme in British history beyond 1066.</i></p>	<p><b><u>History</u></b> Who were the Anglo-Saxons? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Overview Unit Start: The Romans</i></p>	<p><b><u>History</u></b> How can we re-discover ancient Egypt? <i>Overview of ancients Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world.</i></p> <p><i>Overview Unit Start: Ancients: Greece, Shang Dynasty, Sumer, Indus</i></p>		
Turquoise Class Y5/6	<p><b><u>History/Geography</u></b> Why should Britain be ashamed of slavery? <i>An aspect or theme in British history beyond 1066.</i></p>	<p><b><u>History/Geography</u></b> How did Great Britain stand firm against the German threat? <i>An aspect or theme in British history beyond 1066.</i></p>	<p><b><u>History</u></b> Who were the Mayans and what can we learn from them? <i>A non-European society that provides contrasts with British history.</i></p>	<p><b><u>History</u></b> Were the Vikings always so Vicious and Victorious? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Overview Unit Start: The Anglo Saxons</i></p>		
Purple Class Y6			<p><b><u>History</u></b> To be, or not to be: that is the question? <i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: leisure and entertainment in 20thC.</i></p>	<p><b><u>History</u></b> What if Great Britain had never been invaded?</p> <p>Overview of Romans to Vikings (Chronological understanding)</p>		<p><b><u>History</u></b> Why was the Islamic Civilization around AD900 known as 'The Golden Age'? <i>The achievements of the earliest civilisations.</i></p>

# History Progression of Knowledge, Skills and Understanding EY and Key Stage 1

	Nursery	Reception	Rec/Yr1	Year 1/2	Year 2	End of Key Stage Expectations
<b>Chronological Understanding</b>	<p>Can I retell a simple past event in correct order (e.g. <i>went downslide, hurt finger</i>). (Speaking 30-50m)</p>	<p>Can I talk about past and present events in my own life and in the lives of family members? (P&amp;C ELG)</p>	<p><b>Year 1 Expectation:</b> Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to retell parts of history using beginning, middle, and end.</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday?</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to explain how they have changed since they were born.</p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p>	<p><b>Year 1 Expectation:</b> Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to retell parts of history using beginning, middle, and end.</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday?</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to explain how they have changed since they were born.</p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p><b>Year 2 Expectation:</b> Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order</p>	<p><b>Year 2 Expectation:</b> Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>

				and give reasons for their order.		significant historical events, people and places in their own locality
--	--	--	--	-----------------------------------	--	------------------------------------------------------------------------

## Knowledge and Interpretation

Am I developing an understanding of growth, decay and changes over time? (The world 30-50m)

Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG)

**Year 1 Expectation:**

Children know that some people/famous people have helped our lives be better today.

Children know how to identify the main differences between old and new objects.

Children know how to identify objects from the past, describe the main features and say what they were used for.

Children know how to give examples of objects and events that are different in their life from that of their grandparents when they were young.

Children ask and answer questions using and comparing sources: books, photographs, videos etc.

Children know how to give more than one reason for an event in a simple context e.g. why the Great Fire spread or why The Titanic sank.

Children know that we have a queen who rules us and that Britain has had a king or queen for many years.

**Year 1 Expectation:**

Children know that some people/famous people have helped our lives be better today.

Children know how to identify the main differences between old and new objects.

Children know how to identify objects from the past, describe the main features and say what they were used for.

Children know how to give examples of objects and events that are different in their life from that of their grandparents when they were young.

Children ask and answer questions using and comparing sources: books, photographs, videos etc.

Children know how to give more than one reason for an event in a simple context e.g. why the Great Fire spread or why The Titanic sank.

Children know that we have a queen who rules us and that Britain has had a king or queen for many years.

**Year 2 Expectation:**

Children know how to recount the life of someone famous from Britain and those outside the UK who lived in the past, explaining why they acted the way they did and giving attention to what they did earlier and what they did later, explaining the consequences of their actions.

Children know how to make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys from the past would have been used,

**Year 2 Expectation:**

Children know how to recount the life of someone famous from Britain and those outside the UK who lived in the past, explaining why they acted the way they did and giving attention to what they did earlier and what they did later, explaining the consequences of their actions.

Children know how to make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys from the past would have been used, possibly through simple role play.

Children spot the differences between sources and come to a conclusion as to the most common view.

Children know how to give a clear explanation or an important event, offering two or three reasons why an event took place.

Children know how to explain how their local area was different in the past.

Children know how to recount some interesting facts from an historical event.

Children show understanding of the concept of change and can offer reasons why simple changes occur. *Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'.*

Children know that not everyone in history had the same experiences and that there are different versions of real historical situations.

				<p>possibly through simple role play.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an event took place.</p> <p>Children know how to explain how their local area was different in the past.</p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children show understanding of the concept of change and can offer reasons why simple changes occur. <i>Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'.</i></p> <p>Children know that not everyone in history had the same experiences and that there are different versions of real historical situations.</p>		
--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## Historical Enquiry

Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world?  
(The World 30-50m)

Can I look closely at similarities, differences, patterns and change?  
(The World 40-60m)

Can I make observations of animals and plants and explain why some things occur, and talk about changes?  
(The World ELG)

**Year 1 Expectation:**  
Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.

Children know how to spot old and new things in a picture.

Children know how to describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.

Children can find out something about the past by talking to an older person.

Children know how to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly, what The Queen has done in the past.

Children know that not all sources of information answer the same questions.

**Year 1 Expectation:**  
Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.

Children know how to spot old and new things in a picture.

Children know how to describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.

Children can find out something about the past by talking to an older person.

Children know how to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly, what The Queen has done in the past.

Children know that not all sources of information answer the same questions.

**Year 2 Expectation:**  
Children can answer questions by using a specific source, such as an information book.

Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them?

Children know how to make deductions from photographs, going beyond the literal and what can be seen.

Children know that there are potential weaknesses in some sources such as eyewitness accounts e.g. Pepys.

**Year 2 Expectation:**  
Children can answer questions by using a specific source, such as an information book.

Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them?

Children know how to make deductions from photographs, going beyond the literal and what can be seen.

Children know that there are potential weaknesses in some sources such as eyewitness accounts e.g. Pepys.

# History Progression of Knowledge, Skills and Understanding

## Key Stage 2

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6	End of Key Stage Expectations
Chronological Understanding	<p><b>Year 3 Expectation:</b> Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><b>Year 3 Expectation:</b> Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><b>Year 4 Expectation:</b> Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p>Children know how to confidently spot major anachronisms from most periods studies compared with today.</p> <p>Children know how to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p> <p>Children know how Britain changed from one period of history to the end of another e.g. The Iron Age to the end of the Roman occupation.</p>	<p><b>Year 5 Expectation:</b> Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p>Children know that Ancient means thousands of years ago.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p>	<p><b>Year 6 Expectation:</b> Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p> <p>Children know that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>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. Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their</li> </ul>

						<p>influence on the western world</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
		<p><b><u>Year 4 Expectation:</u></b> Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened</p> <p>Children know how to confidently spot major anachronisms from most periods studies compared with today.</p> <p>Children know how to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p> <p>Children know how Britain changed from one period of history to the end of another e.g. The Iron Age to the end of the Roman occupation.</p>	<p><b><u>Year 5 Expectation:</u></b> Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p>Children know that Ancient means thousands of years ago.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p>	<p><b><u>Year 6 Expectation:</u></b> Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p> <p>Children know that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>		

## Knowledge and Interpretation

### **Year 3 Expectation:**

Children know that the early Brits would not have communicated as we do or have eaten as we do.

Children know what life would have been like for the early settlers.

Children know why certain events happened as they did in history.

Children know how Britain changed between the beginning of the stone age and the iron age.

Children show an understanding of the main ideas associated with periods studied.

Children know how to identify differences between versions of the same event.

Children know how the lives of wealthy people were different from the lives of poorer people during this time.

### **Year 3 Expectation:**

Children know that the early Brits would not have communicated as we do or have eaten as we do.

Children know what life would have been like for the early settlers.

Children know why certain events happened as they did in history.

Children have an overview of how Britain changed between the beginning of the stone age and the iron age.

Children show an understanding of the main ideas associated with periods studied.

Children know how to identify differences between versions of the same event.

Children know how the lives of wealthy people were different from the lives of poorer people during this time.

### **Year 4 Expectation:**

Children know that Britain has been invaded by different groups over time.

Children know that invaders in the past would have fought fiercely, using hand to hand combat and how there would have been resistance against invasions.

Children know why certain events happened as they did in history.

Children know why certain people acted as they did in history.

Children know how events from the past have helped shape our lives.

Children know why Britain

### **Year 4 Expectation:**

Children know that Britain has been invaded by different groups over time.

Children know that invaders in the past would have fought fiercely, using hand to hand combat and how there would have been resistance against invasions.

Children know why certain events happened as they did in history.

Children know why certain people acted as they did in history.

Children know how events from the past have helped shape our lives.

Children know why Britain would have been an important country to have invaded and conquered.

Children know about famous figures from historical periods taught.

### **Year 5 Expectation:**

Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.

Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.

Children know that how we make decisions has been through a parliament for some time.

Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.

Children can identify differences between versions

### **Year 5 Expectation:**

Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.

Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.

Children know that how we make decisions has been through a parliament for some time.

Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.

Children can identify differences between versions of the same event.

Children know about the impact that the ancient civilizations had on the world.

### **Year 6 Expectation:**

Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.

Children know the role that Britain has had in spreading Christian values across the world.

Children know that significant events in history have helped shape the country we have today.

Children know how Britain has had a major influence on world history.

Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.

### **Year 6 Expectation:**

Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.

Children know the role that Britain has had in spreading Christian values across the world.

Children know that significant events in history have helped shape the country we have today.

Children know how Britain has had a major influence on world history.

Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.

Children know how to describe features of historical events and people from past societies and periods they have studied.

Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.

Children know about the impact that the ancient civilizations had on the world.

Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.

They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

		<p>would have been an important country to have invaded and conquered.</p> <p>Children know about famous figures from historical periods taught.</p>	<p>of the same event.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p>	<p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p> <p>Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

## Historical Enquiry

**Year 3 Expectation:**

Children know the part that archaeologists have had in helping us understand more about what happened in the past.

Children know how to use various sources of evidence to answer questions.

Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.

Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.

Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.

Children can initiate an enquiry from a purposeful visit or an artefact.

**Year 3 Expectation:**

Children know the part that archaeologists have had in helping us understand more about what happened in the past.

Children know how to use various sources of evidence to answer questions.

Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.

Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.

Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.

Children can initiate an enquiry from a purposeful visit or an artefact.

**Year 4 Expectation:**

Children know how to use various sources to piece together information about a period in history.

Children know how to identify similarities and differences between two periods in history through researching events and saying how they differ.

Children know how to research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings

Children see that there are

**Year 4 Expectation:**

Children know how to use various sources to piece together information about a period in history.

Children know how to identify similarities and differences between two periods in history through researching events and saying how they differ.

Children know how to research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings

Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.

Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.

Children sustain an answer. Ideas are beginning to have some shape and provide supporting evidence for statements made.

Children are able to see two sides of a question and can offer arguments on both sides.

**Year 5 Expectation:**

Children know how to research more than one version of an event and say

**Year 5 Expectation:**

Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.

Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.

Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.

Children are able to use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

Children understand a range of ways we find out about the past.

Children make widespread use of period specific detail to make the work more convincing and authentic.

Children know how to identify and explain their understanding of propaganda.

**Year 6 Expectation:**

Children know how to test out a hypothesis in order to answer a question.

Children know how historical artefacts have helped us understand more about British lives in the present and past.

**Year 6 Expectation:**

Children know how to test out a hypothesis in order to answer a question.

Children know how historical artefacts have helped us understand more about British lives in the present and past.

Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

Children use a wide range of vocabulary to form their own enquiry: e.g. possibly, probably, perhaps, sure, certain, my hypothesis is, I would like to know, I am beginning to think that.

Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.

Children bring knowledge gathered from several sources together in a fluent account.

Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.

		<p>often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p> <p>Children sustain an answer. Ideas are beginning to have some shape and provide supporting evidence for statements made.</p> <p>Children are able to see two sides of a question and can offer arguments on both sides.</p>	<p>how they differ. Giving more than one reason to support an historical argument.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children are able to use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p> <p>Children understand a range of ways we find out about the past.</p> <p>Children make widespread use of period specific detail to make the work more convincing and authentic.</p> <p>Children know how to identify and explain their understanding of propaganda.</p>	<p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p> <p>Children use a wide range of vocabulary to form their own enquiry: e.g. possibly, probably, perhaps, sure, certain, my hypothesis is, I would like to know, I am beginning to think that.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>		
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--