



Belton Church of England Primary School

HISTORY CURRICULUM STATEMENT

Achieving the Best Together

I have come that they may have life in all its fullness – John 10:10

Curriculum Vision

“We are not makers of history. We are made by history.” – Martin Luther King Jr.

Our History curriculum enables pupils to gain knowledge and understanding of the past within our own locality, our country and the wider world. They will learn about the complexity of peoples' lives, the diversity of societies and the relationships between different groups of people in the past. Through a detailed study of key knowledge from different historical periods, pupils will also develop an understanding of abstract historical terms and specific vocabulary.

Intent

Here at Belton CE Primary School we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Our History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

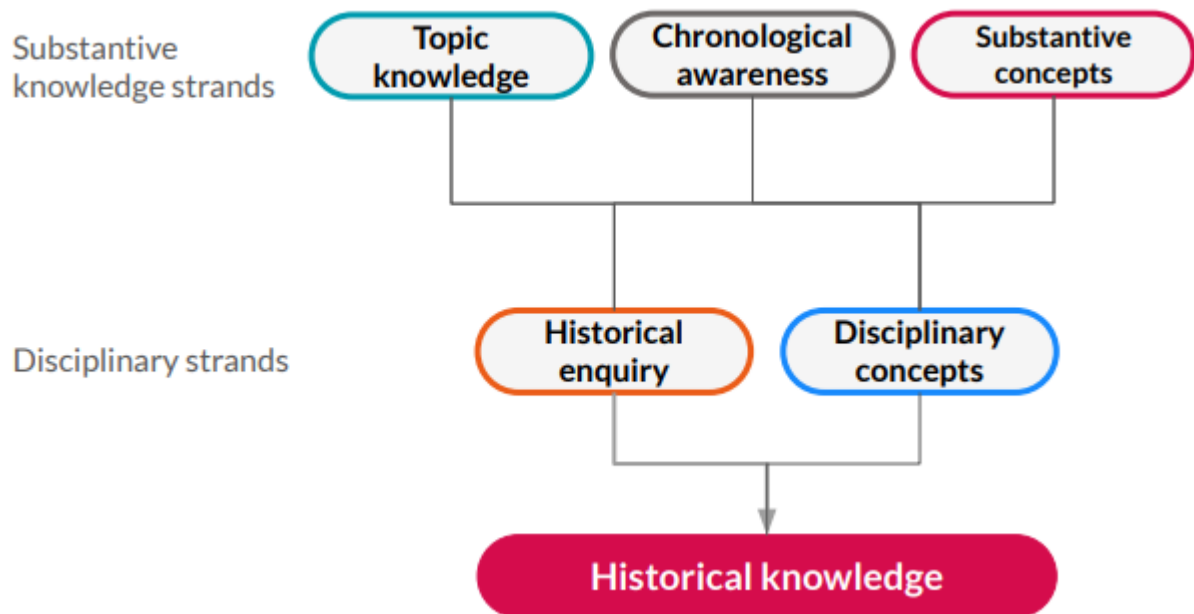
Through our history curriculum, our aims are:

- to engage interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;

- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



At Belton C of E Primary School we have adopted the Kapow Primary scheme. The scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in

Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The Kapow Primary timeline supports children in developing this chronological awareness.

There are two EYFS units focused on each of the history-related Development matters statements. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics. In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology, as well as their in-depth knowledge of the context being studied.

Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Kapow has been created with the understanding that many teachers do not feel confident delivering the History curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard.

Due to the numbers on roll, we use a rolling programme of planning as we have mixed age classes. When planning each enquiry, teaching staff ensure that the outcome for each year group is pedagogically appropriate, taking all of the above into consideration. We teach three Geography units a year.

Impact

The impact of our History scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

After the implementation of Kapow Primary History, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the Kapow History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the

present day.

- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

At the end of each year, children will have gained a deep understanding of chronology, historical vocabulary and skills. As they progress throughout school, they will be able to make links between the periods of time which they have studied which will in turn increase their curiosity, allowing them to debate and reflect on their own interest areas.

Through discussions and feedback, children will build upon their confidence by sharing their knowledge with their peers. Each child will use acquired vocabulary to interpret and convey their understanding of the past. They can analyse and interpret information in order to question and reflect on the legacies.

Children show a high level of pride in the presentation and understanding of the work.

SEN Statement

At Belton we believe that history helps pupils develop their own identities through an understanding of history at a personal, local, national and international level. We are aware that history lessons involve a lot of abstract thought and for pupils to consider complex ideas.

- We acknowledge that SEND pupils need much more frequent repetition and recall to aid their discussions on more complex ideas.
- We consider what makes a topic difficult for certain pupils and anticipate what barriers there may be in order to take part and learn in activities.
- We maintain a multi-sensory inclusive learning environment. Visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teaching with visual aids and artefacts.
- We recognise that the language of history may be challenging and cause barriers for some pupils,
 - The specific use in history of an everyday word, eg 'party', 'church', 'state'
 - The use of history-specific terms, eg 'chronological', 'artefact'
 - The use of abstract terms, eg 'power', 'belief'.

so, we plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.

- When assessing what children know we plan carefully to give SEND pupils every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.
- Questions are prepared in different styles/levels for different pupils, careful preparation ensures all pupils have opportunities to answer open-ended questions.

British Values

| | Democracy | Rule of Law | Respect and Tolerance | Individual Liberty |
|------|---|---|---|---|
| EYFS | Pupils learn about people in our community who help us now and in the past (fire fighters and nurses). | Pupils learn the importance of taking turns. They know that they must follow rules to stay safe when on visits out of the classroom, for example, during a walk to look at homes in the past. | Pupils learn to listen to others when they are talking about pictures and artefacts | Pupils can make choices about revisiting history resources in provision. |
| KS1 | <p>Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today. Pupils may use vocabulary such as 'fair' 'unfair' 'better' 'worse' etc to describe their feelings about historical periods and events. Discussions may include:</p> <ul style="list-style-type: none"> - Being an active citizen (such as Mary Seacole) - Childhood in the past (toys, holidays, - Wars and battles (WWI) - Rich and poor (Titanic) | <p>Pupils explore the RULE OF LAW through cause and effect. For example, children are able to learn about laws that were created as a result of a historical event</p> <ul style="list-style-type: none"> - The Great Fire of London (changes in construction of houses) - What was it like to live in Belton in the past? | <p>Pupils are encouraged to look at history through different perspectives, such as eye-witnesses (Samuel Pepys) or secondary accounts and learn that opinions and memories can differ for a variety of reasons</p> | <p>Pupils are provided with historical role models whom made a difference by standing up for their beliefs or breaking down barriers such as:</p> <ul style="list-style-type: none"> - Florence Nightingale, Mary Seacole |
| KS2 | <p>Our History Curriculum gives children many opportunities to explore the themes of DEMOCRACY through a historical context, enabling children to compare both good and bad practices and drawing their own conclusions.</p> <p>Some content areas (although by no means all) by which children can develop their understanding of what a DEMOCRACY is (or isn't!) are:</p> <ul style="list-style-type: none"> - Anglo-Saxons and Vikings - Ancient Greece - The Earliest Civilisations and Ancient Egypt - The Ancient Maya Civilisation - The Roman Empire | <p>Learning and discussing the different LAWS of civilizations and periods of history.</p> <p>Pupils learn about the RULE OF LAW through historical example of how laws have brought about positive change or be used as a tool of repression, such as:</p> <ul style="list-style-type: none"> - The Roman Empire - Ancient Greece <p>They also learn about the impact of breaking the law and war can have on individuals and a wider society/civilization:</p> <ul style="list-style-type: none"> - The Roman Empire - Anglo-Saxons and Vikings | <p>Pupils are able to use different sources and can reflect upon why accounts may differ (eye-witness, historical accounts, modern day reflections) and are able to see the value in each account.</p> | <p>Pupils are provided with historical role models whom made a difference by standing up for their beliefs or breaking down barriers such as:</p> <ul style="list-style-type: none"> - The Roman Empire - Boudicca and The Iceni |

Oracy in History

Oracy in History

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning through talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning to talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our History curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing their understanding of sources and summarising key information.
- Explaining and justifying the conclusions they have reached.
- Persuading their peers about the significance of historical events and people.
- Clarifying and evaluating arguments put forward by their peers and historians.
- Role-playing to gain further insights into historical events and the actions of individuals (e.g. hot seating, conscience alley, freeze-framing).
- Preparing for 'presentations' such as gallery walks and recorded audio.
- Critiquing the value of different historical sources.





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HISTORY PROGRESSION STATEMENT

Achieving the Best Together

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The History Progression of skills and knowledge – mixed-age shows the knowledge and skills taught in the Kapow Primary History curriculum for mixed-age settings and which of the units work towards these statements. Component knowledge statements are shown in grey and composite skills are shown in white.

Substantive Knowledge (Facts)

What do we mean by 'Substantive (abstract) concepts?'

Substantive concepts are key concepts, such as 'empire', 'monarchy', or 'invasion and settlement', which children learn about during their study of primary History. Substantive concepts are fundamental elements of children's historical knowledge, however they are abstract and therefore children may find them challenging to understand.

The 2021 Ofsted research review into history states that, to be able to use them confidently, children need to have a secure knowledge of substantive concepts in different contexts.

The Kapow Primary scheme recognises the importance of developing children's understanding of substantive concepts and consequently this is a strand which runs throughout our history curriculum.

Our progression of skills and knowledge document clearly demonstrates how these substantive concepts are developed throughout the primary curriculum.

Initially, in Key Stage 1 children will begin to develop their understanding of the substantive concepts of power and the achievements of mankind in *How did we learn to fly?* and *What is a monarch?*

In Lower Key Stage 2 and Upper Key Stage 2, they deepen their understanding of these concepts and others while learning to identify changes in meaning in different time periods and contexts. For example, the concept of monarchy evolves over time; during the reign of Henry VIII the monarch enjoyed absolute power whereas by the 20th century the power of the monarch was devolved to the Government.

Substantive concepts in Kapow Primary's History scheme of work:



| EYFS: Reception | Substantive concepts: | Peek into the past | <u>Adventure through time</u> |
|--|-------------------------------------|--------------------|---|
| To know that in fairytales kings/queens are usually important, powerful people who rule over others. | Achievements and follies of mankind | | ✓ Activity 3: Treasure box |
| To recognise some interests and achievements from their own lives and the lives of their families and friends. | | | ✓ Activity 2: My achievements |

| Year 1/2 | Substantive concepts: | Cycle A | | | Cycle B | | |
|--|---|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| To know some inventions that still influence their own lives today. | Achievements and follies of mankind | | ✓ | ✓ | | ✓ | |
| To know some achievements and discoveries of significant individuals. | | | | ✓ | | | |
| To know and begin to identify achievements and inventions that still influence their own lives today. | | | ✓ | ✓ | | ✓ | |
| To know the legacy and contribution of the inventions. | | | ✓ | ✓ | | ✓ | |
| To be aware of the achievements of significant individuals. | | | | ✓ | | | ✓ |
| To know that a monarch in the UK is a king or queen. | Power (monarchy, government and empire) | | | | | | ✓ |
| To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. | | | | | | | ✓ |
| To know that Britain was organised into kingdoms and these were governed by monarchs. | | | | | | | ✓ |

| Lower key stage 2 | Substantive concepts: | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|---|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| To understand the development of groups, kingdom and monarchy in Britain. | Power (monarchy, government and empire) | ✓ | | ✓ | | | |
| To know who became the first ruler of the whole of England. | | | | ✓ | | | |
| 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 some reasons why empires fall/collapse. | | | ✓ | | | | |
| To know that there were different reasons for invading Britain. | Invasion, settlement and migration | | ✓ | ✓ | | | |
| To understand that there are varied reasons for coming to Britain. | | ✓ | ✓ | ✓ | | | |
| To know that there are different reasons for migration. | | | | ✓ | | | |
| To know that settlement created tensions and problems. | | | ✓ | ✓ | | | |
| To understand the impact of settlers on the existing population. | | | ✓ | ✓ | | | |
| To understand the earliest settlements in Britain. | | ✓ | ✓ | ✓ | | | |
| To know that settlements changed over time. | | ✓ | | ✓ | | | ✓ |

| Lower key stage 2 | Substantive concepts: | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|------------------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| To understand how invaders and settlers influence the culture of the existing population. | Civilisation (social and cultural) | ✓ | ✓ | ✓ | | | |
| To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that education existed in some cultures, times and groups. | | | | | ✓ | | ✓ |
| To know that communities traded with each other and over the English Channel in the Prehistoric Period. | Trade | ✓ | ✓ | ✓ | | | |
| To understand that trade began as the exchange of goods. | | ✓ | ✓ | | | | ✓ |
| To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. | | ✓ | ✓ | | | | |
| 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. | | | | | | | |
| To understand that the traders were the rich members of society. | | ✓ | ✓ | | | | |

| Lower key stage 2 | Substantive concepts: | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|-------------------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| To understand that there are different beliefs in different cultures, times and groups. | Beliefs | | ✓ | ✓ | | ✓ | ✓ |
| To know about paganism and the introduction of Christianity in Britain. | | | ✓ | ✓ | | | |
| To know how Christianity spread. | | | | ✓ | | | |
| To compare the beliefs in different cultures, times and groups. | | | | ✓ | | ✓ | ✓ |
| To be able to identify achievements and inventions that still influence our lives today from Roman times. | Achievements and follies of mankind | | ✓ | | | | |
| To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. | | | | ✓ | | | |
| To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science. | | | | | | ✓ | ✓ |

| Upper key stage 2 | Substantive concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|--|---|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To understand how the monarchy exercised absolute power. | Power (monarchy, government and empire) | | ✓ | | | | ✓ | ✓ |
| To understand the process of democracy and parliament in Britain. | | | | ✓ | | ✓ | ✓ | |
| To understand that different empires have different reasons for their expansion. | | ✓ | | | | ✓ | | |
| To understand that there are changes in the nature of society. | | ✓ | | ✓ | | ✓ | ✓ | |
| To know that there are different reasons for the decline of different empires. | | ✓ | | ✓ | | ✓ | | |

| Upper key stage 2 | Substantive concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|--|------------------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To understand there are increasingly complex reasons for migrants coming to Britain. | Invasion, settlement and migration | ✓ | ✓ | ✓ | | | | |
| To understand that migrants come from different parts of the world. | | ✓ | | ✓ | | | | |
| To know about the diverse experiences of the different groups coming to Britain over time. | | ✓ | | ✓ | | | | |
| To be aware of the different beliefs that different cultures, times and groups hold. | Beliefs | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| To understand the changing nature of religion in Britain and its impact. | | | ✓ | | | | | |
| To be aware of how different societies practise and demonstrate their beliefs. | | ✓ | ✓ | | | ✓ | | |
| To be able to identify the impact of beliefs on society. | | | ✓ | | | ✓ | ✓ | ✓ |

| Upper key stage 2 | Substantive concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|------------------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To understand the changes and reasons for the organisation of society in Britain. | Civilisation (social and cultural) | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| To understand how society is organised in different cultures, times and groups. | | | ✓ | ✓ | | ✓ | ✓ | |
| To be able to compare development and role of education in societies. | | | | | ✓ | ✓ | ✓ | |
| To be able to compare education in different cultures, times and groups. | | | | ✓ | | ✓ | | |
| To understand the changing role of women and men in Britain. | | | | ✓ | ✓ | | ✓ | |
| To understand that there are differences between early and later civilisations. | | | | | | ✓ | | |

| Upper key stage 2 | Substantive concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|--|-----------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To know that trade routes from Britain expanded across the world . | Trade | ✓ | ✓ | | | | | |
| To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. | | | ✓ | | | ✓ | | |
| To understand that the expansion of trade routes increased the variety of goods available. | | ✓ | | | | | | |
| To understand that the methods of trading developed from in person to boats, trains and planes. | | ✓ | | | | | | |
| To understand the development of global trade. | | ✓ | | | | | ✓ | ✓ |
| To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. | | ✓ | | | | | | |

| Upper key stage 2 | Substantive concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|--|-------------------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To understand that people in the past were as inventive and sophisticated in thinking as people today. | Achievements and follies of mankind | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| To know that new and sophisticated technologies were advanced which allowed cities to develop. | | | | ✓ | | ✓ | | |
| To understand the impact of war on local communities. | | ✓ | | ✓ | | | | |
| To know some of the impacts of war on daily lives. | | ✓ | | ✓ | | | | |
| To be able to identify the achievements of civilisations and explain why these achievements were so important. | | ✓ | | | | ✓ | ✓ | ✓ |
| To be able to compare the achievements of different civilisations and groups. | | | | | | ✓ | | |

Disciplinary Concepts (Skills)

How will the scheme develop disciplinary concepts?

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

Sources of evidence

Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

| EYFS: Reception | Disciplinary concepts: | Peek into the past | <u>Adventure through time</u> |
|---|------------------------------|---|---|
| To know that the environment around us changes as time passes. | Change and continuity | ✓ Suggested Topic link | ✓ Activity 4: Picture detective |
| N/A | Cause and consequence | | |
| N/A | Similarities and differences | | |
| To know the names of people that are significant to their own lives. | Historical significance | | ✓ Activity 2: My achievements |
| To know that stories and books can tell us about the past. | Sources of evidence | | ✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time |
| To begin to know that some photographs and drawings represent the past. | Historical interpretations | ✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 5: Spot the difference | ✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time |

| EYFS: Reception | Disciplinary concepts: | Peek into the past | <u>Adventure through time</u> |
|---|------------------------------|---|--|
| Being aware of changes that happen throughout the year (e.g. seasons, nature). | Change and continuity | ✓Activity 3: My life timeline | |
| Experiencing cause and effect in play. | Cause and consequence | This statement can be achieved in your continuous provision by providing play equipment which demonstrates cause and effect: toy cars, equipment with buttons, musical instruments etc. | |
| Beginning to recognise similarities and differences between the past and today. | Similarities and differences | ✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 3: My life timeline ✓Activity 4: Toy box ✓Activity 5: Spot the difference | ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time |
| Using photographs and stories to compare the past with the present day. | | ✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference | ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time |
| Recalling special people in their own lives. | Historical significance | | ✓Activity 2: My achievements |
| Using stories and non-fiction books to find out about life in the past. | Sources of evidence | | ✓Activity 1: Family tree ✓Activity 2: My achievements ✓Activity 3: Treasure box ✓Activity 4: Picture detective ✓Activity 5: Transport through time |
| Recognising that different members of the class may notice different things in photographs from the past. | Historical interpretations | ✓Activity 1: Can you guess who? ✓Activity 2: Past and present ✓Activity 5: Spot the difference | |

| Year 1/2 | Disciplinary concepts: | Cycle A | | | Cycle B | | |
|--|------------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| To know that people change as they grow older. | Change and continuity | ✓ | | | ✓ | | |
| To know that throughout someone's lifetime, some things will change and some things will stay the same. | | ✓ | ✓ | | | ✓ | ✓ |
| To know that everyday objects have changed over time. | | | ✓ | | | | |
| To know that daily life has changed over time but that there are some similarities to life today. | | | | | | ✓ | |
| To know that everyday objects have changed as new materials have been invented. | Cause and consequence | | ✓ | | | | |
| To know that changes may come about because of improvements in technology. | | | | ✓ | | ✓ | |
| To know that there are similarities and differences between their lives today and their lives in the past. | Similarities and differences | ✓ | | | ✓ | | |
| To know some similarities and differences between the past and their own lives. | | ✓ | ✓ | | ✓ | ✓ | |
| To know that people celebrate special events in different ways. | | ✓ | | | | | |
| To know that people spend their holidays in different ways. | | | | | ✓ | | |
| To know that everyday objects have similarities and differences with those used for the same purpose in the past. | | | ✓ | | | ✓ | |
| To know that there are explanations for similarities and differences between children's lives now and in the past. | | | ✓ | | | ✓ | |

| Year 1/2 | Disciplinary concepts: | Cycle A | | | Cycle B | | |
|---|----------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| To know that some people and events are considered more 'special' or significant than others. | Historical significance | ✓ | | | ✓ | | ✓ |
| To know that some events are more significant than others. | | | | ✓ | | | ✓ |
| To know the impact of a historical event on society. | | | | ✓ | | | ✓ |
| To know that 'historically significant' people are those who changed many people's lives. | | | | ✓ | | | ✓ |
| To know that photographs can tell us about the past. | Sources of evidence | ✓ | | ✓ | ✓ | ✓ | ✓ |
| To know that we can find out about the past by asking people who were there. | | ✓ | ✓ | | ✓ | ✓ | |
| To know that artefacts can tell us about the past. | | | ✓ | | | | |
| To know that we remember some (but not all) of the events that we have lived through. | | ✓ | ✓ | | ✓ | | |
| To know that we can find out about how places have changed by looking at maps. | Sources of evidence | | | | | ✓ | |
| To know that historians use evidence from sources to find out more about the past. | | | | ✓ | | ✓ | ✓ |
| To know that the past can be represented in photographs. | Historical interpretations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that the past is represented in different ways. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Year 1/2 | Disciplinary concepts: | Cycle A | | | Cycle B | | |
|--|------------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| Being aware that some things have changed and some have stayed the same in their own lives. | Change and continuity | ✓ | ✓ | | ✓ | | |
| Describing simple changes and ideas/objects that remain the same. | | ✓ | ✓ | | ✓ | ✓ | |
| Understanding that some things change while other items remain the same and some are new. | | ✓ | ✓ | | ✓ | ✓ | |
| Recognising some things which have changed/stayed the same as the past. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying simple reasons for changes. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Asking questions about why people did things, why events happened and what happened as a result. | Cause and consequence | | ✓ | ✓ | | | ✓ |
| Recognising why people did things, why events happened and what happened as a result. | | | | ✓ | | | ✓ |
| Beginning to look for similarities and differences over time in their own lives. | Similarities and differences | ✓ | ✓ | | ✓ | | |
| Identifying similarities and difference between ways of life at different times. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Finding out about people, events and beliefs in society. | | | | ✓ | | ✓ | ✓ |
| Making comparisons with their own lives. | | ✓ | ✓ | ✓ | ✓ | ✓ | |

| Year 1/2 | Disciplinary concepts: | Cycle A | | | Cycle B | | |
|--|----------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| Recalling special events in their own lives. | Historical significance | ✓ | ✓ | | ✓ | | |
| Discussing who was important in a historical event. | | | | ✓ | | | ✓ |
| Using artefacts, photographs and visits to museums to ask and answer questions about the past. | Sources of evidence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Making simple observations about a source or artefact. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using sources to show an understanding of historical concepts (see above). | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying a primary source. | | | | ✓ | | | |
| Recognising different ways in which the past is represented (including eye-witness accounts). | Historical interpretations | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Comparing pictures or photographs of people or events in the past. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Developing their own interpretations from artefacts, photographs and written sources. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Lower key stage 2 | Disciplinary concepts: | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|----------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| To know that change can be brought about by advancements in transport and travel. | Change and continuity | ✓ | | | | | |
| To know that change can be brought about by advancements in materials. | | ✓ | ✓ | | | | ✓ |
| To know that change can be brought about by advancements in trade | | ✓ | | | | ✓ | ✓ |
| To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). | Cause and consequence | | ✓ | | ✓ | | ✓ |
| To know that advancements in science and technology can be the cause of change. | | | | | ✓ | | ✓ |
| To know that significant archaeological findings are those which change how we see the past. | Historical significance | ✓ | | ✓ | | ✓ | ✓ |
| To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. | | | | ✓ | ✓ | ✓ | ✓ |
| To know that archaeological evidence can be used to find out about the past. | Sources of evidence | ✓ | ✓ | | | ✓ | ✓ |
| To know that we can make inferences and deductions using images from the past. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. | Historical interpretations | ✓ | | | | ✓ | ✓ |
| To know that assumptions made by historians can change in the light of new evidence. | | ✓ | | | ✓ | ✓ | ✓ |

| Lower key stage 2 | Disciplinary concepts: | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|------------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| Identifying reasons for change and reasons for continuities. | Change and continuity | ✓ | | ✓ | ✓ | | |
| Identifying what the situation was like before the change occurred. | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Comparing different periods of history and identifying changes and continuity. | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Describing the changes and continuity between different periods of history. | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Identifying the links between different societies. | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Identifying the consequences of events and the actions of people. | Cause and consequence | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying reasons for historical events, situations and changes. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying similarities and differences between periods of history. | Similarities and differences | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Explaining similarities and differences between daily lives of people in the past and today. | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. | | ✓ | ✓ | ✓ | | | ✓ |

| Lower key stage 2 | Disciplinary concepts: | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|----------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| Recalling some important people and events. | Historical significance | | ✓ | ✓ | ✓ | | ✓ |
| Identifying who is important in historical sources and accounts. | | | ✓ | ✓ | ✓ | | |
| Using a range of sources to find out about a period. | Sources of evidence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Using evidence to build up a picture of a past event. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Observing the small details when using artefacts and pictures. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying sources which are influenced by the personal beliefs of the author. | | | | | ✓ | | |
| Identifying and giving reasons for different ways in which the past is represented. | Historical interpretations | | | ✓ | ✓ | | ✓ |
| Identifying the differences between different sources and giving reasons for the ways in which the past is represented. | | | ✓ | | ✓ | | |
| Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Evaluating the usefulness of different sources. | | ✓ | ✓ | ✓ | ✓ | | |

| Upper key stage 2 | Disciplinary concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|-------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To know that change can be brought about by conflict. | Change and continuity | ✓ | | ✓ | | | | |
| To know that change can be traced using the census. | | | | | ✓ | | | |
| To know that members of society standing up for their rights can be the cause of change. | Cause and consequence | | | ✓ | ✓ | ✓ | ✓ | |
| To know how historians select criteria for significance and that this changes. | Historical significance | | | | | | ✓ | ✓ |
| To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. | Sources of evidence | | | | ✓ | | | |
| To understand the types of information that can be extracted from the census. | | | | | ✓ | | | |
| To understand that inventories are useful sources of evidence to find out about people from the past. | | | ✓ | | | | | |
| To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. | | | | | ✓ | | | |
| To understand how to compare different census extracts by analysing the entries in individual columns. | | | | | ✓ | | | |
| To know that the most reliable sources are primary sources which were created for official purposes. | | | | | ✓ | | | |

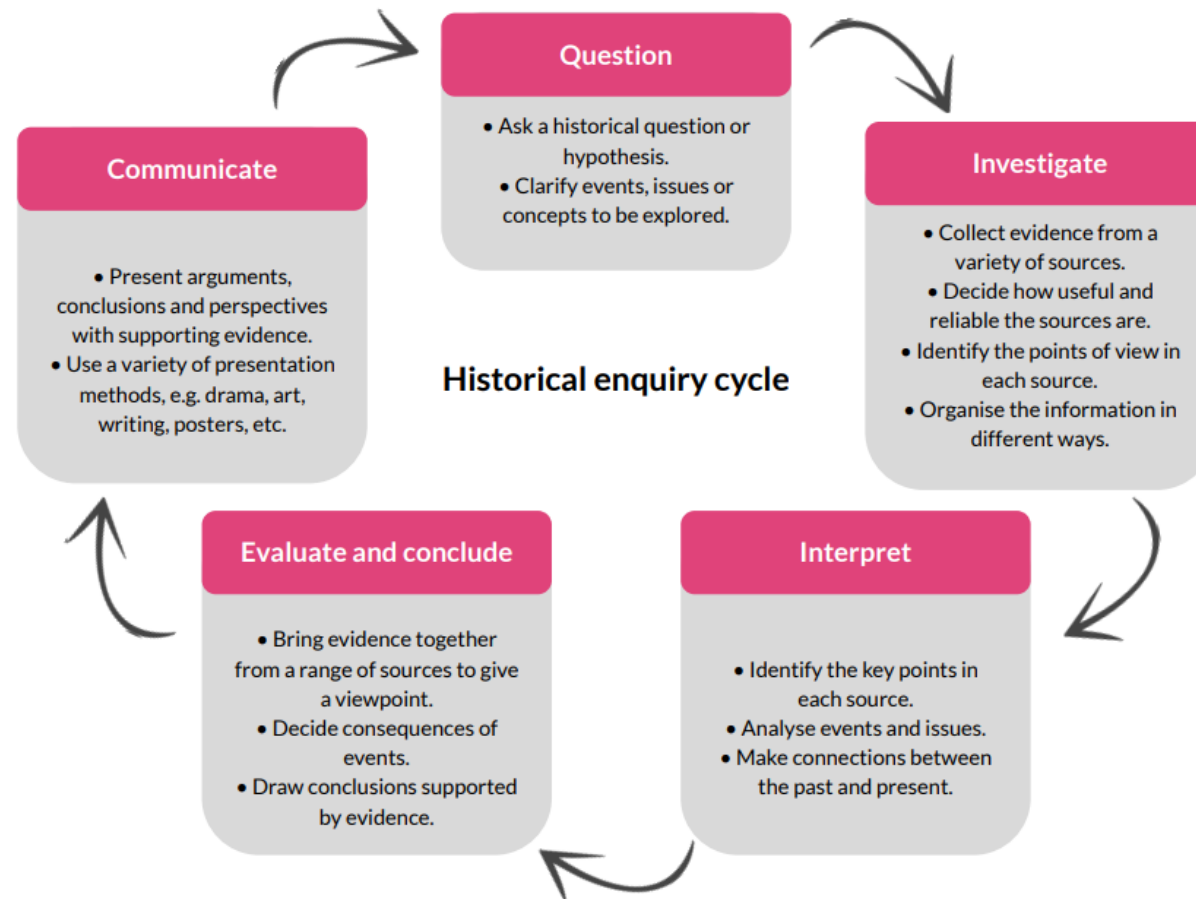
| Upper key stage 2 | Disciplinary concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|----------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. | Historical interpretations | ✓ | ✓ | ✓ | | ✓ | | |
| To understand that there are different interpretations of historical figures and events. | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Making links between events and changes within and across different time periods / societies. | Change and continuity | ✓ | ✓ | ✓ | | ✓ | | |
| Identifying the reasons for changes and continuity. | | | ✓ | ✓ | | | | |
| Describing the links between main events, similarities and changes within and across different periods/studied. | | | ✓ | ✓ | | ✓ | ✓ | |
| Describing the links between different societies. | | | ✓ | | | ✓ | | |
| Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. | | | ✓ | ✓ | | ✓ | | |
| Analysing and presenting the reasons for changes and continuity. | | | ✓ | ✓ | | ✓ | | |
| Giving reasons for historical events, the results of historical events, situations and changes. | Cause and consequence | | | ✓ | | ✓ | ✓ | |
| Starting to analyse and explain the reasons for, and results of historical events, situations and change. | | | ✓ | ✓ | | ✓ | ✓ | |

| Upper key stage 2 | Disciplinary concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|--|------------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. | Similarities and differences | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| Making links with different time periods studied. | | | ✓ | ✓ | | ✓ | ✓ | |
| Describing change throughout time. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Identifying significant people and events across different time periods. | Historical significance | | ✓ | ✓ | | ✓ | ✓ | |
| Comparing significant people and events across different time periods. | | ✓ | | ✓ | | ✓ | ✓ | |
| Explain the significance of events, people and developments. | | | | ✓ | | ✓ | ✓ | ✓ |
| Recognising primary and secondary sources. | Sources of evidence | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| Using a range of sources to find out about a particular aspect of the past. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Upper key stage 2 | Disciplinary concepts: | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|----------------------------|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. | Sources of evidence | ✓ | ✓ | ✓ | | | | |
| Describing how secondary sources are influenced by the beliefs, cultures and time of the author. | | | | | | ✓ | | ✓ |
| Comparing accounts of events from different sources. | Historical interpretations | | | ✓ | | ✓ | ✓ | ✓ |
| Suggesting explanations for different versions of events. | | ✓ | | ✓ | | | | |
| Evaluating the usefulness of historical sources. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Identifying how conclusions have been arrived at by linking sources. | | ✓ | | | ✓ | | | |
| Developing strategies for checking the accuracy of evidence. | | | ✓ | ✓ | | | | |
| Addressing and devising historically valid questions. | | | | | ✓ | ✓ | ✓ | |
| Understanding that different evidence creates different conclusions. | | ✓ | | ✓ | | ✓ | | ✓ |
| Evaluating the interpretations made by historians. | | | | | | ✓ | ✓ | ✓ |

How will the scheme develop Historical enquiry skills?

The Kapow Primary scheme allows children to experience the processes historians use to find out about the past.



| EYFS: Reception | Historical enquiry | Peek into the past | <u>Adventure through time</u> |
|--|---|--|--|
| Asking questions about the differences they can see in photographs or images (in stories) that represent the past. | Posing historical questions | <ul style="list-style-type: none"> ✓ <u>Activity 1: Can you guess who?</u> ✓ <u>Activity 2: Past and present</u> ✓ <u>Activity 5: Spot the difference</u> | <ul style="list-style-type: none"> ✓ <u>Activity 1: Family tree</u> ✓ <u>Activity 2: My achievements</u> ✓ <u>Activity 3: Treasure box</u> ✓ <u>Activity 4: Picture detective</u> ✓ <u>Activity 5: Transport through time</u> |
| Making simple observations about the past from photographs and images. | Gathering, organising and evaluating evidence | <ul style="list-style-type: none"> ✓ <u>Activity 1: Can you guess who?</u> ✓ <u>Activity 2: Past and present</u> ✓ <u>Activity 5: Spot the difference</u> | <ul style="list-style-type: none"> ✓ <u>Activity 1: Family tree</u> ✓ <u>Activity 2: My achievements</u> ✓ <u>Activity 3: Treasure box</u> ✓ <u>Activity 4: Picture detective</u> ✓ <u>Activity 5: Transport through time</u> |
| Deciding whether photographs or images (e.g. from stories) depict the past. | Evaluating and drawing conclusions | <ul style="list-style-type: none"> ✓ <u>Activity 2: Past and present</u> ✓ <u>Activity 5: Spot the difference</u> | <ul style="list-style-type: none"> ✓ <u>Activity 1: Family tree</u> ✓ <u>Activity 2: My achievements</u> ✓ <u>Activity 3: Treasure box</u> ✓ <u>Activity 4: Picture detective</u> ✓ <u>Activity 5: Transport through time</u> |
| Communicating findings by pointing to images and using simple language to explain their thoughts. | Communicating findings | <ul style="list-style-type: none"> ✓ <u>Activity 2: Past and present</u> ✓ <u>Activity 5: Spot the difference</u> | <ul style="list-style-type: none"> ✓ <u>Activity 1: Family tree</u> ✓ <u>Activity 2: My achievements</u> ✓ <u>Activity 3: Treasure box</u> ✓ <u>Activity 4: Picture detective</u> ✓ <u>Activity 5: Transport through time</u> |

| Year 1/2 | Historical enquiry | Cycle A | | | Cycle B | | |
|--|---|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| Asking questions about sources of evidence (e.g. artefacts). | Posing historical questions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Asking a range of questions about stories, events and people. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding the importance of historically-valid questions. | | | | ✓ | | ✓ | ✓ |
| Understanding how we use books and sources to find out about the past. | Gathering, organising and evaluating evidence | | | ✓ | | ✓ | ✓ |
| Using a source to answer questions about the past. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Evaluating the usefulness of sources to a historical enquiry. | | | | ✓ | | ✓ | ✓ |
| Selecting information from a source to answer a question. | | | | ✓ | | ✓ | ✓ |
| Identifying a primary source. | | | | ✓ | | | |

| Year 1/2 | Historical enquiry | Cycle A | | | Cycle B | | |
|--|---|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| Asking questions about sources of evidence (e.g. artefacts). | Posing historical questions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Asking a range of questions about stories, events and people. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding the importance of historically-valid questions. | | | | ✓ | | ✓ | ✓ |
| Understanding how we use books and sources to find out about the past. | Gathering, organising and evaluating evidence | | | ✓ | | ✓ | ✓ |
| Using a source to answer questions about the past. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Evaluating the usefulness of sources to a historical enquiry. | | | | ✓ | | ✓ | ✓ |
| Selecting information from a source to answer a question. | | | | ✓ | | ✓ | ✓ |
| Identifying a primary source. | | | | ✓ | | | |

| Lower key stage 2 | Historical enquiry | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|---|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| Understanding how historical enquiry questions are structured. | Posing historical questions | | | ✓ | ✓ | ✓ | |
| Creating historically-valid questions across a range of time periods, cultures and groups of people. | | | | ✓ | ✓ | ✓ | ✓ |
| Asking questions about the main features of everyday life in periods studied, e.g. how did people live. | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Creating questions for different types of historical enquiry. | | | | | ✓ | | |
| Asking questions about the bias of historical evidence. | | | ✓ | ✓ | ✓ | ✓ | |
| Using a range of sources to construct knowledge of the past. | Gathering, organising and evaluating evidence | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Defining the terms 'source' and 'evidence'. | | | ✓ | ✓ | ✓ | | |
| Extracting the appropriate information from a historical source. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Selecting and recording relevant information from a range of sources to answer a question. | | | ✓ | | ✓ | | ✓ |

| Lower key stage 2 | Historical enquiry | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|--|---|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| Identifying primary and secondary sources. | Gathering, organising and evaluating evidence (continued...) | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Identifying the bias of a source. | | | | ✓ | ✓ | | |
| Comparing and contrasting different historical sources. | | | | ✓ | ✓ | | ✓ |
| Understanding that there are different ways to interpret evidence. | Interpreting findings, analysing and making connections | | ✓ | ✓ | | ✓ | ✓ |
| Interpreting evidence in different ways. | | ✓ | | | | ✓ | ✓ |
| Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Making links and connections across a period of time, cultures or groups. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Asking the question "How do we know?" | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Lower key stage 2 | Historical enquiry | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|------------------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| Understanding that there may be multiple conclusions to a historical enquiry question. | Evaluating and drawing conclusions | | | ✓ | ✓ | ✓ | ✓ |
| Reaching conclusions that are substantiated by historical evidence. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Recognising similarities and differences between past events and today. | | | | | ✓ | ✓ | ✓ |
| Communicating knowledge and understanding through discussion, debates, drama, art and writing. | Communicating findings | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Constructing answers using evidence to substantiate findings. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Identifying weaknesses in historical accounts and arguments. | | ✓ | ✓ | ✓ | | | ✓ |
| Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. | | | | ✓ | ✓ | ✓ | ✓ |
| Creating a structured response or narrative to answer a historical enquiry. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Describing past events orally or in writing, recognising similarities and differences with today. | | ✓ | | | ✓ | | ✓ |

| Upper key stage 2 | Historical enquiry | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|--|---|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| Planning a historical enquiry. | Posing historical questions | ✓ | ✓ | | ✓ | | ✓ | |
| Suggesting the evidence needed to carry out the enquiry. | | ✓ | | ✓ | ✓ | | | |
| Identifying methods to use to carry out the research. | | | ✓ | ✓ | ✓ | ✓ | | |
| Asking historical questions of increasing difficulty e.g. who governed, how and with what results? | | | ✓ | ✓ | | | ✓ | ✓ |
| Creating a hypothesis to base an enquiry on. | | ✓ | ✓ | ✓ | | | | |
| Asking questions about the interpretations, viewpoints and perspectives held by others. | | ✓ | | ✓ | | ✓ | | ✓ |
| Using different sources to make and substantiate historical claims. | Gathering, organising and evaluating evidence | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| Developing an awareness of the variety of historical evidence in different periods of time. | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Distinguishing between fact and opinion. | | | ✓ | | | ✓ | | |

| Upper key stage 2 | Historical enquiry | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|--|--|--|--|---|--|--|----------------------------------|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| | | | | | | | <u>Unheard histories: Who should go on the banknote?</u> | <u>What was the Sikh Empire?</u> |
| Reaching conclusions which are increasingly complex and substantiated by a range of sources. | Evaluating and drawing conclusions (continued...) | ✓ | | ✓ | ✓ | | ✓ | ✓ |
| Evaluating conclusions and identifying ways to improve conclusions. | | ✓ | | | | | | |
| Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. | Communicating findings | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Showing written and oral evidence of continuity and change as well as indicating simple causation. | | | | ✓ | ✓ | | ✓ | |
| Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. | | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Constructing explanations for past events using cause and effect. | | | | ✓ | | ✓ | | ✓ |
| Using evidence to support and illustrate claims. | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |

Chronological Awareness

| EYFS: Reception | | Peek into the past | <u>Adventure through time</u> |
|---|-------------------------|--|---|
| To know that they started life as a baby but have since grown and changed. | Chronological awareness | ✓ Activity 1: Can you guess who? ✓ Activity 3: My life timeline ✓ Activity 4: Toy box | |
| To know that someone's age is the time since they were born. | | ✓ Activity 3: My life timeline | |
| To know that some people are older than others. | | | ✓ Activity 1: Family tree |
| To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations) | | | ✓ Activity 1: Family tree |
| To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). | | ✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference | ✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time |
| Beginning to sequence events when describing them (e.g. daily routines, events in a story) | | | |
| Recognising that some stories are set a long time ago. | | | ✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time |
| Recognising significant dates for them (birthday). | | ✓ Activity 3: My life timeline | |
| Beginning 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...") | | ✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference | ✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Treasure box ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time |
| Recounting activities that happened in their past using photos as a prompt. | | ✓ Activity 1: Can you guess who? | |

| Year 1/2 | | Cycle A | | | Cycle B | | |
|--|-------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------|--|---------------------------|
| | | <u>How am I making history?</u> | <u>How have toys changed?</u> | <u>How did we learn to fly?</u> | <u>What is history?</u> | <u>How was school different in the past?</u> | <u>What is a monarch?</u> |
| To know that a timeline shows the order events in the past happened. | Chronological awareness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that we start by looking at 'now' on a timeline then look back. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that 'the past' is events that have already happened. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that 'the present' is time happening now. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know that within living memory is 100 years. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| To know a decade is ten years. | | | | | | ✓ | ✓ |
| To know that beyond living memory is more than 100 years ago. | | | | ✓ | | ✓ | ✓ |
| To know that events in history may last different amounts of time. | | | | | | | ✓ |
| Sequencing up to four artefacts on a timeline. | | | ✓ | | | | |
| Sequencing up to six photographs, focusing on the intervals between events. | | ✓ | ✓ | ✓ | | ✓ | |
| Sequencing up to six events on a timeline. | | ✓ | | ✓ | ✓ | | ✓ |
| Beginning to recognise how long each event lasted. | | | | ✓ | | | ✓ |
| Knowing where people/events studied fit into a chronological framework. | | | | ✓ | | ✓ | ✓ |
| Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Lower key stage 2 | | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|-------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| To know that history is divided into periods of history e.g. ancient times, middle ages and modern. | Chronological awareness | ✓ | ✓ | | ✓ | | ✓ |
| To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. | | ✓ | ✓ | | | | |
| To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. | | ✓ | ✓ | ✓ | | ✓ | |
| 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. | | ✓ | | | | | |
| To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. | | | | ✓ | | | |
| To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. | | | | | ✓ | | |
| To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. | | | | | ✓ | | |

| Lower key stage 2 | | Year 3/4 Cycle A | | | Year 3/4 Cycle B | | |
|---|-------------------------|--|--|--|---|---|---|
| | | <u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u> | <u>British history 2: Why did the Romans invade and settle in Britain?</u> | <u>British history 3: How hard was it to invade and settle in Britain?</u> | <u>How have children's lives changed?</u> | <u>What was important to ancient Egyptians?</u> | <u>How did the achievements of the Ancient Maya influence their society and beyond?</u> |
| Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. | Chronological awareness | ✓ | | ✓ | | ✓ | ✓ |
| 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. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Sequencing eight to ten artefacts, historical pictures or events. | | | | | ✓ | | ✓ |
| 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. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Making a simple individual timeline. | | | ✓ | ✓ | ✓ | ✓ | ✓ |

| Upper key stage 2 | | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|-------------------------|--|--|--|---|--|----------------|---|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) | Chronological awareness | | | | | ✓ | | ✓ |
| To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. | | | ✓ | | | ✓ | | ✓ |
| To understand that historical periods have characteristics that distinguish them. | | ✓ | ✓ | ✓ | | ✓ | | |
| To understand how to work out durations of periods and events. | | | ✓ | ✓ | | ✓ | | ✓ |
| To understand how to represent a scale on a timeline. | | ✓ | | ✓ | | ✓ | | ✓ |
| To understand how to create their own timeline selecting significant events. | | ✓ | | ✓ | | | | ✓ |

| Upper key stage 2 | | Year 5/6 Cycle A | | | Year 5/6 Cycle B | | | |
|---|-------------------------|--|--|--|---|--|----------------|---|
| | | <u>British history 4: Were the Vikings raiders, traders or settlers?</u> | <u>British history 5: What was life like in Tudor England?</u> | <u>British history 6: What was the impact of World War 2 on the people of Britain?</u> | <u>What can the census tell us about local areas?</u> | <u>What is the legacy of the ancient Greek civilisation?</u> | Choose one of: | |
| Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. | Chronological awareness | | ✓ | ✓ | ✓ | ✓ | | |
| Putting dates in the correct century. | | ✓ | ✓ | | | | | ✓ |
| Using the terms AD and BC in their work. | | ✓ | ✓ | | | ✓ | | |
| Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age | | ✓ | | | ✓ | ✓ | | |
| Developing a chronologically secure understanding of British, local and world history across the periods studied. | | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| 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. | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Vocabulary Progression

Year ½ - Cycle A

| Disciplinary concepts | | Topic knowledge |
|--|--|--|
| Historical enquiry | | How am I making history? |
| ask investigate explain question artefacts object sort group compare/ comparison interview | photograph similar/similarity different/ difference change same event remember memory celebration special | siblings parent grand parent great grandparent childhood time capsule |
| Chronological awareness | | What were toys like in the past? |
| morning afternoon evening order now present past recent timeline lifetime future date before | today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago | toy wooden plastic metal mohair |
| | | How have explorers changed the world? |
| | | explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms |

| Disciplinary concepts | Topic knowledge | |
|---|---|---|
| Historical enquiry | How was school different in the past? | |
| sources primary source evidence contrast historic historically significant eye witness account eye witness | school log book textbook blackboard abacus slate chalk pen and ink stove | |
| Chronological awareness | How did we learn to fly? | |
| | inventor flight | |
| Chronological awareness | What is a monarch? | |
| | monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy | conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep |

Year ¾ - Cycle A

| Disciplinary concepts | | Topic knowledge | | |
|--|--|---|---|--|
| Historical enquiry | | British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? | | |
| secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction informed guess continuity historical significance criteria interpretation inference observation deduction legacy | | Skara Brae, Orkney Islands hearth settlement flint roundhouse | chief metalwork -copper, bronze, gold, tin mining trade (a job requiring manual skills) arrowheads import | export trade (buying and selling goods/services) exchange goods barter |
| Chronological awareness | | British history 2: Why did the Romans settle in Britain? | | |
| | | Briton Romans Celts enslaved tin togas settlers Picts pilum galea | armour scutum caligae gladius tunic legionary legion legatus cohort century | centurion formation testudo wedge tablet aqueduct state legal system |
| Chronological awareness | | What did the Egyptians believe? | | |
| AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age | | civilisation Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum creation story Horus Isis Nun Osiris | Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus weighing of the heart Skemet Ra Casing stones Pharaoh foundations limestone blocks | pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus |

Year 3/4 Cycle B

| Disciplinary concepts | Topic knowledge | | |
|---|--|--|--|
| Historical enquiry | How have children's lives changed? | | |
| observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility | apprentice/ apprenticeship master occupation politicians parliament poverty ragged schools life expectancy plague living conditions | sanitation working conditions working hours factory owners chaffing wheat oath mine/miner/ mining trapper bird scarer hurrier servant | housemaid wealthy wages textile mill bill pass (pass a bill) reform act The Factory Act The Coal Mines Act The Chimney Sweepers Act |
| Chronological awareness | British history 2: How hard was it to invade and settle in Britain? | | |
| | Angles Saxons Jutes Picts invasion Britons Romans empire longships wattle and daub | Wessex claimants kingdom Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut | cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound Christianity missionaries Pope peasants |
| | Were the Vikings raiders, traders or settlers? | | |
| Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066) | trader engineer raider Anglo-Saxon chronicle ballast hull | keel mast longboat oars Rudder garnet Hedeby | Jorvik quernstone Danelaw paganism sacred |

Year 5/6 – Cycle A

| Disciplinary concepts | | Topic knowledge | | |
|---|---|---|---|---|
| Historical enquiry | | What was life like in Tudor times? | | |
| census reliable audience purpose accuracy creator representation council chamber records | official record justify opinion historical investigation link interpretation will inventory value transcribe prediction | House of Lancaster House of York Battle of Bosworth tyrant execute Tower of London heir Royal Progress nobles litter | dunghill mace procession trading laws court town clerk pageant courtiers noblemen valuation | parchment quill pen parlour chamber buttery merchant pewter free enslaved tournament shilling |
| Chronological awareness | | What did the Greeks ever do for us? | | |
| Minoan Civilisation Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period | | Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo | Artemis Hephaestus Hermes Dionysus democracy oligarchy location city-state Athens Sparta landlocked | assembly direct democracy representative democracy philosophy formula ethics logic legacy impact |
| | | How did the Maya civilisation compare to the Anglo-Saxons? | | |
| | | abandon Classic period decline deforestation | drought hieroglyphics pyramid rainforest slash and burn tropical rainforest | |

Cycle B

| Disciplinary knowledge | Topic knowledge | | |
|---|---|---|--|
| Historical enquiry | What does the census tell us about our local area? | | |
| church records court records records from places of work factory records enumeration books trustworthy death records reliability criteria significance | head of the household title scholar enumerator condition cotton mill worker overlooked | joiner can-hooker carding piecer flax yarn linen nobbins | severance pay compensation income workhouse suffragette governess |
| Chronological awareness | British history 6: What was the impact of World War II on the people of Britain? | | |
| | appeasement Treaty of Versailles reparations allies disarm debt unrest prosperity RAF Luftwaffe sorties | Operation Sealion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout evacuation Women's Auxiliary Air Force (WAAF) Women's Royal Naval Service (WRNS) | Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) Women's Land Army Women's Liberation Movement |
| No new vocabulary | Unheard histories: Who should go on the banknote? | | |
| | issuing bank remarkable remembered watermark | | |

Link to the National Curriculum

Development matters across Kapow Primary's units - EYFS: Reception

| Development matters statements: Understanding the world Children in reception will be learning to: | <u>Peek into the past</u> | <u>Adventures through time</u> |
|---|--|--|
| Talk about members of their immediate family and community. | | ✓ Activity 1: Family tree |
| Name and describe people who are familiar to them. | ✓ Activity 1: Can you guess who? | ✓ Activity 1: Family tree |
| Explore the natural world around them. | | |
| Describe what they see, hear and feel whilst outside. | | |
| Compare and contrast characters from stories, including figures from the past. | | ✓ Activity 1: Family tree ✓ Activity 2: My achievements ✓ Activity 3: Wearing the crown ✓ Activity 4: Picture detective ✓ Activity 5: Transport through time |
| Comment on images of familiar situations in the past. | ✓ Activity 1: Can you guess who? ✓ Activity 2: Past and present ✓ Activity 3: My life timeline ✓ Activity 4: Toy box ✓ Activity 5: Spot the difference | |
| Understand that some places are special to members of their community. | | |
| Recognise some environments that are different from the one in which they live. | ✓ Activity 5: Spot the difference | |
| Draw information from a simple map. | | |
| Recognise some similarities and differences between life in this country and life in other countries. | | |

| <p>Early learning goals</p> <p>Understanding the World: Past and Present</p> <p>Children at the expected level of development will:</p> | <p><u>Peek into the past</u></p> | <p><u>Adventures through time</u></p> |
|---|--|--|
| <p>Talk about the lives of the people around them and their roles in society</p> | | |
| <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> | <p>✓ <u>Activity 1: Can you guess who?</u></p> <p>✓ <u>Activity 2: Past and present</u></p> <p>✓ <u>Activity 3: My life timeline</u></p> <p>✓ <u>Activity 4: Toy box</u></p> <p>✓ <u>Activity 5: Spot the difference</u></p> | <p>✓ <u>Activity 1: Family tree</u></p> <p>✓ <u>Activity 2: My achievements</u></p> <p>✓ <u>Activity 3: Wearing the crown</u></p> <p>✓ <u>Activity 4: Picture detective</u></p> <p>✓ <u>Activity 5: Transport through time</u></p> |
| <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | <p>✓ <u>Activity 1: Family tree</u></p> <p>✓ <u>Activity 2: My achievements</u></p> <p>✓ <u>Activity 3: Wearing the crown</u></p> <p>✓ <u>Activity 4: Picture detective</u></p> <p>✓ <u>Activity 5: Transport through time</u></p> |

KSI - cycle A

| National curriculum History subject content Pupils should be taught about: | How am I making history? | How have toys changed? | How have explorers changed the world? |
|--|--|--|---|
| 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 | | | ✓ |
| 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 | | | ✓ |
| Significant historical events, people and places in their own locality. | | | ✓* |
| National curriculum History aims The national curriculum for history aims to ensure that all pupils: | How am I making history? | How have toys changed? | How have explorers changed the world? |
| 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 | | | ✓ |
| 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 | ✓ | ✓ | ✓ |

| National curriculum History aims The national curriculum for history aims to ensure that all pupils: | How am I making history? | How have toys changed? | How have explorers changed the world? |
|--|--|--|---|
| 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. | ✓ | ✓ | ✓ |

KSI – Cycle B

| National curriculum History subject content Pupils should be taught about: | How was school different in the past? | How did we learn to fly? | What is a monarch? |
|--|---|--|------------------------------------|
| 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 | | ✓ | ✓ |
| 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 | | ✓ | |
| Significant historical events, people and places in their own locality. | ✓* | | |
| National curriculum History aims The national curriculum for history aims to ensure that all pupils: | How was school different in the past? | How did we learn to fly? | What is a monarch? |
| 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 | | ✓ | |
| 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 | ✓ | ✓ | ✓ |

| National curriculum History aims The national curriculum for history aims to ensure that all pupils: | How was school different in the past? | How did we learn to fly? | What is a monarch? |
|--|---|--|------------------------------------|
| 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. | ✓ | ✓ | ✓ |

LKS2

| National curriculum History subject content Pupils should be taught about: | Year 3 | | | Year 4 | | |
|---|---|---|--|--|---|--|
| | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: How hard was it to invade and settle in Britain? | How did the achievements of the Ancient Maya influence their society and beyond? |
| changes in Britain from the Stone Age to the Iron Age | ✓ | | | | | |
| the Roman Empire and its impact on Britain | | ✓ | | | | |
| Britain's settlement by Anglo-Saxons and Scots | | | | | ✓ | |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | | ✓ | |
| a local history study | This subject content is covered in UKS2 | | | | | |
| a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | | ✓ | | |
| the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | | | ✓ | | | |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world | This subject content is covered in UKS2 | | | | | |
| 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. | | | | | | ✓ |

| National curriculum History aims The national curriculum for history aims to ensure that all pupils: | Year 3 | | | Year 4 | | |
|--|---|---|--|--|---|--|
| | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 2: Why did the Romans invade and settle in Britain? | What was important to ancient Egyptians? | How have children's lives changed? | British history 3: How hard was it to invade and settle in Britain? | How did the achievements of the Ancient Maya influence their society and beyond? |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

UKS2

| National curriculum History subject content Pupils should be taught about: | Year 5 | | | Year 6 | | | |
|---|---|---|---|--|---|---|---|
| | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | British history 6: What was the impact of World War 2 on the people of Britain? | Choose one of: | |
| | | | | | | Unheard histories: Who should go on the banknote? | What was the Sikh Empire? |
| changes in Britain from the Stone Age to the Iron Age | This subject content is covered in LKS2 | | | | | | |
| the Roman Empire and its impact on Britain | This subject content is covered in LKS2 | | | | | | |
| Britain's settlement by Anglo-Saxons and Scots | This subject content is covered in LKS2 | | | | | | |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | ✓ | | | | | | |
| a local history study | | | | ✓ | | | |
| a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | ✓ | | | ✓ | ✓ | |
| the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | This subject content is covered in LKS2 | | | | | | |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | ✓ | | | | |
| a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | This subject content is covered in LKS2 | | | | | | * N.B. This unit alone does not give coverage of this NC subject content |

| National curriculum History aims The national curriculum for history aims to ensure that all pupils: | Year 5 | | | Year 6 | | | |
|--|---|---|---|--|---|---|---|
| | British history 4: Were the Vikings raiders, traders or settlers? | British history 5: What was life like in Tudor England? | What is the legacy of the ancient Greek civilisation? | What can the census tell us about local areas? | British history 6: What was the impact of World War 2 on the people of Britain? | Choose one of: | |
| | | | | | | Unheard histories: Who should go on the banknote? | What was the Sikh Empire? |
| 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



Belton Church of England Primary School

History Rolling Programme

| | Autumn | Spring | Summer | | | |
|--|--|---|--------|---|---|--|
| EYFS (Reception) | Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on History in EYFS: reception | | | | | |
| <i>Cycle A</i> | | | | <i>Cycle B</i> | | |
| Year 1/2 | Year 3/4 | Year 5/6 | | Year 1/2 | Year 3/4 | Year 5/6 |
| How am I making history? | British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? | British history 4: Were the Vikings raiders, traders or something else? | Autumn | What is history? | How have children's lives changed? | What can the census tell us about local areas? |
| How have toys changed? | British history 2: Why did the Romans invade and settle in Britain? | British history 5: What was life like in Tudor England? | Spring | How was school different in the past? | What was important to ancient Egyptians? | What is the legacy of the ancient Greek civilisation? |
| How did we learn to fly? | British history 3: How hard was it to invade and settle in Britain? | British history 6: What was the impact of World War 2 on the people of Britain? | Summer | What is a monarch? | How did the achievements of the Ancient Maya impact their society and beyond? | Unheard histories: Who should go on the banknote? OR What was the Sikh Empire? |
| Long term plan - Mixed-age | | | | | | |

History Days

| | Cycle A | Cycle B (Local History) |
|--------------------|----------------------|---|
| KSI & EYFS | Great Fire of London | Our village |
| Year $\frac{3}{4}$ | Titanic | Castles and Priors (Ashby & Grace Dieu) |
| Year 5/6 | World War I | Richard III & Bosworth |

