

# Ditton Primary School

## HISTORY

### Our Intended Curriculum



Chronology	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
Interpretation	This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.
Continuity and change	There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.
Cause and consequence	This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.
Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people’s lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

## Ditton Primary School - UW- Past and Present/ The World

### History progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**ELG: UW / Past and Present**

- Talk about the lives of the people around them & their roles in society
- Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class
- Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- to be used daily	
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>▪ Use talk to organise, sequence and clarify thinking and events</li> <li>▪ Compare &amp; contrast characters from stories, including figures from the past</li> <li>▪ Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask questions to find out more &amp; to check understanding of what has been said</li> <li>▪ Understands questions such as who, why, when, where &amp; how</li> <li>▪ Understands a range of complex sentence structures including tense markers</li> <li>▪ Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulate ideas &amp; thoughts in well-formed sentences</li> <li>▪ Ask questions to find out more &amp; to check understanding of what has been said</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> </ul>	<p>Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain</p>	
<b>Learning Outcomes</b>	<b>Autumn 1</b> My Environment & Me	<b>Autumn 2</b> Special Times & Special Places	<b>Spring 1</b> Same and Different	<b>Spring 2</b> Lifecycles	<b>Summer 1</b> In My Garden	<b>Summer 2</b> People in our Community
	<p>Describe special events that have happened in their own life</p> <p>Use language to describe things that are special to them – I can see, I saw, I know that.</p> <p>Explain what makes their home special.</p> <p>Describe special family members and explain why they are special.</p> <p>Talk about what they did/will do yesterday, today, tomorrow.</p> <p>Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Divali.</p> <p>Talk about stories from the past - Christmas Nativity story.</p> <p>Know that some stories teach us life lessons (morals) - Traditional Tales and Greek Myths.</p> <p>Can look at homes from the past and compare these with their homes.</p> <p>Talk about themselves in the past and in the present.</p>		<p>Talk about shops in their local community.</p> <p>Share their experience of holidays with friends – trips out at the weekend, holiday's children take.</p> <p>Describe what is the same and what is different about themselves and their friends.</p> <p>Talk about fictional characters and compare these with people they know in real life.</p> <p>Talk about what they could do next week, next month and next year.</p> <p>Use a range of sources to find new information – books, internet.</p> <p>Use Non-fiction text to retrieve information.</p> <p>Use language to explain reasoning (because) – I know this because.</p> <p>Talk about memories in the past - (black and white photographs) compared to the present day.</p>		<p>Use comparative language when talking about their own lives.</p> <p>Talk about important places built in the past – Golden Gates in Warrington.</p> <p>Talk about different occupations in the present and compare them with occupations from the past (focus on fire services)</p> <p>Know that our society is made up of lots of different people that help us.</p> <p>Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception.</p> <p>Talk about how technology has changed our world.</p>	
<b>Exploring events &amp; celebrations</b>		<b>Fiction &amp; Non-Fiction</b>		<b>Changes within living memory</b>		
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events.						

## Key Stage 1

**Disciplinary concepts:** chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

**Substantive concepts:** settlements, rulers, beliefs, conflict

### KS1 – Year 1: History skills progression

<p><b>KS1: POS</b></p> <ul style="list-style-type: none"><li>• Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</li><li>• Events beyond living memory that are significant nationally or globally.</li></ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"><li>• Understand and use the words past and present when telling other about an event</li><li>• Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i></li><li>• Recount changes in my own life over time</li><li>• Describe things that happened to themselves and other people in the past</li><li>• Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me</li></ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"><li>• Describe changes within living memory</li><li>• Recall some facts about people/ events beyond living memory</li><li>• Look at evidence to give and explain reasons why people in the past may have acted in the way that they did</li><li>• Use information to describe the past</li><li>• Describe the differences between then and now</li><li>• Recount the main events from a significant event in history</li><li>• Say why people may have acted the way that they did</li></ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"><li>• Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past</li></ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• Ask questions about the past</li><li>• Explore events, look at pictures and ask questions such as ‘ which things are old and which are new’ or ‘what were people doing?’</li><li>• Look at objects from the past and ask questions such as ‘ what were they used for?’ and try to answer</li><li>• Use a wide range of information to answer questions</li></ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"><li>• Describe objects, people or events in history</li><li>• Use timelines to order events or objects or place significant people</li><li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT</li></ul>

Year 1 – End points	
<b>Changes within Living memory</b>	<ul style="list-style-type: none"> <li>• Know living memory means people are alive today who can remember the changes/ event</li> <li>• Know that my family, the royal family, my school, my house and transport have changed over time</li> <li>• Know how maps can help us to see change over time</li> <li>• Know familiar changes and how that goes beyond their lived experience</li> <li>• Know how artefacts are used to support our understanding</li> <li>• Know what similarity and change is</li> </ul>
<b>Great Fire of London</b> Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none"> <li>• Know events can happen beyond living memory and understand this means nobody alive today can remember the event.</li> <li>• Know that the Great Fire of London had an impact nationally</li> <li>• Know events can happen beyond living memory</li> <li>• Know a King rules over a kingdom and England was ruled by a King at the time.</li> <li>• Know that a large section of London (a settlement) was destroyed by the fire</li> <li>• Know there were significant changes nationally after the event (town planning and fire service)</li> <li>• Know that Samuel Pepys was an eyewitness and his diary was historical source.</li> </ul>

<b>Experiences</b> Talking to older members of the community about changes to shops/ local area GFoL workshop. Exposed to careers – shop keeper, city planner, architect	<b>SMSC</b> Moral – consequences of poor planning on human life. The necessity to ensure improvements are made after disaster. Culture – National monuments in London	<b>British values</b> The rule of law – fire regulations were introduced after the GFoL to safeguard people’s lives. Individual liberty – the right to a safe home.	<b>WPAT/school values</b> Responsibility is discussed when the children learning about how city planning changed after GFoL.
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KS1 – Year 2: History skills progression	
<b>KS1: POS</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Significant historical events, people and places in their own locality</li> </ul>	<b>Chronological understanding</b> <ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling other about an event</li> <li>• Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i></li> <li>• Describe things that happened to themselves and other people in the past</li> <li>• Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b> <ul style="list-style-type: none"> <li>• Look at evidence to give and explain reasons why people in the past may have acted in the way that they did</li> <li>• Use information to describe the past</li> <li>• Describe the differences between then and now</li> </ul>	<b>Historical interpretation</b> <ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past</li> </ul>

<ul style="list-style-type: none"> <li>• Recount the main events from a significant event in history</li> <li>• Say why people may have acted the way that they did</li> </ul>	
<b>Historical enquiry</b> <ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> <li>• Ask questions about the past</li> <li>• Look at pictures and ask questions such as ‘ which things are old and which are new’ or ‘what were people doing?’</li> <li>• Look at objects from the past and ask questions such as ‘ what were they used for?’ and try to answer</li> <li>• Use a wide range of information to answer questions</li> </ul>	<b>Organisation and communication</b> <ul style="list-style-type: none"> <li>• Describe objects, people or events in history</li> <li>• Use timelines to order events or objects or place significant people</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT</li> </ul>

<b>Year 2 – End points</b>	
<b>The lives of significant individuals</b>	<ul style="list-style-type: none"> <li>• Know living memory means people are alive today who can remember the changes/ event</li> <li>• Know events can happen beyond living memory and understand this means nobody alive today can remember the event.</li> <li>• Know that a significant person is someone we remember due to their achievements or way of life</li> <li>• Know that we can learn about people from beyond living memory by using a variety of sources</li> <li>• Know that significant people will have an impact on our lives today.</li> </ul>
<b>Local history</b> Significant historical events, people and places in their own locality	<ul style="list-style-type: none"> <li>• Know what the word significant means</li> <li>• Know how our local area has changed over time</li> <li>• Know the reasons why places have significance to our local area.</li> <li>• Know that people are significant based on their achievements</li> <li>• Know the historic meaning behind significant events</li> </ul>

<b>Experiences</b> Exposed to careers – author, astronaut, astronomer, mathematician, navigator, photography, sailor	<b>SMSC</b> Social – children share views on individuals and their significance Cultural – children learn how developments in technology and transport brought social change. Cultural – children explore the history of the school and its heritage.	<b>British values</b> Democracy – Elizabeth is a monarch in a constitutional monarchy. Respect – children discuss how Edith Cavell showed respect to all her patients. Children also explore diversity when looking at Walter Tull and the importance of respect.	<b>WPAT/school values</b> Resilience is discussed when looking at the strength of each individual against adversity. Responsibility is taught when looking at how Queen Elizabeth and Edith Cavell served others.
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## Key Stage 2

**Disciplinary Concepts:** chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

**Substantive concepts:** settlements, rulers, beliefs, conflict

### LKS2 – Year 3: History skills progression

<p><b>LKS2: POS</b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC ( Before Christ) and AD ( Anno Domini)</li> <li>• Use a timeline to place historical events in chronological order</li> <li>• Describe dates or and order significant events for the period studied</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Describe how tools and land use changed the way people lived</li> <li>• Describe how some of the things I have studied form the past affect/influence life today</li> <li>• Describe similarities and differences between people, events and artefacts studied</li> <li>• Use evidence to describe the clothes, ways of life and actions of people from the past</li> <li>• Use evidence to describe buildings and their uses of people from the past</li> <li>• Use evidence to show how the lives of rich and poor people from the past differed</li> <li>• Use evidence to describe culture and leisure activities form the past</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources( achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past</li> <li>• Ask questions and find out answers about the past</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT</li> </ul>

### Year 3 – End points

<p><b>Stone Age to Iron Age</b> Changes in Britain from Stone Age to Iron Age</p>	<ul style="list-style-type: none"> <li>• Know that prehistory is the time before written records.</li> <li>• Know that the period of prehistoric Britain ends with the Roman invasion</li> <li>• Know that there are different periods of time in prehistory Stone Age, Bronze age and Iron Age.</li> <li>• Know what primary and secondary sources are and know how we use artefacts to find out about the past.</li> <li>• Know how tools have advanced from wood to metal, settlements have advanced from temporary shelters to hill forts and people have advanced from hunter – gatherers to farmers</li> <li>• Know historians think stone circles were built for religious purposes</li> <li>• Know in Iron Age people began to live in large tribal groups in hill forts led by warrior kings</li> </ul>
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<p><b>The Roman Empire and its impact on Britain</b></p>	<ul style="list-style-type: none"> <li>• Children know that the Iron Age ended with the arrival of the Romans in Britain</li> <li>• Know that the Iron Age ended with the arrival of the Romans in Britain</li> <li>• Know invasion happens over time and the Romans wanted to conquer Britain for its resources</li> <li>• Know Britain was a part of the Roman Empire which had a centralised government. Rome controlled Britain through stationed military leaders (legionary commanders)</li> <li>• Know the Romans settled in many places including London, Chester and Warrington because of their location and these settlements continued to develop over time</li> <li>• Know the Romans had many gods and believed in an afterlife</li> <li>• Know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language</li> <li>• Know Roman Britain ended because of the fall of the Roman Empire and the arrival of other settlers – Angles, Saxon and Jutes</li> </ul>
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<p><b>Experiences</b> Chester Grosvenor Museum Exposed to careers – archaeologist, historian</p>	<p><b>SMSC</b> Spiritual – religious practices of Britons pre-Christianity (paganism) and its link to stone circles. Religious practices of Romans and their impact on Britons after their invasion. Moral – was Britain the Romans to invade? Discussion about Romans keeping slaves. Cultural – importance of historical sites such as Stone Henge and Hadrian’s wall to national culture.</p>	<p><b>British values</b> Democracy – discussion about how Empires are undemocratic to states they control. Rome had once been a republic where people voted in senates but the power of the Emperor grew. It later became an autocracy. Rule of Law – In Roman Britain there were laws and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today?</p>	<p><b>WPAT/school values</b> Resilience is discussed when children learn how early humans adapted to their environment. It is also discussed when children learn about how tribes in Scotland and Boudicca resisted against the power of the Romans.</p>
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<p><b>LKS2 – Year 4: History skills progression</b></p>	
<p><b>LKS2: POS</b></p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC ( Before Christ) and AD (Anno Domini)</li> <li>• Order significant events ad dates onto a timeline</li> <li>• Describe the main changes in a period in history</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Describe how some of the things I have studied form the past affect/influence life today</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Look at different versions of the same events in history and identify differences</li> </ul>



<ul style="list-style-type: none"> <li>• Describe similarities and differences between people, events and artefacts studied</li> <li>• Use evidence to describe the clothes, ways of life and actions of people from the past</li> <li>• Use evidence to describe buildings and their uses of people from the past</li> <li>• Use evidence to show how the lives of rich and poor people from the past differed</li> <li>• Use evidence to describe culture and leisure activities from the past</li> </ul>	
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources( achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past</li> <li>• Ask questions and find out answers about the past</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT</li> </ul>

Year 4 – End points	
<p><b>Early Civilisation</b> The achievements of the earliest civilizations</p>	<ul style="list-style-type: none"> <li>• Know ancient period came after prehistoric period</li> <li>• Know what primary and secondary sources are and know how we use artefacts to find out about the past.</li> <li>• Know early civilizations formed when people began living together in larger organized settlements and can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty</li> <li>• Know all four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport,</li> <li>• Know the invention of a writing script was significant as humans started to record how they lived.</li> <li>• Know the Egyptians believed in many gods and the afterlife</li> <li>• Know the Ancient Egyptians had social classes including the pharaoh, priests, farmers and slaves and only pharaohs and priests were mummified</li> <li>• Know how achievements have impacted life today.</li> </ul>
<p><b>Mayans</b> A non-European society that provides a contrast with British history</p>	<ul style="list-style-type: none"> <li>• Know the Mayans were a civilisation who lived in an area known as Mesoamerican</li> <li>• Know the Mayans had many gods and believed in an afterlife</li> <li>• Know Mayan society was organised into city states (settlements) and each city was ruled by a different king or queen</li> <li>• Know there were many conflicts between the city states</li> <li>• Can make comparisons with other civilizations studied e.g settlements and religious beliefs.</li> <li>• Know the Mayan civilization began in the ancient period and ended in the early modern period due to invasion</li> <li>• Know historians use archaeology to interpret the past</li> </ul>

<p><b>Experiences</b> World Museum Liverpool – Egypt Exposed to careers – archaeologist, historian</p>	<p><b>SMSC</b> Spiritual –Religious beliefs and practices of the ancient civilisations. Children explore how these are similar and different. Moral – Many of the ancient civilisations had slaves. There is proof the pyramids were built by slaves. Cultural – importance of historical sites such as the pyramids and Mohenjo-Daro to modern day countries they are in. Cultural – the global legacy of the Olympics</p>	<p><b>British values</b> Democracy – The Mayan civilisation was organised into city states with a ruler and a social class.</p>	<p><b>WPAT/school values</b> Resilience is discussed when children learn about the inventions of the early civilisations and how it help them become successful. Responsibility is discussed when children learn about city planning and irrigation. The leaders of these civilisations had a responsibility to care for the people there. Resilience is discussed when children learn about the inventions of the Mayan civilisation and how it helped them become successful.</p>
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<p><b>Disciplinary Concepts:</b> chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.</p>
<p><b>Substantive concepts:</b> settlements, rulers, beliefs, conflict</p>

<p><b>UKS2 – Year 5: History skills progression</b></p>	
<p><b>UKS2: POS</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece- a study of Greek life and their achievements on the western world</li> <li>• The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC ( Before Christ) and AD ( Anno Domini)</li> <li>• Order significant events ad dates onto a timeline</li> <li>• Describe the main changes in a period in history</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give own reasons why changes may have occurred, backed up by evidence</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today</li> <li>• Make links between some of the features of past civilisations ( religion, houses, buildings, trade)</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand that some evidence form the past is propaganda, opinion or misinformation and that this affects interpretations in history</li> <li>• Give reasons why there may be different accounts in history</li> <li>• Evaluate evidence to choose the more reliable forms</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources( achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing questions to answer</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT</li> <li>• Plan and present a self-directed project or research about the studied period</li> </ul>

**Year 5 – End points**

<p><b>Ancient Greece</b> A study of Greek life and the achievements and influences on the Western World.</p>	<ul style="list-style-type: none"> <li>• Know the Classical Golden Age of Ancient Greece came after the four earliest civilizations</li> <li>• Know early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs</li> <li>• Know Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta</li> <li>• Know the Ancient Greeks had many gods and built temples as places of worship</li> <li>• Know democracy originated from Ancient Greece and can make comparisons to modern democracy</li> <li>• Know democracy is significant as it shapes our lives today</li> <li>• Know the Olympic games were first held by Ancient Greeks to avoid conflict</li> </ul>
<p><b>Vikings and Saxons</b> The struggle for the Kingdom on England.</p>	<ul style="list-style-type: none"> <li>• Know the Angles, Saxons and Jutes began to settle in Britain after the Romans had left.</li> <li>• Know The Vikings began to raid Britain nearly four hundred years after the Anglo-Saxons had first settled in Britain. This was followed by a larger invasion.</li> <li>• Know invasion is an act of aggression and involves an army/ military and invaders want to take control of that place.</li> <li>• Children know there were many Anglo, Saxon and Viking kingdoms in Britain during this time.</li> <li>• Children can make comparisons between the Anglo- Saxon and Vikings (settlements, political systems, religion).</li> <li>• Know Alfred the Great (Saxon King of Wessex) was a significant person because he negotiated a peace treaty with the Vikings.</li> <li>• Know this period is significant because Kingdom of England was formed during this period</li> <li>• Children know this period ends with the Norman invasion.</li> </ul>

<p><b>Experiences</b> Tatton Park – Anglo-Saxon and Vikings Greek Workshop Exposed to careers – archaeologist, historian</p>	<p><b>SMSC</b> Spiritual –Religious beliefs and practices of the Anglo-Saxons and Vikings. Children explore Norse Gods. Moral – Morality of raiding and pillaging by the Vikings. Cultural – Norse mythology as inspired many films and stories globally including the popular Marvel character Thor.</p>	<p><b>British values</b> Democracy – discussion about how Greece was the first recorded democracy but this had its restrictions. Was it a true democracy if slaves and women couldn’t vote? Was it a democracy if it allowed slavery? Rule of Law – In Ancient Greece agreed laws were followed by citizens and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today? Democracy – discussion about how kingdoms were undemocratic as one person ruled. Democracy – The Mayan civilisation was organised into city states with a ruler and a social class. Rule of Law – Anglo-Saxon and Vikings Kingdoms had their own systems of crime and punishment. How is this similar or different to today?</p>	<p><b>WPAT/school values</b> Resilience and humility is discussed when children learn about how the Anglo-Saxon kingdoms came together to resist the Vikings. Responsibility is discussed when children look at Anglo-Saxon Kings like Alfred the Great who wanted to protect his people.</p>
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<b>UKS2 – Year 6: History skills progression</b>	
<p><b>UKS2: POS</b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• A Local History Study</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Order events, movements and dates on a timeline</li> <li>• Identify and compare changes within and across different periods</li> <li>• Understand how some historical events occurred concurrently in different locations</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give own reasons why changes may have occurred, backed up by evidence</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today</li> <li>• Make links between some of the features of past civilisations ( religion, houses, buildings, trade)</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Evaluate evidence to choose the more reliable forms</li> <li>• Understand that some evidence form the past is propaganda, opinion or misinformation and that this affects interpretations in history</li> <li>• Know that people both in the past and present day have a point of view and this can affect interpretation</li> <li>• Give clear reasons why there might be different accounts of history- linking this to factual understanding of the past</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources( achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing questions to answer</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas form the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT</li> <li>• Plan and present a self-directed projects or research about the studied period</li> </ul>

<b>Year 6 – End points</b>	
<p><b>Conflicts through time</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>• Know Britain has been involved in many wars since 1066 including WWI and WII</li> <li>• Know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI.</li> <li>• Know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops</li> <li>• Know leaders during WWII including Adolf Hitler was elected as the leader of Germany but he later became a dictator</li> <li>• Know that invasions are a struggle for power</li> <li>• Know that London, Liverpool and Warrington (settlements) were bombed during WWII</li> </ul>
<p><b>Local history study-</b></p>	<ul style="list-style-type: none"> <li>• Know the different ways a country could be run: monarchy/ democracy/ dictatorship</li> <li>• Know Cromwell is a significant person nationally as he had an impact on the rule of law in Britain and dismantled the monarchy.</li> <li>• Know Cromwell ordered a death of a King and a temporary end to the monarchy</li> <li>• Know Warrington was a military headquarters in the North West during the English Civil War because it is the lowest crossing point on the River Mersey</li> <li>• Know there is a statue of Oliver Cromwell in Warrington to remember the events of the English Civil War in Warrington</li> <li>• Know the Peace Centre was built to memory the victims of the 1993 bombing and to find peaceful solutions to conflicts</li> </ul>

<b>Experiences</b>	<b>SMSC</b>	<b>British values</b>	<b>WPAT/school values</b>
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<p>Imperial War Museum North trip and Document Challenge</p> <p>Exposed to careers – archaeologist, historian, armed forces, politician, civil service</p>	<p>Moral – Children explore the morality of wars. In WWI, the Black Hand were resisting Austro-Hungarian rule. In WWII, the allied forces were against the rise of fascism.</p> <p>Social – Children explore how society changed due to the change in jobs during and after the wars. Progress was made for women’s equality due to them entering the work force.</p> <p>Cultural – children gain a more in depth understanding of national celebrations such as Remembrance Day and VE day and their importance to our national history. C</p>	<p>Democracy – Children learn about the dictatorship of Hitler and erosion of democracy in Germany. How did democracy at the time of WWI in the UK differ from now? How did it differ from WWII? All women over 21 got the vote in 1928 in the UK.</p> <p>The rule of law – Children learn how this can change due to circumstances e.g rationing (people could be penalised for breaking rationing rules). This could be discussed in relation to Covid 19 and how rules changed to safeguard people and public health.</p>	<p>Resilience is discussed when the children learn about the allied forces and their determination to win the wars. Resilience is also discussed when the children learn about life in the trenches.</p> <p>Responsibility is discussed when the children learn about how roles change due to the wars.</p> <p>Humility is discussed when children learn about stories of soldiers (Walter Tull) and the sacrifices they made for others in their units.</p>
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