



# FORSBROOK CE PRIMARY HISTORY PROGRESSION MAP INCLUDING VOCABULARY

	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
<b>Relevant ELG:</b>	<p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>ELG: People, culture, and communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</li> </ul> <p><b>ELG: Being imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt, and recount narratives and stories with peers and their teacher.</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>ELG: Listening</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions, with modelling and support from the teacher.</li> </ul> <p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p><b>ELG: Past and present</b></p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Children will be able to:

- use words associated with the past including yesterday, last week, last year.
- use past tense when speaking about things that happened in the past.

Children will be able to:

- share their memories of significant events in their own lives.
- talk about things that have changed.
- begin to put these events in order.

Children will be able to:

- share their memories of things that they have done with people that are special to them including friends, family, classmates, and teachers.
- begin to put events in order.

Children will be able to:

- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

**Progression of knowledge: Chronological awareness**

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>LKS2</b>	<b>UKS2</b>
<p>Children will know:</p> <ul style="list-style-type: none"> <li>that time passes in sequential order (first, next, after that).</li> <li>the concept of 'now' and 'the past' and can identify things in the past linked to their own life or from stories / songs / nursery rhymes.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>that a timeline shows the order events in the past happened.</li> <li>that we start by looking at 'now' on a timeline then look back.</li> <li>that 'the past' is events that have already happened.</li> <li>that 'the present' is time happening now.</li> <li>that within living memory is 100 years.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>a decade is ten years.</li> <li>that beyond living memory is more than 100 years ago.</li> <li>that events in history may last different amounts of time.</li> <li>where people/events studied fit into a chronological framework.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</li> <li>that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>that BC means before Christ and is used to show years before the year 0.</li> <li>that AD means Anno Domini and can be used to show years from the year 1AD.</li> <li>that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</li> <li>that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</li> <li>that the Tudor period is the name of the period from 1485-1603 as this was when</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>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, Aztecs, and Victorians.</li> </ul>

			<ul style="list-style-type: none"> <li>the Tudor family was the ruling family in England.</li> <li>that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</li> </ul>	
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**Progression of skills: Chronological awareness**

Reception	Year 1	Year 2	LKS2	UKS2
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>sequence events or activities linked to their own life or sequence events in a story.</li> <li>sort known objects, images or other sources of evidence into 'now' and in 'the past'.</li> <li>understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>sequence three or four events in their own life (e.g., birthday, starting school, starting Year 1).</li> <li>use common words and phrases for the passing of time (e.g., now, long ago, then, before, after).</li> <li>sequence three or four artefacts/photographs from different periods of time.</li> <li>place events on a simple timeline.</li> <li>record on a timeline a sequence of historical stories heard orally.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>sequence six artefacts on a timeline.</li> <li>sequence up to six photographs, focusing on the intervals between events.</li> <li>place events on a timeline, building on times studied in Year 1.</li> <li>begin to recognise how long each event lasted.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>understand that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</li> <li>use dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>use BC/AD/Century.</li> <li>sequence eight to ten artefacts, historical pictures or events.</li> <li>begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>place the time studied on a timeline.</li> <li>use dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>understand the term "century" and how dating by centuries works.</li> <li>put dates in the correct century.</li> <li>use the terms AD and BC in their work.</li> <li>use 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, Aztecs, and Victorians.</li> <li>develop a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>place the time, period of history and context on a timeline.</li> </ul>

			<ul style="list-style-type: none"><li>• notice connections over a period of time.</li><li>• make a simple individual timeline.</li></ul>	<ul style="list-style-type: none"><li>• relate current study on timeline to other periods of history studied.</li><li>• compare and make connections between different contexts in the past.</li><li>• sequence 10 events on a timeline.</li></ul>
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**Progression of knowledge: Substantive (abstract) concepts**

	<b>Year 1</b>	<b>Year 2</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Power (monarchy, government and empire)</b>		<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that a monarch in the UK is a king or queen.</li> <li>• begin to understand that power is exercised in different ways in different culture, times, and groups e.g., monarchy.</li> <li>• know that Britain was organised into kingdoms, and these were governed by monarchs.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand the development of groups, kingdom, and monarchy in Britain.</li> <li>• know who became the first ruler of the whole of England.</li> <li>• understand the expansion of empires and how they were controlled across a large empire.</li> <li>• understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>• understand some reasons why empires fall/collapse.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand how the monarchy exercised absolute power.</li> <li>• understand the process of democracy and parliament in Britain.</li> <li>• understand that different empires have different reasons for their expansion.</li> <li>• understand that there are changes in the nature of society.</li> <li>• know that there are different reasons for the decline of different empires.</li> </ul>
<b>Invasion, settlement and migration</b>			<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that there were different reasons for invading Britain.</li> <li>• understand that there are varied reasons for coming to Britain.</li> <li>• know that there are different reasons for migration.</li> <li>• know that settlement created tensions and problems.</li> <li>• understand the impact of settlers on the existing population.</li> <li>• understand the earliest settlements in Britain.</li> <li>• know that settlements changed over time.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand there are increasingly complex reasons for migrants coming to Britain.</li> <li>• understand that migrants come from different parts of the world.</li> <li>• know about the diverse experiences of the different groups coming to Britain over time.</li> </ul>

<p>Civilisation (social and cultural)</p>			<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand how invaders and settlers influence the culture of the existing population.</li> <li>• understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• know that education existed in some cultures, times, and groups.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand the changes and reasons for the organisation of society in Britain.</li> <li>• understand how society is organised in different cultures, times, and groups.</li> <li>• be able to compare development and role of education in societies.</li> <li>• be able to compare education in different cultures, times, and groups.</li> <li>• understand the changing role of women and men in Britain.</li> <li>• understand that there are differences between early and later civilisations.</li> </ul>
<p>Trade</p>			<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• understand that trade began as the exchange of goods.</li> <li>• understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</li> <li>• understand that the Roman invasion led to a great increase in British trade with the outside world.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that trade routes from Britain expanded across the world.</li> <li>• 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).</li> <li>• understand that the expansion of trade routes increased the variety of goods available.</li> <li>• understand that the methods of trading developed from in person to boats, trains, and planes.</li> </ul>

			<ul style="list-style-type: none"> <li>• understand that trading ships and centres (e.g., York) were a reason for the Vikings raiding Britain.</li> <li>• understand that trade develops in different times and ways in different civilisations.</li> <li>• understand that the traders were the rich members of society.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the development of global trade.</li> </ul>
<b>Beliefs</b>			<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand that there are different beliefs in different cultures, times, and groups.</li> <li>• know about paganism and the introduction of Christianity in Britain.</li> <li>• know how Christianity spread.</li> <li>• compare the beliefs in different cultures, times, and groups</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• be aware of the different beliefs that different cultures, times and groups hold.</li> <li>• understand the changing nature of religion in Britain and its impact.</li> <li>• be aware of how different societies practise and demonstrate their beliefs.</li> <li>• be able to identify the impact of beliefs on society.</li> </ul>
<b>Achievements and follies of mankind</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know some inventions that still influence their own lives today (e.g., toys – the invention of the teddy bear, electronic toys etc.)</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know some achievements and discoveries of significant individuals (e.g., explorers).</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• be able to identify achievements and inventions that still influence our lives today from Roman times.</li> <li>• know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</li> <li>• be aware of the achievements of the Ancient Egyptians.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• know that new and sophisticated technologies were advanced which allowed cities to develop.</li> <li>• understand the impact of war on local communities.</li> <li>• know some of the impacts of war on daily lives.</li> </ul>



				<ul style="list-style-type: none"><li>• understand that people in the past were as inventive and sophisticated in thinking as people today.</li><li>• know that new and sophisticated technologies were advanced which allowed cities to develop.</li></ul>
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Progression of skills and knowledge: Disciplinary concepts					
Year 1		Year 2		LKS2	UKS2
<b>Change and continuity</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that people change as they grow older.</li> <li>know that throughout someone's lifetime, some things will change, and some things will stay the same.</li> <li>know that everyday objects have changed over time.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that daily life has changed over time but that there are some similarities to life today.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that change can be brought about by advancements in transport and travel.</li> <li>know that change can be brought about by advancements in materials.</li> <li>know that change can be brought about by advancements in trade.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that change can be brought about by conflict.</li> <li>know that change can be traced using the census.</li> </ul>	
	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>begin to look for similarities and differences over time in their own lives.</li> <li>describe simple changes and ideas/objects that remain the same.</li> <li>understand that some things change while other items remain the same and some are new.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>identify similarities and difference between ways of life at different times.</li> <li>identify simple reasons for changes.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>identify reasons for change and reasons for continuities.</li> <li>identify what the situation was like before the change occurred.</li> <li>compare different periods of history and identify changes and continuity.</li> <li>describe the changes and continuity between different periods of history.</li> <li>identify the links between different societies.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>make links between events and changes within and across different time periods/societies.</li> <li>identify the reasons for changes and continuity.</li> <li>describe the links between main events, similarities, and changes within and across different periods studied.</li> <li>describe the links between different societies.</li> <li>explain the reasons for change and continuity using the vocabulary and terms of the period.</li> <li>analyse and present the reasons for change and continuity.</li> </ul>	

<b>Cause and consequence</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that everyday objects have changed as new materials have been invented.</li> </ul>		<p>Children will:</p> <ul style="list-style-type: none"> <li>know that the actions of people can be the cause of change (e.g., Lord Shaftesbury).</li> <li>know that advancements in science and technology can be the cause of change.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that members of society standing up for their rights can be the cause of change.</li> </ul>
	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>ask why things happen and begin to explain why with support.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>ask questions about why people did things, why events happened and what happened as a result.</li> <li>recognise why people did things, why events happened and what happened as a result.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>identify the consequences of events and the actions of people.</li> <li>identify reasons for historical events, situations, and changes.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>give reasons for historical events, the results of historical events, situations, and changes.</li> <li>start to analyse and explain the reasons for, and results of historical events, situations, and change.</li> </ul>
<b>Similarities and differences</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know that there are similarities and differences between their lives today and their lives in the past.</li> <li>know some similarities and differences between the past and their own lives.</li> <li>know that people celebrate special events in different ways.</li> <li>know that everyday objects have similarities and differences with those used for the same purpose in the past.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>know some things which have changed/stayed the same as the past.</li> <li>know that there are explanations for similarities and differences between children's lives now and in the past.</li> </ul>		

	<p>Children will be aware that some things have changed, and some have stayed the same in their own lives.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• find out about people, events, and beliefs in society.</li> <li>• make comparisons with their own lives.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• identify similarities and differences between periods of history.</li> <li>• explain similarities and differences between daily lives of people in the past and today.</li> <li>• identify similarities and differences between social, cultural, religious, and ethnic diversity in Britain and the wider world.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• describe similarities and differences between social, cultural, religious, and ethnic diversity in Britain and the wider world.</li> <li>• make links with different time periods studied.</li> <li>• describe change throughout time.</li> </ul>
<p>Historical significance</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that some people and events are considered more 'special' or significant than others.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that some events are more significant than others.</li> <li>• know the impact of a historical event on society.</li> <li>• know that 'historically significant' people are those who changed many people's lives.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that significant archaeological findings are those which change how we see the past.</li> <li>• know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know how historians select criteria for significance and that this changes.</li> </ul>
	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• recall special events in their own lives.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• discuss who was important in a historical event.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• recall some important people and events.</li> <li>• identify who is important in historical sources and accounts.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• identify significant people and events across different time periods.</li> <li>• compare significant people and events across different time periods.</li> <li>• explain the significance of events, people, and developments.</li> </ul>

<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that photographs can tell us about the past.</li> <li>• know that we can find out about the past by asking people who were there.</li> <li>• know that artefacts can tell us about the past.</li> <li>• know that we remember some (but not all) of the events that we have lived through.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that historians use evidence from sources to find out more about the past.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that archaeological evidence can be used to find out about the past.</li> <li>• know that we can make inferences and deductions using images from the past.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</li> <li>• understand the types of information that can be extracted from the census.</li> <li>• understand that inventories are useful sources of evidence to find out about people from the past.</li> <li>• understand some of the key terms on the census, for example, scholar, ditto, occupation, and marital status.</li> <li>• understand how to compare different census extracts by analysing the entries in individual columns.</li> <li>• know that the most reliable sources are primary sources which were created for official purposes.</li> </ul>
<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use artefacts and photographs to answer simple questions about the past.</li> <li>• find answers to simple questions about the past using sources (e.g., artefacts).</li> <li>• sort artefacts from then and now.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• use artefacts and photographs to ask and answer questions about the past.</li> <li>• make simple observations about a source or artefact.</li> <li>• use sources to show an understanding of historical concepts (see above).</li> <li>• identify a primary source.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• use a range of sources to find out about a period.</li> <li>• use evidence to build up a picture of a past event.</li> <li>• observe the small details when using artefacts and pictures.</li> <li>• identify sources which are influenced by the personal beliefs of the author.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• recognise primary and secondary sources.</li> <li>• use a range of sources to find out about a particular aspect of the past.</li> <li>• identify bias in a source and identify the value of a source to historical enquiry and the limitations of sources.</li> <li>• describe how secondary sources are influenced by the beliefs, cultures, and time of the author.</li> </ul>

Historical interpretations

Children will:

- know that the past can be represented in photographs.

Children will:

- know that the past is represented in different ways.

Children will:

- know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- know that assumptions made by historians can change in the light of new evidence.

Children will:

- know that we must consider a source's audience, purpose, creator, and accuracy to determine if it is a reliable source.
- understand that there are different interpretations of historical figures and events.

Children will be able to:

- begin to identify different ways to represent the past (e.g., photos, stories).
- develop their own interpretations from historical artefacts.

Children will be able to:

- recognise different ways in which the past is represented (including eye-witness accounts).
- compare pictures or photographs of people or events in the past.
- develop their own interpretations from photographs and written sources.

Children will be able to:

- identify and give reasons for different ways in which the past is represented.
- identify the differences between different sources and give reasons for the ways in which the past is represented.
- explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons, and books.
- evaluate the usefulness of different sources.
- independently use textbooks to gain historical knowledge.

Children will be able to:

- compare accounts of events from different sources.
- suggest explanations for different versions of events.
- evaluate the usefulness of historical sources.
- identify how conclusions have been arrived at by linking sources.
- develop strategies for checking the accuracy of evidence.
- address and devise historically valid questions.
- understand that different evidence creates different conclusions.
- evaluate the interpretations made by historians.

**Progression of skills: Historical enquiry**

	<b>Year 1</b>	<b>Year 2</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Posing historical questions</b>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>ask how and why questions based on stories, events, and people.</li> <li>ask questions about sources of evidence (e.g., artefacts).</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>ask a range of questions about stories, events, and people.</li> <li>understand the importance of historically-valid questions.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>understand how historical enquiry questions are structured.</li> <li>create historically-valid questions across a range of time periods, cultures, and groups of people.</li> <li>ask questions about the main features of everyday life in periods studied, e.g., How did people live?</li> <li>create questions for different types of historical enquiry.</li> <li>ask questions about the bias of historical evidence.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>plan a historical enquiry.</li> <li>suggest the evidence needed to carry out the enquiry.</li> <li>identify methods to use to carry out the research.</li> <li>ask historical questions of increasing difficulty e.g., who governed, how and with what results?</li> <li>create a hypothesis to base an enquiry on.</li> <li>ask questions about the interpretations, viewpoints and perspectives held by others.</li> </ul>
<b>Gathering, organising and evaluating evidence</b>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>use sources of information, such as artefacts, to answer questions.</li> <li>draw out information from sources.</li> <li>make simple observations about the past from a source.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>understand how we use books and sources to find out about the past.</li> <li>use a source to answer questions about the past.</li> <li>evaluate the usefulness of sources to a historical enquiry.</li> <li>select information from a source to answer a question.</li> <li>identify a primary source.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>use a range of sources to construct knowledge of the past.</li> <li>define the terms 'source' and 'evidence'.</li> <li>extract the appropriate information from a historical source.</li> <li>select and record relevant information from a range of sources to answer a question.</li> <li>identify primary and secondary sources.</li> <li>identify the bias of a source.</li> <li>compare and contrast different historical sources.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>use different sources to make and substantiate historical claims.</li> <li>develop an awareness of the variety of historical evidence in different periods of time.</li> <li>distinguish between fact and opinion.</li> <li>recognise 'gaps' in evidence.</li> <li>identify how sources with different perspectives can be used in a historical enquiry.</li> <li>use a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>consider a range of factors when discussing the reliability of</li> </ul>

				<ul style="list-style-type: none"> <li>sources, e.g., audience, purpose, accuracy, the creators of the source.</li> </ul>
<b>Interpreting findings, analysing and making connections</b>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>interpret evidence by making simple deductions.</li> <li>make simple inferences and deductions from sources of evidence.</li> <li>describe the main features of concrete evidence of the past or historical evidence (e.g., pictures, artefacts, and buildings).</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>make links and connections across a unit of study.</li> <li>select and use sections of sources to illustrate and support answers.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>understand that there are different ways to interpret evidence.</li> <li>interpret evidence in different ways.</li> <li>understand and make deductions from documentary as well as concrete evidence e.g., pictures and artefacts.</li> <li>make links and connections across a period of time, cultures, or groups.</li> <li>ask the question, “How do we know?”</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>interpret evidence in different ways using evidence to substantiate statements.</li> <li>make increasingly complex interpretations using more than one source of evidence.</li> <li>challenge existing interpretations of the past using interpretations of evidence.</li> <li>make connections, draw contrasts, and analyse within a period and across time.</li> <li>begin to interpret simple statistical sources.</li> </ul>
<b>Evaluating and drawing conclusions.</b>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>draw simple conclusions to answer a question.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>make simple conclusions about a question using evidence to support.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>understand that there may be multiple conclusions to a historical enquiry question.</li> <li>reach conclusions that are substantiated by historical evidence.</li> <li>recognise similarities and differences between past events and today.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>reach conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>evaluate conclusions and identify ways to improve conclusions.</li> </ul>



Children will be able to:

- communicate findings through discussion and timelines with physical objects/pictures.
- use vocabulary such as - old, new, long time ago.
- discuss and write about past events or stories in narrative or dramatic forms.
- express a personal response to a historical story or event. (e.g., saying, writing, or drawing what they think it felt like in response to a historical story or event).

Children will be able to:

- communicate answers to questions in a variety of ways, including discussion, drama, and writing (labelling, simple recount).
- use relevant vocabulary in answers.
- describe past events and people by drawing or writing.
- express a personal response to a historical story or event through discussion, drawing or writing.

Children will be able to:

- communicate knowledge and understanding through discussion, debates, drama, art, and writing.
- construct answers using evidence to substantiate findings.
- identify weaknesses in historical accounts and arguments.
- create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write, or retell the story.
- create a structured response or narrative to answer a historical enquiry.
- describe past events orally or in writing, recognising similarities and differences with today.

Children will be able to:

- communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- show written and oral evidence of continuity and change as well as indicating simple causation.
- use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- construct structured and organised accounts using historical terms and relevant historical information from a range of sources.
- construct explanations for past events using cause and effect.
- use evidence to support and illustrate claims.

## Vocabulary progression

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts are highlighted in bold.

Disciplinary concepts				Topic knowledge			
Chronological awareness		Historical enquiry					
Reception	then before now	next soon		king boat	queen	castle	
	Year 1	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	ask investigate explain question artefacts object sort group compare/ comparison interview	photograph similar/similarity different/ difference change same event remember memory celebration special	<b>How am I making history?</b>	
siblings parent						grandparent great grandparent	childhood time capsule
<b>How have toys changed?</b>							
toy wooden						plastic metal	mohair
<b>Holidays</b>							
holiday						souvenir	theme park
Year 2	decade Anglo-Saxon		sources primary source evidence contrast historic historically significant	<b>How was school different in the past?</b>			
				school logbook abacus pen and ink	textbook slate stove	blackboard chalk	
				<b>How have explorers changed the world?</b>			
				<b>explorer</b> exploration <b>achievement</b> <b>discovery</b> transport	equipment yacht voyage solo North Pole	resilience determination qualities coat of arms	

				<p align="center"><b>What is a monarch?</b></p>		
				<p><b>monarch</b>  <b>power</b>  <b>ruler</b>  <b>absolute monarchy</b>                      anointing                      armed forces  <b>attack</b>                      bailey  <b>battle</b>                      orb</p>	<p>battlements                      Bayeux Tapestry                      ceremony                      concentric castle  <b>constitutional monarchy</b>  <b>conquer</b>                      coronation  <b>crowning</b>  <b>defend</b>                      sceptre</p>	<p>earl                      fortified manor house                      gatehouse  <b>government</b>  <b>head of state</b>  <b>invade</b>                      investing                      keep                      motte</p>
AD - Anno Domini BC - Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age	Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology	secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction	informed guess continuity historical significance criteria interpretation inference observation deduction legacy	<p align="center"><b>What did the Egyptians believe?</b></p>		
				<p><b>civilisation</b>                      Delta                      Egypt                      Lower Egypt                      Upper Egypt                      River Nile                      Atum  <b>creation story</b>                      Horus                      Isis                      Nun                      Osiris                      Ankh</p>	<p>Anubis                      Book of the Dead                      hieroglyphs                      papyrus                      weighing of the heart                      Sekhmet                      Ra                      Casing stones  <b>Pharaoh</b>                      foundations                      limestone blocks                      pulley                      pyramid</p>	<p>quarrying                      ramps                      amulet                      canopic jars                      embalmer                      immortal                      linen                      natron                      preserve                      resin                      sarcophagus</p>
				<p align="center"><b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p>		
				<p>Skara Brae, Orkney Islands                      hearth  <b>settlement</b>                      flint                      roundhouse  <b>chief</b>                      metalwork -copper, bronze, gold, tin</p>	<p>mining  <b>trade</b> (a job requiring manual skills)                      arrowheads  <b>import</b>  <b>export</b>  <b>trade</b> (buying and selling goods/services)</p>	<p><b>exchange</b>  <b>goods</b>                      barter</p>

Year 4					<b>British history 2: Why did the Romans settle in Britain?</b>		
					Briton Romans Celts <b>enslaved</b> tin togas <b>settlers</b> Picts pilum galea	armour scutum caligae gladius tunic legionary legion legatus cohort century	centurion formation testudo wedge tablet aqueduct <b>state</b> <b>legal system</b>
	Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)		observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced	viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility	<b>British history 2: How hard was it to invade and settle in Britain?</b>		
					Angles Saxons Jutes Picts <b>invasion</b> Britons Romans <b>empire</b> longships wattle and daub Wessex	<b>claimants</b> <b>kingdom</b> Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut	cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound <b>Christianity</b> <b>missionaries</b> <b>Pope</b> <b>peasants</b>
<b>Were the Vikings raiders, traders or settlers?</b>							
				<b>trade</b> <b>engineer</b> <b>raider</b> Anglo-Saxon chronicle ballast hull keel	mast longboat oars rudder garnet Hedeby	Jorvik quernstone Danelaw <b>paganism</b> <b>sacred</b>	

Year 5					<b>How have children's lives changed?</b>		
				apprentice/apprenticeship master <b>occupation</b> <b>politicians</b> <b>parliament</b> <b>poverty</b> ragged schools <b>life expectancy</b> plague <b>living conditions</b> <b>sanitation</b>	<b>working conditions</b> working hours factory owners chaffing wheat oath miner/miner/mining trapper bird scarer hurrier <b>servant</b> housemaid	<b>wealthy</b> wages textile mill <b>bill</b> <b>pass (pass a bill)</b> <b>reform</b> The Factory Act The Coal Mines Act The Chimney Sweepers Act	
			census reliable audience purpose accuracy creator representation council chamber records official record justify	opinion historical investigation link interpretation will inventory value transcribe prediction	<b>What was life like in Tudor England?</b>		
					House of Lancaster House of York Battle of Bosworth <b>tyrant</b> <b>execute</b> Tower of London <b>heir</b> Royal Progress <b>nobles</b> litter dunghill	mace <b>procession</b> <b>trading laws</b> <b>court</b> town clerk pageant courtiers <b>noblemen</b> valuation parchment quill pen	parlour chamber buttery <b>merchant</b> pewter <b>free</b> <b>enslaved</b> tournament shilling
					<b>How did the Maya civilisation compare to the Anglo-Saxons?</b>		
					<b>abandon</b> Classic period <b>decline</b> deforestation	drought hieroglyphics pyramid	rainforest slash and burn tropical rainforest
					<b>Unheard histories – Who should feature on the £10.00?</b>		
					issuing bank watermark	remarkable	remembered

<p>Minoan Civilisation Mycenaean Period The Dark Ages Archaic Period Golden Age Hellenistic Period</p>		<p>church records court records records from places of work factory records enumeration books</p>	<p>trustworthy death records reliability criteria significance</p>	<p><b>What does the census tell us about our local area?</b></p>		
				<p>head of the household <b>title</b> scholar enumerator <b>condition</b> cotton mill worker overlooked joiner</p>	<p>can-hooker carding piecer flax yarn linen bobbins <b>severance pay</b></p>	<p><b>compensation</b> <b>income</b> <b>workhouse</b> <b>suffragette</b> governess</p>
				<p><b>What did the Greeks ever do for us?</b></p>		
				<p>Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo</p>	<p>Artemis Hephaestus Hermes Dionysus <b>democracy</b> <b>oligarchy</b> location city-state Athens Sparta <b>landlocked</b></p>	<p><b>assembly</b> <b>direct democracy</b> representative democracy <b>philosophy</b> <b>formula</b> <b>ethics</b> <b>logic</b> <b>legacy</b> impact</p>
				<p><b>What was the impact of World War II on British people?</b></p>		
				<p><b>appeasement</b> Treaty of Versailles <b>reparations</b> <b>allies</b> <b>disarm</b> <b>debt</b> <b>unrest</b> <b>prosperity</b> RAF Luftwaffe <b>sorties</b></p>	<p>Operation Sealion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout <b>evacuation</b> Women's Auxiliary Air Force (WAAF) Women's Royal Naval Service (WRNS)</p>	<p>Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) <b>Women's Land Army</b> Women's Liberation Movement</p>