



At The Stoke Poges School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's history as well as that of the wider world, and be able to communicate historically.



History Overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term		<p><b>They made a difference</b></p> <p>What makes someone a hero?</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>When was the best time to live?</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Why did the Romans settle in Britain?</p>	<p><b>Geography and Science focus</b></p>	<p><b>World War II</b></p> <p>Whose lives were changed by World War II?</p>
Spring Term	<p><b>Flight</b></p> <p>How did we learn to fly?</p>	<p><b>The Great Fire of London</b></p> <p>What lessons were learnt from the Great Fire of London?</p>	<p><b>Ancient Egyptians</b></p> <p>How do we know about life in Ancient Egypt and how have we been able to find out?</p>	<p><b>The Mayans c.900AD</b></p> <p>The remarkable were the Mayans?</p>	<p><b>Anglo-Saxons</b></p> <p>In what way did the Anglo-Saxons change life in Britain?</p> <p><b>The Vikings</b></p> <p>Why can't historians agree about the Vikings?</p>	<p><b>Geography focus</b></p>
Summer Term	<p><b>Explorers</b></p> <p>How have explorers changed the world?</p>	<p><b>Geography focus</b></p>	<p><b>Ancient Greece</b></p> <p>How did the Ancient Greeks leave their mark on the world?</p>	<p><b>The Tudors</b></p> <p>Henry VIII and Elizabeth I: How accurate were the paintings?</p>	<p><b>Life as a Victorian Child</b></p> <p>How have children's lives changed?</p>	<p><b>Independent enquiry</b></p> <p>What can the census tell us about local areas?</p>



**Designing our History Curriculum**

<b>Substantive knowledge strands</b>	<b>Topic knowledge</b>	<b>Chronological awareness</b>	<b>Substantive (abstract) concepts</b>
<b>Disciplinary strands</b>	<b>Historical enquiry</b>		<b>Disciplinary concepts</b>
	<b>Historical knowledge</b>		

<b>Substantive knowledge strands</b>	<b>Topic knowledge</b>	Gaining a rich knowledge of the current topic, time period, society or event being studied
	<b>Chronological awareness</b>	Understanding language related to chronology. Building a mental timeline of the chronological order of periods. Developing awareness of general features of periods. Knowing particular dates and events.
	<b>Substantive (abstract) concepts</b>	Settlement Invasion Leadership Beliefs Society Legacy Significant people
<b>Disciplinary concepts</b>	<b>Disciplinary concepts</b>	Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations
	<b>Historical enquiry</b>	Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, analysing and making connections Evaluating and drawing conclusions Communicating findings



## Progression of knowledge: Chronological awareness







Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>To know that someone's age is the time since they were born</li> <li>To know that they started life as a baby but have since grown and changed</li> <li>To know that parents are older than children and grandparents are older than parents</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>To know that a timeline shows the order events in the past happened</li> <li>To know that we start by looking at 'now' on a timeline then look back</li> <li>To know that 'the past' is events that have already happened</li> <li>To know that 'the present' is time happening now</li> <li>To know that within living memory is 100 years</li> <li>To know that beyond living memory is more than 100 years ago</li> </ul>	<ul style="list-style-type: none"> <li>To know that events in history may last different amounts of time</li> <li>To know a decade is ten years</li> </ul>
Lower Key Stage 2		Upper Key Stage 2
<ul style="list-style-type: none"> <li>To know that history is divided into periods of history eg. ancient times, middle ages and modern</li> <li>To know that we can use dates to work out the interval between period of time and the duration of historical events or periods</li> <li>To know that BC means 'Before Christ' and is the term used to date the years before Christ was born</li> <li>To know that AD means Anno Domini and can be used to show years from the year AD</li> <li>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43</li> <li>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled</li> <li>To understand the term 'century' and how dating by centuries works (eg. the 1500s are known as the 16<sup>th</sup> century)</li> <li>To know relevant dates and relevant terms for the period and period labels, eg. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Mayans and Victorians</li> </ul>


## Progression of Skills: Chronological awareness






Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>• Beginning to sequence events when describing them (eg. daily routines, events in a story)</li> <li>• Recognising that some stories are set a long time ago</li> <li>• Recognising significant dates for them (birthday)</li> <li>• Beginning to use common words and phrases for the passage of time, even if used inaccurately (eg. yesterday, today, tomorrow, last week, 'when I was in nursery')</li> <li>• Recounting activities that happened in their past using photos as a prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing 3 or 4 events in their own life (eg. birthday, starting school, starting year 1)</li> <li>• Using common words and phrases for the passing of time (eg. now, long ago, then, before, after)</li> <li>• Sequencing 3 or 4 artefacts/photographs from different periods of time</li> <li>• Placing events on a simple timeline</li> <li>• Recording on a timeline a sequence of historical stories heard orally</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing up the 6 photographs, focusing on the intervals between events</li> <li>• Placing events on a timeline, building on times studied in Year 1</li> <li>• Beginning to recognise how long each event lasted</li> <li>• Knowing where people/events studied fit into a chronological framework</li> </ul>
Lower Key Stage 2		Upper Key Stage 2
<ul style="list-style-type: none"> <li>• Sequencing events on a timeline, referring to times studied in KS1 to see where they fit in</li> <li>• Understanding that history is divided into periods of history eg. ancient times, middle ages and modern</li> <li>• Using dates to work out the interval between periods of time and the duration of historical events or periods</li> <li>• Using BC/AD/Century</li> <li>• Sequencing 8-10 artefacts, historical pictures or events</li> <li>• Beginning to develop a chronologically secure knowledge of local, British and World history across the periods studied</li> <li>• Using dates and terms related to the unit and passing of time eg. millennium, continuity and ancient</li> <li>• Noticing connections over a period of time</li> <li>• Making a simple individual timeline</li> </ul>		<ul style="list-style-type: none"> <li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups</li> <li>• Understanding the term 'century' and how dating by centuries works</li> <li>• Putting dates in the correct century</li> <li>• Using the terms AD and BC in their work</li> <li>• Using relevant dates and relevant terms for the period and period labels, eg. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Mayans and Victorians</li> <li>• Developing a chronologically secure understanding of British, local and world history across the periods studied</li> <li>• Placing the time, period of history and context on a timeline</li> <li>• Relating current study on a timeline to other periods of history studied</li> <li>• Comparing and making connections between different contexts in the past</li> <li>• Sequencing 10 events on a timeline</li> </ul>





## Progression of knowledge: Substantive (abstract) concepts

Concept	Summary
<p>Settlement</p> 	<p>The study of settlement focuses on how communities and societies have developed and evolved over time. Students learn about the importance of geography in determining where people settled, as well as the roles of shelter, food, and resources in shaping communities. They examine motivations for migration and the challenges faced in establishing new communities.</p> <p><b>Studied within this concept:</b> Location, migration, colony</p>
<p>Invasion</p> 	<p>The study of invasion involves exploring significant historical events where one group or nation forcefully enters another's territory. Students learn about key invasions and lessons emphasise the motivations behind them, the strategies used and their impact on societies. Students will gain an understanding of the consequences of invasion, including cultural exchange, conflict, and the establishment of new rule.</p> <p><b>Studied within this concept:</b> Conflict, war</p>
<p>Leadership</p> 	<p>Leadership is studied by introducing young learners to influential figures and their roles in shaping the past. Students explore leaders such as ancient pharaohs, emperors, and notable monarch. The focus is on their leadership qualities, accomplishments, and the impact they had on their societies. Students gain insights into leadership styles, decision-making, and the responsibilities of rulers.</p> <p><b>Studied within this concept:</b> Power, monarchy, democracy</p>
<p>Beliefs</p> 	<p>The study of beliefs revolves around exploring the religious, cultural, and philosophical systems that have shaped societies throughout history. Students learn about ancient mythologies, indigenous spiritual practices and major world religions. The curriculum explores key figures, sacred texts, and significant rituals, emphasising how beliefs influence people's daily lives, traditions, and values.</p> <p><b>Studied within this concept:</b> Religion, worship, traditions</p>
<p>Society</p> 	<p>The study of society focuses on how communities have evolved over time. Students explore topics such as the roles of individuals within a society, the development of social structures, and the impact of key events on people's lives. They learn about the lifestyles, traditions, and daily routines of different historical societies, from ancient civilizations to more recent periods.</p> <p><b>Studied within this concept:</b> Culture, food &amp; farming pastimes, rich &amp; poor, law, crime &amp; punishment</p>
<p>Legacy</p> 	<p>The concept of legacy is introduced by exploring the enduring impact of past events, individuals, and civilisations on the present and future. Students learn about influential figures, such as leaders, inventors, and reformers, and how their contributions shaped society. They also examine the legacies of ancient cultures, like the Greeks and Egyptians, through art, architecture and ideas that continue to influence modern life. By studying historical legacies, students gain an appreciation for the interconnectedness of time and history's lasting imprint on contemporary society, fostering a sense of continuity and the importance of preserving cultural heritage.</p> <p><b>Studied within this concept:</b> Societal change, invention/technological advances, impact on today's world</p>

<p>Significant people</p> 	<p>The study of significant people involves introducing students to influential figures from the past who have made notable contributions to society. Students explore the lives and accomplishments of historical figures like explorers, inventors, leaders, and civil rights activists. Through simplified narratives and engaging activities, they gain insights into the challenges these individuals faced and the positive impact they had on their communities and the world.</p> <p><b>Studied within this concept:</b> Contribution, overcoming challenge, influence, local heroes</p>
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Progression of Concepts						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Settlement</b></p> 			<p>Stone Age – Skara Brae Iron Age – hill fort Egyptians – the Nile</p>	<p>Mayans - Links back to Stone and Iron Age, camps, settlements, forts, indigenous people Romans – settlements, town names</p>	<p>Anglo Saxons – settlements, place names Victorians – town vs countryside, changes to transport</p>	<p>WWII - Evacuation</p>
<p><b>Invasion</b></p> 				<p>Romans – Roman invasion of Britain, Boudica rebellion Tudors - Drake</p>	<p>Anglo Saxons – invasion of Britain Vikings – raids</p>	<p>WWII – start of the war, the Blitz</p>
<p><b>Leadership</b></p> 	<p>Leadership – explorers Christopher Columbus and Matthew Henson</p>	<p>Heroes – activists, civil rights movement</p>	<p>Egyptians – pharaohs Greeks – Athens and Sparta</p>	<p>Romans -monarchy, consuls, emperors Tudors- Church leaders, Henry VIII</p>	<p>Anglo Saxons and Vikings – Kings</p>	<p>WWII – Hitler, world leaders</p>
<p><b>Beliefs</b></p> 		<p>Heroes – racial and sexual discrimination</p>	<p>Bronze Age – grave goods Egyptians – mummification, Gods Greeks - Gods</p>	<p>Mayans – human sacrifice Romans- Gods/Goddesses Tudors – Christian church, power of the church</p>	<p>Anglo Saxons – Christian festivals, influence of Christianity on Britain Vikings – Viking Gods Victorians- Christianity</p>	<p>WWII - Holocaust</p>
<p><b>Society</b></p> 		<p>Heroes – racial and sexual discrimination laws, rules and traditions Great Fire of London – disease, poverty, how people lived</p>	<p>Stone Age – how did life change when farming began? Greeks – what was life like for children?</p>	<p>Mayans - society Romans – senate, republic, democracy, society/ life for Romans Tudors – life, Elizabethan England</p>	<p>Anglo Saxons – how did they live? Jobs, Danegeld Vikings – how did they live? Victorians – poor v rich, pastimes, living conditions, education, laws/police</p>	<p>WWII – era, Home Front, role of women, rationing Crime &amp; Punishment - Anglo-Saxon laws, Tudor laws, Georgian laws</p>

<p><b>Legacy</b></p> 	<p><b>Flight</b> – how have aircrafts changed? What will flight look like in the future? Impact of significant people</p>	<p><b>Heroes</b> – changes to laws and society, remembrance, changes to nursing  <b>Great Fire of London</b>- changes to fire service, how houses are built now</p>	<p><b>Stone Age</b> – what did stone age people achieve? Farming  <b>Egyptians</b> – Hieroglyphics  <b>Greeks</b> – Olympics, impact of legacy on life today</p>	<p><b>Mayans</b> – why did their empire end so quickly?  <b>Romans</b> – Roman Empire  <b>Tudors</b> – Shakespeare’s legacy</p>	<p><b>Victorians</b> – was the Victorians a dark or golden age?</p>	<p><b>WWII</b>  <b>Crime &amp; Punishment</b> - Roman laws, Victorian laws</p>
<p><b>Significant people</b></p> 	<p><b>Flight</b> – Wright Brothers, Amy Johnson</p>	<p><b>Heroes</b>- Rosa Parks, Martin Luther King, Florence Nightingale, Mary Seacole  <b>Great Fire of London</b>- Thomas Farriner, Samuel Pepys</p>	<p><b>Egyptians</b> – Howard Carter, Tutankhamun</p>	<p><b>Tudors</b> – Henry VIII and his wives, William Shakespeare, Ann Hathaway  <b>Romans</b> – Julius Caesar, Emperor Augustus, Boudica</p>	<p><b>Vikings</b> – Anglo Saxon kings, King Ethelred</p>	<p><b>WWII</b> – Hitler, Chamberlain, Churchill, allied and axis leaders  <b>Crime &amp; Punishment</b> – local - Claude Duval</p>



## Progression of Skills and Knowledge: Disciplinary concepts

Sub-strand	Reception	Year 1	Year 2
<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>Being aware of changes that happen throughout the year (eg. seasons, nature)</li> </ul>	<ul style="list-style-type: none"> <li>Being aware that some things have changed and some have stayed the same in their own lives</li> <li>Describing simple changes and ideas/objects that remain the same</li> <li>Understanding that some things change while other items remain the same and some are new</li> </ul>	<ul style="list-style-type: none"> <li>Recognising some things which have changed/stayed the same as the past</li> <li>Identifying simple reasons for changes</li> </ul>
	<ul style="list-style-type: none"> <li>To know that the environment around us changes as time passes</li> </ul>	<ul style="list-style-type: none"> <li>To know that people change as they grow older</li> <li>To know that throughout someone's lifetime, some things will change and some things will stay the same</li> <li>To know that everyday objects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>To know that daily life has changed over time but that there are some similarities to life today</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Experiencing cause and effect in play – achieve through continuous play</li> </ul>	<ul style="list-style-type: none"> <li>Asking why things happen and beginning to explain why with support</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions about why people did things, why events happened and what happened as a result</li> <li>Recognising why people did things, why events happened and what happened as a result</li> </ul>
	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>To know that everyday objects have changed as new materials have been invented</li> </ul>	<ul style="list-style-type: none"> <li>To know that changes may come about because of improvements in technology</li> </ul>
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>Beginning to recognise similarities and differences between the past and today</li> <li>Using photographs and stories to compare the past with the present day</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to look for similarities and differences over time in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Identifying similarities and differences between ways of life at different times</li> <li>Finding out about people, events and beliefs in society</li> <li>Making comparisons with their own lives</li> </ul>
	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are similarities and differences between their lives today and the lives in the past</li> <li>To know some similarities and differences between the past and their own lives</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are explanations for similarities and differences between children's lives now and in the past</li> </ul>

		<ul style="list-style-type: none"> <li>To know that people celebrate special events in different ways</li> <li>To know that everyday objects have similarities and differences with those used for the same purpose in the past</li> </ul>	
<b>Historical Significance</b>	<ul style="list-style-type: none"> <li>Recalling special people in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Recalling special events in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Discussing who was important in a historical event</li> </ul>
	<ul style="list-style-type: none"> <li>To know the names of people that are significant to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>To know that some people and events are considered more 'special' than others</li> </ul>	<ul style="list-style-type: none"> <li>To know that some events are more significant than others</li> <li>To know the impact of a historical event on society</li> <li>To know that 'historically significant' people are those who changed many people's lives</li> </ul>
<b>Sources of evidence</b>	<ul style="list-style-type: none"> <li>Using photographs and stories to compare the past with the present day</li> <li>Using stories and non-fiction books to find out about life in the past</li> </ul>	<ul style="list-style-type: none"> <li>Using artefacts, photographs and visits to museums to answer simple questions about the past</li> <li>Finding answers to simple questions about the past using sources (eg. artefacts)</li> <li>Sorting artefacts from then and now</li> </ul>	<ul style="list-style-type: none"> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past</li> <li>Making simple observations about a source or artefact</li> <li>Using sources to show an understanding of historical concepts</li> <li>Identifying a primary source</li> </ul>
	<ul style="list-style-type: none"> <li>To know that stories and books can tell us about the past</li> </ul>	<ul style="list-style-type: none"> <li>To know that photographs can tell us about the past</li> <li>To know that we can find out about the past by asking people who were there</li> <li>To know that artefacts can tell us about the past</li> <li>To know that we remember some (but not all) of the events that we have lived through</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can find out about how places have changed by looking at maps</li> <li>To know that historians use evidence from sources to find out more about the past</li> </ul>
<b>Historical interpretations</b>	<ul style="list-style-type: none"> <li>Recognising that different members of the class may notice different things in photographs from the past</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to identify different ways to represent the past (eg. photos, stories)</li> <li>Developing their own interpretations from historical artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Recognising different ways in which the past is represented (including eye-witness accounts)</li> <li>Comparing pictures or photographs of people or events in the past</li> <li>Developing their own interpretations from photographs and written sources</li> </ul>
	<ul style="list-style-type: none"> <li>To begin to understand that the past can be represented in photographs and drawings</li> </ul>	<ul style="list-style-type: none"> <li>To know that the past can be represented in photographs</li> </ul>	<ul style="list-style-type: none"> <li>To know that the past is represented in different ways</li> </ul>

Sub-strand	Lower Key Stage 2	Upper Key Stage 2
<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>Identifying reasons for change and reasons for continuity</li> <li>Identifying what the situation was like before the change occurred</li> <li>Comparing different periods of history and identifying changes and continuity</li> <li>Describing the changes and continuity between periods of history</li> <li>Identifying the links between different societies</li> </ul>	<ul style="list-style-type: none"> <li>Making links between events and changes within and across different time periods / societies</li> <li>Identifying the reasons for changes and continuity</li> <li>Describing the links between main events, similarities and changes within and across different periods/studied</li> <li>Describing the links between different societies</li> <li>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well</li> <li>Analysing and presenting the reasons for changes and continuity</li> </ul>
	<ul style="list-style-type: none"> <li>To know that change can be brought about by advancements in transport and travel</li> <li>To know that change can be brought about by advancements in materials</li> <li>To know that change can be brought about by advancements in trade</li> </ul>	<ul style="list-style-type: none"> <li>To know that change can be brought about by conflict</li> <li>To know that change can be traced using the census</li> </ul>
<b>Cause and consequence</b>	<ul style="list-style-type: none"> <li>Identifying the consequences of events and the actions of people</li> <li>Identifying reasons for historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Giving reasons for historical events, the results of historical events, situations and changes</li> <li>Starting to analyse and explain the reasons for, and the results of historical events, situations and change</li> </ul>
	<ul style="list-style-type: none"> <li>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury)</li> <li>To know that advancements in science and technology can be the cause of change</li> </ul>	<ul style="list-style-type: none"> <li>To know that members of society standing up for their rights can be the cause of change</li> </ul>
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>Identifying similarities and differences between periods of history</li> <li>Explaining similarities and differences between daily lives of people in the past and today</li> <li>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world</li> <li>Making links with different time periods studied</li> <li>Describing change throughout time</li> </ul>
<b>Historical significance</b>	<ul style="list-style-type: none"> <li>Recalling some important people and events</li> <li>Identifying who is important in historical sources and accounts</li> </ul>	<ul style="list-style-type: none"> <li>Identifying significant people and events across different time periods</li> <li>Comparing significant people and events across different periods</li> <li>Explain the significance of events, people and developments</li> </ul>
	<ul style="list-style-type: none"> <li>To know that significant archaeologist findings are those which change how we see the past</li> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come</li> </ul>	<ul style="list-style-type: none"> <li>To know how historians select criteria for significance and that this changes</li> </ul>

<b>Sources of evidence</b>	<ul style="list-style-type: none"> <li>Using a range of sources to find out about a period</li> <li>Using evidence to build up a picture of a past event</li> <li>Observing the small details when using artefacts and pictures</li> <li>Identifying sources which are influenced by the personal beliefs of the author</li> </ul>	<ul style="list-style-type: none"> <li>Recognising primary and secondary sources</li> <li>Using a range of sources to find out about a particular aspect of the past</li> <li>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources</li> <li>Describing how secondary sources are influenced by the beliefs, cultures and time of the author</li> </ul>
	<ul style="list-style-type: none"> <li>To know that archaeological evidence can be used to find out about the past</li> <li>To know that we can make inferences and deductions using images from the past</li> </ul>	<ul style="list-style-type: none"> <li>To 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>To understand the types of information that can be extracted from the census</li> <li>To understand that inventions are useful sources of evidence to find out about people from the past</li> <li>To understand some of the key terms on the census, eg. scholar, occupation and marital status</li> <li>To understand how to compare different census extracts by analysing the entries in individual columns</li> <li>To know that the most reliable sources are primary sources which were created for official purposes</li> </ul>
<b>Historical Interpretations</b>	<ul style="list-style-type: none"> <li>Identifying and giving reasons for different ways in which the past is represented</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented</li> <li>Exploring different representations from the period eg. archaeological evidence, museum evidence, cartoons and books</li> <li>Evaluating the usefulness of different sources</li> </ul>	<ul style="list-style-type: none"> <li>Comparing accounts of events from different sources</li> <li>Suggesting explanations for different versions of events</li> <li>Evaluating the usefulness of historical sources</li> <li>Identifying how conclusions have been arrived at by linking sources</li> <li>Developing strategies for checking the accuracy of evidence</li> <li>Addressing and devising historically valid questions</li> <li>Understanding that different evidence creates different conclusions</li> <li>Evaluating the interpretations made by historians</li> </ul>
	<ul style="list-style-type: none"> <li>To know that archaeological evidence has limitations. It does not give all the answers to tell us about the emotions of people from the past</li> <li>To know that assumptions made by historians can change in the light of new evidence</li> </ul>	<ul style="list-style-type: none"> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source</li> <li>To understand that there are different interpretations of historical figures and events</li> </ul>



## Progression of Skills: Historical enquiry

Sub-strand	Reception	Year 1	Year 2
<b>Posing historical questions</b>	<ul style="list-style-type: none"> <li>Asking questions about the differences they can see in photographs or images (in stories) that represent the past</li> </ul>	<ul style="list-style-type: none"> <li>Asking how and why questions based on stories, events and people</li> <li>Asking questions about sources of evidence (eg. artefacts)</li> </ul>	<ul style="list-style-type: none"> <li>Asking a range of questions about stories, events and people</li> <li>Understanding the importance of historically valid questions</li> </ul>
<b>Gathering, organising and evaluating evidence</b>	<ul style="list-style-type: none"> <li>Making simple observations about the past from photographs and images</li> </ul>	<ul style="list-style-type: none"> <li>Using sources of information, such as artefacts, to answer questions</li> <li>Drawing out information from sources</li> <li>Making simple observations about the past from a source</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how we use books and sources to find out about the past</li> <li>Using a source to answer questions about the past</li> <li>Evaluating the usefulness of sources to a historical enquiry</li> <li>Selecting information from a source to answer a question</li> <li>Identifying a primary source</li> </ul>
<b>Interpreting findings, analysing and making connections</b>	<ul style="list-style-type: none"> <li>Making simple observations about the past from photographs and images</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting evidence by making simple deductions</li> <li>Making simple inferences and deductions from sources of evidence</li> <li>Describing the main features of concrete evidence of the past or historical evidence (eg. pictures, artefacts and buildings)</li> </ul>	<ul style="list-style-type: none"> <li>Making links and connections across a unit of study</li> <li>Selecting and using sections of sources to illustrate and support answers</li> </ul>
<b>Evaluating and drawing conclusions</b>	<ul style="list-style-type: none"> <li>Deciding whether photographs or images (eg. from stories) depict the past</li> </ul>	<ul style="list-style-type: none"> <li>Drawing simple conclusions to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Making simple conclusions about a question using evidence to support</li> </ul>
<b>Communicating findings</b>	<ul style="list-style-type: none"> <li>Communicating findings by pointing to images and using simple language to explain their thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Communicating findings through discussion and timelines with physical objects/pictures</li> <li>Using vocabulary such as old, new, long time ago</li> <li>Discussing and writing about past events or stories in narrative or dramatic forms</li> <li>Expressing a personal response to a historical story or event (eg. saying, writing or drawing what they think it felt like in response to a historical story or event)</li> </ul>	<ul style="list-style-type: none"> <li>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</li> <li>Using relevant vocabulary in answers</li> <li>Describing past events and people by drawing or writing</li> <li>Expressing a personal response to a historical story or event through discussion, drawing or writing</li> </ul>

Sub-strand	Lower Key Stage 2	Upper Key Stage 2
<b>Posing historical questions</b>	<ul style="list-style-type: none"> <li>Understanding how historical enquiry questions are structured</li> <li>Creating historically valid questions across a range of time periods, cultures and groups of people</li> <li>Asking questions about the main features of everyday life in periods studied eg. how did people live</li> <li>Creating questions for different types of historical enquiry</li> <li>Asking questions about the bias of historical evidence</li> </ul>	<ul style="list-style-type: none"> <li>Planning a historical enquiry</li> <li>Suggesting the evidence needed to carry out the enquiry</li> <li>Identifying methods to use to carry out the research</li> <li>Asking historical questions of increasing difficulty eg. who governed, how and with what results?</li> <li>Creating a hypothesis to base an enquiry on</li> <li>Asking questions about the interpretations, viewpoints and perspectives held by others</li> </ul>
<b>Gathering, organising and evaluating evidence</b>	<ul style="list-style-type: none"> <li>Using a range of sources to construct knowledge of the past</li> <li>Defining the terms 'source' and 'evidence'</li> <li>Extracting the appropriate information from a historical source</li> <li>Selecting and recording relevant information from a range of sources to answer a question</li> <li>Identifying primary and secondary sources</li> <li>Identifying the bias of a source</li> <li>Comparing and contrasting different historical sources</li> </ul>	<ul style="list-style-type: none"> <li>Using different sources to make and substantiate historical claims</li> <li>Developing awareness of the variety of historical evidence in different periods of time</li> <li>Distinguishing between fact and opinion</li> <li>Recognising 'gaps' in evidence</li> <li>Identifying how sources with different perspectives can be used in a historical enquiry</li> <li>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others</li> <li>Considering a range of factors when discussing the reliability of sources, eg. audience, purpose, accuracy, the creators of the source</li> </ul>
<b>Interpreting findings, analysing and making connections</b>	<ul style="list-style-type: none"> <li>Understanding that there are different ways to interpret evidence</li> <li>Interpreting evidence in different ways</li> <li>Understanding and making deductions from documentary as well as concrete evidence eg. pictures and artefacts</li> <li>Making links and connections across a period of time, cultures or groups</li> <li>Asking the question, 'How do we know?'</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting evidence in different ways using evidence to substantiate statements</li> <li>Making increasingly complete interpretations using more than one source of evidence</li> <li>Challenging existing interpretations of the past using interpretations of evidence</li> <li>Making connections, drawing contrasts and analysing within a period and across time</li> <li>Beginning to interpret simple statistical sources</li> </ul>
<b>Evaluating and drawing conclusions</b>	<ul style="list-style-type: none"> <li>Understanding that there may be multiple conclusions to a historical enquiry question</li> <li>Reaching conclusions that are substantiated by historical evidence</li> <li>Recognising similarities and differences between past events and today</li> </ul>	<ul style="list-style-type: none"> <li>Reaching conclusions which are increasingly complex and substantiated by a range of sources</li> <li>Evaluating conclusions and identifying ways to improve conclusions</li> </ul>
<b>Communicating findings</b>	<ul style="list-style-type: none"> <li>Communicating knowledge and understanding through discussion, debates, drama, art and writing</li> <li>Constructing answers using evidence to substantiate findings</li> <li>Identifying weaknesses in historical accounts and arguments</li> </ul>	<ul style="list-style-type: none"> <li>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art writing, blog posts and podcasts</li> </ul>

	<ul style="list-style-type: none"><li>• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell a story</li><li>• Creating a structured response or narrative to answer a historical enquiry</li><li>• Describing past events orally or in writing, recognising similarities and differences with today</li></ul>	<ul style="list-style-type: none"><li>• Showing written and oral evidence of continuity and change as well as indicating simple causation</li><li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources</li><li>• Constructing explanations for past events using cause and effect</li><li>• Using evidence to support and illustrate claims</li></ul>
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