



Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>We have selected the Early Learning Goals that link most closely to the History National Curriculum to ensure progression of skills:</p> <ul style="list-style-type: none"> • Understanding the World (Past and Present) Talk about the lives of people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know that familiar events occur in a particular order. Know that things happened before they were born. • Name the members of their family. Know some key events in their own families’ history. • Know that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc • Through books know why some people from the past are still remembered and talked about today • Know about the past and present through their own experience and storytelling. Know how to comment on images of familiar situations in the past. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

The National Curriculum for History aims to ensure that all pupils by the end of Year 6 will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

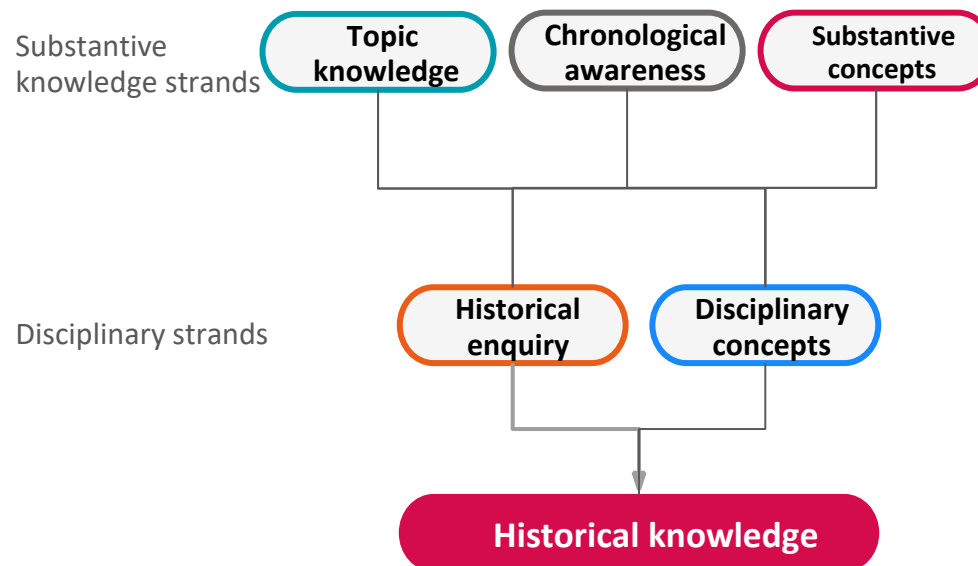
Intent

At Archbishop Cranmer, we follow Kapow Primary’s History scheme of work as the foundation to our curriculum planning. This scheme, written by experts, aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people’s lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind’s past mistakes. History at Archbishop Cranmer aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History. We hope to develop pupils’ understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, we introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

Our scheme of work is designed with the following strands that run throughout:



We emphasise the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. Our units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and Conclude, Communicate) when answering historical questions.

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

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

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

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

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

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

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied. Lessons are planned to be accessed by all pupils and opportunities to stretch pupils' learning are built in. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

History at Archbishop Cranmer is taught within a combined long term plan alongside Geography. Pupils complete a unit of History once per term which ensures full curriculum coverage of both subjects. Our embedded Culture of Opportunity ensures opportunities are planned for History throughout the academic year, including visits, visitors and cross-curricular outcomes within other subjects

Impact

The expected impact of our History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.

Impact is constantly monitored through both formative and summative assessment opportunities. Stickers containing the Up2 (learning objective) and Go4 (steps to success) are used within individual lessons to provide ongoing formative assessment of pupil outcomes. Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes.

Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

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



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS CYCLE A	Magnificent Me Baby to now Timelines Peek Into The Past	Celebrations- Learning about Remembrance Day, Bonfire Night, Diwali.	Learning about Heroes of the Past – People of significance- Key famous figures – kings, queens, prime minister. Adventures Through Time	Imagine you are a Knight Magical Kingdoms- Non- Fiction Books Making castles and thinking about how to design them to protect from invaders. Look at photos of Belvoir Castle Why are our Mothers so Special to us? Learning about the importance of key people and their personal stories from their past.	What is so special historically about Aslockton? Our Local Area Study - Who was Thomas Cranmer?	Case Study – The Railway station Aslockton and how it has changed. Study – Historical case study The railway in Aslockton The church in Aslockton Who was Thomas Cranmer?
Year 1	What is it like here?	How am I making History?	What is the weather like in the UK?	What were toys like in the past?	What is it like to live in Shanghai?	How have explorers changed the world?
Year 2	How was school different in the past?	Would you prefer to live in a hot or a cold place?	Why is our world wonderful?	How did we learn to fly?	What is a monarch?	What is it like to live by the coast?
Year 3	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why do people live near volcanoes?	What did the Ancient Egyptians believe?	Who lives in Antarctica?	Why did the Romans settle in Britain?	Are all settlements the same?
Year 4	Where does our food come from?	How have children’s lives changed?	How hard was it to settle in Britain?	Why are rainforests important to us?	What are rivers and how are they used?	Were the Vikings raiders, traders or settlers?
Year 5	What was life like in Tudor England?	Why do oceans matter?	How did the Maya civilization compare to the Anglo-Saxons?	Would you like to live in the desert?	What did the Greeks ever do for us?	What is life like in the alps?
Year 6	What was the impact of WWII in the people of Britain?	Why does population change?	Who should go on the £10 note?	Where does our energy come from?	What does the census tell us about our local area?	Can I carry out an independent fieldwork enquiry?

Types of Knowledge in History

Substantive knowledge strands

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of **Substantive (abstract) concepts**.

Chronological awareness

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

Substantive (abstract) concepts

Power (monarchy, government and empire)
Invasion, settlement and migration
Civilisation (social and cultural)
Tax and trade
Beliefs
Achievements and follies of mankind

Disciplinary strands

Disciplinary concepts

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

Historical enquiry

Posing a historical question
Gathering, organising and evaluating evidence
Interpreting findings, analysing and making connections
Evaluating and drawing conclusions
Communicating findings



Archbishop Cranmer C of E Primary Academy

History Long Term Plan Knowledge and Skills Progression



Chronological awareness- progression of knowledge

EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
<p>Introduce the idea of timelines.</p> <p>Name the members of their family. Know some key events in their own families' history.</p> <p>Know that familiar events occur in a particular order.</p> <p>Know that things happened before they were born.</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>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.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>

Chronological awareness- progression of skills

EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
<p>Beginning to sequence events when describing them (e.g. daily routines, events in a story).</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthday).</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>Sequencing six artefacts on a timeline.</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term "century" and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Using 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</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 events on a timeline.</p>

Substantive (abstract) concepts- progression of knowledge

Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Achievements and follies of mankind	To recognise some interests and achievements from their own lives and the lives of their families and friends.	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers).	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians.	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.
Power (monarchy, government and empire)	To know that in fairytales kings/queens are usually important, powerful people who rule over others.		To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.
Invasion, settlement and migration				To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration.	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world.

				<p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain. To know that settlements changed over time.</p>	<p>To know about the diverse experiences of the different groups coming to Britain over time.</p>
Civilisation (social and cultural)				<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	<p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>
Trade				<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations. To</p>	<p>To know that trade routes from Britain expanded across the world.</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of global trade.</p>

				understand that the traders were the rich members of society	
Beliefs				<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop</p>

Disciplinary concepts - progression of knowledge

Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Change and continuity	To know that the environment around us changes as time passes.	<p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p>	To know that daily life has changed over time but that there are some similarities to life today.	<p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p>
Cause and consequence		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	<p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>	To know that members of society standing up for their rights can be the cause of change.
Similarities and differences		To know that there are similarities and differences between their lives today and their lives in the past.	To know that there are explanations for similarities and differences between		

		<p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>children's lives now and in the past.</p>		
Historical significance	<p>To know the names of people that are significant to their own lives.</p>	<p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>To know how historians select criteria for significance and that this changes.</p>
Sources of evidence	<p>To know that stories and books can tell us about the past.</p>	<p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events</p>	<p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>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.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p>

		that we have lived through.			To know that the most reliable sources are primary sources which were created for official purposes.
Historical interpretations	To begin to understand that the past can be represented in photographs and drawings.	To know that the past can be represented in photographs.	To know that the past is represented in different ways.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.

Disciplinary concepts - progression of skills

Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Change and continuity	Being aware of changes that happen throughout the year (e.g. seasons, nature)	Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.
Cause and consequence	Experiencing cause and effect in play.	Asking why things happen and beginning to explain why with support	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change
Similarities and differences	Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare	Being aware that some things have changed and some have stayed the same in their own lives.	Knowing some things which have changed / stayed the same as the past.	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.

	the past with the present day.		Finding out about people, events and beliefs in society. Making comparisons with their own lives.	Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	
Historical significance	Recalling special people in their own lives.	Recalling special events in their own lives.	Discussing who was important in a historical event.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.
Sources of evidence	Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past.	Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
Historical interpretations	Recognising that different members of the class may notice different things in photographs from the past.	Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to gain historical knowledge.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.

Historical enquiry- progression of skills

Sub strand	EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images.	<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers.</p>	<p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question “How do we know?”</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p>
Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>
Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images.	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p>	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms ‘source’ and ‘evidence’.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion. Recognising ‘gaps’ in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p>

			Selecting information from a source to answer a question. Identifying a primary source.	Comparing and contrasting different historical sources.	Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing 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.)	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicating simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.



Archbishop Cranmer C of E Primary Academy

History Long Term Plan Vocabulary Progression



Below shows when vocabulary is introduced in our History curriculum across the disciplinary concepts, Historical enquiry, Chronological awareness and Topic knowledge strands. Much of this vocabulary will be important in helping our children to develop their understanding of the substantive concepts. Words, which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts, are **highlighted**.

Disciplinary concepts- Historical enquiry- progression of vocabulary				
EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
recognise compare describe order achievements	ask investigate explain question artefacts object sort group compare/ comparison interview photograph similar/similarity different/ difference change same event remember memory celebration special	sources primary source evidence contrast historic historically significant eye witness account eye witness	<p>YEAR 3</p> secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction informed guess continuity historical significance criteria interpretation inference observation deduction legacy	<p>YEAR 5</p> census reliable audience purpose accuracy creator representation council chamber records official record justify opinion historical investigation link interpretation will inventory value transcribe prediction
			<p>YEAR 4</p> observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced	<p>YEAR 6</p> church records court records records from places of work factory records enumeration books trustworthy death records reliability criteria significance

			viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility	
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Disciplinary concepts- Chronological awareness- progression of vocabulary				
EYFS	Year 1	Year 2	Lower key stage 2	Upper key stage 2
history old now new present	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	Decade Anglo-Saxon	YEAR 3 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 YEAR 4 Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	YEAR 5 Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period YEAR 6 Minoan Civilisation

Topic knowledge- progression of vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Peek into the past adult a long time ago baby change child different grown history historian new now old past present	How am I making history? siblings parent grand parent great grandparent childhood time capsule What were toys like in the past? toy wooden plastic metal mohair How have explorers changed the world? explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms	How was school different in the past? school log book textbook blackboard abacus slate chalk pen and ink stove How did we learn to fly? inventor flight What is a monarch? monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Skara Brae, Orkney Islands hearth settlement flint roundhouse chief metalwork -copper, bronze, gold, tin mining trade (a job requiring manual skills) arrowheads import export trade (buying and selling goods/services) exchange goods barter British history 2: Why did the Romans settle in Britain? Briton Romans Celts enslaved tin togas settlers Picts pilum galea armour scutum caligae gladius tunic legionary legion legatus cohort century centurion formation	How have children's lives changed? apprentice/ apprenticeship master occupation politicians parliament poverty ragged schools life expectancy plague living conditions sanitation working conditions working hours factory owners chaffing wheat oath mine/miner/ mining trapper bird scarer hurrier servant housemaid wealthy wages textile mill bill pass (pass a bill) reform act The Factory Act The Coal Mines Act The Chimney Sweepers Act British history 2: How hard was it to invade and settle in Britain? Angles Saxons Jutes Picts invasion Britons	What was life like in Tudor times? House of Lancaster House of York Battle of Bosworth tyrant execute Tower of London heir Royal Progress nobles litter dunghill mace procession trading laws court town clerk pageant courtiers noblemen valuation parchment quill pen parlour chamber buttery merchant pewter free enslaved tournament shilling What does the census tell us about our local area? head of the household title scholar enumerator condition cotton mill worker overlooked joiner	British history 6: What was the impact of World War II on the people of Britain? appeasement Treaty of Versailles reparations allies disarm debt unrest prosperity RAF Luftwaffe sorties Operation Sea Lion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout evacuation Women's Auxiliary Air Force (WAAF) Women's Royal Naval Service (WRNS) Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) Women's Land Army Women's Liberation Movement Unheard histories: Who should go on the banknote? issuing bank remarkable remembered watermark

		<p>testudo wedge tablet aqueduct state legal system</p> <p>What did the Egyptians believe? civilisation</p> <p>Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum creation story Horus Isis Nun Osiris Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus weighing of the heart Skemet Ra Casing stones Pharaoh foundations limestone blocks pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus</p>	<p>Romans empire longships wattle and daub Wessex claimants kingdom Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound Christianity missionaries Pope Peasants</p> <p>Were the Vikings raiders, traders or settlers? trader engineer raider Anglo-Saxon chronicle ballast hull keel mast longboat oars Rudder garnet Hedeby Jorvik quernstone Danelaw paganism sacred</p>	<p>can-hooker carding piecer flax yarn linen nobbins severance pay compensation income workhouse suffragette governess</p> <p>What did the Greeks ever do for us? Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo Artemis Hephaestus Hermes Dionysus democracy oligarchy location city-state Athens Sparta landlocked assembly direct democracy representative democracy philosophy formula ethics logic legacy impact</p>	<p>How did the Maya civilisation compare to the Anglo-Saxons? abandon Classic period decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest</p>
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