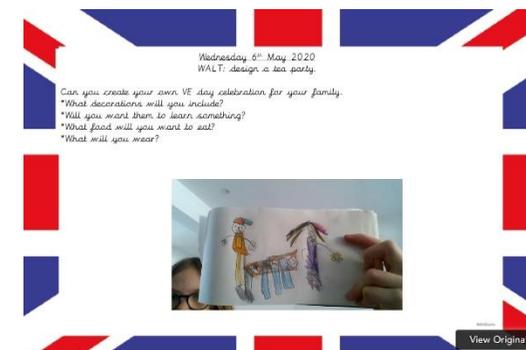
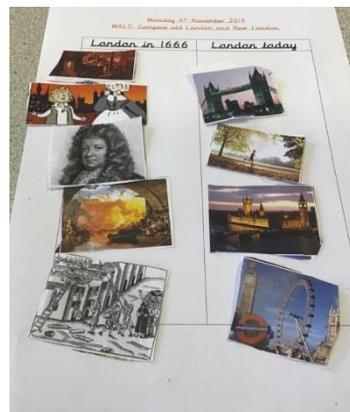


## History at Teignmouth Community School

At Teignmouth Community School, we want all pupils to develop an appreciation and understanding of the past by studying significant events and people within or beyond living memory, gaining an appreciation of how these influence the world today. They will have opportunities to investigate and interpret the past, evaluating a range of primary and secondary sources, understanding how interpretations may differ. By exploring chronology, they will build a picture of Britain's past as well as that of the wider world, and to be able to communicate historically. Our curriculum will include examples of local events and significant people enabling them to learn how their own area has evolved over time.



## EYFS

Pupils will begin to understand the concept of time and change by reflecting on their own lives and the lives of their significant adults. They will begin to build a bank of time related vocabulary and share stories based in differing periods of time. Pattern, sequencing and comparison will be experienced through a range of adult led and continuous provision activities.

## KS1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be able to place people and events they study into a chronological framework, learning to identify similarities and differences between life in different periods. They will learn a range of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will respond to and devise historically relevant questions about change, cause, similarity and difference, and significance. They will recount and comment upon events or construct arguments, selecting and organising information from primary and secondary sources.

## What History is taught at Teignmouth?

This is an overview of what the year groups will cover.

Our green behaviours are woven through the topics for each year group and can be seen on the curriculum maps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Features of farm environment??	Customs around the world??	The local area		Comparison of story settings	The local area
Year 1/2		<p><b>Why do we celebrate Bonfire Night?</b></p> <p><b>Who was Guy Fawkes?</b></p> <p>Find out about why some people hated King James. Study the Gunpowder plot and what happened to the conspirators.</p>		<p><b>Who was Mary Anning?</b></p> <p><b>How did her discoveries change ideas of prehistory?</b></p> <p>How did she become famous and compare her with famous females within living memory</p>	<p><b>Why did the Great Fire of London cause so much damage?</b></p> <p>Look at buildings, building materials and city life at the time, using extracts from Pepys' diaries.</p>	History of shipbuilding in Teignmouth Living memory/connections
Year 3	<p><b>How did life change for the Bronze Age settlers at Grimspound?</b></p> <p>Look at the innovations in technology, the religious beliefs of the settlers and farming techniques eg the invention of the plough</p>		<p><b>What did the Romans leave for us?</b></p> <p>Learn about the Roman Empire's impact on Britain. Study the differences between the Celtic and Roman ways of life.</p>		<p><b>How did the development of the railway change Teignmouth?</b></p> <p>Growth of the town, tourism and trade</p>	Famous local seafarers
Year 3/4	<p><b>How did life change for the Bronze Age settlers at Grimspound?</b></p> <p>Look at the innovations in technology, the religious beliefs of the settlers and farming techniques eg the invention of the plough</p>		<p><b>How do we know so much about the Greeks?</b></p> <p>Explore range of sources for clues to everyday life and beliefs. Look at the legacy of some of ancient Greek "Big thinkers"</p>		<p><b>Were the Vikings ruthless raiders or peaceful settlers?</b></p> <p>Find out about Viking invasions and settlements and how their innovations contributed to Britain's development</p>	Famous local seafarers
Year 4			<p><b>How do we know so much about the Greeks?</b></p> <p>Explore the range of source sfor clues to everyday life and beliefs. Look at the legacy of some of ancient Greek "Big thinkers"</p>		<p><b>Were the Vikings ruthless raiders or peaceful settlers?</b></p> <p>Find out about Viking invasions and settlements and how their innovations contributed to Britain's development</p>	History of mining on Dartmoor
Year 5/6		<p><b>How were children viewed in Victorian times?</b></p> <p><b>Was life the same for all Victorian children?</b></p> <p>Look at attitudes to work and education, families etc</p>	Darwin's summer in Torquay	<p><b>What can the pyramids tell us about life in Egypt?</b></p> <p>The building of the pyramids, beliefs about death and afterlife, Pharoahs as both</p>	<p><b>What have we learned from the Mayans?</b></p> <p>Learn about the ancient Mayan civilisation: how they lived, what they believed,</p>	<p><b>How have ideas about disease and medicine changed since the time of the Plague?</b></p> <p>Learn about the times of the bubonic plague and how</p>

				political and religious leaders.	their discoveries and inventions.	ideas of disease and medicine were different
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## History Green Behaviour Curriculum Map

This is how our green behaviours link into our history curriculum

	<b><i>Curiosity</i></b>	<b><i>Responsibility</i></b>	<b><i>Respect</i></b>	<b><i>Resilience</i></b>	<b><i>Independence</i></b>	<b><i>Honesty</i></b>
<b><i>EYFS</i></b>	Make observations		Note similarities and differences between themselves and others, and among families, communities and traditions.	Know that other children don't always enjoy the same things, and are sensitive to this	Talk about past and present events in their own lives and in the lives of family members	
<b><i>KS1</i></b>	Ask and answer questions	Use parts of stories and other sources to show that they know and understand key features of events.	Understand the diversity of societies and relationships between different groups		Develop an awareness of the past, using common words and phrases relating to the passing of time.	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
<b><i>KS2</i></b>	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Note connections, contrasts and trends over time		Develop a chronologically secure knowledge and understanding of British, local and world history,	Understand how our knowledge of the past is constructed from a range of sources

## History Vocabulary

EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p><b><i>Today, yesterday, tomorrow, day, week, month, year, old, new, now, then, before, after, family, parent, grandparent, photograph, picture, clue, history</i></b></p>	<p><i>Today, yesterday, tomorrow, day, week, month, year, old, new, now, then, before, after, family, parent, grandparent, photograph, picture, clue, history</i></p> <p><b><i>Decade, century, ancient, modern, timeline, date, date order, period, sequence, past, present, evidence, opinion, reliable, diary, object/artefact, source, museum, historical, historian, event, account, investigate, research</i></b></p>	<p><i>Today, yesterday, tomorrow, day, week, month, year, old, new, now, then, before, after, family, parent, grandparent, photograph, picture, clue, history</i></p> <p><i>Decade, century, ancient, modern, timeline, date, date order, period, sequence, past, present, evidence, opinion, reliable, diary, object/artefact, source, museum, historical, historian, event, account, investigate, research,</i></p> <p><b><i>Chronological order, anachronism, era, significance, impact, BCE (before the Common Era), CE (the Common Era), BC (Before Christ), AD (Anno Domini), archaeology, archaeologist, excavate, civilisation, monarchy, parliament, democracy, enquiry, suggest, cause, change, continuity, primary source, secondary source, first-hand account, invade, conquer, settle</i></b></p>	<p><i>Today, yesterday, tomorrow, day, week, month, year, old, new, now, then, before, after, family, parent, grandparent, photograph, picture, clue, history</i></p> <p><i>Decade, century, ancient, modern, timeline, date, date order, period, sequence, past, present, evidence, opinion, reliable, diary, object/artefact, source, museum, historical, historian, event, account, investigate, research,</i></p> <p><i>Chronological order, anachronism, era, significance, impact, BCE (before the Common Era), CE (the Common Era), BC (Before Christ), AD (Anno Domini), archaeology, archaeologist, excavate, civilisation, monarchy, parliament, democracy, enquiry, suggest, cause, change, continuity, primary source, secondary source, first-hand account, invade, conquer, settle,</i></p> <p><b><i>Infer, oral history, eye-witness, impression, bias, attitude, stereotype, perspective, conclusion, legacy, consequences, media, bias, propaganda, motive, trend, immigration, nation, suffrage, political, social, cultural, religious, technological, industrial, valid, reliability, hypothesis, interpretation, analyse, omission, empire, government, citizen, millennium</i></b></p>

## History Knowledge Progression

Big Idea	N	R	1	2	3	4	5	6
<b>Comparison</b>	<p><b>Compare and Contrast</b> To know that some things are old and some are new.</p>	<p><b>Compare and Contrast</b> To know that there are similarities and differences between new and old objects and the changes that might happen.</p>	<p><b>Compare and Contrast</b> Identifying similarities and differences helps us to make comparisons between life now and in the past.</p>	<p><b>Compare and Contrast</b> A historical period is an era or a passage of time in the past. For example, Victorian Britain is a period in British history.</p>	<p><b>Compare and Contrast</b> Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p>	<p><b>Compare and Contrast</b> Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>	<p><b>Compare and Contrast</b> Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>	<p><b>Compare and Contrast</b> Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p>
<b>Humankind</b>	<p><b>Everyday life</b> Aspects of everyday life include houses, jobs, transport and school.</p>	<p><b>Everyday life</b> Aspects of everyday life include houses, jobs, transport and school.</p>	<p><b>Everyday life</b> Aspects of everyday life include houses, jobs, objects, transport and entertainment and these can change over time.</p>	<p><b>Everyday life</b> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p>	<p><b>Everyday life</b> Aspects of everyday life in the past. For Romans include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort</p>	<p><b>Everyday life</b> The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p>	<p><b>Everyday life</b> Key aspects of British history include the rise, fall and actions of the monarchy; religion; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>	<p><b>Everyday life</b> War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.</p>

	<p><b>Hierarchy and Power</b> Have a sense of own immediate family and relations.</p>	<p><b>Hierarchy and Power</b> A Monarch is a king or queen who rules a country.</p>	<p><b>Hierarchy and Power</b> Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords, or landowners in the middle and poor workers or slaves at the bottom.</p>	<p><b>Hierarchy and Power</b> Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p>	<p><b>Hierarchy and Power</b> Describe the hierarchy of a past society. Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p>	<p><b>Hierarchy and Power</b> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>	<p><b>Hierarchy and Power</b> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>
	<p><b>Civilisations</b> Learn that they have similarities and differences that connect them to and distinguish them from others.</p>			<p><b>Civilisations</b> The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including jury trial by , sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.</p>	<p><b>Civilisations</b> The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries. The consequence of invasion was conflict with Celtic tribes living Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. The Viking invasion and Anglo-Saxon</p>	<p><b>Civilisations</b> The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>	<p><b>Civilisations</b> Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>A great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans.</p>

					<p>defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>			
<p>Materials</p>	<p><b>Artefacts</b> To know that some objects are old and some are new. They develop an understanding of changes over time</p>	<p><b>Artefacts</b> To know that some objects are old and some are new. The size, shape, colour and material may vary.</p>	<p><b>Artefacts</b> Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p>	<p><b>Artefacts</b> Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p>	<p><b>Artefacts</b> Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.</p>	<p><b>Artefacts</b> Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p>	<p><b>Artefacts</b> Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.</p>	<p><b>Artefacts</b> Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced. Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.</p>

Significance	<p><b>Significant events</b></p> <p>Significant events are in living memory and relevant to their own experiences. These include special events such as birthdays, Christmas or new members of the family.</p>	<p><b>Significant events</b></p> <p>Significant events are in living memory and relevant to their own experiences. These include birthdays, Christmas or new members of the family. Key features may include simple dates and who it involved.</p>	<p><b>Significant events</b></p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved.</p>	<p><b>Significant events</b></p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	<p><b>Significant events</b></p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>	<p><b>Significant events</b></p> <p>The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long term, such as the change in language and society after an invasion. Legacies can be created from these events and greatly influence lives for years to come.</p>	<p><b>Significant events</b></p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p><b>Significant events</b></p> <p>Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p>
	<p><b>Significant People</b></p> <p>Significant individuals are people who are familiar in their lives such as family, friends.</p>	<p><b>Significant People</b></p> <p>Significant individuals are people who are familiar in their lives such as family, friends or teachers. They know similarities between their own significant people and those of others.</p>	<p><b>Significant People</b></p> <p>Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Neil Armstrong.</p>	<p><b>Significant People</b></p> <p>The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.</p>	<p><b>Significant People</b></p> <p>People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.</p>	<p><b>Significant People</b></p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p>	<p><b>Significant People</b></p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.</p>	<p><b>Significant People</b></p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p>

Creativity	<p><b>Report and conclude</b> Show an interest in different occupations and ways of life.</p>	<p><b>Report and conclude</b> Stories, pictures and roleplay are used to help people learn about the past, understand key events and empathise with historical figures.</p>	<p><b>Report and Conclude</b> Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p>	<p><b>Report and Conclude</b> Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>	<p><b>Report and Conclude</b> Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p><b>Report and Conclude</b> Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>	<p><b>Report and Conclude</b> Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p>
	<p><b>Communication</b> Remembers and talks about significant events In their own experiences.</p>	<p><b>Communication</b> Common words and phrases such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p>	<p><b>Communication</b> A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p>	<p><b>Communication</b> Historical terms</p>	<p><b>Communication</b> Historical terms include abstract nouns, such as invasion and monarchy.</p>	<p><b>Communication</b> Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>	<p><b>Communication</b> Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice</p>

Place	<p><b>Local History</b> To know that many buildings and houses where we live were built in the past.</p>	<p><b>Local History</b> To know that many buildings and houses where we live were built in the past. They notice the difference between new and old.</p>	<p><b>Local History</b> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p>	<p><b>Local History</b> National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p>	<p><b>Local History</b> A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement, changes to the number of people who lived or worked there over time, the creation of human features, such as canals, castles or factories, place names and languages.</p>	<p><b>Local History</b> Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence, place names and family names, primary and secondary sources of information including documents and artefacts stories, myths and legends.</p>	<p><b>Local History</b> Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events and secondary sources such as memorial and commemorative plaques, information books and research produced after the event.</p>
Change	<p><b>Changes over time</b> To know that people and objects may change over time.</p>	<p><b>Changes over time</b> Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p>	<p><b>Changes over time</b> Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p><b>Changes over time</b> Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p>	<p><b>Changes over time</b> Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p>	<p><b>Changes over time</b> Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p>	<p><b>Changes over time</b> The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.</p>

	<p><b>British History</b> Shows an interest in the lives of people who are familiar to them.</p>	<p><b>British History</b> Significant historical events include those that cause great change for large numbers of people.</p>	<p><b>British History</b> Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.</p>	<p><b>British History</b> Describe how a significant event in British history changed or influenced how people live today. Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today;</p>	<p><b>British History</b> Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the southeast and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p>	<p><b>British History</b> Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>	<p><b>British History</b> Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>
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## History Skills Progression

<p><b>Chronology</b> Talk about events in the present and past events in their own lives.</p> <p><b>Chronological Understanding</b> <i>Use time vocabulary – before, after, old, new, now, then, today, yesterday, tomorrow</i> Talk about memories from own lives</p> <p><b>Historical knowledge and understanding</b> <i>Talk about past and present events in own lives</i> Become aware of stories set in different times</p> <p><b>Interpretations of history</b> <i>Understand differences between fiction and non-fiction texts</i> Use stories to identify real and fantasy worlds</p>	<p><b>Chronology</b> Order information on a timeline.</p> <p><b>Chronological Understanding</b> Sequence events in own lives Sequence 3 artefacts from distinct periods of time Match objects to people of different ages</p> <p><b>Historical knowledge and understanding</b> Recognise difference between past and present in own and others' lives Hear and retell episodes from stories about the past Begin to suggest why things might be different</p> <p><b>Interpretations of history</b> Use stories to encourage children to distinguish fact from fiction Listen to "eye witness"</p>	<p><b>Chronology</b> Sequence significant information in chronological order.</p> <p><b>Chronological Understanding</b> Sequence photographs from different periods of their lives Sequence artefacts within shorter spans (use reference materials) Talk about changes in own lives over time</p> <p><b>Historical knowledge and understanding</b> Recount main events from a significant time Recognise why people did things, why events happened and consequences Identify differences in ways of life</p> <p><b>Interpretations of history</b> Compare two versions of a past event Compare paintings and photographs of</p>	<p><b>Chronology</b> Sequence dates and information from several historical periods on a timeline.</p> <p><b>Chronological Understanding</b> <i>Place the period studied on a broad timeline</i> <i>Use terms related to passing of time (e.g. decade, century)</i> Sequence 3 significant events from a topic</p> <p><b>Historical knowledge and understanding</b> Find out about everyday life (homes, cultures, beliefs, attitudes) for people in time studied Compare with own lives Explain the evidence</p> <p><b>Interpretations of history</b> Find reasons for different representations of people/past events Compare representations of</p>	<p><b>Chronology</b> Sequence significant dates about events within a historical time period on historical timelines.</p> <p><b>Chronological Understanding</b> Place events from period on a timeline Use terms/phrases related to period and begin to date events Begin to understand BC/AD</p> <p><b>Historical knowledge and understanding</b> Use evidence to reconstruct life in time studied Identify differences between people in time studied e.g. rich/poor Offer explanations for some events</p> <p><b>Interpretations of history</b> Compare representations and evidence available Discuss the value of different sources</p>	<p><b>Chronology</b> Sequence and make connections between periods of world history on a timeline.</p> <p><b>Chronological Understanding</b> <i>Know and sequence events of period, make links with previous history studied</i> <i>Make comparisons between different times in the past</i></p> <p><b>Historical knowledge and understanding</b> Identify changes and links within and across times studied Examine causes and results of significant events and impact on the people Identify some diversities</p> <p><b>Interpretations of history</b> Compare accounts of events from different sources (including fiction) Offer reasons for differences</p>	<p><b>Chronology</b> Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p><b>Chronological Understanding</b> <i>Place current period on a timeline</i> <i>Use timelines or key dates to demonstrate change/development in a key area – art, technology, religion, law</i></p> <p><b>Historical knowledge and understanding</b> Find out about beliefs, attitudes and differences of people in time studied Compare some of these with people from another time studied Identify changes in aspects of life; use evidence and begin to use statistics Describe how these changes impacted on lives of future societies</p> <p><b>Interpretations of history</b> Link sources – how conclusions have been reached about distant past Consider ways of checking for accuracy</p>
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	<p><b>Historical enquiry</b> Use paintings, photographs and stories about the past for discussion</p> <p><b>Organisation, evaluation and communication of learning</b> Group/class discussions, painting and drawing, sorting images, simple labelling activities</p>	<p>accounts and suggest why they might vary</p> <p><b>Historical enquiry</b> Begin to recount details from the past from pictures and stories Use role play to retell events</p> <p><b>Organisation, evaluation and communication of learning</b> Class discussions, role play, art work, ordering images and artefacts, labelling activities</p>	<p>daily life or events from the past</p> <p><b>Historical enquiry</b> Look carefully at accounts and objects to find information Begin to answer questions about the past from a simple text/text extract</p> <p><b>Organisation, evaluation and communication of learning</b> Discussion, write answers to questions, role play, art work, produce timeline of 3 or 4 images</p>	<p>time studied topic book collection, paintings, photographs, artefacts, exhibitions</p> <p><b>Historical enquiry</b> Use a mixed range of resources to find information Observe small details Select and link relevant facts</p> <p><b>Organisation, evaluation and communication of learning</b> Discussion and oral reporting, explain the sorting of facts/images, place images on given timeline, debate in character</p>	<p>Which sources best answer questions about time studied Use internet and library for group research</p> <p><b>Historical enquiry</b> Use evidence to build a picture of a past event Choose material that supports ideas about a single aspect of time studied Compose own questions</p> <p><b>Organisation, evaluation and communication of learning</b> Simple written report in character, sort statements to support differing points of view, sort events on own timeline within a given range</p>	<p>Use terms – primary, secondary source Use internet and library for independent Research</p> <p><b>Historical enquiry</b> Begin to identify primary and secondary sources Question reliability of sources Give reasons why there might be different accounts</p> <p><b>Organisation, evaluation and communication of learning</b> Report writing, using evidence to support a point of view, make notes from group research, produce a timeline for main episodes in an event</p>	<p>Understand that different evidence leads to different conclusions Confidently use internet and library for research</p> <p><b>Historical enquiry</b> Recognise primary and secondary sources Know that representations can be used to influence others (bias/propaganda) Combine knowledge from different sources to give an account</p> <p><b>Organisation, evaluation and communication of learning</b> Write about changes and the reasons for changes, produce a timeline of events, make notes from individual research, write about an event/change from 2 different points of view</p>
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Big Idea	N	R	1	2	3	4	5	6
Comparison	<p><b>Compare and Contrast</b> identifies similarities and difference that connect them to and distinguish them from others.</p>		<p><b>Compare and Contrast</b> Identify similarities and different between ways of life within or beyond living memory</p>	<p><b>Compare and Contrast</b> Describe what it was like to live in a different period.</p>	<p><b>Compare and Contrast</b> Explain the similarities and different between two periods of History.</p>	<p><b>Compare and Contrast</b> Compare and contrast two civilisations.</p>	<p><b>Compare and Contrast</b> Compare and contrast an aspect of history across two or more periods studied.</p>	<p><b>Compare and Contrast</b> Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>
Humankind	<p><b>Everyday life</b> Describes the lives of people who are familiar to them, special times or events for family and friends.</p>		<p><b>Everyday life</b> Describe an aspect of everyday life within or beyond living memory.</p>	<p><b>Everyday life</b> Describe the everyday lives of people in a period within or beyond living memory.</p>	<p><b>Everyday life</b> Describe the everyday lives of people from past historical periods. Describe everyday life in a Roman town Including jobs, houses and schooling.</p>	<p><b>Everyday life</b> Describe the 'Romanisation' of Britain including the impact of technology, culture and beliefs. Create an in-depth study of aspect of British history beyond 1666,</p>	<p><b>Everyday life</b> Explain how everyday life changed for people after invasion.</p>	<p><b>Everyday life</b> Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.</p>

	<p><b>Power and Hierarchy</b> Talks about significant events in their own experiences.</p>	<p><b>Power and Hierarchy</b> Describe the role of a monarch.</p>	<p><b>Power and Hierarchy</b> Describe the hierarchy of a past society.</p>	<p><b>Power and Hierarchy</b> Describe the roles of Tribal communities and explain how this influence everyday life.</p>	<p><b>Power and Hierarchy</b> Describe the hierarchy and different roles in ancient civilisations.</p>	<p><b>Power and Hierarchy</b> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>	<p><b>Power and Hierarchy</b> Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>
				<p><b>Civilisations</b> Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe achievements and influence of the ancient Greeks on the wider world.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p>	<p><b>Civilisations</b> Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Construct a narrative of a past civilisation, focusing on their features and achievements.</p> <p>Create an in depth study of the</p>	<p><b>Civilisations</b> Explain the cause, consequences and impact of invasion and settlement in Britain.</p> <p>Create an in depth study of the characteristic and importance of a past or ancient civilisation or society.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p><b>Civilisations</b> Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of greatest achievements of mankind and explain why they are important.</p>

					characteristics and importance of a past or ancient civilisation or society.	Study a feature of a past civilisation or society.	
Materials		<p><b>Artefacts</b> Use a range of historical artefacts to find out about the past.</p> <p>Express an opinion about a historical source.</p>	<p><b>Artefacts</b> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Use historical sources to begin to identify viewpoint.</p>	<p><b>Artefacts</b> Make deductions and draw conclusions about the reliability of historical source or artefact.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p><b>Artefacts</b> Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the objects owner.</p> <p>Identify bias in primary and secondary sources.</p>	<p><b>Artefacts</b> Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p>	<p><b>Artefacts</b> Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p>
Significance	<p><b>Significant events</b> Shows interest in different occupation and ways of life</p>	<p><b>Significant events</b> Identify some key features of a significant historical event beyond living memory.</p>	<p><b>Significant events</b> Explain why an event from the past is significant.</p>	<p><b>Significant events</b> Explain the cause and effect of a significant historical event.</p>	<p><b>Significant events</b> Explain in detail the multiple causes and effect of a significant historical event.</p>	<p><b>Significant events</b> Explain why an aspect of work history is significant.</p>	<p><b>Significant events</b> Present detailed historical narrative about significant global event.</p>

	<p><b>Significant People</b> Talk about past events in their own lives and lives of family members</p>	<p><b>Significant People</b> understand the term significant and explain why a significant individual is important.</p>	<p><b>Significant People</b> Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p><b>Significant People</b> devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p><b>Significant People</b> Construct a profile of a significant leader using a range of historical sources.</p>	<p><b>Significant People</b> explore or explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p><b>Significant People</b> examine the decisions made by significant historical individuals, considering their options and making summative judgement about their choices.</p>
Creativity	<p><b>Report and Conclude</b> Imitates everyday actions and events from own family and cultural background</p>	<p><b>Report and Conclude</b> Create stories, pictures, independent writing and role play about historical events, people, and periods.</p>	<p><b>Report and Conclude</b> Present historical information in a simple non-chronological report, independent writing, chart structural model, fact file, quiz, story or biography.</p>	<p><b>Report and Conclude</b> Make choices about the best ways to present historical accounts and information.</p>	<p><b>Report and Conclude</b> Present a thoughtful selection of relevant information in a historical report or in-depth study.</p>	<p><b>Report and Conclude</b> Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p>	<p><b>Report and Conclude</b>  think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>
	<p><b>Communication</b> Say how others are the same or different to them.</p>	<p><b>Communication</b> Use common words and phrases relating to the passing of time to communicate ideas and observations.</p>	<p><b>Communication</b> Use the historical terms, year, decade and century.</p>	<p><b>Communication</b> Use historical terms to describe different periods of time.</p>	<p><b>Communication</b> Use more complex historical terms to explain and present historical information.</p>	<p><b>Communication</b> Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p>	<p><b>Communication</b> Use abstract terms to express historical ideas and information.</p>

Place	<p><b>Local History</b> Say how other communities are the same or different to their own.</p>	<p><b>Local History</b> Describe important events in the school's history.</p>	<p><b>Local History</b> Describe in simple terms the importance of local events, people and places.</p>	<p><b>Local History</b> Analyse a range of historical information to explain how a national or international event has impacted locality.</p>	<p><b>Local History</b> Describe and explain the impact of a past society on a local settlement or community.</p>	<p><b>Local History</b> Investigate evidence of invasion and settlement in the locality.</p>	<p><b>Local History</b> Present an in-depth study of a local town or city, suggesting how to source the required information.</p>
	<p><b>Changes over time</b> Know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p>	<p><b>Changes over time</b> Describe changes within or beyond living memory.</p>	<p><b>Changes over time</b> Describe how an aspect of life has change over time.</p>	<p><b>Changes over time</b> Summarise how an aspect of British or world history has changed over time.</p>	<p><b>Changes over time</b> Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p><b>Changes over time</b> Frame historically questions about continuity and change and construct informed responses.</p>	<p><b>Changes over time</b> Describe the causes and consequences of a significant event in history.</p>
Change	<p><b>British History</b> Understand that different people have different beliefs, attitudes customs and traditions and why it is important to treat them with respect.</p>	<p><b>British History</b> Describe a significant historical event in British history.</p>	<p><b>British History</b> Describe how an aspect of life has changed over time.</p>	<p><b>British History</b> Summarise how an aspect of British or world History has changed over time.</p>	<p><b>British History</b> Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p>	<p><b>British History</b> Frame historically valid questions about continuity and change and construct informed responses.</p>	<p><b>British History</b> Describe the causes and consequence of significant event in history.</p>

<p><b>Chronology</b> Talk about events in the present and past events on their own lives.</p> <p><b>Chronological Understanding</b> <i>Use time vocabulary – before, after, old, new, now, then, today, yesterday, tomorrow</i> Talk about memories from own lives</p> <p><b>Historical knowledge and understanding</b> <i>Talk about past and present events in own lives</i> Become aware of stories set in different times</p> <p><b>Interpretations of history</b> <i>Understand differences between fiction and non-fiction texts</i> Use stories to identify real and fantasy worlds</p>	<p><b>Chronology</b> Order information on a timeline.</p> <p><b>Chronological Understanding</b> Sequence events in own lives Sequence 3 artefacts from distinct periods of time Match objects to people of different ages</p> <p><b>Historical knowledge and understanding</b> Recognise difference between past and present in own and others' lives Hear and retell episodes from stories about the past Begin to suggest why things might be different</p> <p><b>Interpretations of history</b> Use stories to encourage children to distinguish fact from fiction Listen to "eye witness"</p>	<p><b>Chronology</b> Sequence significant information in chronological order.</p> <p><b>Chronological Understanding</b> Sequence photographs from different periods of their lives Sequence artefacts within shorter spans (use reference materials) Talk about changes in own lives over time</p> <p><b>Historical knowledge and understanding</b> Recount main events from a significant time Recognise why people did things, why events happened and consequences Identify differences in ways of life</p> <p><b>Interpretations of history</b> Compare two versions of a past event Compare paintings and photographs of</p>	<p><b>Chronology</b> Sequence dates and information from several historical periods on a timeline.</p> <p><b>Chronological Understanding</b> <i>Place the period studied on a broad timeline</i> <i>Use terms related to passing of time (e.g. decade, century)</i> Sequence 3 significant events from a topic</p> <p><b>Historical knowledge and understanding</b> Find out about everyday life (homes, cultures, beliefs, attitudes) for people in time studied Compare with own lives Explain the evidence</p> <p><b>Interpretations of history</b> Find reasons for different representations of people/past events Compare representations of</p>	<p><b>Chronology</b> Sequence significant dates about events within a historical time period on historical timelines.</p> <p><b>Chronological Understanding</b> Place events from period on a timeline Use terms/phrases related to period and begin to date events Begin to understand BC/AD</p> <p><b>Historical knowledge and understanding</b> Use evidence to reconstruct life in time studied Identify differences between people in time studied e.g. rich/poor Offer explanations for some events</p> <p><b>Interpretations of history</b> Compare representations and evidence available Discuss the value of different sources</p>	<p><b>Chronology</b> Sequence and make connections between periods of world history on a timeline.</p> <p><b>Chronological Understanding</b> <i>Know and sequence events of period, make links with previous history studied</i> <i>Make comparisons between different times in the past</i></p> <p><b>Historical knowledge and understanding</b> Identify changes and links within and across times studied Examine causes and results of significant events and impact on the people Identify some diversities</p> <p><b>Interpretations of history</b> Compare accounts of events from different sources (including fiction) Offer reasons for differences</p>	<p><b>Chronology</b> Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p><b>Chronological Understanding</b> <i>Place current period on a timeline</i> <i>Use timelines or key dates to demonstrate change/development in a key area – art, technology, religion, law</i></p> <p><b>Historical knowledge and understanding</b> Find out about beliefs, attitudes and differences of people in time studied Compare some of these with people from another time studied Identify changes in aspects of life; use evidence and begin to use statistics Describe how these changes impacted on lives of future societies</p> <p><b>Interpretations of history</b> Link sources – how conclusions have been reached about distant past Consider ways of checking for accuracy</p>
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