

## 6.2 History

### Strategic intent

The National Curriculum for history aims to ensure that all pupils:

- 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.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. When planning for history we use a mixture of the following approaches: behavioural/ reflective based learning where students enquire/study, reflect/consider, discuss/adjust, apply/retain and a discovery/enquiry based approach where students enquire/hypothesise, investigate, evaluate and conclude.

These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of recent history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. The intent in KS2 is that children can work in chronological order from ancient history and then progress onto more modern

history. KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history through to more modern history. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations. Children will also develop their interest and curiosity about history through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

## **Implementation**

### **Content and Sequence**

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. At the beginning of each new topic children complete a KWL grid. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. We have suggested a specific skills set for each year group, which will offer structure and narrative and which can be found on the History Progression Map. They are by no means to be used exclusively, but can be used to support planning. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

### **Impact**

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as KWL grids and summative assessments spreadsheets aimed at targeting next steps in learning.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard. SEND children make at least expected progress and reach their attainment targets. Disadvantaged children make progress that is in line with their peers. Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards History.

End points of our curriculum are deemed to be at the end of Key Stage 2.

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)	EXS (%)	GSD (%)
95	0	100	15	100	19	100	20	94	0	95	19

## History Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Historical enquiry and Chronology	<p>Begins to differentiate between the past and present.</p> <p>I can talk about past and present events in my own life. Eg: Birthdays/ visits to grandparents.</p> <p>I can talk about past and present events in the lives of my family members.</p>	<p>I can use words and phrases like old, new and a long time ago to describe a historical event/person.</p> <p>I can recognise that some objects belong to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can ask and answer questions about old and new objects/the past.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p> <p>I can use artefacts, pictures and stories to find out about the past.</p> <p>I can describe significant people from the past.</p> <p>I can use dates where appropriate.</p> <p>I can show an understanding of a nation's history.</p> <p>☑ I can use a simple timeline</p>	<p>Use words and phrases like before, after, past, present, then and now.</p> <p>Can recount the life of someone famous from Britain and explain what they did.</p> <p>Can describe historical events.</p> <p>Can give examples of things that were different when my grandparents were children.</p> <p>Can find out about the past by talking to an older person.</p> <p>Can ask questions about the past.</p> <p>Can identify ways in which the past has been represented.</p> <p>Can answer question using books and the internet.</p> <p>Can conduct research using books and the internet to answer questions on the life of a famous person and for fact finding purposes.</p> <p>Place artefacts and events on a timeline.</p> <p>Label timelines using dates where appropriate.</p> <p>Can explain how some people have helped us to have better lives.</p> <p>I can make simple observations about different types of people,</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline to set the order of things that happened.</p> <p>I can use mathematical knowledge to work out how long ago events happened.</p> <p>I can use research skills to find answers to historical questions.</p> <p>I can research to find similarities and differences between two or more periods of history.</p> <p>I can address historically valid questions.</p> <p>I understand how knowledge of the past is constructed from a range of sources.</p> <p>I can use a range of sources to find out about the past.</p> <p>I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world.</p> <p>I can identify historically significant people and events in situations studied.</p>	<p>I can plot events on a timeline using centuries.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts show us about life in the past.</p> <p>I can explain how an event from the past has shaped our lives today.</p> <p>I can research what it was like for children and present my findings.</p> <p>I can describe changes that have happened in the local area throughout History.</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can use appropriate historical terms.</p> <p>I can address and devise historically valid questions.</p> <p>I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and begin give reasons why these differences existed.</p> <p>I understand how knowledge of the past is constructed from a range of sources and can</p>	<p>I can create a timeline with different historical periods and show key historical events/lives/significant people.</p> <p>I can compare 2 or more historical periods explaining things that changed and things which stayed the same.</p> <p>I can explain how parliament affects decision making in England.</p> <p>I can explain how our locality has changed over time.</p> <p>I can address and devise historically valid questions.</p> <p>I can use appropriate historical terms across different periods of time.</p> <p>I can use a range of sources, selecting and organising relevant historical information.</p> <p>I understand that different versions of the past may exist and can give some reasons for this.</p> <p>I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and give reasons why these differences existed.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline to set the order of things that happened.</p> <p>I can use mathematical knowledge to work out how long ago events happened.</p> <p>I can use research skills to find answers to historical questions.</p> <p>I can research to find similarities and differences between two or more periods of history.</p> <p>I can address historically valid questions.</p> <p>I understand how knowledge of the past is constructed from a range of sources.</p> <p>I can use a range of sources to find out about the past.</p> <p>I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world.</p> <p>I can identify historically significant people and events in situations studied.</p> <p>I can use appropriate historical terms for periods studied.</p>

			events, beliefs within a society. I can talk about who was important e.g. in a simple historical account.	I can use appropriate historical terms for periods studied.	evaluate how useful they are. I can select and begin to organise relevant historical information.	I can name historically significant people and events and explain their importance. I can describe how crime and punishment has changed over time	
Knowledge and interpretations	<p>Begin to recognise that we celebrate certain events because of what happened in the past</p> <ul style="list-style-type: none"> <li>• Understand the similarities and differences between themselves and others</li> <li>• Understand the similarities and differences between other communities and traditions</li> </ul>	<p>Appreciate that some famous people have helped our lives be better today</p> <ul style="list-style-type: none"> <li>• Recognise that we celebrate certain events, because of what happened many years ago</li> <li>• Begin to identify the main differences between old and new objects</li> <li>• Identify objects from the past</li> </ul>	<p>Explain how their local area was different in the past</p> <ul style="list-style-type: none"> <li>• Recount some interesting facts from an historical event, such as where the 'Fire of London' started</li> <li>• Give examples of things that are different in their life from that of their grandparents when they were young</li> <li>• Explain why Britain has a special history by naming some famous events and some famous people</li> <li>• Talk about significant British individuals</li> </ul>	<p>Begin to picture what life would have been like for the early settlers</p> <ul style="list-style-type: none"> <li>• Recognise that Britain has been invaded by several different groups over time</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>• Suggest why certain events happened as they did in history</li> <li>• Suggest why certain people acted as they did in history</li> <li>• Explain how events from the past have helped shape our lives</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<p>Describe historical events from the different period/s they are studying/have studied</p> <ul style="list-style-type: none"> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> </ul>	<p>Summarise the main events from a specific period in history, explaining the order in which key events happened</p> <ul style="list-style-type: none"> <li>• Summarise how Britain has had a major influence on world history</li> <li>• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> <li>• Describe features of historical events and people from past societies and periods they have studied</li> <li>• Recognise and describe differences and similarities/ changes between different periods of history</li> </ul>	

## Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
20/21	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
Class 1 Reception Year 1	<ul style="list-style-type: none"> <li>Pupils can differentiate between the past and the present</li> <li>Pupils can talk about the past</li> <li>Pupils can use words and phrases like old, new and a long time ago to describe a historical event/person.</li> <li>Pupils can recognise that some objects belong to the past.</li> <li>Pupils can ask and answer questions about old and new objects/the past.</li> <li>Pupils can spot old and new things in a picture.</li> <li>Pupils can explain what an object from the past might have been used for.</li> <li>Pupils can use artefacts, pictures and stories to find out about the past.</li> <li>Pupils can identify objects from the past</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can talk about the present and events in their own life e.g. birthdays/visits to grandparents</li> <li>Pupils can understand the similarities and differences between other communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can talk about the past</li> <li>Pupils can talk about the past and present events in the lives of my family members</li> <li>Pupils can use words and phrases like old, new and a long time ago to describe a historical event/person.</li> <li>Pupils can use artefacts, pictures and stories to find out about the past.</li> <li>Pupils can describe significant people from the past.</li> <li>Pupils can use dates where appropriate.</li> <li>Pupils can show an understanding of a nation's history.</li> <li>Pupils can use a simple timeline</li> <li>Pupils can recognise that we celebrate certain events, because of what happened many years ago</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can understand the similarities and differences between other communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can differentiate between the past and the present</li> <li>Pupils can talk about the past</li> <li>Pupils can talk about the present and events in their own life e.g. birthdays/visits to grandparents</li> <li>Pupils can talk about the past and present events in the lives of my family members</li> <li>Pupils can begin to recognise that we celebrate certain events because of what happened in the past</li> <li>Pupils can understand the similarities and differences between themselves and others</li> <li>Pupils can understand the similarities and differences between other communities and traditions</li> <li>Pupils can use words and phrases like old, new and a long time ago to describe a historical event/person.</li> <li>Pupils can recognise that some objects belong to the past.</li> <li>Pupils can ask and answer questions about old and new objects/the past.</li> <li>Pupils can spot old and new things in a picture.</li> <li>Pupils can explain what an object from the past might have been used for.</li> <li>Pupils can use artefacts, pictures and stories to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can talk about the present and events in their own life e.g. birthdays/visits to grandparents</li> </ul>

					<ul style="list-style-type: none"> <li>• Pupils can describe significant people from the past.</li> <li>• Pupils can use dates where appropriate.</li> <li>• Pupils can show an understanding of a nation's history.</li> <li>• Pupils can use a simple timeline</li> <li>• Pupils can appreciate that some famous people have helped our lives be better today</li> <li>• Pupils can recognise that we celebrate certain events, because of what happened many years ago</li> <li>• Pupils can begin to identify the main differences between old and new objects</li> <li>• Pupils can identify objects from the past</li> </ul>	
20/21	Dinosaurs	My local area	Out of this world	Food glorious food	Significant People	Travel & Tourism
Class 2 (Year 1 Year 2)	<ul style="list-style-type: none"> <li>• Pupils can use words and phrases like old, new and a long time ago to describe a historical event/person.</li> <li>• Pupils can recognise that some objects belong to the past.</li> <li>• Pupils can ask and answer questions about old and new objects/the past.</li> <li>• Pupils can spot old and new things in a picture.</li> <li>• Pupils can explain what an object from the past might have been used for.</li> <li>• Pupils can use artefacts, pictures and stories to find out about the past.</li> <li>• Pupils can identify objects from the past</li> <li>• Pupils can use words and phrases like before, after, past, present, then and now.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can explain how their local area was different in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use words and phrases like old, new and a long time ago to describe a historical event/person.</li> <li>• Pupils can use artefacts, pictures and stories to find out about the past.</li> <li>• Pupils can describe significant people from the past.</li> <li>• Pupils can use dates where appropriate.</li> <li>• Pupils can show an understanding of a nation's history.</li> <li>• Pupils can use a simple timeline</li> <li>• Pupils can recognise that we celebrate certain events,</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can use words and phrases like old, new and a long time ago to describe a historical event/person.</li> <li>• Pupils can recognise that some objects belong to the past.</li> <li>• Pupils can ask and answer questions about old and new objects/the past.</li> <li>• Pupils can spot old and new things in a picture.</li> <li>• Pupils can explain what an object from the past might have been used for.</li> <li>• Pupils can use artefacts, pictures and stories to find out about the past.</li> <li>• Pupils can describe significant people from the past.</li> <li>• Pupils can use dates where appropriate.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Pupils can describe historical events.</li> <li>• Pupils can ask questions about the past.</li> <li>• Pupils can identify ways in which the past has been represented.</li> <li>• Pupils can answer question using books and the internet.</li> <li>• Pupils can recount some interesting facts from an historical event, such as where the 'Fire of London' started</li> </ul>		<p>because of what happened many years ago</p> <ul style="list-style-type: none"> <li>• Pupils can use words and phrases like before, after, past, present, then and now.</li> <li>• Pupils can describe historical events.</li> <li>• Pupils can give examples of things that were different when my grandparents were children.</li> <li>• Pupils can find out about the past by talking to an older person.</li> <li>• Pupils can ask questions about the past.</li> <li>• Pupils can answer question using books and the internet.</li> <li>• Pupils can conduct research using books and the internet to answer questions on the life of a famous person and for fact finding purposes.</li> <li>• Pupils can label timelines using dates where appropriate.</li> <li>• Pupils can talk about who was important e.g. in a simple historical account</li> <li>• Pupils can recount some interesting facts from an historical event, such</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can show an understanding of a nation's history.</li> <li>• Pupils can use a simple timeline</li> <li>• Pupils can appreciate that some famous people have helped our lives be better today</li> <li>• Pupils can recognise that we celebrate certain events, because of what happened many years ago</li> <li>• Pupils can begin to identify the main differences between old and new objects</li> <li>• Pupils can identify objects from the past</li> <li>• Pupils can use words and phrases like before, after, past, present, then and now.</li> <li>• Pupils can recount the life of someone famous from Britain and explain what they did.</li> <li>• Pupils can describe historical events.</li> <li>• Pupils can give examples of things that were different when my grandparents were children.</li> <li>• Pupils can find out about the past by talking to an older person.</li> <li>• Pupils can ask questions about the past.</li> <li>• Pupils can identify ways in which the past has been represented.</li> <li>• Pupils can answer question using books and the internet.</li> <li>• Pupils can conduct research using books and the internet to answer questions on the life of a famous person and for fact finding purposes.</li> </ul>	
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			<p>as where the 'Fire of London' started</p> <ul style="list-style-type: none"> <li>• Pupils can give examples of things that are different in their life from that of their grandparents when they were young</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils can place artefacts and events on a timeline.</li> <li>• Pupils can label timelines using dates where appropriate.</li> <li>• Pupils can explain how some people have helped us to have better lives.</li> <li>• Pupils can make simple observations about different types of people, events, beliefs within a society.</li> <li>• Pupils can talk about who was important e.g. in a simple historical account.</li> <li>• Pupils can recount some interesting facts from an historical event, such as where the 'Fire of London' started</li> <li>• Pupils can give examples of things that are different in their life from that of their grandparents when they were young</li> <li>• Pupils can explain why Britain has a special history by naming some famous events and some famous people</li> <li>• Pupils can talk about significant British individuals</li> </ul>	
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## Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
20/21	Ancient Egypt	It's News to me!	Our Wonderful World		Food, Glorious Food	Our Locality
<b>Class 3</b> <b>(Year 3</b> <b>Year 4)</b>	<ul style="list-style-type: none"> <li>I can describe events from the past using dates when things happened.</li> <li>I can use a timeline to set the order of things that happened.</li> <li>I can use mathematical knowledge to work out how long ago events happened.</li> <li>I can use research skills to find answers to historical questions.</li> <li>I can address historically valid questions.</li> <li>I understand how knowledge of the past is constructed from a range of sources.</li> <li>I can use a range of sources to find out about the past.</li> <li>I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world.</li> <li>I can identify historically significant people and events in situations studied.</li> <li>I can use appropriate historical terms for periods studied.</li> <li>Suggest why certain events happened as they did in history</li> <li>Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>Recognise that the lives of wealthy people were very different from those of poor people</li> <li>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> <li>I can plot events on a timeline using centuries.</li> <li>I can explain how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify historically significant people and events in situations studied.</li> <li>Suggest why certain events happened as they did in history</li> <li>Suggest why certain people acted as they did in history</li> <li>Explain how events from the past have helped shape our lives</li> <li>I can explain how an event from the past has shaped our lives today.</li> <li>I can use appropriate historical terms.</li> <li>I understand how knowledge of the past is constructed from a range of sources and can evaluate how useful they are.</li> <li>Suggest why certain events happened as they did in history</li> <li>Suggest why certain people acted as they did in history</li> <li>Explain how events from the past have helped shape our lives</li> </ul>				<ul style="list-style-type: none"> <li>I can describe events from the past using dates when things happened.</li> <li>I can use mathematical knowledge to work out how long ago events happened.</li> <li>I can use research skills to find answers to historical questions.</li> <li>I can research to find similarities and differences between two or more periods of history.</li> <li>I can address historically valid questions.</li> <li>I understand how knowledge of the past is constructed from a range of sources.</li> <li>I can use a range of sources to find out about the past.</li> <li>I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world.</li> <li>I can use appropriate historical terms for periods studied.</li> <li>Begin to picture what life would have been like for the early settlers</li> <li>Recognise that Britain has been invaded by several different groups over time</li> <li>Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>Explain how events from the past have helped shape our lives</li> <li>Recognise that the lives of wealthy people were very different from those of poor people</li> <li>I can explain how an event from the past has shaped our lives today.</li> <li>I can research what it was like for children and present my findings.</li> <li>I can describe changes that have happened in the local area throughout History.</li> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can use appropriate historical terms.</li> </ul>

	<ul style="list-style-type: none"> <li>I can explain how historic items and artefacts show us about life in the past.</li> <li>I can use appropriate historical terms.</li> <li>I can address and devise historically valid questions.</li> <li>I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and begin give reasons why these differences existed.</li> <li>I understand how knowledge of the past is constructed from a range of sources and can evaluate how useful they are.</li> <li>I can select and begin to organise relevant historical information.</li> <li>Suggest why certain events happened as they did in history</li> <li>Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>Recognise that the lives of wealthy people were very different from those of poor people</li> <li>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>				<ul style="list-style-type: none"> <li>I can address and devise historically valid questions.</li> <li>I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and begin give reasons why these differences existed.</li> <li>I understand how knowledge of the past is constructed from a range of sources and can evaluate how useful they are.</li> <li>I can select and begin to organise relevant historical information.</li> <li>Begin to picture what life would have been like for the early settlers</li> <li>Recognise that Britain has been invaded by several different groups over time</li> <li>Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>Suggest why certain events happened as they did in history</li> <li>Explain how events from the past have helped shape our lives</li> <li>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>
20/21	Ancient Egypt	It's News to me!	Our Wonderful World	Food, Glorious Food	Our Locality
Class 4 (Year 4 Year 5)	<ul style="list-style-type: none"> <li>I can plot events on a timeline using centuries.</li> <li>I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>I can explain how historic items and artefacts show us about life in the past.</li> <li>I can research what it was like for children and present my findings.</li> <li>I can use appropriate historical terms.</li> <li>I can address and devise historically valid questions.</li> <li>I understand how knowledge of the past is constructed from a range of</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can use appropriate historical terms.</li> <li>I can address and devise historically valid questions.</li> <li>I understand how knowledge of the past is constructed from a range of sources and can evaluate how useful they are.</li> <li>I can compare 2 or more historical periods explaining things that changed and things which stayed the same.</li> <li>I can explain how parliament affects decision making in England.</li> </ul>			<ul style="list-style-type: none"> <li>I can explain how historic items and artefacts show us about life in the past.</li> <li>I can research what it was like for children and present my findings.</li> <li>I can describe changes that have happened in the local area throughout History.</li> <li>I can use appropriate historical terms.</li> <li>I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and begin give reasons why these differences existed.</li> <li>Recognise that Britain has been invaded by several different groups over time</li> </ul>

	<p>sources and can evaluate how useful they are.</p> <ul style="list-style-type: none"> <li>• I can select and begin to organise relevant historical information.</li> <li>• Begin to picture what life would have been like for the early settlers</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>• Suggest why certain events happened as they did in history</li> <li>• Suggest why certain people acted as they did in history</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul> <ul style="list-style-type: none"> <li>• I can create a timeline with different historical periods and show key historical events/lives/significant people.</li> <li>• I can use appropriate historical terms across different periods of time.</li> <li>• I can use a range of sources, selecting and organising relevant historical information.</li> <li>• I understand that different versions of the past may exist and can give some reasons for this.</li> <li>• I can name historically significant people and events and explain their importance.</li> <li>• I can describe how crime and punishment has changed over time</li> <li>• Describe historical events from the different period/s they are studying/have studied</li> </ul>	<ul style="list-style-type: none"> <li>• I can address and devise historically valid questions.</li> <li>• I understand that different versions of the past may exist and can give some reasons for this.</li> <li>• I can describe how crime and punishment has changed over time</li> <li>• Describe historical events from the different period/s they are studying/have studied</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> </ul>			<ul style="list-style-type: none"> <li>• Explain how events from the past have helped shape our lives</li> <li>• I can compare 2 or more historical periods explaining things that changed and things which stayed the same.</li> <li>• I can explain how our locality has changed over time.</li> <li>• I can use appropriate historical terms across different periods of time.</li> <li>• I can describe social, cultural, religious and ethnic diversity in Britain and the wider world and give reasons why these differences existed.</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> </ul>
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20/21	Ancient Egypt	It's News to me!	Our Wonderful World	Food, Glorious Food	Our Locality
Class 5 (Year 6)	<ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline to set the order of things that happened.</li> <li>• I can use mathematical knowledge to work out how long ago events happened.</li> <li>• I can use research skills to find answers to historical questions.</li> <li>• I can address historically valid questions.</li> <li>• I understand how knowledge of the past is constructed from a range of sources.</li> <li>• I can use a range of sources to find out about the past.</li> <li>• I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world.</li> <li>• I can identify historically significant people and events in situations studied.</li> <li>• I can use appropriate historical terms for periods studied.</li> <li>• Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>• Describe features of historical events and people from past societies and periods they have studied</li> <li>• Recognise and describe differences and similarities/ changes between different periods of history</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened</li> <li>• I can use mathematical knowledge to work out how long ago events happened.</li> <li>• I can research to find similarities and differences between two or more periods of history.</li> </ul>			<ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use mathematical knowledge to work out how long ago events happened.</li> <li>• I can use research skills to find answers to historical questions.</li> <li>• I can address historically valid questions.</li> <li>• I understand how knowledge of the past is constructed from a range of sources.</li> <li>• I can describe basic social, cultural, religious and ethnic diversity in (Britain and) the wider world.</li> <li>• Summarise how Britain has had a major influence on world history</li> <li>• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> <li>• Recognise and describe differences and similarities/ changes between different periods of history</li> </ul>