







History

Subject Lead Mrs. C. Greener

LITTLETON GREEN COMMUNITY SCHOOL

Subject Overview



"As History Lead, my vision is to inspire every child to become a **curious and reflective** historian. Through a progressive curriculum, pupils will develop a **strong understanding of the past**, **think critically about evidence**, and appreciate how history shapes the world. I aim to nurture confident learners who value **diverse perspectives** and use their knowledge to make a positive difference."



History Curriculum Aims

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.

Subject Overview

EYFS and History

Understanding of the world educational programme (taken from the EYFS Framework 2020)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early learning goals that link to history are:

EYFS Understanding the world

ELG Past and present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



Curriculum Intent

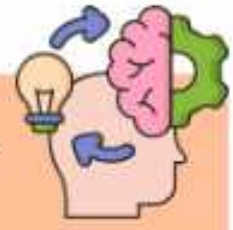
Our History Curriculum is designed to...

inspire ALL pupils to become **curious, knowledgeable and critical thinkers** who understand that studying the past helps us make sense of the present.

It supports Littleton Green's aim to develop confident, thoughtful and reflective learners by encouraging pupils to question evidence, consider different perspectives and make increasingly informed historical judgements.

Children develop knowledge of **local, British and world history**, recognising how societies, people and events are connected across time.

We aim for pupils to...



develop a **secure mental timeline** which enables them to place people, events and periods in chronological context and make connections between different areas of historical learning.

Pupils learn that History is not simply a collection of facts about the past. They learn how historians use evidence, investigate questions and construct interpretations.

They develop the vocabulary and conceptual understanding needed to discuss complex ideas such as **power, invasion, settlement, migration, monarchy, empire, civilisation, religion, trade, society and culture.**

Through studying a broad range of people and societies, children also develop an appreciation of the complexity of people's lives and the diversity of human experience.

Learning is sequenced so that...

pupils revisit important historical knowledge and concepts throughout primary school with increasing **depth, complexity and independence**.

In EYFS and Key Stage 1, learning begins with familiar experiences and events within living memory before extending further into the past.

Across Key Stage 2, British history is sequenced chronologically so that pupils develop an increasingly coherent narrative of Britain's past.

World history units are placed within their chronological context so that pupils can make connections between events and civilisations occurring in different parts of the world.

This structured progression enables pupils to build on what they already know rather than treating individual History units as isolated topics.



We Are PURPLE!

Curriculum Implementation

The teaching of History is supported by high-quality resources and a carefully sequenced curriculum which develops both **knowledge of the past and knowledge of how historians investigate it.**
We use Kapow Primary History to support planning while adapting lessons to our context so that all pupils can access ambitious historical learning and experience success.

History Learning Journey

UNIT INTRODUCTION

Each unit is structured around a purposeful historical enquiry question.
Pupils are introduced to:
·the period being studied; ·its position on the timeline; ·important prior knowledge; ·relevant substantive concepts; ·key historical vocabulary.
Knowledge organisers support pupils in recalling important facts, concepts and vocabulary and making connections with previous learning.

Individual Lesson Sequence

Retrieval Practice

Revisit previously learned:
·chronology;
·historical vocabulary;
·people and events;
·substantive concepts;
·disciplinary concepts.

Hook / Historical Enquiry

A compelling historical question, source, artefact, photograph, account, map or problem.
Pupils are encouraged to:
·observe carefully;
·identify what they already know;
·generate questions;
·make initial inferences;
·consider what evidence might help them find out more.

Core Learning

- ·explicit teaching of historical vocabulary;
- ·chronological sequencing and use of timelines;
- ·analysis of primary and secondary sources;
- ·investigation of artefacts, photographs, written sources and oral histories;
- ·teacher modelling of historical thinking;
- ·identifying evidence and making inferences;
- ·comparing periods, people and societies;
- ·exploring change and continuity;
- ·investigating cause and consequence;
- ·evaluating historical significance;
- ·considering different historical interpretations;
- ·structured discussion and debate;
- ·guided and independent historical enquiry.

Where appropriate, pupils use the historical enquiry process (See next page)

Reflection

Pupils return to the original enquiry question and use their new knowledge to:
·explain their conclusions;
·justify ideas using evidence;
·identify change or continuity;
·explain causes and consequences;
·assess significance;
·compare interpretations;
·make connections with previous historical learning.

A purposeful outcome shows pupils' developing historical knowledge, chronology and disciplinary thinking. Written outcomes support historical thinking but never replace discussion, source analysis or enquiry.

Lessons are adapted so all pupils, including those with SEND, EAL and disadvantaged backgrounds, can access and succeed.

Please see our page on Adaptive teaching for further information.

Curriculum Implementation

History Enquiry Process

Question → Investigate → Interpret → Evaluate and Conclude → Communicate

1 Question



- ask historically valid questions or develop hypotheses;
- identify the events, issues or concepts they need to explore.



2 Investigate



- collect evidence from different sources;
- consider usefulness, reliability and viewpoint;
- organise information.



3 Interpret



- identify important information;
- analyse events and issues;
- make connections between the past and present.



4 Evaluate and Conclude



- bring evidence together;
- form viewpoints;
- identify consequences;
- draw conclusions supported by evidence.



5 Communicate



- present historical arguments and conclusions;
- support ideas with evidence;
- communicate using writing, discussion, presentation, drama or other appropriate forms.





Curriculum Impact

We know our History curriculum works when pupils can **remember important historical knowledge and use it to explain, connect and interpret the past.**

Pupils develop a secure chronological framework and increasingly place new knowledge within what they already understand about local, British and world history.
They confidently use substantive concepts across different historical contexts and recognise that concepts such as **power, monarchy, invasion, migration and empire can change over time.**

Pupils also demonstrate increasingly sophisticated disciplinary thinking. They ask historical questions, analyse evidence, identify the strengths and limitations of sources and develop reasoned conclusions.

By the end of primary school, pupils are curious, critical and enquiring historians who can make informed and balanced judgements about the past and are well prepared for History at Key Stage 3.

Assessment Technique	What this means
 Formative Assessment	Ongoing assessment throughout lessons. This includes opportunities such as: questioning, retrieval practice, and interactive activities. Teachers observe and assess in real-time and adapt accordingly.
 Summative Assessment	End of unit quiz to assess pupils knowledge and understanding. This helps teachers understand knowledge and skills over time.
 Written Outcomes	Learning is shown in different ways, including creative tasks, labelled drawings and, when needed, short pieces of written work.
 Pupil Voice	Our learning sequence encourages children to talk, reflect and explain their thinking. Teachers use these moments to check understanding through questioning, discussion and simple recorded responses.

Inclusion and Adaptation

At Littleton Green, we want every child to recognise that **History belongs to everyone**.

Our curriculum introduces pupils to a broad range of people, societies and experiences from local, British and world history.

Pupils learn that the past is complex and that people's lives have been shaped by many factors including culture, belief, wealth, power, location and opportunity. Historical study helps children recognise diversity within societies, challenge simplistic assumptions and consider experiences which may differ from their own.

How We Adapt History for All Learners

History lessons are structured so that every child can access important historical knowledge and participate in enquiry.

Teachers identify the essential knowledge and concepts within each lesson and break complex historical thinking into manageable stages.

Support may include:

- explicit teaching and pre-teaching of historical vocabulary;
- timelines and visual chronological supports;
- photographs, artefacts, maps and illustrations;
- reduced or carefully selected source material;
- adult modelling of source analysis;
- highlighting key information within sources;
- structured historical questions;
- sentence stems and talk frames;
- role play and drama to support understanding;
- audio or visual representations of written sources;
- scaffolded comparison and enquiry grids;
- flexible methods of recording;
- repeated opportunities to revisit significant knowledge and concepts;
- targeted adult support which develops rather than replaces independence.

Challenge is increased through depth of reasoning, source complexity, independence and quality of historical argument, rather than simply increasing the amount pupils write.

Our aim is for every pupil to build secure historical knowledge, think critically about evidence and experience success as a historian.

Pupil Voice



Isla. Year R

"I have changed a lot since I was little. I grew up and now I can do lots of things that I couldn't before."

Antoinette. Year 2

"I love to read about history in books as it helps me to know all about people who aren't here anymore."

Charlotte. Year 4

"History is my favourite subject because you get to see what life was like so many years ago."

Finley. Year 6

"When we learn about history, we don't just learn about the past. The past teaches us about the future."

History Unit Overview



Y1

Me Through Time:
How am I making history?
Time-Travelling Toys:
How have toys changed?
Journey Makers:
How have explorers changed the world?

Y2

Our School History:
How was school different in the past?
Up, Up and Away!
How did we learn to fly?
Rules and Royalty:
What is a monarch?

Y3

The Age of Change:
Would you have rather lived in the Stone Age, Bronze Age or Iron Age?
Invasion:
Why did the Romans invade and settle in Britain?
Secrets on the Nile:
What was important to ancient Egyptians?

Y4

Through a Child's Eyes:
How have children's lives changed?
When Britain Changed:
What changed in Britain after the Anglo-Saxon invasion?
Maya Marvels:
How did the achievements of the Maya civilisation influence their society and beyond?

Y5

Vicious vs Victorious:
Were the Vikings raiders, traders or settlers?
Divorced, Beheaded, Died:
What was life like in Tudor England?
The Greek Effect:
What is the legacy of the Ancient Greek civilisation?

Y6

Census:
What can the census tell us about local areas?
British History:
What was the impact of World War 2 on the people of Britain?
Unheard histories:
Who should go on the £10 banknote?

Curriculum Design

Our History curriculum is carefully sequenced so that pupils build an increasingly coherent understanding of **chronology, historical knowledge and the methods historians use to investigate the past**.

Historical learning develops through five interconnected strands:

Topic Knowledge • Chronological Awareness • Substantive Concepts • Disciplinary Concepts • Historical Enquiry

Together, these enable pupils to move beyond remembering facts and develop **genuine historical knowledge.**



Substantive Knowledge – Knowing About the Past Substantive knowledge is pupils' knowledge of:

- ·people;
- ·events;
- ·periods;
- ·societies;
- ·ideas;
- ·developments.

Pupils progressively develop knowledge of local, British and world history and use this as the foundation for historical reasoning.

Substantive Concepts Important abstract concepts are deliberately revisited in different historical contexts. These include:

Power • Monarchy • Invasion • Settlement • Migration • Empire • Civilisation • Religion • Trade • Achievements of Humankind • Society • Culture

Revisiting these concepts enables pupils to recognise that their meaning and significance can change depending on historical context.

Disciplinary Knowledge – Thinking Like a Historian

Pupils learn how historians investigate the past and construct historical accounts.
Six disciplinary concepts are developed progressively:

- Change and Continuity- Pupils identify what changes and what remains similar across time.
- Similarities and Differences- Pupils compare people, societies, cultures and experiences across periods.
- Cause and Consequence - Pupils explain why events happened and consider their short- and long-term effects.
- Historical Significance - Pupils consider why particular people, events and developments are historically important.
- Sources of Evidence - Pupils use increasingly varied evidence and consider usefulness, reliability and limitation.
- Historical Interpretations - Pupils recognise that the past can be interpreted in different ways and increasingly evaluate why interpretations differ.

Chronological Awareness

Chronology is explicitly developed throughout the curriculum. Pupils regularly use timelines to consider:

·sequencing; ·duration; ·intervals between events; ·simultaneous events; ·connections between periods.

British history units are sequenced chronologically to help pupils build a coherent narrative from Britain's earliest history through to the twentieth century. This growing mental timeline enables new historical knowledge to be connected meaningfully with previous learning.

Curriculum Design

Spiral Curriculum

The curriculum follows a spiral model. Pupils revisit substantive and disciplinary concepts repeatedly, but each encounter involves greater complexity and sophistication. Prior learning therefore becomes the foundation for future historical thinking rather than individual units standing alone.

Oracy

Oracy is embedded throughout History. Pupils:

- discuss and summarise historical sources;
- explain and justify conclusions;
- debate historical significance;
- evaluate arguments;
- critique sources;
- use role play and drama to explore historical situations;
- present historical interpretations and findings.

Talk supports pupils in developing increasingly precise historical vocabulary and moving from simple description towards reasoned argument.

PURPLE Values

Our History curriculum reflects our PURPLE values by encouraging pupils to be:

- **Proud –** valuing their own history, locality and heritage while celebrating achievement.
- **Unique –** recognising the diverse experiences and contributions of individuals and communities throughout history.
- **Reflective –** evaluating evidence, questioning interpretations and reconsidering conclusions when presented with new information.
- **Positive –** learning from the achievements, challenges and mistakes of the past.
- **Loving –** developing respect and empathy for people whose lives, beliefs and experiences may differ from their own.
- **Empowered –** using historical knowledge to think critically, challenge assumptions and form informed judgements.

British Values

History supports British Values by enabling pupils to explore:

- the development of democracy;
- monarchy and government;
- changing rights and responsibilities;
- migration and cultural diversity;
- the experiences of different communities;
- significant developments in British society.

Pupils learn that society has changed over time and develop the knowledge needed to discuss different perspectives with respect.



Progression of Knowledge and skills

Year 1		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Me Through Time How am I making history?	Substantive Knowledge	To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same.	To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways.		To know that some people and events are considered more 'special' or significant than others.	To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that we remember some (but not all) of the events that we have lived through.	To know that the past can be represented in photographs.	To know that a timeline shows the order events in the past happened. Chronological awareness To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years.
	Disciplinary Knowledge	Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Beginning to look for similarities and differences over time in their own lives.		Recalling special events in their own lives	Using artefacts, photographs and visits to museums to answer simple questions about the past.	Beginning to identify different ways to represent the past (e.g. photos, stories).	Sequencing three or four events in their own life Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) Placing events on a simple timeline.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Individual Liberty	Proud Unique	Themselves	change, different, event, future, memory, present past, similar timeline	**Grandparents' Afternoon / Family Story Sharing Session** Children listen to adults talk about their childhoods, comparing then and now and asking questions about how life has changed. **"Then and Now" Family Photo Exhibition** Children bring in baby photos, family photos, and special event pictures to create a shared display showing personal change over time. **Local Walk: "My Life in My Community"** A walk around the local area to identify places that are important to children now and discuss how these places might change in the future. **Celebration of Life Events Workshop** Explore how different people celebrate birthdays, festivals, and milestones (including cultural differences within the class community). **Visitor Experience: "Memory Box Museum"** A curated classroom "museum" where children (and adults) bring in objects that represent important memories from their lives, explaining their significance.

Oracy Opportunities	**Timeline Partner Talk** Pupils share their personal timeline (key life events) with a partner, recounting events in order using time connectives. Partner listens and asks a simple question to clarify understanding. Focus: speaking clearly, sequencing ideas, listening to others.				
Sentence Stems	Language for Opinion I think that... because... I agree with... because... I disagree with... because... This is important because... My favourite event is... because...	Language for comparing / contrasting They are the same because... They are different because... We both have... Mine happened before... Mine happened after...	Language of explanation / recount (chronology focus) First... then... now... After I... This happened when I was... I remember this because... It is... and...	Language for questioning / clarifying What happened next? Why did that happen? Can you tell me more about...? I didn't understand... can you explain?	Language of prediction (change over time) I think... will happen because... I predict... When I am older, I will... My life might change because...
End product	**Curate a personal timeline gallery to showcase the key events in your life.**				

Progression of Knowledge and skills

Year 1		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
	Substantive Knowledge	To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.	To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past.	To know that everyday objects have changed as new materials have been invented.		To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.	To know that the past can be represented in photographs.	
	Disciplinary Knowledge	Being aware that some things have changed and some have stayed the same in their own lives. Change and continuity Describing simple changes and ideas/objects that remain the same Understanding that some things change while other items remain the same and some are new.	Beginning to look for similarities and differences over time in their own lives.	Asking why things happen and beginning to explain why with support.	Recalling special events in their own lives.	Using artefacts, photographs and visits to museums to answer simple questions about the past. Sources of evidence Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.	Beginning to identify different ways to represent the past (e.g. photos, stories). Historical interpretations Developing their own interpretations from historical artefacts.	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) Sequencing three or four artefacts from different periods of time.

Time-Travelling Toys
How have toys changed?

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Mutual Respect and Tolerance	Reflective Empowered	Ruth Handler	artefact, change, clue, different, memory, past, present, similar, timeline	**Toy Museum Experience (Visit or Virtual Tour e.g. V&A Museum of Childhood)** Explore toys from different eras and compare how they are made, used, and played with over time. **Grandparents' Toy Talk / "Toy Through Time" Workshop** Invite older family members or visitors to share toys they played with and explain how play has changed. **Traditional Toys Hands-On Session** Children handle and play with old-fashioned toys (e.g. spinning tops, cup and ball, wooden toys) and compare them with modern toys. **Toy Timeline Gallery Walk** Create a shared class display of toys from different decades using real objects, photos, and labels, then walk through it like a museum. **Toys Around the World Exploration** Investigate how children in different countries and cultures play, including traditional handmade toys and games.

Oracy Opportunities	"Same or Different?" Toy Discussion In pairs or small groups, pupils compare old and new toys. They identify similarities and differences in materials, appearance and use. Focus: comparing and contrasting, listening and responding to others.				
Sentence Stems	Language for opinion / response I think this toy is... because... I like this toy because... I do not like this toy because... I agree with... because... I disagree with... because...	Language for comparing / contrasting They are the same because... They are different because... This toy is... and that toy is... They are both... This one is older/newer because...	Language of explanation / description This toy is made of... This toy is used for... It is... and... I know this because... When you use this toy, you...	Language for questioning / clarifying What is this toy? How do you use it? When was it from? Why is it different? Can you tell me more about...?	Language of prediction (change over time) I think toys will... in the future because... I predict toys will be... Toys might change because... In the future, toys will...
End product	**Create a toy museum.**				

Progression of Knowledge and skills

Year 1		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
	Substantive Knowledge		To know that there are similarities and differences between their lives today and their lives in the past. Similarities and differences To know some similarities and differences between the past and their own lives.		To know that some people and events are considered more 'special' or significant than others	To know that photographs can tell us about the past.	To know that the past can be represented in photographs.	To know that a timeline shows the order events in the past happened. Chronological awareness To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years.
	Disciplinary Knowledge	Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.		Asking why things happen and beginning to explain why with support.		Using artefacts, photographs and visits to museums to answer simple questions about the past. Sources of evidence Finding answers to simple questions about the past using sources (e.g. artefacts).	Beginning to identify different ways to represent the past (e.g. photos, stories).	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) Placing events on a simple timeline Recording on a timeline a sequence of historical stories heard orally.

Journey Makers

How have explorers changed the world?

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Mutual Respect and Tolerance Individual Liberty	Loving Reflective	Captain Cook	different, event explorer, past present, similar timeline	**Map and Globe Exploration Workshop** Children use real maps and globes to trace famous explorer routes (e.g. journeys linked to Captain James Cook), building awareness of the wider world. **Exploration Role-Play Day** Children take on the role of explorers, sailors, and navigators, experiencing challenges of long sea voyages and discovery. **Explorer Storytelling Session** Listen to and retell real stories of explorers such as Captain James Cook, focusing on adventure, discovery, and impact. **"World Cultures" Experience Day** Explore food, clothing, music, and traditions from countries linked to famous exploration journeys, building cultural understanding and respect. **Artefact and Image Investigation Gallery** Handle or examine replica artefacts, ship tools, maps, and historical images to understand how explorers travelled and what they discovered.

Oracy Opportunities	Explorer Storytelling (Recount Talk) Pupils listen to a short story about an explorer (e.g. Captain Cook) and retell the journey in their own words. They sequence events using simple time language. Focus: chronological talk and clear recounting of events.				
Sentence Stems	Language for opinion / response I think the explorer... because... I agree with... because... I disagree with... because... This was important because... I think this journey was...	Language for comparing / contrasting They are the same because... They are different because... In the past... but now... Explorers travelled by... and now we travel by... This is different to today because...	Language of explanation / recount (chronology focus) First... then... after that... The explorer went to... This happened when... After that, they... I know this because...	Language for questioning / clarifying Where did the explorer go? Why did they go there? What happened next? How did they travel? Can you tell me more about...?	Language of prediction I think the explorer will... because... I predict they will... Next, they might... I think this will happen because...
End product	**Retell an explorer's journey.**				

Progression of Knowledge and skills

Year 2	Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Substantive Knowledge	To know that daily life has changed over time but that there are some similarities to life today.	To know that there are explanations for similarities and differences between children's lives now and in the past.	To know that changes may come about because of improvements in technology.		To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.		To know a decade is ten years. Chronological awareness To know that beyond living memory is more than 100 years ago.
Disciplinary Knowledge	Recognising some things which have changed/stayed the same as the past. Change and continuity Identifying simple reasons for changes.	Identifying similarities and difference between ways of life at different times. Similarities and differences Finding out about people, events and beliefs in society. Making comparisons with their own lives.			Using artefacts, photographs and visits to museums to ask and answer questions about the past. Sources of evidence Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above).	Recognising different ways in which the past is represented (including eye-witness accounts). Historical interpretations Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework.

Our School History

How was school different in the past?

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Rule of Law Mutual Respect and Tolerance	Loving Reflective	Mrs Thorneycroft	beyond living, memory, living memory, period, compare, similar, different, change, explain, describe, evidence, timeline, sequence, improve	**Victorian School Experience Day** Children experience a recreated Victorian classroom, including strict routines, handwriting on slates, and traditional lessons, helping them understand how schooling has changed over time. **Museum or Heritage Centre Visit (e.g. Black Country Living Museum)** Explore recreated historical classrooms and compare them with modern education settings. **"School Days" Visitor Talk** Invite grandparents or older community members to share memories of their school life, comparing rules, subjects, and experiences. **Then and Now School Gallery** Children explore photographs of schools from different eras (Victorian, mid-20th century, present day) and discuss similarities and differences. **Old vs New Learning Tools Workshop** Handle and compare historical school artefacts such as ink pens, chalkboards, and exercise books with modern technology (tablets, laptops).

Oracy Opportunities	Role Play: Victorian Classroom Experience (linked to end product) Pupils take part in a role-play lesson as Victorian children (e.g. strict teacher, handwriting practice, drill routine). After the experience, pupils discuss what it was like and how it was different from school today. Focus: speaking in role, recalling experiences, and preparing for the final reflection.				
Sentence Stems	Language for opinion / response I think Victorian school was... because... I like... because... I do not like... because... I agree with... because... I disagree with... because... I would prefer... because...	Language for comparing / contrasting In the past... but now... It is the same because... It is different because... In Victorian times... but today... One difference is...	Language of explanation / description This shows that... I know this because... They used... We use... now This is... and... This happened because...	Language for questioning / clarifying What is this used for? Why did they do that? How is this different from today? Can you explain...? What does this picture show?	Language of chronology / sequencing First... then... after that... In the past... Now... A long time ago... Today...
End product	**Experience a Victorian school.**				

Progression of Knowledge and skills

Year 2		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
	Substantive Knowledge			To know that changes may come about because of improvements in technology.	To know that some events are more significant than others. Historical significance To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.	To know that historians use evidence from sources to find out more about the past.	To know that the past is represented in different ways	To know that beyond living memory is more than 100 years ago.
	Disciplinary Knowledge	Recognising some things which have changed/stayed the same as the past. Change and continuity Identifying simple reasons for changes.	Finding out about people, events and beliefs in society.	Asking questions about why people did things, why events happened and what happened as a result. Cause and consequence Recognising why people did things, why events happened and what happened as a result.	Discussing who was important in a historical event.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Sources of evidence Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source	Recognising different ways in which the past is represented (including eye-witness accounts). Historical interpretations Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.

	British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Up, Up and Away! How did we learn to fly?	Mutual Respect and Tolerance Individual Liberty	Positive Empowered	Amelia Earhart	invention, technology, significant, impact, aviation, evidence, cause, consequence, compare, timeline, beyond living memory Inventor, lifetime source	**Aerospace Museum Visit (e.g. RAF Museum Cosford)** Explore real aircraft from different eras and see how aviation technology has developed over time. **Flight Timeline Gallery Walk** Children explore a visual timeline of aviation history from early gliders to modern jets, identifying key moments of change and innovation. **Pilot or Aviation Visitor Talk** A visitor from the aviation industry (pilot, engineer, or airport worker) explains how flying works today and how it has changed over time. **"Flight Experiment" Investigation Day** Children test paper planes, parachutes, and gliders to explore how design impacts flight and link this to early aviation ideas. **Global Travel Experience Mapping** Children explore how air travel connects countries and cultures today compared with the past, mapping journeys across the world.

Oracy Opportunities	Flight Timeline Talk (linked to end product) Pupils sequence images of flight (e.g. early gliders → first planes → modern aeroplanes). In pairs, they explain how flight has changed over time. Focus: chronological talk and preparing to explain change.					
Sentence Stems	Language for opinion / response I think flying has changed because... I agree with... because... I disagree with... because... This was important because... I think this invention helped because...	Language for comparing / contrasting In the past... but now... They are the same because... They are different because... This is different to before because... Old planes were... but now planes are...	Language of explanation / cause and consequence This happened because... This changed because... As a result... Because of this, people could... This helped people to...	Language for describing/using evidence I can see... This shows that... I know this because... This looks like... The aeroplane is... and...	Language of chronology / sequencing First... then... after that... A long time ago... Later... Now... Over time...	Language for questioning / clarifying How did this work? Why did this change? What happened next? Who invented this? Can you explain...?
End product	**Explain how flight has changed over time.**					

Progression of Knowledge and skills

Year 2		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Rules and Royalty What is a monarch?	Substantive Knowledge				To know that some events are more significant than others. Historical significance To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.	To know that historians use evidence from sources to find out more about the past.	To know that the past is represented in different ways	To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time.
	Disciplinary Knowledge	Recognising some things which have changed/stayed the same as the past. Change and continuity Identifying simple reasons for changes	Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society.	Asking questions about why people did things, why events happened and what happened as a result. Cause and consequence Recognising why people did things, why events happened and what happened as a result.	Discussing who was important in a historical event.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Sources of evidence Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above).	Recognising different ways in which the past is represented (including eye-witness accounts). Historical interpretation Comparing pictures or photographs of people or events in the past.	Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Rule of Law	Reflective Empowered	William the Conqueror	King, monarchy, power queen, ruler monarch, royalty, kingdom, rule, power, crown, significant, society, reign, government	**"Royal Takeover Day" Experience** Children participate in a themed day where they take on roles within a royal court, exploring hierarchy, power, and decision-making. **Crown Jewels & Regalia Investigation** Examine replicas or images of royal objects and discuss what they represent about power, authority, and tradition. **Monarchies Around the World Study Day** Compare the British monarchy with other monarchies globally to understand similarities and differences in systems of rule. **Living History Storytelling Session** Listen to stories about historical monarchs such as William the Conqueror and discuss how rulers shaped society.

Oracy Opportunities	Royal Court Role Play (linked to end product) Pupils take on roles within a royal court (e.g., monarch, advisor, servant) and act out a simple scenario. They discuss decisions the monarch makes and how rules are created. Focus: speaking in role and preparing to present ideas in the final exhibition.

Sentence Stems	Language for opinion / response	Language for comparing / contrasting	Language of explanation / description	Language for using evidence	Language of chronology / sequencing	Language for questioning / clarifying
	I think a monarch is... because... I agree with... because... I disagree with... because... This is important because... I think this ruler was...	In the past... but now... This is the same because... This is different because... Monarchs used to... but now... One difference is...	This shows that... I know this because... This object is... and... The monarch did... This is used for...	I can see... This tells us... This might mean... This helps us understand...	A long time ago... Then... After that... Later... Now...	What does this mean? Why did they do this? Who was this ruler? How do we know this? Can you explain...?
End product	**Present a walk-through royal exhibition.**					

Progression of Knowledge and skills

Year 3		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
The Age of Change Would you have rather lived in the Stone Age, Bronze Age or Iron Age?	Substantive Knowledge	To know that change can be brought about by advancements in transport and travel. Change and continuity To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade			To know that significant archaeological findings are those which change how we see the past.	To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.	To know that history is divided into periods of history e.g. ancient times, Middle Ages and modern. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that Anno Domini (AD) is Latin for 'In the Year of the Lord,' and is the term used to date the years after Jesus was born. To know that prehistory is the period before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
	Disciplinary Knowledge	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	Identifying similarities and differences between periods of history. Similarities and differences Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Identifying reasons for historical events, situations and changes.		Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Rule of Law	Positive Living	Mary Anning	Prehistory, Palaeolithic, Mesolithic, Neolithic, Archaeology, Artefact, inference, Continuity, change, trade	**Visit to a Museum or Virtual Tour (e.g. British Museum)** Children explore real prehistoric artefacts and consider how we know about the past. **Handling Replica Artefacts Session** Children handle tools, pottery, and weapons to develop observational and inferential skills. **Outdoor Survival Experience (Forest School style)** Build shelters, make "Stone Age tools," and understand daily survival challenges. **Archaeological Dig Simulation**

Oracy Opportunities	"Which Period Would You Choose?" Partner Talk (linked to end product) Pupils discuss the Stone Age, Bronze Age and Iron Age and decide which period they would prefer to live in. They give reasons and respond to a partner's ideas. Focus: forming opinions and justifying choices in preparation for the final outcome.				
Sentence Stems	Language for opinion / argument I would choose to live in the... because... I think the best time was... because... I agree with... because... I disagree with... because... In my opinion...	Language for comparing / contrasting In the Stone Age... but in the Bronze Age... They are similar because... They are different because... One difference is... One similarity is...	Language for explanation / cause and consequence This happened because... The reason for this is... As a result... Because of this, people... This meant that...	Language for using evidence I can see... This shows that... This tells us... I know this because... The evidence suggests...	Language of chronology / sequencing First... then... after that... During the Stone Age... Later, in the Bronze Age... After this, in the Iron Age... Over time...
End product	**Justify which prehistoric period you would choose to live in.**				

Progression of Knowledge and skills

Year 3		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Invasion Why did the Romans invade and settle in Britain?	Substantive Knowledge	To know that change can be brought about by advancements in materials.		To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury).		To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.		To know that history is divided into periods of history e.g. ancient times, Middle Ages and modern. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. To know that prehistory is the period before written methods and stretches until the Roman invasion in AD43.
	Disciplinary Knowledge	Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	Identifying similarities and differences between periods of history. Similarities and differences Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.	Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.	Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Rule of Law	Loving Reflective	Boudicca	Empire Invasion Settlement Legion Centurion Rebellion Conquest Archaeology Artefact Province	**Visit to a Roman Site** Explore real Roman remains and understand their impact on Britain. **Roman Soldier Experience Day** Drill formations, handle replica armour, and understand discipline and structure. **Archaeological Investigation Workshop** Examine Replica Roman artefacts and deduce what they reveal about daily life. **Roman Roads & Engineering Exploration Walk** Study Local Roman roads or maps to understand infrastructure and legacy. **Immersive Roman Market Role-Play**

Oracy Opportunities	"Why Did the Romans Come?" Partner Talk (linked to end product) Pupils discuss possible reasons for the Roman invasion (e.g. wealth, land, power). They explain their ideas to a partner and respond to each other. Focus: giving reasons and preparing arguments for the final outcome.					
Sentence Stems	Language for opinion / argument I think the Romans invaded because... I believe... because... I agree with... because... I disagree with... because... In my opinion...	Language for cause and consequence This happened because... The reason for this is... As a result... Because of this, the Romans... This led to...	Language for using evidence I can see... This shows that... This tells us... I know this because... The evidence suggests...	Language for comparing/contrasting In Britain... but in Rome... This is the same because... This is different because... One similarity/difference is...	Language of explanation / sequencing First... then... after that... The Romans came to... After they arrived... Later... Finally...	Language for questioning / clarifying Why did the Romans...? What happened next? How do we know this? What does this show? Can you explain...?
End product	**Justify why the Romans invaded and settled in Britain.**					

Progression of Knowledge and skills

Year 3		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Secrets On the Nile What was important to ancient Egyptians?	Substantive Knowledge	To know that change can be brought about by advancements in trade			To know that significant archaeological findings are those which change how we see the past.	To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence.	To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.
	Disciplinary Knowledge	Identifying the links between different societies.		Identifying the consequences of events and the actions of people. Cause and consequence Identifying reasons for historical events, situations and changes.		Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Chronological awareness Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied Placing the time studied on a timeline Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Rule of Law Individual Liberty	Proud Reflective	Cleopatra	Pharaoh Hieroglyphics Afterlife Mummification Tomb Archaeology Artefact Inference Civilization Trade	**Virtual or Real Museum Visit** Encounter real artefacts such as mummies and sarcophagi. **Mummification Workshop Experience** Recreate the process (safely/simulated) to understand beliefs about the afterlife. **Hieroglyphics Writing Experience** Use reeds/ink or clay tablets to write names like ancient scribes. **Immersive Egyptian Day / Exhibition** Dress, music, food, and role-play to experience daily life and beliefs. **Archaeological Dig Simulation (Tutankhamun's Tomb)** Investigate artefacts and discuss how discoveries (like Howard Carter's) changed what we know.

Oracy Opportunities	Interpretation Talk (Same or Different Ideas) Pupils consider different ideas about what mattered most in Ancient Egypt. They compare viewpoints and discuss which they agree with. Focus: recognising different interpretations and responding respectfully.					
Sentence Stems	Language for opinion / argument I think the most important thing was... because... I believe... was important because... In my opinion... I agree with... because... I disagree with... because...	Language for explaining significance This was important because... This mattered because... This helped people to... This was significant because...	Language for using evidence I can see... This shows that... This tells us... I know this because... The evidence suggests...	Language for comparing ideas Some people think... but I think... This is similar because... This is different because... Another idea is...	Language of explanation / cause and consequence This happened because... Because of this... As a result... This meant that...	Language for questioning / clarifying Why was this important? What does this show? How do we know this? Can you explain...? What was the purpose of...?
End product	**Explain what was most important to the Ancient Egyptians.**					

Progression of Knowledge and skills

Year 4		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Through a Child's Eyes How have children's lives changed?	Substantive Knowledge			To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	To know that we can make inferences and deductions using images from the past.	To know that assumptions made by historians can change in the light of new evidence.	To know that history is divided into periods of history e.g. ancient times, Middle Ages and modern. To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
	Disciplinary Knowledge	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Recalling some important people and events. Identifying who is important in historical sources and accounts	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Evaluating the usefulness of different sources	Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Rule of Law	Reflective Loving Unique	Lord Shaftesbury	Victorian Childhood Education Workhouse Industrial Reform Factory Timeline Evidence Continuity	**Victorian School Experience Day** Children experience strict routines, handwriting, and lessons to understand historical schooling. **Visit to a Heritage Site or Museum (e.g. Black Country Living Museum)** Explore reconstructed Victorian streets and workplaces. **Childhood Artefact Handling Session** Compare Victorian toys, school items, and work tools with modern equivalents. **Local History Walk (Victorian impact in your area)** Investigate old buildings, schools, or factories linked to industrial change. **Oral History Interview / Visitor Talk** Speak to older generations about how childhood has changed within living memory.

Oracy Opportunity	**Interpretation Talk: "Victorian Child vs Modern Child – Which life was better?"** Pupils are given two contrasting sources (e.g. a Victorian factory child account and a modern child's school day). In trios, each pupil takes a role: Historian – presents evidence from their source (e.g. long working hours, strict schooling) Comparator – explains similarities and differences between past and present Questioner – asks probing questions about evidence and ideas				
Sentence Stems	Language for opinion / argument I think the biggest change was... because... In my opinion... I believe... was more important because... I agree with... because... I disagree with... because... Most people would agree that...	Language for explaining significance This was important because... This mattered because... This is significant because... This helped children to... This had an impact because...	Language for using evidence According to this source... This shows that... I know this because... This suggests that... The evidence shows...	Language for comparing ideas One similarity is that... One difference is that... They are similar because... In contrast... A further difference is...	Language of explanation / cause and consequence This happened because... As a result... Because of this... This led to... Therefore...
End product	**Analyse how and why children's lives have changed over time.**				

Progression of Knowledge and skills

Year 4		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
When Britain Changed What changed in Britain after the Anglo-Saxon invasion?	Substantive Knowledge				To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	To know that we can make inferences and deductions using images from the past.		To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.
	Disciplinary Knowledge	Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.	Identifying and giving reasons for different ways in which the past is represented Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Rule of Law	Reflective Empowered	Alfred the Great	cause change consequence continuity convert deduction evidence	invasion kingdom missionary monastery primary source secondary source settlement	**Anglo-Saxon Settlement Workshop / Living History Day** Handle artefacts, try crafts, and experience early medieval life. **Museum Visit (e.g. British Museum Anglo-Saxon galleries)** Examine Sutton Hoo treasures and discuss what they reveal about power and belief. **Sutton Hoo Investigation Experience** Explore replica burial artefacts and discuss what they tell us about leadership and belief. **Reconstruction Activity: Anglo-Saxon Village Model** Build settlements and understand how communities were structured. **Archaeological Evidence Lab (Source Investigation Day)** Analyse artefacts, images, and records to decide what changed after invasion.

Oracy Opportunity	Interpretation Talk: "What changed in Britain after the Anglo-Saxon invasion?" Pupils are given a range of sources (artefacts, images, settlement maps, Sutton Hoo evidence). In trios, pupils take roles: Historian – explains what changed using evidence Comparator – identifies what stayed the same and what changed Questioner – asks probing questions about causes and evidence Discussion task: What changed in Britain after the Anglo-Saxon invasion, and why did these changes happen?					
Sentence Stems	Language for opinion / argument I think the most important change was... because... In my opinion... I believe... changed the most because... I agree with... because... I disagree with... because... Most people would agree that...	Language for explaining significance This was important because... This mattered because... This is significant because... This changed people's lives because... This had an impact because...	Language for using evidence According to this source... This shows that... I know this because... This suggests that... The evidence shows...	Language for comparing ideas (change and continuity) One change was... One thing that stayed the same was... A similarity is that... A difference is that... In contrast... A further change is...	Language of explanation / cause and consequence This happened because... As a result... Because of this... This led to... Therefore... This was caused by...	Language for questioning / clarifying Why did this change happen? What evidence supports this? How do we know this is accurate? Can you explain that further? What was the impact of this change?
End product	**Compare what changed in Britain after the Anglo-Saxon invasion.**					

Progression of Knowledge and skills

Year 4		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
	Substantive Knowledge	To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade		To know that advancements in science and technology can be the cause of change.	To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come	To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. To know that assumptions made by historians can change in the light of new evidence	To know that history is divided into periods of history e.g. ancient times, Middle Ages and modern
	Disciplinary Knowledge	Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies	Identifying similarities and differences between periods of history	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes	Recalling some important people and events.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures	Identifying and giving reasons for different ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books	Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time.

Maya Marvels

How did the achievements of the Maya civilisation influence their society and beyond?

British Values	Purple Values	Significant Person	Key Vocabulary	Cultural Capital
Democracy Rule of Law	Reflective	Lady Xa'tzul	Civilisation City-state Pyramid Hieroglyphs Astronomy Calendar Archaeology Artefact Trade Ritual	**Maya Artefact Investigation Workshop** Handle replicas and analyse what they reveal about daily life, belief, and society. **Planetarium / Astronomy Experience** Explore how the Maya studied stars and created advanced calendars. **Museum Exploration (e.g. British Museum Maya collections)** Study real artefacts and consider their global significance. **Maya Writing and Number System Workshop** Learn glyphs and explore how their communication system worked. **Ancient Civilisation Comparison Experience** Compare Maya achievements with other civilisations (e.g. Romans or Egyptians) through interactive stations.

Oracy Opportunity	Structured Debate: "Which Maya achievement had the greatest impact?" Pupils each become experts on a Maya achievement using sources. In groups, pupils present, question, and compare ideas. Discussion task: Which achievement had the greatest impact on Maya society and why? End product The most significant Maya achievement was... because...					
Sentence Stems	Language for opinion / argument I think the most important achievement was... because... In my opinion... I believe... had the greatest impact because... I agree with... because... I disagree with... because... Most people would agree that...	Language for Explaining Significance This achievement was significant because... This changed people's lives because... The impact of this achievement was... This was important for Maya society because... People still benefit from this today because...	Language for Using Evidence The evidence shows that... This source suggests that... We can infer that... The artefact tells us... Archaeologists believe this because... This evidence helps us understand...	Language for Comparing and Contrasting One similarity is... One difference is... Compared to... In contrast to... A further similarity/difference is... They are both important because...	Language for Cause and Consequence This happened because... As a result... This led to... Because of this achievement... The consequence of this was...	Language for Historical Interpretation Some historians believe... Another interpretation is... This source presents the Maya as... Different sources suggest... Our understanding has changed because...
End product	**Justify which Maya achievement had the *greatest* impact on Maya civilisation and beyond.**					

Progression of Knowledge and skills

Year 5		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
	Substantive Knowledge	To know that change can be brought about by conflict.					To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source	To understand that historical periods have characteristics that distinguish them To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events.
	Disciplinary Knowledge	Making links between events and changes within and across different time periods / societies.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world		Comparing significant people and events across different time periods.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.	Suggesting explanations for different versions of events Identifying how conclusions have been arrived at by linking sources. Understanding that different evidence creates different conclusions	Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Rule of Law	Unique Reflective	Alcuin of York	Raid Trade Settlement Longship Invasion	Source Bias Evidence Chronicle Timeline	**Historical Source Detective Workshop** Analyse conflicting accounts of Viking raids to judge reliability and bias. **Viking Settlement Role-Play Day** Recreate daily life in a Viking village including trade, farming and governance. **Archaeology Investigation (Jorvik-style experience)** Examine how discoveries change our understanding of Viking life.

Vicious vs Victorious
Were the Vikings raiders, traders or settlers?

Oracy Opportunity	Historical Enquiry Talk: "Were the Vikings Raiders, Traders or Settlers?" Pupils are given a range of sources (chronicles, artefacts, maps of settlements, images of trade goods and archaeological evidence). In trios, pupils take roles: • Evidence Expert – explains what the source reveals about Viking life. • Comparator – compares evidence for Vikings as raiders, traders and settlers. • Questioner – asks probing questions about reliability, bias and historical interpretations. Discussion Task: Should the Vikings be remembered primarily as raiders, traders or settlers? What evidence supports your view?						
Sentence Stems	Language for Opinion / Argument An argument for describing the Vikings as _____ is... My view is that the Vikings were primarily... The two main reasons for believing this are... My first reason is... Another reason is... Perhaps some people would argue that the Vikings were... However, I would point out that...	Language for Using Evidence The source suggests that... The evidence shows... This artefact indicates that... The chronicle states that... Based on the evidence... This source is valuable because...	Language for Historical Interpretation Historians have interpreted this differently because... One interpretation is that... Another viewpoint is... Different conclusions can be reached because... This evidence could be interpreted as... The author may have believed this because...	Language for Cause and Consequence This happened because... One reason for this was... As a result... Consequently... This led to... The impact of this was...	Language for Comparing and Contrasting In some ways... Another feature they have in common is... However, they differ because... One similarity is... One difference is... Compared with...	Language for Questioning and Challenging What evidence supports that claim? How reliable is that source? Could there be another interpretation? Why do you think that? How do we know this is accurate? What makes that evidence convincing?	Language for Reaching a Judgement After hearing all the evidence... Taking everything into account... Overall, I believe... The strongest evidence suggests... In conclusion... Therefore, the Vikings should be described as... because...
End product	Evaluate whether the Vikings should be described as raiders, traders or settlers.						

Progression of Knowledge and skills

Year 5	Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Substantive Knowledge					To understand that inventories are useful sources of evidence to find out about people from the past To know that the most reliable sources are primary sources which were created for official purposes.	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.	To know relevant dates and relevant terms for the period and period labels e.g Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events.
Disciplinary Knowledge	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Similarities and differences. Making links with different time periods studied. Describing change throughout time.	Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Identifying significant people and events across different time periods.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.	Evaluating the usefulness of historical sources Developing strategies for checking the accuracy of evidence	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Using the terms AD and BC in their work. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.

Divorced, Beheaded, Died

What was life like in Tudor England?

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Rule of Law	Proud Reflective	Henry VIII	Tudor Monarchy Reformation Court Nobility	Peasantry Inventory Primary source Secondary source Evidence	**Tudor Banquet Experience Day** Experience food, etiquette and social hierarchy of Tudor England. **Historical Source Investigation Workshop** Analyse inventories, portraits and documents to judge reliability and meaning. **Tudor Role-Play Court Trial or Royal Decision-Making Simulation** Experience justice and power in Tudor society. **Costume and Daily Life Experience Session** Handle Tudor clothing and household objects to understand everyday life.

Oracy Opportunity

Historical Investigation Talk: "What was life like in Tudor England?" Pupils are given a range of sources (inventories, portraits, household objects, clothing images and official Tudor documents). In trios, pupils take roles:

- Source Expert – explains what the source reveals about Tudor life.
- Comparator – identifies similarities and differences between the lives of rich and poor Tudors.
- Questioner – asks probing questions about reliability, bias and what the evidence can tell us.

Discussion Task: What was life like in Tudor England, and how did experiences differ between different groups of people?

Sentence Stems

Language for Opinion / Argument	Language for Using Evidence	Language for Historical Interpretation	Language for Comparing and Contrasting	Language for Cause and Consequence	Language for Questioning What evidence supports that idea?	Language for Reaching a Conclusion
An argument for this is... My view is that Tudor life was... The two main reasons for believing this are... Perhaps some people would argue that... However, I would point out that... I understand your point of view, however... Most people would agree that... Building on what you are saying...	The source suggests that... The evidence shows... This inventory tells us that... This portrait indicates that... Based on the evidence... This source is valuable because... This source may be less reliable because... The evidence supports the idea that...	One interpretation is that... Another viewpoint is... Historians may disagree because... Different conclusions can be reached because... This evidence could be interpreted as... The creator of this source may have wanted to...	In some ways... Another feature they have in common is... However, they differ because... One similarity is... One difference is... Compared with... Tudor nobles were..., whereas Tudor peasants were...	This happened because... One reason for this was... As a result... Consequently... This led to... The impact of this was...	How reliable is that source? Could there be another interpretation? What does this source tell us about Tudor life? Why do you think that? How do we know this is accurate?	After considering the evidence... Taking everything into account... The strongest evidence suggests... Overall, Tudor life was... In conclusion... Therefore, life in Tudor England was... because...

End product

Investigate what life was like in Tudor England.

Progression of Knowledge and skills

Year 5		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
The Greek Effect What is the legacy of the Ancient Greek civilisation?	Substantive Knowledge			To know that members of society standing up for their rights can be the cause of change.			To understand that there are different interpretations of historical figures and events	To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline
	Disciplinary Knowledge	Making links between events and changes within and across different time periods / societies. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Similarities and differences Making links with different time periods studied. Describing change throughout time.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources Developing strategies for checking the accuracy of evidence Understanding that different evidence creates different conclusions	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Rule of Law Individual Liberty	Empowered Loving	Socrates	Civilisation Democracy Philosophy Legacy City-state	Mythology Source Evidence Centuries Chronology	**Greek Philosophy Debate Workshop** Children take part in structured debates inspired by Socrates and Ancient Greek questioning techniques. **Museum or Virtual Gallery Visit (e.g. British Museum Greek collections)** Explore artefacts such as pottery, sculptures, and coins to understand cultural legacy. **Ancient Olympics Experience Day** Participate in adapted Olympic-style events to explore Greek culture and values. **Mythology Storytelling and Drama Workshop** Recreate Greek myths and explore their influence on modern stories and language. **Democracy Simulation (Class Assembly of Athens)** Children experience voting, debating, and decision-making like Athenian citizens.

Oracy Opportunity	Legacy Debate: "What is the greatest legacy of the Ancient Greeks?" Pupils are given a range of sources (artefacts, images, democracy records, myths, accounts of the Olympics and philosophical quotations). In trios, pupils take roles: • Evidence Expert – explains what the source reveals about the Ancient Greeks and their lasting influence. • Comparator – compares different Greek achievements and identifies which have had the greatest impact over time. • Questioner – asks probing questions about significance, evidence and different historical interpretations. Discussion Task: What is the greatest legacy of the Ancient Greek civilisation, and why has it had such a lasting impact?						
Sentence Stems	Language for Opinion / Argument An argument for _____ being the greatest legacy is... My view is that... The two main reasons for believing this are... My first reason is... Perhaps some people would argue that... However, I would point out that... I understand your point of view, however...	Language for Historical Significance This was significant because... The lasting impact of this was... This achievement is still important today because... This changed people's lives because... The legacy of this achievement can be seen in...	Language for Using Evidence The source suggests that... The evidence shows... This artefact indicates that... Based on the evidence... This source is valuable because... The evidence supports the idea that... This source helps us understand...	Language for Historical Interpretation One interpretation is that... Another viewpoint is... Historians may disagree because... Different conclusions can be reached because... This evidence could be interpreted as... The creator of this source may have wanted to...	Language for Comparing and Contrasting In some ways... Another feature they have in common is... However, they differ because... One similarity is... One difference is... Compared with... This achievement had a greater impact than... because...	Language for Cause and Consequence This happened because... One reason for this was... As a result... Consequently... This led to... The impact of this was...	Language for Questioning What evidence supports that idea? Which source is most reliable? Could there be another interpretation? Why do you think this was important? How do we know this had a lasting impact? What makes this achievement more significant than the others?
End product	**Debate the legacy of the Ancient Greek civilisation.**						

Progression of Knowledge and skills

Year 6		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Hidden in the Numbers What can the census tell us about local areas?	Substantive Knowledge	To know that change can be traced using the census.		To know that members of society standing up for their rights can be the cause of change		To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To know that the most reliable sources are primary sources which were created for official purposes.		
	Disciplinary Knowledge		Describing change throughout time.			Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past.	Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Addressing and devising valid questions historically	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Using relevant dates and relevant terms for the period and period labels e g Stone Age, Bronze Age, Iron Age Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Rule of Law	Loving Positive	Prince Albert	Census Population Occupation Household Data	Primary source Secondary source Migration Comparison Evidence	**Local Archives or Record Office Visit** Explore real historical census documents and understand how data is preserved. **Family History Investigation Project** Children research past census records to discover how local families have changed. **Data Mapping Workshop (School or Local Area)** Create maps showing population change, occupations, or housing over time. **Visitor Talk from Local Historian or Archivist** Learn how census data is used in real historical and community research. **Fieldwork Walk: "Then and Now" Local Study** Compare historic maps and census data with the modern local environment.

Oracy Opportunity	Census Investigation Talk: "What can the census tell us about our local area?" Pupils are given a range of sources (census extracts, historical maps, population data, occupation records and photographs of the local area). In trios, pupils take roles: • Data Analyst – explains what the census evidence reveals about people and places in the local area. • Change Detective – identifies changes and continuities in occupations, households and population over time. • Questioner – asks probing questions about the evidence, reliability of conclusions and reasons for change. Discussion Task: How has our local area changed over time, and what evidence from the census supports this?							
Sentence Stems	Language for Opinion / Argument I am convinced that... Based on the evidence... It is clear that... Perhaps some people would argue that... However, I would point out... Taking everything into account... Building on what you are saying...	Language for Using Evidence The census shows that... The data suggests... This evidence indicates that... We can conclude that... The information from the census reveals... This is supported by... The strongest evidence is...	Language for Change and Continuity One change over time was... A feature that remained the same was... Compared with... Over time, we can see that... This demonstrates continuity because... This shows significant change because...	Language for Cause and Consequence One reason for this change may have been... This happened because... As a result... Consequently... This led to... The impact of this change was...	Language for Comparing and Contrasting In some ways... Another similarity is... One difference is... Compared with the earlier census... In contrast... A further difference is...	Language for Evaluating Sources This is a reliable source because... The census is useful because... One limitation of this evidence is... As a primary source, this... This evidence does not tell us... We would need additional sources to...	Language for Questioning What evidence supports that conclusion? What changed between these two census records? How reliable is this information? What might explain this difference? What information is missing? What can we infer from this evidence?	Language for Reaching a Conclusion After analysing the evidence... Overall, the census tells us that... The evidence suggests that... In conclusion... Therefore, our local area has changed because... The most significant change was... because...
End product	Investigate and present how your local area has changed using census data.							

Progression of Knowledge and skills

Year 6		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Patriotism, Propaganda and Peace What was the impact of World War 2 on the people of Britain?	Substantive Knowledge	To know that change can be brought about by conflict		To know that members of society standing up for their rights can be the cause of change			To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events	To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events
	Disciplinary Knowledge	Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline Comparing and making connections between different contexts in the past.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Mutual Respect	Reflective Loving	Winston Churchill	Evacuation Rationing Propaganda Air Raid Blitz	Home Front Conflict Resistance Source Timeline	**Air Raid Shelter Experience (e.g. museum or school simulation)** Understand what it felt like during bombing raids and civilian protection. **WWII Museum Visit or Virtual Tour (e.g. Imperial War Museum)** Explore artefacts, stories, and real accounts from the Home Front. **Evacuee Role-Play Day** Experience what it was like for children evacuated from cities to the countryside. **Rationing and Wartime Cooking Workshop** Learn how families adapted to food shortages and ration books. **Oral History Investigation (local veterans or family stories)** Explore personal accounts to understand lived experiences of WWII.

Oracy Opportunity	Historical Interpretation Talk: "How did World War II change everyday life in Britain?" Pupils are given a range of sources (ration books, propaganda posters, evacuee accounts, photographs, government documents and oral history extracts). In trios, pupils take roles: • Source Expert – explains what the source reveals about life in Britain during World War II. • Change Detective – identifies what changed and what stayed the same for people during the war. • Questioner – asks probing questions about reliability, different experiences and the impact of the war. Discussion Task: How did World War II change everyday life in Britain, and which change had the greatest impact on people's lives?							
Sentence Stems	Language for Opinion / Argument I am convinced that... Given that... Based on the evidence... Perhaps some people would argue that... However, I would point out that... I understand your point of view, however... Taking everything into account... Building on what you are saying...	Language for Using Evidence The source suggests that... The evidence shows... This photograph indicates that... The evacuee account reveals... Based on this evidence... This source is useful because... The strongest evidence is...	Language for Change and Continuity One major change was... A feature that remained the same was... Before the war..., whereas during the war... Over time, we can see that... This demonstrates continuity because... This shows significant change because...	Language for Cause and Consequence This happened because... One reason for this was... As a result... Consequently... This led to... The impact of this was...	Language for Historical Interpretation One interpretation is that... Another viewpoint is... Different experiences led people to believe... This source presents the war as... Different conclusions can be reached because...	Language for Comparing and Contrasting In some ways... One similarity is... One difference is... Compared with life before the war... In contrast... A further difference is...	Language for questioning What evidence supports that idea? How reliable is this source? Did everyone experience this change? Why do you think that happened? What impact did this have on families? Could there be another interpretation?	Language for Reaching a Conclusion After analysing the evidence... Overall, I believe... The strongest evidence suggests... In conclusion... Therefore, World War II changed everyday life by... The most significant change was... because...
End product	**Identify how World War II changed everyday life in Britain.**							

Progression of Knowledge and skills

Year 6		Change and Continuity	Similarities and Differences	Cause and Consequence	Historical Significance	Sources of Evidence	Historical Interpretations	Chronological Awareness
Worth their Weight Who should go on the banknote?	Substantive Knowledge	Describing the links between main events, similarities and changes within and across different periods/studied. To know that members of society standing up for their rights can be the cause of change.		To know how historians select criteria for significance and that this changes.				
	Disciplinary Knowledge		Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Similarities and differences. Making links with different time periods studied. Describing change throughout time Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Similarities and differences. Making links with different time periods studied. Describing change throughout time.	Giving reasons for historical events, the results of historical events, situations and changes. Cause and consequence. Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Identifying significant people and events across different time periods. Historical significance Comparing significant people and events across different time periods. Explain the significance of events, people and developments.	Using a range of sources to find out about a particular aspect of the past.	To understand that there are different interpretations of historical figures and events.	Comparing and making connections between different contexts in the past.

British Values	Purple Values	Significant Person	Key Vocabulary		Cultural Capital
Democracy Individual Liberty	Reflective Empowered	Alan Turing	Significance Legacy Contribution Democracy Debate	Evidence Representation Achievement Interpretation Impact	Banknote Design Workshop- Children design their own £10 note featuring a chosen significant British figure and justify their choice. Historical Debate Experience- Children argue why their chosen figure deserves national recognition on currency. Visitor Talk: Historian or Local Figure of Influence Understand how people are selected for national recognition and remembrance. Significance Sorting Challenge- Compare a range of British figures and decide who has had the greatest long-term impact.

Oracy Opportunity	Historical Significance Debate: "Who should appear on the next British banknote?" Pupils are given a range of sources (biographies, photographs, speeches, historical accounts and records of achievements) about significant British figures in trios, pupils take roles: • Evidence Expert – explains the achievements and contributions of a chosen figure. • Significance Judge – compares figures and evaluates their long-term impact on Britain and the wider world. • Questioner – asks probing questions about significance, legacy and the evidence used to support arguments. Discussion Task: Which British figure deserves to appear on a banknote, and what makes their contribution significant enough for national recognition?							
Sentence Stems	Language for Opinion / Argument I am convinced that _____ should appear on the banknote because... Given that... Based on the evidence... Perhaps some people would argue that... However, I would point out that... I understand your point of view, however... Taking everything into account... Building on what you are saying...	Language for Historical Significance This person was significant because... Their greatest contribution was... The impact of their actions can still be seen today because... This person changed society by... Their legacy continues because... This achievement affected many people because...	Language for Using Evidence The evidence suggests that... This source shows... The historical record demonstrates... This supports the idea that... Based on the evidence... The strongest evidence is...	Language for Comparing and Contrasting In some ways... One similarity between these figures is... One difference is... Compared with... In contrast... A further difference is...	Language for Historical Interpretation Some historians believe that... Another interpretation is... Different people may value this achievement differently because... This figure is often remembered for... However, others argue that...	Language for Cause and Consequence This happened because... As a result... This led to... Consequently... The long-term impact was... This influenced...	Language for Questioning What evidence supports that argument? Why is this person more significant than others? How many people were affected by their actions? What was their lasting impact? Could another figure be considered more influential? How do we know this contribution was important?	Language for Reaching a Judgement After considering all of the evidence... The most convincing argument is... Overall, I believe... The strongest evidence suggests... In conclusion... Therefore, _____ deserves to appear on a banknote because...
End product	**Justify why you have chosen a significant British figure for a banknote using evidence of their impact.**							