

KS1 History Progression of Knowledge and Skills

Year 1

Year 2

Chronological Awareness

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that a timeline shows the order events in the past happened. ➤ 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. ➤ To know that beyond living memory is more than 100 years ago. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). ➤ Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). ➤ Sequencing three or four artefacts/photographs from different periods of time. ➤ Placing events on a simple timeline. ➤ Recording on a timeline a sequence of historical stories heard orally. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that events in history may last different amounts of time. To know a decade is ten years 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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.
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Substantive (abstract) concept 1: Achievements and follies of mankind

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) ➤ To know some achievements and discoveries of significant individuals (e.g. explorers). 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). ➤ To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
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Substantive (abstract) concept 2: Power (monarchy, government and empire)

N/A	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that a monarch in the UK is a king or queen. ➤ To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. ➤ To know that Britain was organised into kingdoms and these were governed by monarchs.
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Disciplinary concept 1: Change and Continuity

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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 everyday objects have changed over time. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that daily life has changed over time but that there are some similarities to life today. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Recognising some things which have changed / stayed the same as the past. ➤ Identifying simple reasons for changes.
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Disciplinary concept 2: Cause and Consequence

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that everyday objects have changed as new materials have been invented. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Asking why things happen and beginning to explain why with support 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that changes may come about because of improvements in technology 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Asking questions about why people did things, why events happened and what happened as a result. ➤ Recognising why people did things, why events happened and what happened as a result.
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Disciplinary concept 3: Similarities and differences

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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 everyday objects have similarities and differences with those used for the same purpose in the past 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Beginning to look for similarities and differences over time in their own lives. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that there are explanations for similarities and differences between children's lives now and in the past. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Identifying similarities and difference between ways of life at different times. ➤ Finding out about people, events and beliefs in society. ➤ Making comparisons with their own lives
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Disciplinary concept 4: Historical Significance

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that some people and events are considered more 'special' or significant than others 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Recalling special events in their own lives. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that some events are more significant than others. ➤ To know the impact of a historical event on society. ➤ To know that 'historically significant' people are those who changed many people's lives. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Discussing who was important in a historical event.
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Disciplinary concept 5: Sources of Evidence

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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 artefacts can tell us about the past. ➤ To know that we remember some (but not all) of the events that we have lived through. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Using artefacts, photographs and visits to museums to answer simple questions about the past. ➤ Finding answers to simple questions about the past using sources (e.g. artefacts). ➤ Sorting artefacts from then and now. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Using artefacts, photographs and visits to museums to ask and answer questions about the past. ➤ Making simple observations about a source or artefact. ➤ Using sources to show an understanding of historical concepts (see above). ➤ Identifying a primary source.
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Disciplinary concept 6: Historical interpretations

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that the past can be represented in photographs. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Beginning to identify different ways to represent the past (e.g. photos, stories). ➤ Developing their own interpretations from historical artefacts. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that the past is represented in different ways. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Recognising different ways in which the past is represented (including eye-witness accounts). ➤ Comparing pictures or photographs of people or events in the past. ➤ Developing their own interpretations from photographs and written sources.
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Historical Enquiry Skills, Sub-Strand 1: Posing Historical Questions

<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Asking a range of questions about stories, events and people. ➤ Understanding the importance of historically-valid questions.
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Historical Enquiry Skills, Sub-Strand 2: Gathering, organising and evaluating evidence

<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Using sources of information, such as artefacts, to answer questions. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Understanding how we use books and sources to find out about the past.
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- Drawing out information from sources.
- Making simple observations about the past from a source.

- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question.
- Identifying a primary source.

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Historical Enquiry Skills, Sub-Strand 3: Interpreting findings, analysing and making connections

SKILLS:

- Interpreting evidence by making simple deductions .
- Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).

SKILLS:

- Making links and connections across a unit of study.
- Selecting and using sections of sources to illustrate and support answers.

Historical Enquiry Skills, Sub-Strand 4: Evaluating and drawing conclusions

SKILLS:

- Drawing simple conclusions to answer a question

SKILLS:

- Making simple conclusions about a question using evidence to support.

Historical Enquiry Skills, Sub-Strand 5: Communicating findings

SKILLS:

- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as - old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.
- Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)

SKILLS:

- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing our writing.

Year 1 - Vocabulary progression

Disciplinary concepts	Topic knowledge	
Historical enquiry		
ask investigate explain question artefacts object sort group compare/ comparison interview	photograph similar/similarity different/ difference change same event remember memory celebration special	<p>How am I making history?</p> siblings parent grand parent great grandparent childhood time capsule
Chronological awareness		
morning afternoon evening order now present past recent timeline lifetime future date before	today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago	<p>What were toys like in the past?</p> toy wooden plastic metal mohair
How have explorers changed the world?		
		explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms

Words which are identified as especially important for pupils to understand to develop an understanding of the **substantive concepts** are highlighted in pink.

Year 2 - Vocabulary progression

Disciplinary concepts	Topic knowledge	
Historical enquiry		
sources primary source evidence contrast historic historically significant eye witness account eye witness		<p>How was school different in the past?</p> school log book textbook blackboard abacus slate chalk pen and ink stove
Chronological awareness		
Decade Anglo-Saxon		<p>How did we learn to fly?</p> inventor flight
What is a monarch?		
	monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy	conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep

KS2 History Progression of Knowledge and Skills

Lower KS2		Upper KS2	
Chronological Awareness			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that history is divided into periods of history e.g. ancient times, middle ages and modern. ➤ To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. ➤ To know that BC means before Christ and is used to show years before the year 0. ➤ To know that AD means Anno Domini and can be used to show years from the year 1AD. ➤ To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. ➤ To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. ➤ To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. ➤ 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. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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. Making a simple individual timeline. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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, Aztecs, and Victorians 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. ➤ Understanding the term “century” and how dating by centuries works. ➤ 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, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians ➤ 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. ➤ Sequencing 10 events on a timeline.
Substantive (abstract) concept 1: Achievements and follies of mankind			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To be able to identify achievements and inventions that still influence our lives today from Roman times. ➤ To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. ➤ To be aware of the achievements of the Ancient Egyptians. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand that people in the past were as inventive and sophisticated in thinking as people today. ➤ To know that new and sophisticated technologies were advanced which allowed cities to develop. ➤ To understand the impact of war on local communities. ➤ To know some of the impacts of war on daily lives. ➤ To understand that people in the past were as inventive and sophisticated in thinking as people today. ➤ To know that new and sophisticated technologies were advanced which allowed cities to develop. 		
Substantive (abstract) concept 2: Power (monarchy, government and empire)			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand the development of groups, kingdom and monarchy in Britain. ➤ To know who became the first ruler of the whole of England. ➤ To understand the expansion of empires and how they were controlled across a large empire. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand how the monarchy exercised absolute power. ➤ To understand the process of democracy and parliament in Britain. ➤ To understand that different empires have different reasons for their expansion. 		

<ul style="list-style-type: none"> ➤ To understand that societal hierarchies and structures existed including aristocracy and peasantry. ➤ To understand some reasons why empires fall/collapse. 		<ul style="list-style-type: none"> ➤ To understand that there are changes in the nature of society. ➤ To know that there are different reasons for the decline of different empires. 	
Substantive (abstract) concept 3: Invasion, settlement and migration			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that there were different reasons for invading Britain. ➤ To understand that there are varied reasons for coming to Britain. ➤ To know that there are different reasons for migration. ➤ To know that settlement created tensions and problems. ➤ To understand the impact of settlers on the existing population. ➤ To understand the earliest settlements in Britain. To know that settlements changed over time. 		<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand there are increasingly complex reasons for migrants coming to Britain. ➤ To understand that migrants come from different parts of the world. ➤ To know about the diverse experiences of the different groups coming to Britain over time. 	
Substantive (abstract) concept 4: Civilisation (social and cultural)			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand how invaders and settlers influence the culture of the existing population. ➤ To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. ➤ To know that education existed in some cultures, times and groups. 		<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand the changes and reasons for the organisation of society in Britain. ➤ To understand how society is organised in different cultures, times and groups. ➤ To be able to compare development and role of education in societies. ➤ To be able to compare education in different cultures, times and groups. ➤ To understand the changing role of women and men in Britain. ➤ To understand that there are differences between early and later civilisations. 	
Substantive (abstract) concept 5: Trade			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that communities traded with each other and over the English Channel in the Prehistoric Period. ➤ To understand that trade began as the exchange of goods. ➤ To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. ➤ To understand that the Roman invasion led to a great increase in British trade with the outside world. ➤ To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. ➤ To understand that trade develops in different times and ways in different civilisations. ➤ To understand that the traders were the rich members of society. 		<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that trade routes from Britain expanded across the world. ➤ To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). ➤ To understand that the expansion of trade routes increased the variety of goods available. ➤ To understand that the methods of trading developed from in person to boats, trains and planes. ➤ To understand the development of global trade. 	
Substantive (abstract) concept 6: Beliefs			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To understand that there are different beliefs in different cultures, times and groups. ➤ To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. ➤ To compare the beliefs in different cultures, times and groups. 		<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To be aware of the different beliefs that different cultures, times and groups hold. ➤ To understand the changing nature of religion in Britain and its impact. ➤ To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society 	
Substantive (abstract) concept 6: Beliefs			
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Disciplinary concept 1: Change and Continuity			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that change can be brought about by advancements in transport and travel. ➤ To know that change can be brought about by advancements in materials. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Identifying reasons for change and reasons for continuities. ➤ Identifying what the situation was like before the change occurred. ➤ Comparing different periods of history and 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that change can be brought about by conflict. ➤ To know that change can be traced using the census. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Making links between events and changes within and across different time periods / societies. ➤ Identifying the reasons for changes and continuity.

<ul style="list-style-type: none"> ➤ To know that change can be brought about by advancements in trade. 	<p>identifying changes and continuity.</p> <ul style="list-style-type: none"> ➤ Describing the changes and continuity between different periods of history. ➤ Identifying the links between different societies. 		<ul style="list-style-type: none"> ➤ 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
Disciplinary concept 2: Cause and consequence			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Identifying the consequences of events and the actions of people. ➤ Identifying reasons for historical events, situations and changes. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that members of society standing up for their rights can be the cause of change. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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.
Disciplinary concept 3: Similarities and differences			
<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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. 		
Disciplinary concept 4: Historical significance			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Recalling some important people and events. Identifying who is important in historical sources and accounts. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know how historians select criteria for significance and that this changes. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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.
Disciplinary concept 5: Sources of evidence			
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date. ➤ To understand the types of information that can be extracted from the census. ➤ To understand some of the key terms on the census, for 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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 understand that inventories are useful sources of evidence to find out about people from the past. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Recognising primary and secondary sources. ➤ Using a range of sources to find out about a particular aspect of the past. ➤ Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. ➤ Describing how secondary sources are influenced by the

<p>example, scholar, ditto, occupation and marital status.</p> <ul style="list-style-type: none"> ➤ 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. 			<p>beliefs, cultures and time of the author.</p>
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Disciplinary concept 6: Historical interpretations

<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Identifying and giving reasons for different ways in which the past is represented. ➤ Identifying the differences between different sources and giving reasons for the ways in which the past is represented. ➤ Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. ➤ Evaluating the usefulness of different sources 	<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Comparing accounts of events from different sources. ➤ Suggesting explanations for different versions of events. ➤ Evaluating the usefulness of historical sources. ➤ Identifying how conclusions have been arrived at by linking sources. ➤ Developing strategies for checking the accuracy of evidence. ➤ Addressing and devising historically valid questions. ➤ Understanding that different evidence creates different conclusions. ➤ Evaluating the interpretations made by historians
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Historical Enquiry Skills, Sub-Strand 1: Posing Historical Questions

<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Understanding how historical enquiry questions are structured. ➤ Creating historically-valid questions across a range of time periods, cultures and groups of people. ➤ Asking questions about the main features of everyday life in periods studied, e.g. how did people live. ➤ Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence. 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Planning a historical enquiry. ➤ Suggesting the evidence needed to carry out the enquiry. ➤ Identifying methods to use to carry out the research. ➤ Asking historical questions of increasing difficulty e.g. who governed, how and with what results? ➤ Creating a hypothesis to base an enquiry on. ➤ Asking questions about the interpretations, viewpoints and perspectives held by others.
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Historical Enquiry Skills, Sub-Strand 2: Gathering, organising and evaluating evidence

<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Using a range of sources to construct knowledge of the past. ➤ Defining the terms 'source' and 'evidence'. ➤ Extracting the appropriate information from a historical source. ➤ Selecting and recording relevant information from a range of sources to answer a question. ➤ Identifying primary and secondary sources. Identifying the bias of a source. ➤ Comparing and contrasting different historical sources 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Using different sources to make and substantiate historical claims. ➤ Developing an awareness of the variety of historical evidence in different periods of time. ➤ Distinguishing between fact and opinion. ➤ Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. ➤ Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. ➤ Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
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Historical Enquiry Skills, Sub-Strand 3: Interpreting findings, analysing and making connections

<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. ➤ Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. ➤ Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?" 	<p>SKILLS:</p> <ul style="list-style-type: none"> ➤ Interpreting evidence in different ways using evidence to substantiate statements. ➤ Making increasingly complex interpretations using more than one source of evidence. ➤ Challenging existing interpretations of the past using interpretations of evidence.
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- Making connections, drawing contrasts and analysing within a period and across time.
- Beginning to interpret simple statistical sources.

Historical Enquiry Skills, Sub-Strand 4: Evaluating and drawing conclusions

SKILLS:

- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today

SKILLS:

- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.

Historical Enquiry Skills, Sub-Strand 5: Communicating findings

SKILLS:

- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments.
- Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.

SKILLS:

- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicating simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims

Year 3 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
Historical enquiry	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?		
secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction informed guess continuity historical significance criteria interpretation inference observation deduction legacy	Skara Brae, Orkney Islands hearth settlement flint roundhouse	chief metalwork -copper, bronze, gold, tin mining trade (a job requiring manual skills) arrowheads import	export trade (buying and selling goods/services) exchange goods barter
	British history 2: Why did the Romans settle in Britain?		
	Briton Romans Celts enslaved tin togas settlers Picts pilum galea	armour scutum caligae gladius tunic legionary legion legatus cohort century	centurion formation testudo wedge tablet aqueduct state legal system
Chronological awareness	What did the Egyptians believe?		
AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age	Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology	civilisation Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum creation story Horus Isis Nun Osiris	Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus weighing of the heart Skemet Ra Casing stones Pharaoh foundations limestone blocks
			pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus

Year 4 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
Historical enquiry	How have children's lives changed?		
observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility	apprentice/ apprenticeship master occupation politicians parliament poverty ragged schools life expectancy plague living conditions	sanitation working conditions working hours factory owners chaffing wheat oath mine/miner/ mining trapper bird scarer hurrier servant	housemaid wealthy wages textile mill bill pass (pass a bill) reform act The Factory Act The Coal Mines Act The Chimney Sweepers Act
	British history 2: How hard was it to invade and settle in Britain?		
	Angles Saxons Jutes Picts invasion Britons Romans empire longships wattle and daub	Wessex claimants kingdom Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut	cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound Christianity missionaries Pope peasants
Chronological awareness	Were the Vikings raiders, traders or settlers?		
Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	trader engineer raider Anglo-Saxon chronicle ballast hull	keel mast longboat oars Rudder garnet Hedeby	Jorvik quernstone Danelaw paganism sacred

Words which are identified as especially important for pupils to understand to develop an understanding of the **substantive concepts** are highlighted in pink.

Year 5 - Vocabulary progression

Disciplinary concepts	Topic knowledge	
Historical enquiry	What was life like in Tudor times?	
census reliable audience purpose accuracy creator representation council chamber records	official record justify opinion historical investigation link interpretation will inventory value transcribe prediction	House of Lancaster House of York Battle of Bosworth tyrant execute Tower of London heir Royal Progress nobles litter dunghill mace procession trading laws court town clerk pageant courtiers noblemen valuation parchment quill pen parlour chamber buttery merchant pewter free enslaved tournament shilling
Chronological awareness	What did the Greeks ever do for us?	
Minoan Civilisation Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period	Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo	Artemis Hephaestus Hermes Dionysus democracy oligarchy location city-state Athens Sparta landlocked assembly direct democracy representative democracy philosophy formula ethics logic legacy impact
	How did the Maya civilisation compare to the Anglo-Saxons?	
	abandon Classic period decline deforestation	drought hieroglyphics pyramid rainforest slash and burn tropical rainforest

Words which are identified as especially important for pupils to understand to develop an understanding of the **substantive concepts** are highlighted in pink.

Year 6 - Vocabulary progression

Disciplinary knowledge	Topic knowledge	
Historical enquiry	What does the census tell us about our local area?	
church records court records records from places of work factory records enumeration books trustworthy death records reliability criteria significance	head of the household title scholar enumerator condition cotton mill worker overlooked joiner can-hooker carding piecer flax yarn linen nobbins	severance pay compensation income workhouse suffragette governess
Chronological awareness	British history 6: What was the impact of World War II on the people of Britain?	
No new vocabulary	appeasement Treaty of Versailles reparations allies disarm debt unrest prosperity RAF Luftwaffe sorties Operation Sealion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout evacuation Women's Auxiliary Air Force (WAAF) Women's Royal Naval Service (WRNS)	Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) Women's Land Army Women's Liberation Movement
	Unheard histories: Who should go on the banknote?	The Sikh Empire
	issuing bank remarkable remembered watermark	cultural diversity cultural exchange global trade Maharaja Ranjit Singh maritime routes Punjab Sikh Confederacy (Misl Confederacy) Sikh Empire unification