

# St. Martin's History Curriculum Map

## Intent

St. Martin's History provides a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions.

The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.

## Implementation

St. Martin's History is designed to be delivered by non-specialists, with core historical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is used as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate.

Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are used to support the history curriculum and are sequenced towards the accumulation of skills, knowledge and understanding, working towards the next key stage.

### **Historical Knowledge and Concepts**

The St. Martin's History units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Historical knowledge is taught through the following strands:

- Constructing the past
- Sequencing the past

Historical concepts are taught through the following strands:

- Change and development
- Cause and effect
- Significance and interpretations

Historical enquiry is taught through the following strands:

- Planning and carrying out historical enquiry
- Using sources as evidence

### **Rationale for Sequencing and Selection of Units**

The St. Martin's History curriculum is designed to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning:

- The introductory Year 1 unit 'My Family History' unit links with common themes of family, home and change covered within EYFS.
- Within KS2 the British history units follow a chronological approach to support pupils in developing a clear long-term narrative across history.
- Local history units are taught in the summer to facilitate the introduction of fieldwork. The three local history units become increasingly more challenging over the scheme as pupils engage with a broader range and more complex sources of evidence.
- Some units are taught within Upper KS2 due to their more challenging content, for example migration and refugees in the Year 5 'Journeys' unit. Additionally, studying at this level provides opportunities for investigating more complex themes for example government and democracy in the Year 6 'The Ancient Greeks' unit. Throughout the scheme, pupils are guided to make links between the topics taught.

In the half terms where history is not taught, opportunities should be sought to maintain progress made within the subject. This could be through cross-curricular work, for example in geography, or through the use of appropriate texts in literacy. Assembly time could also be used to introduce topics relevant to history and reinforce the use of key vocabulary and revisit concepts.

### **Impact**

The impact of St. Martin's History is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary. It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided. The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact.

In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts. Pupils understand and can clarify to others what history is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.

# The National Curriculum

## Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## 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.

## Key Stage 1 – Years 1 and 2

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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Key Stage 2 – Years 3, 4, 5 and 6

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

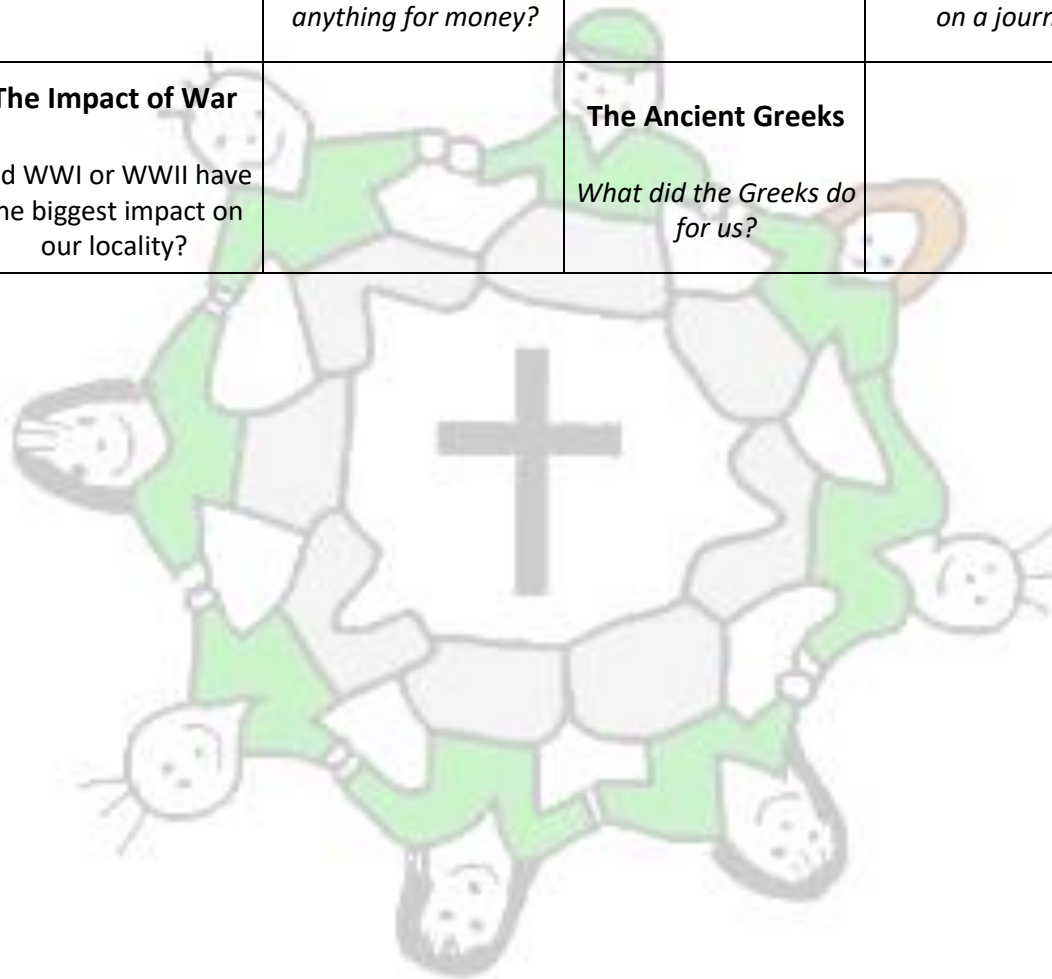
In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

# Whole School Overview

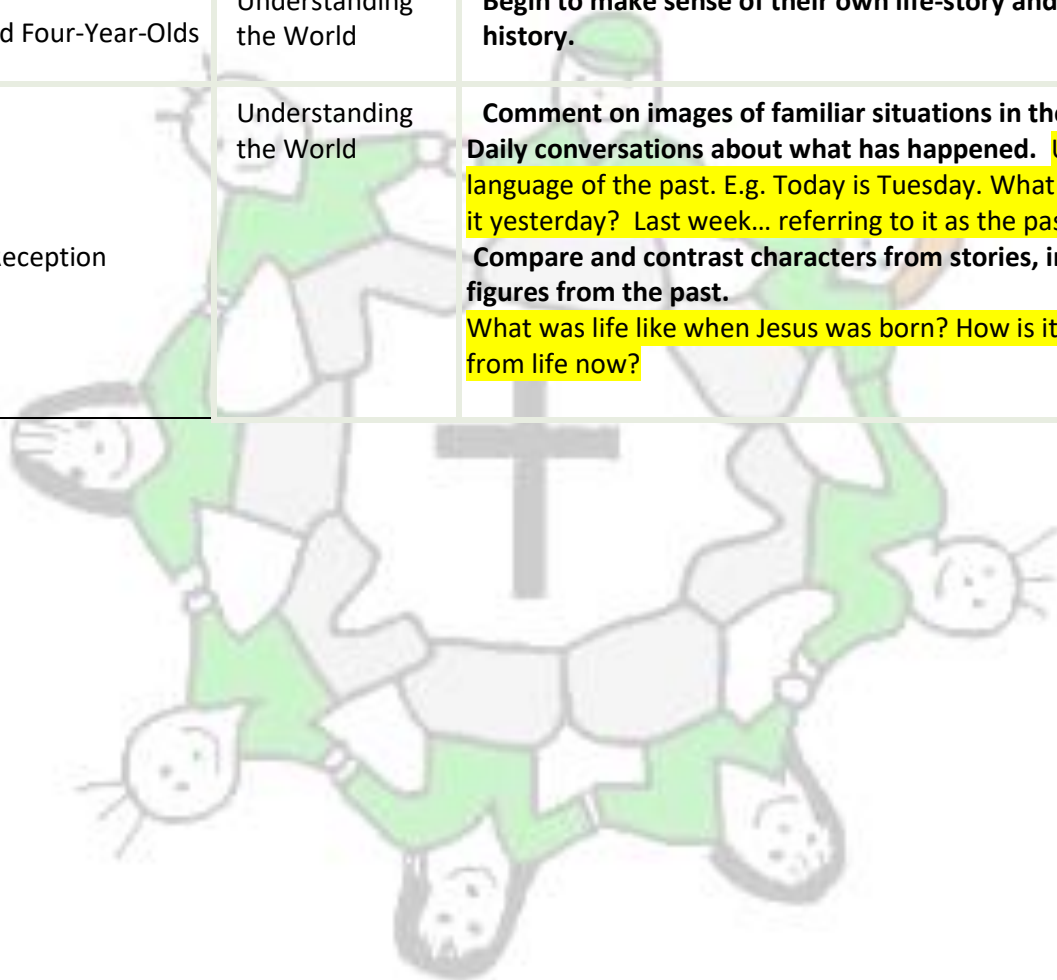
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<b>My Family History</b> <i>What was life like when our grandparents were children?</i>		<b>Great Inventions - Transport</b> <i>How did the first flight change the world?</i>		<b>The Greatest Explorers</b> <i>Who were the greatest explorers?</i>
Year 2		<b>Bonfire Night and the Great Fire of London</b> <i>Did the great fire make London a better or worse place?</i>		<b>Our Local Heroes</b> <i>Who are our local heroes?</i>		<b>Holidays</b> <i>How have holidays changed over time?</i>
Year 3	The Stone Age		<b>The Bronze Age and the Iron Age</b> <i>Which was more impressive - the Bronze Age or the Iron Age?</i>			<b>Local History</b> <i>What was new about the New Stone Age?</i>
Year 4	Ancient Egypt	<b>Roman Britain</b> <i>What happened when the Romans came to Britain?</i>		<b>Crime and Punishment</b> <i>How has Crime and Punishment changed over time?</i>		

Y e a r 5	<b>The Anglo-Saxons</b> <i>Was the Anglo Saxon period really a Dark Age?</i>		<b>The Vikings</b> <i>Would the Vikings do anything for money?</i>		<b>Journeys</b> <i>What makes people go on a journey?</i>	
Y e a r 6		<b>The Impact of War</b> Did WWI or WWII have the biggest impact on our locality?		<b>The Ancient Greeks</b> <i>What did the Greeks do for us?</i>		<b>The Maya Civilisation</b> <i>Why should we remember the Maya?</i>



## Knowledge and Skills Progression Nursery to Year 6

NC Programme of Study	Coverage of Statement in Curriculum	Progression of Statement in Curriculum
<b>EYFS</b>		
Three and Four-Year-Olds	Understanding the World	<b>Begin to make sense of their own life-story and family's history.</b>
Reception	Understanding the World	<p><b>Comment on images of familiar situations in the past.</b>  <b>Daily conversations about what has happened.</b> Using the language of the past. E.g. Today is Tuesday. What day was it yesterday? Last week... referring to it as the past.</p> <p><b>Compare and contrast characters from stories, including figures from the past.</b>            What was life like when Jesus was born? How is it different from life now?</p>



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<p>ELG</p>	<p>Understanding the World</p> <p>Past and Present</p>	<p><b>Talk about the lives of people around them and their roles in society.</b></p> <p>Superheroes - looking at how people help us. Linking to significant heroes from the past. Nurses, doctors etc in the past and how it is different from today.</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b> On the farm- how has farming changed? Comparing farming equipment now to the past.</p> <p>Marvellous me- how have our lives changed, comparing events from now and the past. Family history.</p> <p>Marvellous me - talk about past and present events in their own lives. Timelines, birth to now. Family changes, parents as babies/children etc.</p> <p>Our learning journey, reflecting back on our own significant events during the academic year.</p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p>Remembrance day</p> <p>Pirates - how was life different for Pirates in the past?</p> <p>Chinese New Year</p>
<p><b>Historical Knowledge: Constructing the past</b></p>		
<p>KS1</p> <p>Study knowledge of and can recall key information and characteristic features of historical periods.</p>	<p>Year 1: Great Inventions</p> <p>Year 2: Bonfire Night and The Great Fire of London</p>	<p>In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways.</p> <p>Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</p> <p>Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London.</p> <p>Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.</p>

NC Programme of Study	Coverage of Statement in Curriculum	Progression of Statement in Curriculum
<p><b>LKS2</b></p> <p>Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p>	<p>Year 3: The Stone Age</p> <p>Year 3: The Bronze Age and the Iron Age</p>	<p>Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</p>
	<p>Year 4: The Ancient Egyptians</p>	<p>Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. Will begin to make some reference to other societies, but their reasoning may be undeveloped.</p>
<p><b>UKS2</b></p> <p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Year 5: The Vikings</p>	<p>Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.</p>
	<p>Year 6: The Maya Civilisation</p>	<p>Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.</p>
<b>Historical Knowledge: Sequencing the past</b>		
<p><b>KS1</b></p> <p>Know where people and events fit within a chronological framework.</p>	<p>Year 1: My Family History</p> <p>Year 1: The Greatest Explorers</p>	<p>Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.</p>

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	Year 2: Holidays	<p>Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order.</p> <p>Begin to explain why they have placed the items in this sequence.</p>
<p><b>KS1</b></p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	Year 1: My Family History	<p>Begin to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc.</p> <p>Demonstrate a secure understanding of the words used.</p> <p>Will require little prompting to use these words.</p>
	Year 2: Bonfire Night and The Great Fire of London Year 2: Holidays	<p>Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods.</p> <p>Demonstrate secure understanding of the terms used.</p> <p>Independently use the terms appropriately.</p>
<p><b>LKS2</b></p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	Year 3: The Bronze Age and the Iron Age	<p>Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.</p> <p>Provide valid reasons why they have chosen this time period for most of the images.</p>
	Year 4: Roman Britain	<p>an accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).</p> <p>Provide detailed valid reasons why they have sequenced the events/objects in this way.</p>
<p><b>UKS2</b></p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	Year 5: The Anglo-Saxons	<p>Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline.</p> <p>Will be able to make some links between this sequence to the events and people within other time periods studied.</p>

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	Year 6: The Ancient Greeks	<p>Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates.</p> <p>Can accurately identify links between this sequence and the events of other periods studied.</p>

### History Concepts: Change and Development/Similarity and Difference

<p><b>KS1</b></p> <p>Identify similarities and differences between ways of life in different periods/times.</p>	Year 1: Great Inventions	Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.
	Year 2: Holidays	<p>Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today.</p> <p>May begin to demonstrate an understanding of which are the most important differences and why.</p>
<p><b>LKS2</b></p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	Year 3: The Stone Age	<p>Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages.</p> <p>Can see links between changes, and begin to identify types of change.</p> <p>Will demonstrate an awareness of the significance of change and its impact.</p>
	Year 4: Crime and Punishment	<p>Can explain why certain changes and developments were of particular significance within topics and across time periods.</p> <p>Can provide a comprehensive list of the changes of Crime and Punishment within the period studied.</p> <p>Will identify links between the changes.</p> <p>Will provide a clear rationale for why one change could be considered to be more important than others.</p> <p>May provide insightful ideas about whether some things did not change very much within a period and why.</p>

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<p><b>UKS2</b></p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Year 5: The Anglo-Saxons</p>	<p>Can independently and confidently provide a comprehensive list of the changes within the period studied.</p> <p>Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance.</p> <p>Will identify a range of links between the various changes.</p> <p>Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.</p>
	<p>Year 6: The Impact of War</p>	<p>Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars.</p> <p>Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights.</p> <p>Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.</p>
<b>History Concepts: Cause and Effect</b>		
<p><b>KS1</b></p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</p>	<p>Year 1: Great Inventions</p>	<p>Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.</p>
	<p>Year 2: Bonfire Night and The Great Fire of London</p>	<p>Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot.</p> <p>Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.</p>
<p><b>LKS2</b></p> <p>Address and devise historically valid questions about cause.</p>	<p>Year 3: The Stone Age</p>	<p>Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period.</p> <p>Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.</p>
	<p>Year 4: Crime and Punishment</p>	<p>Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform.</p> <p>Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.</p>

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<p><b>UKS2</b> Address and devise historically valid questions about cause.</p>	<p>Year 5: The Vikings</p>	<p>Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.</p> <p>Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.</p>
	<p>Year 6: The Impact of War</p>	<p>Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality.</p> <p>Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order.</p> <p>Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.</p> <p>May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.</p>
<p><b>History Concepts: Significance and Interpretations</b></p>		
<p><b>KS1</b> Understand some of the ways in which they can find out about the past and identify different ways it is represented.</p>	<p>Year 1: The Greatest Explorers Year 1: Great Inventions</p>	<p>Demonstrate through examples and discussion an understanding of the term 'significance'.</p> <p>Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.</p> <p>Will begin to make connections between significant events or people, e.g. the explorers studied.</p>
	<p>Year 2: Our Local Heroes</p>	<p>Can give a broad range of valid reasons why someone or something is significant.</p> <p>Demonstrate a secure understanding of the term significance.</p> <p>Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.</p> <p>Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>


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<p><b>LKS2</b></p> <p>Address and devise historically valid questions about significance.</p>	<p>Year 3: Our Local Area</p>	<p>Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality.</p> <p>Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.</p>
	<p>Year 4: Roman Britain</p>	<p>Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans.</p> <p>Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.</p> <p>Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.</p>
<p><b>LKS2</b></p> <p>Understand how and why different interpretations of the past have been constructed.</p>	<p>Year 3: The Bronze Age and the Iron Age</p>	<p>Can identify a number of ways in which two versions of the same account may differ.</p> <p>Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer.</p> <p>Can identify a number of ways in which the interpretations are the same and also different.</p> <p>Can provide a reason why the sources may differ, but this is undeveloped.</p>
	<p>Year 4: Roman Britain</p>	<p>Can identify a range of ways in which two or more accounts of the same event differ.</p> <p>Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.</p>
<p><b>UKS2</b></p> <p>Address and devise historically valid questions about significance.</p>	<p>Year 5: The Anglo-Saxons</p>	<p>Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons.</p> <p>Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.</p> <p>Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.</p>

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	Year 6: The Maya Civilisation Year 6: The Ancient Greeks	<p>Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks.</p> <p>Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today.</p>
<b>UKS2</b> Understand how and why different interpretations of the past have been constructed.	Year 5: The Vikings Year 5: Journeys	<p>Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey.</p> <p>Can explain why there may be differing interpretations and will make reference to the differing types of representation.</p> <p>Can also understand why there may be some similarities in the interpretations.</p>
	Year 6: The Ancient Greeks	<p>Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ.</p> <p>Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games.</p> <p>Demonstrate insight into why some aspects of the interpretation may be the same.</p> <p>Will make reference to the differing types of representation.</p>
<b>Historical Enquiry: Planning and Carrying out a Historical Enquiry</b>		
<b>KS1</b> Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.	Year 1: The Greatest Explorers	<p>Can plan a small enquiry by asking relevant questions.</p> <p>Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?'</p> <p>Can use appropriate historical vocabulary.</p>
	Year 2: Our Local Heroes	<p>Can pose a range of valid questions independently.</p> <p>Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?'</p> <p>Can use a range of appropriate vocabulary in both their questions and answers.</p>

NC Programme of Study	Coverage of Statement in Curriculum	Progression of Statement in Curriculum
<p><b>LKS2</b></p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>Year 3: Our Local Area</p>	<p>Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms.</p>
	<p>Year 4: Roman Britain</p>	<p>Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'. Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms. Will work independently and with confidence.</p>
<p><b>UKS2</b></p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>Year 5: The Anglo-Saxons</p>	<p>Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.</p>
	<p>Year 6: The Impact of War</p>	<p>Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. Will confidently use a broad range of challenging, relevant historical terms throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed.</p>

## Historical Enquiry: Using Sources as Evidence

NC Programme of Study	Coverage of Statement in Curriculum	Progression of Statement in Curriculum
<p><b>KS1</b></p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	Year 1: My Family History	Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.
	Year 2: Our Local Heroes	Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.
<p><b>LKS2</b></p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	Year 3: The Stone Age Year 3: The Bronze Age and the Iron Age	Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions.
	Year 4: Crime and Punishment	Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.
<p><b>UKS2</b></p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	Year 5: The Anglo-Saxons	From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' Can explain why they have made that selection, possibly with some references to utility and reliability.
	Year 6: The Impact of War	Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.

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		<p><b><u>3-4 years</u></b>  <b>Begin to make sense of their own life-story and family's history.</b></p> <p><b><u>Reception</u></b></p> <ul style="list-style-type: none"> <li>• <b>Comment on images of familiar situations in the past.</b></li> <li>• <b>Compare and contrast characters from stories, including figures from the past</b></li> </ul> <p><b><u>ELGs</u></b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of people around them and their roles in society.</b></li> </ul> <p><b>Superheroes - exploring people who help us , now and in the past.</b></p> <ul style="list-style-type: none"> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></li> </ul>