



History at Bowling Park

History Enquiry Cycle



Questions

Ask and frame interesting questions about the past to form an enquiry.




Investigate

Select and evaluate evidence to find out more about events in the past.

History Enquiry Cycle

Communicate

Produce an outcome to show off your historical understanding. This could be some drama, a double page spread or a piece of writing.




Evaluate

Begin to bring together all knowledge gathered throughout the topic to make conclusions and answer the enquiry question.

Interpret

Use historical sources to find out more about what historians know about different periods in history. Decide which sources are reliable and use these to form judgements.



History ensuring progression in threshold concepts:



● **Chronology**

This is the study of time. It may include sequencing events, stories pictures and periods of time to show how times in history relate to each other and contribute to a clear understanding of the past.

● **Substantive knowledge**

This is the specific knowledge the children will acquire about the past. It is the Historical facts the children need to know.





● **Disciplinary knowledge**

This is how the children make use of the knowledge they are given, for example how historians investigate things that have happened in the past. It enables the children to sort the information they are given into key strands.

● **Historical enquiry**

This is when children ask questions, or devise hypothesis about, events in the past. Led by their teachers, children will use key historical sources, alongside the knowledge they will have developed, to answer questions. This enables them to gain a deep and rich understanding of the aspect of history they are leaning about.

Substantive knowledge

<p><i>Power</i> (Monarchy, Government & Empire)</p> 	<p><i>Power is how much you influence others. We will explore how monarchy, government and empires establish power within a society and the impact this has on people and communities.</i></p>
<p><i>Migration</i></p> 	<p><i>The movement of people, either permanently or temporarily, from one place to another.</i></p>
<p><i>Invasion</i></p> 	<p><i>The forceful entry of a country or owned land, typically done to raid or conquer.</i></p>
<p><i>Beliefs</i></p> 	<p><i>Ideas that people hold as being true. This includes a person's faith, such as Islam, Christianity and Buddhism. People have lots of different beliefs and this can impact on how they choose to live their lives.</i></p>

Civilisation






A group of people with their own languages and way of life. Often, this group of people will coexist, and will live in harmony within a close society.

Trade



Trade is the buying and selling of goods and services. People trade to acquire resources they don't yet have, and this has been happening since Prehistoric times. Trade sometimes happens between countries, for example for oil.

Disciplinary knowledge

<i>Strand of Knowledge</i>	<i>Definition</i>	<i>What might this include in our 'History Journey'?</i>
<i>Continuity and change</i>	<i>Developing an understanding that some things change, whilst others stay the same. We will explore the 'pace, nature and extent' of change as we explore various elements of history.</i>	<p><i>Exploring seasons (EYFS).</i></p>  <p><i>Developing a depth of understanding of Prehistoric Britain, and therefore investigating the advancements in transport, travel and trade (Year 3).</i></p> 
<i>Cause and consequence</i>	<i>The link between an event, a decision (or cause), and what happened following an event (the consequence). This helps historians to</i>	<p><i>Asking why things happen and explain why by exploring old and new toys (Year 1).</i></p> 

understand how and why things happened in the past.

Beginning to understand that advancements in science can be the cause of change, looking through the lenses of the Vikings (Year 5).



Similarities and differences

Confidently explaining and drawing comparisons between people, societies, beliefs and events within history.



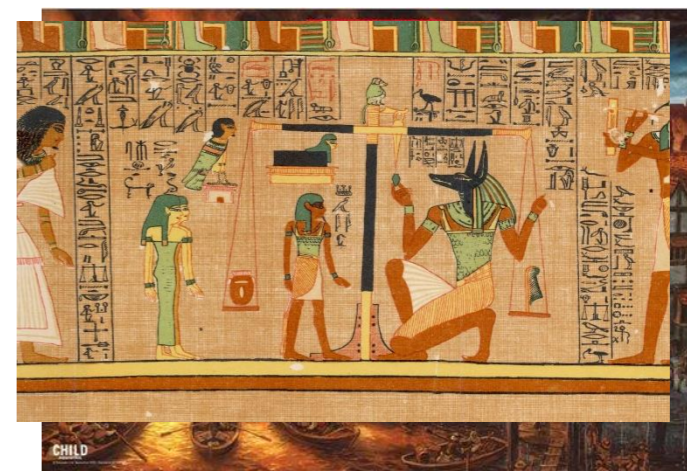
Exploring the Romans, and identifying similarities and differences between social, cultural and religious ethnic diversity within the wider world (Year 4).

Making links with different time periods studied throughout our Bowling Park history journey (Year 6).

Historical significance

Exploring why certain people in history are considered to be significant, and how they help us to gain a deeper understanding of a historical event. We will begin to evaluate the significance of given people, based upon historical sources and the impact the person or event had upon future generations.

Understanding the impact of a historical event within society (Year 2).



Exploring the archaeological findings of the Ancient Egyptian period of history, and understand that these change how we see the past (Year 6).

Sources of evidence

Begin to use primary and secondary sources of evidence to gain a deeper understanding of a historical event, and effectively answer enquiry questions. Consider how historians use sources of evidence to enhance their understanding and knowledge of periods within history.

To know that photographs can tell us about the past (Year 1).



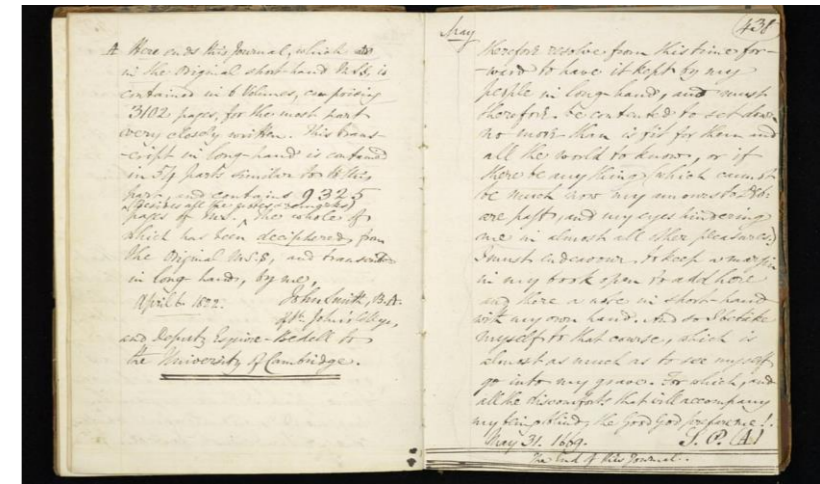
Make inferences and deductions using images from the past (throughout KS2).



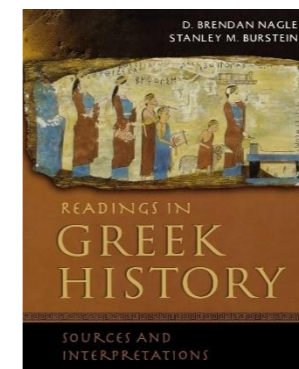
Historical interpretations

Understand that history is based upon a range of sources and ideas related to historical periods. Often, a historian's interpretation relates to their description, analysis and explanation of events within the past.

Recognising different ways in which the past is represented, including exploring eye-witness accounts (Year 2).



Evaluating interpretations by historians, with a focus on the Ancient Greek period (Year 3).



Progression of Knowledge and Skills

Chronology - EYFS	
Nursery	Reception
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Sequence daily events using visuals. • Identify which season it is, days of the week • Start to look at how they've changed – used to have nappies, cots etc – how is that different now? <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know the number (3,4) represents how old they are. • To start to know that their parents and grandparents are older/bigger than them • To begin to use some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Beginning to sequence events when describing them (e.g. daily routines, events in a story) • Recognising that some stories are set a long time ago. • Recognising significant dates for them (birthday). • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”) • Recounting activities that happened in their past using photos as a prompt. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know that someone's age is the time since they were born. • To know that they started life as a baby but have since grown and changed. • To know that some people are older than others. • To know that parents are older than children and grandparents are older than parents. • To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).

Chronology – KS1	
Year 1	Year 2
<p><u>Skills</u></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><u>Skills</u></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. <p><u>Knowledge</u></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. • To know that beyond living memory is more than 100 years ago.

<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. 	
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Chronology – KS2			
Year 3	Year 4	Year 5	Year 6
<p>Skills</p> <ul style="list-style-type: none"> • Begin to sequence events on a timeline, referring to times studied in KS1 to see where these fit in. • With support, understand that history is divided into periods of history, e.g. ancient times, middle ages and modern. • Begin to use dates to work out the interval between periods of time and the duration of historical events or periods. • When prompted, use the terms BC, AD and century. • Sequence eight to ten artefacts, historical pictures or events. • Begin to develop the foundations of a chronologically secure knowledge of local, British and world history across the periods studied. • Be able to place the time studied on a timeline with support. • With sentence stems, use dates 	<p>Skills</p> <ul style="list-style-type: none"> • Understand that history is divided into periods of history, e.g. ancient times, middle ages and modern. • Use dates to work out the interval between periods of time and the duration of historical events or periods. • Use the terms BC, AD and century. • Continue to develop the foundations of a chronologically secure knowledge of local, British and world history across the periods studied. • Place the time studied on a timeline. • Begin to independently use dates and terms related to the unit and passing of time, e.g. millennium, community and ancient. • Notice connections over a period of time. <p>Knowledge</p>	<p>Skills</p> <ul style="list-style-type: none"> • Sequence events on a timeline, referring to times studied so far to see where these fit in. Compare where this fits in times studied in previous year groups. • Explain that history is divided into periods of history, e.g. ancient times, middle ages and modern. • Independently use dates to work out the interval between periods of time and the duration of historical events or periods. • Accurately use the terms BC, AD and century. • Put dates in the correct century. • Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied. • Accurately place the time, period of history and context studied on a timeline. • Relate current study on a timeline to other periods of history studied. • Independently use dates and terms 	<p>Skills</p> <ul style="list-style-type: none"> • Confidently and accurately sequence events on a timeline, referring to times studied so far to see where these fit in. Compare where this fits in times studied in previous year groups. • With confidence, explain that history is divided into periods of history, e.g. ancient times, middle ages and modern. • Use relevant dates and terms for the period and period labels, e.g. Stone Age, Bronze Age, Iron Age. • Independently and accurately use dates to work out the interval between periods of time and the duration of historical events or periods. • With independence and accuracy, use the terms BC, AD and century. • Develop a chronologically secure knowledge of local, British and world history across the periods studied. • Independently use dates and terms related to the unit and passing of

<p>and terms related to the unit and passing of time, e.g. millennium, community and ancient.</p> <ul style="list-style-type: none"> • Begin to notice connections over a period of time. <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 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 begin to understand 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 Palaeolithic, 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 begin to understand that historical periods have characteristics that distinguish them. • With support, begin to understand how to work out durations of periods and events. 	<ul style="list-style-type: none"> • To recall that history is divided into periods of history e.g. ancient times, middle ages and modern. • To explain that BC means Before Christ and is used to show years before the year 0. • To recall 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. 	<p>related to the unit and passing of time, e.g. millennium, community and ancient.</p> <ul style="list-style-type: none"> • Independently notice connections over a period of time. • Compare and make connections between different contexts in the past. • Make a simple individual timeline. <p>Knowledge</p> <ul style="list-style-type: none"> • To explain 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 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 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 and Maya. • To understand that historical periods have characteristics that distinguish them. • 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. 	<p>time, e.g. millennium, community and ancient, and link this to prior knowledge.</p> <ul style="list-style-type: none"> • Confidently notice and explain connections over a period of time. • Accurately compare and make connections between different contexts in the past. • Independently make a simple individual timeline, relating current study to other periods of history studied. <p>Knowledge</p> <ul style="list-style-type: none"> • To confidently explain that AD means Anno Domini and can be used to show years from the year 1AD. • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. • To independently recall 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 explain that historical periods have characteristics that distinguish them. • Independently work out durations of periods and events. • Explain how to represent scale on a timeline. • To understand the term “century” and how dating by centuries works, (e.g. the 1500s are known as the 16th century).
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Substantive Knowledge – EYFS
Power, with a focus on monarchy, is introduced in EYFS-KS1.
The other substantive concepts are introduced in KS2.

Nursery

Reception

Knowledge

- To know who the people are that make us feel safe.
- To recognise and celebrate achievements of themselves and their friends

Knowledge

- To know that in fairy tales kings/queens are usually important people who rule over others.
- To recognise some interests and achievements from their own lives and the lives of their families and friends.

Substantive Knowledge – KS1
Power, with a focus on monarchy, is introduced in EYFS-KS1.
The other substantive concepts are introduced in KS2.

Year 1

Year 2

Knowledge

- To know some inventions that still influence their own lives today.
- To know some achievements and discoveries of significant individuals.

Knowledge

- 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 cultures, times and groups e.g. monarchy.
- To know that Britain was organised into kingdoms and these were governed by monarchs.
- To begin to identify achievements and inventions that still influence their own lives today.
- To know the legacy and contribution of inventions.
- To be aware of the achievements of significant individuals.

Substantive Knowledge – KS2

Year 3	Year 4	Year 5	Year 6
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand the development of groups, kingdom and monarchy in Britain. • To understand the process of democracy and link this to parliament in Britain. • To begin to understand that there are varied reasons for coming to Britain. • To recognise that settlement created tensions and problems. • To begin to understand the impact of settlers on the existing population. • To acknowledge the earliest settlements in Britain. • To know that settlements changed over time. • To begin to understand how invaders and settlers influence the culture of the existing population. • To acknowledge that society was organised in different ways in different cultures and times consisted of different groups with different roles and lifestyles. • To begin to know that communities traded with each other and over the English Channel in the Prehistoric Period. • To know that education existed in some cultures, times and groups. • To be aware of the different beliefs that different cultures, times and groups hold. • To acknowledge that there are 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand the expansion of empires and how they were controlled across a large empire. • To understand that different empires have different reasons for their expansion. • To begin to understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand some reasons why empires fall/collapse. • To begin to understand that there are different reasons for the decline of different empires. • To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • 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 understand how invaders and settlers influence the culture of the existing population. • To begin to understand that society was organised in different ways in different cultures and times consisted of different groups with different roles and lifestyles. • To know that communities traded with each other and over the English Channel in the Prehistoric Period, and link this to 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand and explain the development of groups, kingdom and monarchy in Britain. • To understand how the monarchy exercised absolute power. • To know who became the first ruler of the whole of England. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To know that there were different reasons for invading Britain, and link this to prior learning. • To explain some of the varied reasons for coming to Britain. • To know that there are different reasons for migration. • To explain why settlement created tensions and problems. • To explain the impact of settlers on the existing population. • To understand the earliest settlements in Britain, and link this to time periods already studied. • To understand that settlements changed over time. • To understand that 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. • To explain how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand and explain that societal hierarchies and structures existed including aristocracy and peasantry. • To understand and explain that society was organised in different ways in different cultures and times consisted of different groups with different roles and lifestyles. • To understand that there are changes in the nature of society. • To compare the beliefs in different cultures, times and groups. • To be able to identify the impact of beliefs on society. • To understand the changes and reasons for the organisation of society in Britain. • To be aware of the achievements of the Ancient Egyptians. • To be able to compare the achievements of different civilisations and groups. • To be able to compare development and role of education in societies. • To understand the changing role of women and men in Britain.

<p>differences between early and later civilisations.</p> <ul style="list-style-type: none"> • To begin to understand that trade began as the exchange of goods. 	<p>prior learning.</p> <ul style="list-style-type: none"> • 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 begin to understand that trade develops in different times and ways in different civilisations. • To be able to identify achievements and inventions that still influence our lives today from Roman times. 	<p>different cultures and times consisted of different groups with different roles and lifestyles.</p> <ul style="list-style-type: none"> • To know that communities traded with each other and over the English Channel in the Prehistoric Period, and confidently link this to times studied so far. • To understand that different empires have different reasons for their expansion. • To understand that there are different reasons for the decline of different empires. • To understand the different beliefs that different cultures, times and groups hold. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society. • To begin to understand the changes and reasons for the organisation of society in Britain. • To understand the changing nature of religion in Britain and its impact. • 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. • To understand how society is organised in different cultures, times and groups. • To understand that there are differences between early and later civilisations. • To understand that trade began as the exchange of goods, and link this to prior learning. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. 	
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| | | <ul style="list-style-type: none">• To understand that trading ships and centres (e.g. York) were a reason for the Vikings raising Britain.• To understand that trade develops in different times and ways in different civilisations.• To understand that the traders with the rich members of society.• 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 know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.• To understand the impact of war on local communities.• To know some of the impacts of war on daily lives.• To be able to identify the achievements of civilisations and explain why these achievements were so important.• 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, e.g. silk, spices and precious metals.• To understand that people in the past were as inventive and sophisticated in thinking as people today. | |
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Disciplinary knowledge - EYFS

Nursery

Skills

- Talking about the weather yesterday
- Start to experience cause and effect in play
- Looking at photographs from them as babies and comparing them to photos of them today
- Talking about special people in their own lives – guided

Knowledge

- To know that the environment around us changes as time passes – e.g. plants
- To know their names of people that are significant to their own lives.
- To know they were smaller and now they are bigger

Reception

Skills

- Being aware of changes that happen throughout the year, e.g. seasons and nature.
- Experiencing cause and effect in play.
- Beginning to recognise similarities and differences between the past and today.
- Using photographs and stories to compare the past with the present day.
- Recalling special people in their own lives and create family trees.
- Using stories and non-fiction books to find out about life in the past.
- Recognising that different members of the class may notice different things in photographs from the past.

Knowledge

- To know that the environment around us changes as time passes.
- To know the names of people that are significant to their own lives.
- To know that stories and books can tell us about the past.
- To begin to know that some photographs and drawings represent the past.

Disciplinary Knowledge – KS1

Year 1

Skills

- 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.
- Asking why things happen and beginning to explain why with support.
- 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.
- 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 and

Year 2

Skills

- Recognising some things which have changed/stayed the same as the past.
- Identifying simple reasons for changes.
- Asking questions about why people did things, why events happened and what happened as a result.
- Identifying similarities and differences between ways of life at different times.
- Finding out about people, events and beliefs in society.
- Making comparisons with their own lives.
- Discussing how was important in a historical event.
- Using artefacts, photographs and historical visits 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 (as above).
- Identifying a primary source.
- Recognising different ways in which the past is represented (including eyes witness accounts).

stories).

- Developing their own interpretations from historical artefacts.

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 everyday objects have changed over time.
- To know that everyday objects have changed as new materials have been invented.
- To know that there are similarities and differences between their lives today and 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.
- 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 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.

- Comparing pictures or photographs of people or events in the past.
- Developing their own interpretations from photographs and written sources.

Knowledge

- To know that daily life has changed over time but that there are some similarities to life today.
- To know that changes may come about because of improvements in technology.
- To know that there are explanations for similarities and differences between children's lives now and in the past.
- 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.
- 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 that the past is represented in different ways.

Disciplinary Knowledge – KS2

Year 3

Year 4

Year 5

Year 6

Skills

- Begin to identify reasons for change and reasons for continuities.
- Identify what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes of continuity.
- Describing the changes and continuity between different periods of history.
- Begin to identify the links between different societies.
- Begin to identify reasons for historical events, situations and changes.
- When prompted, identify similarities and differences between periods of history.
- Explain similarities and differences between daily lives of people in the past and today.
- With support, make links with different time periods studied.
- Begin to describe changes throughout time.
- Use a range of sources to find out about a period.
- Use evidence to build up a picture of a past event.
- With support, observe the small details when using artefacts and pictures.
- Begin to recognise primary and

Skills

- Identify what the situation was like before the change occurred, and link this to prior learning.
- Comparing different periods of history and identifying changes of continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Begin to identify what the situation was like before change occurred.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- Identify similarities and differences between periods of history.
- Confidently explain similarities and differences between daily lives of people in the past and today.
- Begin to identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Recall some important people and events.
- Identify who is important in historical sources and accounts.
- Use a range of sources to find

Skills

- Identify reasons for change and reasons for continuities.
- Identify what the situation was like before the change occurred, and confidently link this to prior learning.
- Comparing different periods of history and identifying changes of continuity.
- Make links between events and changes within and across different time period/societies.
- Identify the reasons for changes and continuity.
- Describing the changes and continuity between different periods of history.
- Analysing and presenting the reasons for changes and continuity.
- Describe links between main events, similarities and changes within and across different periods studied.
- Analyse and explain the reasons for, and results of historical events, situations and change.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- Identifying and describing the links between different societies.
- Make links between events and changes within and across different time period/societies.
- Describe links between main events, similarities and changes

Skills

- Confidently identify the links between different societies, using prior learning to guide this.
- Identify and explain the reasons for changes and continuity.
- Identifying and explaining the consequences of events and the actions of people.
- Identifying and explain reasons for historical events, situations and changes.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Identify and explain similarities and differences between periods of history.
- Confidently explain similarities and differences between daily lives of people in the past and today.
- Independently make links with different time periods studied.
- Confidently describe changes throughout time, using knowledge developed throughout school.
- Compare significant people and events across different time periods.
- Use a range of sources to find out about a period.
- Use evidence to build up a picture of a past event.
- Observe and explain the small details when using artefacts and pictures.

secondary sources.

- Use a range of sources to find out about a particular aspect of the past.
- Explore different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.
- Start to evaluate the usefulness of different sources.
- Begin to compare accounts of events from different sources.

Knowledge

- To know that change can be brought about by advancements in transport and travel.
- To acknowledge that change can be brought about by advancements in materials.
- To acknowledge that change can be brought about by advancements in trade.
- To explore significant archaeological findings and begin to know that they can change how we see the past.
- To begin to understand that archaeological evidence can be used to find out about the past.
- To acknowledge that we can make inferences and deductions using images from the past.

out about a period.

- Use evidence to build up a picture of a past event.
- Begin to independently observe the small details when using artefacts and pictures.
- Begin to identify differences between different sources and give reasons for the ways in which the past is represented.
- Explore different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluate the usefulness of different sources.

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. Boudicca.
- To know that archaeological evidence can be used to find out about the past.
- To begin to know that we can make inferences and deductions using images from the past.
- 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.
- To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
- To know, with support, that the actions of people can be the

within and across different periods studied.

- Describe the links between different societies.
- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Identifying and explaining the consequences of events and the actions of people.
- Identifying and explain reasons for historical events, situations and changes.
- Begin to give reasons for historical events, the results of historical events, situations and changes.
- Start to analyse and explain the reasons for, and results of historical events, situations and change.
- Identify and explain similarities and differences between periods of history.
- Confidently explain similarities and differences between daily lives of people in the past and today.
- Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Make links with different time periods studied.
- Describe changes throughout time.
- Independently recall some important people and events.
- Using prior learning, identify who is important in historical sources and accounts.
- Identify significant people and events across different time periods.
- Compare significant people and events across different time periods.
- Explain the significance of events, people and developments.

- Recognise and discuss primary and secondary sources.
- Use a range of sources to find out about a particular aspect of the past.
- Identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources.
- Describe how secondary sources are influenced by the beliefs, cultures and time of the author.
- Explore and talk about different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluate the usefulness of different sources and be able to explain this.
- Continue to develop strategies for checking the accuracy of evidence.
- Address and devise historically valid questions.
- Evaluate interpretations made by historians.
- Describe change throughout time.

Knowledge

- To explain that change can be brought about by advancements in trade.
- To know and explain that significant archaeological findings are those which change how we see the past.
- To know and explain that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know how historians select criteria for significance and that this changes.
- To know and explain how that archaeological evidence can be used to find out about the past, and link this to prior learning.
- To know and explain how we can make inferences and deductions

	<p>cause of change.</p> <ul style="list-style-type: none"> • To recognise that advancements in science and technology can be the cause of change. • To recognise 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. • With support, recognise that assumptions made by historians can change in the light of new evidence. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Use evidence to build up a picture of a past event. • Observe the small details when using artefacts and pictures. • Identify sources which are influenced by the personal beliefs of the author. • Recognise and discuss primary and secondary sources. • Use a range of sources to find out about a particular aspect of the past. • Identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources. • Identify and give reasons for different ways in which the past is represented. • Evaluate the usefulness of historical sources. • Explore and talk about different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books. • Independently evaluate the usefulness of different sources. • Compare accounts of events from different sources. • Suggest explanations for different versions of events. • Begin to develop strategies for checking the accuracy of evidence. • Understand that different evidence creates different conclusions. • Describe change throughout time. <p>Knowledge</p> <ul style="list-style-type: none"> • To know that change can be brought about by advancements in trade. • To know that change can be brought about by conflict. 	<p>using images from the past.</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. • 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 that members of society standing up for their rights can be the cause of change. • To know that change can be traced using the census. • 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. • Identify how conclusions have been arrived at by linking sources. • Address and devise historically valid questions.
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		<ul style="list-style-type: none"> • 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 and explain how 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 assumptions made by historians can change in the light of new evidence. • To understand that inventories are useful sources of evidence to find out about people from the past. 	
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Historical Enquiry – EYFS	
Nursery	Reception
<p>Skills</p> <ul style="list-style-type: none"> • To talk about the differences they can see in their photographs that represent the past. 	<p>Skills</p> <ul style="list-style-type: none"> • To ask questions about the differences they can see in photographs or images (in stories) that represent the past. • Make simple observations about the past from photographs and images. • Deciding whether photographs or images (e.g. from stories) depict from the past. • Communicate findings by pointing to images and using simple language to explain their thoughts.

Historical Enquiry – KS1

Year 1

Year 2

Skills

- Asking how and why questions based on stories, events and people.
- Asking questions about sources of evidence, e.g. artefacts.
- Using sources of information, such as artefacts, to answer questions.
- Draw out information from sources.
- Make simple observations about the past from a source.
- Interpret evidence by making simple deductions.
- Make simple inferences and deductions from sources of evidence.
- Describe the main features of concrete evidence of that past or historical evidence.
- Draw simple conclusions to answer a question.
- Communicate findings through discussion and timelines with physical objects/pictures.
- Use vocabulary such as old, new, long time ago.
- Discuss and write about past events or stories in narrative or dramatic forms.
- Express a personal response to a historical story or event.

Skills

- Asking a range of questions about stories, events and people.
- Understand the importance of historically valid questions.
- Understand how we use books and sources to find out about the past.
- Use a source to answer questions about the past.
- Evaluate the usefulness of sources to a historical enquiry.
- Select information from a source to answer a question.
- Identify a primary source.
- Make links and connections across a unit of study.
- Select and use sections of sources to illustrate and support answers.
- Make simple conclusions about a question using evidence to support.
- Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describe past events and people by drawing or writing.
- Express a personal response to a historical story or event through discussion, drawing or writing.

Historical Enquiry – KS2

Year 3

Year 4

Year 5

Year 6

Skills

- Begin to understand how historical enquiry questions are studied.
- Begin to ask questions about the main features of everyday life in periods studied, e.g. how did people live?
- With support, create questions for different types of historical enquiry.

Skills

- Ask questions about the main features of everyday life in periods studied, e.g. how did people live?
- Begin to ask questions about the bias of historical evidence.
- Use a range of sources to construct knowledge of the past.
- Define the terms 'source' and 'evidence'.

Skills

- Understand how historical enquiry questions are studied.
- Create historically valid questions across a range of time periods, cultures and groups of people.
- Independently ask questions about the main features of everyday life in periods studied, e.g. how did people live?
- Create questions for different types

Skills

- Understand and explain how historical enquiry questions are studied.
- Independently create historically valid questions across a range of time periods, cultures and groups of people.
- Independently ask questions about the main features of everyday life in periods studied, e.g. how did people

<ul style="list-style-type: none"> • Use a range of sources to construct knowledge of the past. • With support, extract the appropriate information from a historical source. • Identify primary and secondary sources. • Begin to interpret evidence in different ways. • Understand and begin to make deductions from documentary as well as concrete evidence, e.g. pictures and artefacts. • Begin to make links and connections across a period of time, cultures or groups. • Ask the question 'How do we know?' • With support, reach conclusions that are substantiated by historical evidence. • Begin to construct answers using evidence to substantiate findings. • With support, identify weaknesses in historical accounts and arguments. • With support, create a structured response or narrative to answer a historical enquiry. • Begin to describe past events orally or in writing, recognising similarities and differences with today. 	<ul style="list-style-type: none"> • Extract the appropriate information from a historical source. • Recall how to identify primary and secondary sources. • Begin to identify the bias of a source. • Understand and make deductions from documentary as well as concrete evidence, e.g. pictures and artefacts. • Make links and connections across a period of time, cultures or groups. • Ask the question 'How do we know?' • Begin to reach conclusions that are substantiated by historical evidence. • Communicate knowledge and understanding through discussion, debates, drama art and writing. • Construct answers using evidence to substantiate findings. • Identify weaknesses in historical accounts and arguments. • Begin to create a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Create a structured response or narrative to answer a historical enquiry. 	<p>of historical enquiry.</p> <ul style="list-style-type: none"> • Ask questions about the bias of historical evidence. • Plan a historical enquiry. • Begin to identify methods to use and carry out research for a historical enquiry. • Create a hypothesis to base an enquiry on. • Begin to ask questions about the interpretations, viewpoints and perspectives held by others. • Ask historical questions of increasing difficulty, e.g. who governed. how and with what results? • Create a hypothesis to base an enquiry on. • Use a range of sources to construct knowledge of the past. • Use different sources to make and substantiate historical claims. • Recall the terms 'source' and 'evidence'. • Distinguish between fact and opinion. • Independently extract the appropriate information from a historical source. • Identify how sources with different perspectives can be used in a historical enquiry. • Select and record relevant information from a range of sources to answer a question. • Confidently identify primary and secondary sources. • Identify the bias of a source. • Compare and contrast different historical sources. • Use different sources to make and substantiate historical claims. • Develop an awareness of the variety of historical evidence in different periods of time. 	<p>live?</p> <ul style="list-style-type: none"> • Independently ask questions about the bias of historical evidence. • Plan a historical enquiry. • Suggest the evidence needed to carry out a historical enquiry. • Identify methods to use and carry out research for a historical enquiry. • Ask questions about the interpretations, viewpoints and perspectives held by others. • Use a range of sources to construct knowledge of the past. • Independently extract the appropriate information from a historical source. • Confidently identify primary and secondary sources. • Develop an awareness of the variety of historical evidence in different periods of time, and link this to prior learning. • Recognise 'gaps' in evidence. • Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy and the creators of the source. • Understand that there are different ways to interpret evidence. • Interpret evidence in different ways. • Independently understand and make deductions from documentary as well as concrete evidence, e.g. pictures and artefacts. • Confidently make links and connections across a period of time, cultures or groups. • Ask the question 'How do we know?' • Independently reach conclusions that are substantiated by historical evidence. • Recognise similarities and differences between past events and today. • Communicate knowledge and
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		<ul style="list-style-type: none"> • Begin to recognise 'gaps' in evidence. • Identify how sources with different perspectives can be used in a historical enquiry. • Use a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Begin to consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy and the creators of the source. • Begin to understand that there are different ways to interpret evidence. • Interpret evidence in different ways. • Understand and make deductions from documentary as well as concrete evidence, e.g. pictures and artefacts with increasing independence. • Confidently make links and connections across a period of time, cultures or groups. • Ask the question 'How do we know?' • Understand that there may be multiple conclusions to a historical enquiry question. • Reach conclusions that are substantiated by historical evidence. • Communicate knowledge and understanding through discussion, debates, drama art, writing, blog posts and podcasts. • Independently construct answers using evidence to substantiate findings. • Identify and explain weaknesses in historical accounts and arguments. • Create a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. 	<p>understanding through discussion, debates, drama, art, writing, blog posts and podcasts.</p> <ul style="list-style-type: none"> • Independently construct answers using evidence to substantiate findings. • Independently create a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Create a structured response or narrative to answer a historical enquiry. • Make connections, draw contrasts and analyse within a period and across time. • Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Construct structured and organised accounts using historical terms and relevant historical information from a range of sources. • Interpret evidence in different ways using evidence to substantiate statements. • Make increasingly complex interpretations using more than one source of evidence. • Begin to interpret simple statistical sources. • Reach conclusions which are increasingly complex and substantiated by a range of sources. • Show written and oral evidence of continuity and change as well as indicting simple causation. • Use evidence to support and illustrate claims.
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		<ul style="list-style-type: none">• Create a structured response or narrative to answer a historical enquiry.• Describe past events orally or in writing, recognising similarities and differences with today.• Challenge existing interpretations of the past using interpretations of evidence.• Begin to make connections, draw contrasts and analyse within a period and across time.• Evaluate conclusions and identify ways to improve conclusions.• Begin to use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.• Begin to construct structured and organised accounts using historical terms and relevant historical information from a range of sources.• Construct explanations for past events using cause and effect.	
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Progression of Historical Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
calendar	a long time ago	century	millennium	achievements	agriculture	accuracy
day	ancient	chronological order	AD (Anno Domini)	case	change	ancient civilisations
family tree	artefact	diary	BC (Before Christ)	continuity	concurrent	attitudes
lifetime	contemporary history	encounter	BCE (Before the Common Era)	conquered	continuity	biased
long ago	date order	experts	CE (Common Era)	culture	conversion	diversity
memory	decade	evidence	archaeologist	democracy	Dark Ages	extent of change
month	detective	investigate	archaeology	effect	effects	empires
new/recent	different	museum	change	empire	fertile land	impression
parent	historians	monarchy	citizen	invasion	kingdom	interpretation
old	intentions	newspapers	civilisation	legacy	legislation	motive
remember	living memory	parliament	effects	primary source	Middle Ages	multicultural society
the future	memories	research	era	raids	Renaissance Era	reliability
the past	modern	significant	period	reputation	revolution	represent
the present	opinion	traitor	excavate	resistance	nation	singularity
today	remembers	travel	importance	secondary source	settlers	traditional
tomorrow	similar	treason	impact	version	settlements	variety
week	sources	websites	settlers		significance	
year	timeline				trade links	
yesterday	grandparent					
	great grandparent					

Examples of Subject-Specific Historical Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
a long time ago	siblings	stove	Stone Age	Briton	Maya	Delta
baby	parent	school log book	Bronze Age	Romans	abandon	Egypt
before	grandparent	textbook	Iron Age	Celts	decline	River Nile
change	great grandparent	blackboard	Prehistoric Britain	civilisation	Classic Period	creation story
child	childhood	abacus	Skara Brae	enslaved	deforestation	Pharaoh
different	time capsule	slate	roundhouse	togas	drought	pulley
history	toy	chalk	flint	settlers	hieroglyphics	pyramid
new	plastic	Britain	import	tunic	Angles	amulet
now	metal	London	export	legion	Saxons	immortal
old	mohair	Samuel Pepys	exchange	state	Jutes	linen
today	explorer	Great Fire of London	goods	legal system	invasion	preserve
tomorrow	exploration	gunpowder	occupation	tin	empire	foundations
order	achievement	plot	politician	Picts	kingdom	
past	discovery	Guy Fawkes	parliament	pilum	claimants	
photograph	transport	monarch	poverty	galea	longships	
present	equipment	power	life expectancy	Boudica	wattle and daub	
similar	yacht	ruler	living conditions	scutum	Wessex	
then	voyage	attack	sanitation	gladius	Mercia	
toddler	solo	battle	working conditions	legatus	Northumbria	
when I was little	North Pole	conquer	servant	cohort	East Anglia	
dad	resilience	coronation	wealthy	century	Kent	
mum	determination	crowning	Ancient Greece	centurion	Christianity	
family	qualities	defend	Mount Olympus	formation	missionaries	
fairytale	coat of arms	government	Zeus	testudo	Pope	
grandad		turret	democracy	wedge	peasants	
grandma		talon	landlocked	tablet	Vikings	
queen		castle	assembly	aqueduct	trader	
rule		gatehouse	legacy		raider	
					paganism	
					sacred	
					Lindisfarne	