Progression Grid for History – Year B

Please note:

- Substantive Concepts will be identified in Orange. These concepts are ones that will be revisited through year groups as appropriate

Substantive concepts we are focussing on are:

Invasion	Society including Civilisations
Trade	Religion and Beliefs
Settlement	Rulers including Monarchy

End Points for Key Stage One:

Substantive Knowledge –children should know about the following by the end of KS1:

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]

Significant historical events, people and places in their own locality

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

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]

Disciplinary Knowledge:

Use common words and phrases relating to the passage of time

Know where people and events they study fit within a chronological framework

Identify similarities and differences between ways of life in different periods

To use a wide vocabulary of historical terms

To ask and answer questions choosing and using parts of stories and other sources to show they know and understand key features of events

To understand some of the ways in which we find out about the past and identify different ways in which it is represented

	Term	Context for Learning	Substantive Knowledge	Disciplinary Knowledge	Core Vocabulary
R	Autumn		Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of the people around them and their roles in society. • Fairy stories – focus on Ruler / Invasion / Settlement • Bonfire Night, Gunpowder Plot - Ruler	**Chronological Understanding** Can children sequence the books we have read this term and talk use language of past, present, future in relation to their lives. • History Suitcase – timeline of our learning - chronology – children sequence the books we have read. **Historical Enquiry** Children read stories about events that have happened in the past and remember features about it.	past, present, future, long ago, now, next, before, timeline, sequence, ruler, invasion, settlement, change, same, different, causes, consequence
R	Spring		Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Chronological Understanding**	past, present, future, long ago, now, next, before, timeline,

			Talk about the lives of the people around them and their roles in society. • Read stories about Pirates – Invasion • Read stories about historical inventors – light bulb, telephone, car	Can children sequence the books we have read this term and talk use language of past, present, future in relation to their lives. • History Suitcase – timeline of our learning - chronology – children sequence the books we have read. **Historical Enquiry** Children read stories about events that have happened in the past and remember features about it.	Invade, cause and consequence, invent
R	Summer		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. • Read Little Elizabeth / The Queen's Hat – Find out about King Charles – Why do we have a King? What does a King do? – Ruler • My History / Peepo / The House that Once Was – Change and continuity.	**Chronological Understanding** Can children sequence the books we have read this term and talk use language of past, present, future in relation to their lives. • History Suitcase – timeline of our learning - chronology – children sequence the books we have read. **Historical Enquiry** Children read stories about events that have happened in the past and remember features about it. **Historical Interpretation** Children begin to identify and recount some details from the past from sources e.g. pictures, stories, objects Make simple observations about change and continuity	past, present, future, long ago, now, next, before, timeline, Queen, King, Prince, Princess, ruler, monarchy, palace, castle, throne. Same, different, old, new, baby, toddler, child, teenager, adult,
Year One	Autumn	On the Move (Significant events and individuals)	• Establish changes in transport over time (relate to 'Meanwhile, elsewhere' whenever possible) • Identify how aeroplanes have developed/changed over time • Significant individuals that developed flight- Wright Brothers, • Significant individuals and events- Find out about the lives and achievements of Amy Johnson- 1st solo flight from England to Australia • How transport has influenced trade and movement of goods/people (holidays) (Trade/society)	**Chronological Understanding** Can children depict on a timeline the sequence of a few objects and/or pieces of information? E.g order types of flight- hot air balloon, bi plane, plane Children use 'time' words e.g now, then, yesterday, week, month, year, old, new.	Chronology, historical enquiry, historical interpretation old, young, new, days, months, past recently, before, after now, later, timeline

				Historical Enquiry Look carefully at pictures and objects to find out about the past. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? Can identify some similarities, differences, and changes within a particular topic. Understand some ways we find out about the past. Make simple observations about an event or people within a society (Interview- pilot, parent, grandparent) **Historical Interpretation** Children begin to identify and recount some details from the past from sources e.g. pictures, stories (visit to Cosford) Identify different ways the past can be represented. Identify who was important in a simple historical recount. Understand what makes something or someone significant/important and that these usually have achieved something or had an effect.	hot air balloon, bi plane, aeroplane, rocket, engine, propeller, pilot, invention, inventor, airport,
	Spring	Fabulous Fables and Traditional Tales (Great Fire of London/Newport Fire)	• Meanwhile, elsewhere… establish period in time looked at and what else was happening in Britain • Identify living conditions and homes during period (Settlement/society) • Establish timeline of events for Great Fire of London using sources for evidence- Samuel Pepys • Identify cause and consequence – what happened and what was the effect (how fire started, spread, why did it spread so quickly? plague) • Identify how this event has impacted on society- then and since (Settlement/society) layout of houses, development of the fire service, fire safety etc • Use sources to find out about Newport fire (1665). Identify similarities and differences/make comparisons to Great Fire of London.	**Chronological Understanding** Can children depict on a timeline the sequence of a few objects and/or pieces of information. (Themselves, Elizabeth II coronation and William the Conqueror). Children use ‘time’ words e.g. now, the, old, new, month, year. **Historical Enquiry** Look carefully at pictures and objects to find out about the past. Identify how things have changed and possible reasons why.	Chronology, historical enquiry, historical interpretation, cause, effect, eyewitness, refugee, source, account, past, consequence, old, new young, days, months, timeline, Pudding Lane, Samuel Pepys, fire hook, settlement, Stuart period,

				Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? Can identify some similarities, differences, and changes within a particular topic. Understand some ways we find out about the past. Make simple observations about change and continuity. **Historical Interpretation** Children begin to identify and recount some details from the past from sources e.g. pictures, stories, objects. Identify different ways the past can be represented. Identify who was important in a simple historical recount. Understand what makes something or someone significant/important and that these usually have achieved something or had an effect.	
	Summer	Holiday Now and Then (changes within living memory)	• Develop understanding of term holiday and when/how holidays began • Use sources- picture, photos, to identify similarities and differences between activities from Victorian period to now. Why have these changes come about? Development of technology, larger crowds? • Identify why and how holidays have changed- think about transport developments/links. Development of planes and package holidays. Learn about George Stephenson and the impact of trains on holidays. • Identify how and why seaside holidays became popular during the Victorian period (Monarchy, society) • Origins of holidays as 'Holy Days' and how this has developed over time. (Religion and Beliefs) Link to 'Meanwhile, elsewhere..' whenever possible.	**Chronological Understanding** Can depict on a timeline the sequence of a few objects and/or pieces of information (Themselves, when they were born, Elizabeth II coronation and William the Conqueror). Identify that there are different periods of time in history. Identify similarities and differences between periods. Use words and phrases related to the passing of time. **Historical Enquiry** Look carefully at pictures and objects to find out about the past. Ask and answer questions such as:	Chronology, historical enquiry, historical interpretation, past, a long time ago, century, decade, pier, Punch and Judy Show, bathing machine, donkeys, rock, ice cream, amusement arcade, promenade, timeline, older, oldest, Victorian period, Edwardian period, before WWII, after WWII

				What was it like for a …? What happened in the past? How long ago did…happen? Use referencing skills to find information in a book or a source. Recognise why events happened and what happened as a result. Make observations about people and events within a society. **<u>Historical Interpretation</u>** View the past through books, pictures, stories, photos, artefact, buildings, visits (Llandudno), internet and eye witness accounts Draw some simple conclusions using sources Identify who was important in a simple historical recount Understand what makes something or someone significant/important and that these usually have achieved something or had an effect.	
Year Two	Autumn	On the Move (significant events and individuals)	• Establish changes in transport over time (relate to Meanwhile, elsewhere whenever possible) • Identify how aeroplanes have developed/changed over time • Significant individuals that developed flight- Wright Brothers, • Significant individuals relating to the development of cars- Henry Ford • Significant individuals and events- Amelia Earhart- 1st woman to fly solo across the Atlantic Ocean, Amy Johnson- 1st solo flight from England to Australia • First flight • How transport has influenced trade and movement of goods/people (holidays) (Trade/society) Why have these achievements been so significant and how have they impacted society/life since?	**<u>Chronological Understanding</u>** Can children put four or more people/events/objects in order using a given scale? (e.g. flight timeline- hot air balloon, bi plane, aeroplane, rocket, helicopter). Identify that there are different periods of time in history. Begin to understand a period of history as part of a bigger scale and identify why certain events may have happened at certain times. Identify similarities and differences between periods. Use words and phrases related to the passing of time. **<u>Historical Enquiry</u>** Look carefully at pictures and objects to find out about the past. Ask and answer questions such as:	Chronology, historical enquiry, historical interpretation old, young, new, days, months, past recently, before, after now, later, present, years ago, timeline hot air balloon, bi plane, aeroplane, rocket, engine, propeller, pilot, invention, inventor, glide(r), aviation, concorde, airport,

				What was it like for a …? What happened in the past? How long ago did…happen? Start using reason for answers. Use referencing skills to find information in a book or a source. Recognise why events happened and what happened as a result. Make observations about people and events. (Interview-pilot, parent, grandparent) Choose and use parts of stories and other sources to show some understandings of concepts. **Historical Interpretation** View the past through books, pictures, stories, photos, artefact, buildings, visits (Cosford), internet and eye witness accounts – begin to understand the difference between primary and secondary sources. Draw some simple conclusions using sources- begin to question accuracy of sources.	
	Spring	Fabulous Fables and Traditional Tales (Great Fire of London/ Newport Fire)	• Meanwhile, elsewhere… establish period in time looked at and what else was happening in Britain • Identify living conditions and homes during period (Settlement/society) • Establish timeline of events for Great Fire of London using sources for evidence- Samuel Pepys- discuss reliability of evidence • Identify cause and consequence – what happened and what was the effect (how fire started, spread, why did it spread so quickly? plague) Identify negative and positive consequences. • Identify how this event has impacted on society- then and since (Settlement/society) , layout of houses, development of the fire service, fire safety etc • Use sources to find out about Newport fire (1665). Identify similarities and differences/make comparisons to Great Fire of London.	**Chronological Understanding** Can children put four or more people/events in order using a given scale. (Themselves, when they were born, Elizabeth II coronation and William the Conqueror). Identify that there are different periods of time in history. Begin to understand a period of history as part of a bigger scale and identify why certain events may have happened at certain times. Identify similarities and differences between periods. Use words and phrases related to the passing of time. **Historical Enquiry**	Chronology, historical enquiry, historical interpretation, cause, effect, eyewitness, refugee, source, account, past, consequence, old, young, new, days, months, recently, before, after, now, later present, years ago, timeline, settlement, Stuart period, Pudding Lane, Samuel Pepys, fire hook

				Look carefully at pictures and objects to find out about the past. Identify how things have changed and possible reasons why. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? Start using reason for answers. Use referencing skills to find information in a book or a source. To identify similarities and differences between ways of life at different times. Choose and use parts of stories and other sources to show some understanding of concepts. **Historical Interpretation** View the past through books, pictures, stories, photos, artefact, buildings, visits, internet and eye witness accounts – begin to understand the difference between primary and secondary sources . Draw some simple conclusions using sources.	
	Summer	Holiday Now and Then (changes within living memory)	• Develop understanding of term holiday and when/how holidays began • Use sources- picture, photos, to identify similarities and differences between activities from Victorian period to now. Why have these changes come about? Development of technology, larger crowds? • Identify why and how holidays have changed- think about transport developments/links. Development of planes and package holidays. Impact of trains- George Stephenson. • Identify how and why seaside holidays became popular during the Victorian period (Monarchy, society) • Origins of holidays as 'Holy Days' and how this has developed over time. (Religion and Beliefs) Link to 'Meanwhile, elsewhere' whenever possible.	**Chronological Understanding** Can children put four or more people/event/objects in order using a given scale. (Themselves, when they were born, Elizabeth II coronation and William the Conqueror). Identify that there are different periods of time in history. Begin to understand a period of history as part of a bigger scale and identify why certain events may have happened at certain times. Identify similarities and differences between periods. Use words and phrases related to the passing of time. **Historical Enquiry**	Chronology, historical enquiry, historical interpretation, past, a long time ago, century, decade, pier, Punch and Judy Show, bathing machine, donkeys, rock, ice cream, amusement arcade, promenade, timeline, older, oldest, Victorian period, Edwardian period, before WWII, after WWII

				Look carefully at pictures and objects to find out about the past. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? Start using reason for answers. Use referencing skills to find information in a book or a source. Recognise why events happened and what happened as a result. Make observations about people and events within a society. Choose and use parts of stories and other sources to show some understanding of concepts. **Historical Interpretation** View the past through books, pictures, stories, photos, artefact, buildings, visits (Llandudno), internet and eye witness accounts- begin to understand the difference between primary and secondary sources. Draw some simple conclusions using sources.	

End Points for Key Stage Two:

Substantive Knowledge –children should know about the following by the end of KS2:

- 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 civilisations (Ancient Egypt)
- Ancient Greece
- A non-European society that provides contrast with British history (The Maya Civilisation AD 900)`

Disciplinary Knowledge:

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.					
Year Three	Autumn	The Victorians	• Meanwhile, elsewhere… what else is happening in British and World history – establish timeline • To know about the life of Queen Victoria, how she came to the throne, marriage, children and duration of reign. (Rulers including Monarchs) • To know about the expansion of The British Empire. (Invasion/trade) • To understand what life was like in everyday life during Victorian times- toys/clothes/school (society) (Visit- Blists Hill) • To use primary sources to find out about a Victorian child- William Robert Towers (society) • To understand the significance of achievements during the Victorian period and the impact since (inventions, industrial revolution, Christmas) (society. trade, settlement)	**Chronological Understanding** Places events on a timeline within other key historical times and recognise that civilisations around the world run concurrently. Identify that things in the past have lasted for different lengths of time. To begin placing learning in context with previous learning. **Historical Enquiry** Can children make comparisons between things that have changed and things that have stayed the same? Can children use various sources of information to ask and answer questions? (Trip) Can children use sources of information to help me to learn about the past? – census records, maps, photographs. Understand the difference between primary and secondary sources and use these to answer enquiry questions. Begin to make independent decisions and use evidence to justify. **Historical Interpretation** Artefacts/visits that enable children to investigate life in the past. Understand that periods of history can be easier or more difficult to interpret due to how much written evidence is available. Identify why some achievements were significant to the development of Britain.	Queen, Monarch, reign, industry (industrial), invention, revolution, rural, urban (urbanisation), workhouse, era, empire, trade, rich, poor, vote, rights, census, source, artefact, citizenship, migration, colony,
	Spring	Stone Age to Iron Age	• Meanwhile, elsewhere- establish when the Stone Age to Iron Age took place and what was happening elsewhere. • Identify the different periods during this time and what they were called. Highlight the length of each period and how dates cannot be exact. Identify meaning of pre-history	**Chronological Understanding** Place the period of study on a timeline within other key historical times and recognise that civilisations around the world run concurrently. Identify pre history and why it is termed that.	Duration, prehistory, prehistoric, nomadic, settlement, farming, hunter gatherer, preserved, civilisation, achievements, artefacts, impact, significant,

			• How did people survive in the Stone age? Food, clothing, warmth, houses? Cave paintings as source of evidence? (society) • Skara Brae- what was found at Skara Brae and why is it significant? (society, settlement) • Copper mining- How was this crucial to the people of the time and the development of the Bronze Age (society ,invasion ,trade, settlement) • Stonehenge- investigate different theories for how and why it was built. What can it tell us about the past? (Religion and beliefs) • Hillforts- How and why were they developed in the Iron Age? (society, settlement, invasion)	Identify that periods in time last for different lengths of time. **<u>Historical Enquiry</u>** Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children understand that some periods of history had little or no evidence and why that might be? **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. Children to view an event then recount it and share their outcome & how these differ. How viewpoints affect interpretation of events. Understand that periods of history can be easier or more difficult to interpret due to how much written evidence is available. Identify why some achievements were significant to the development of Britain.	warrior, BC/BCE/AD/CE, tribe, druid, beaker people
	Summer	Planet Earth (Fashion through time)	Meanwhile, elsewhere… look at fashion in Britain starting Norman era and identify what was happening elsewhere at the time. The meanwhile elsewhere can continue as we look through all aspects of this theme. • Norman era post 1066- starting point. Remind children of work on Normans from Years 1/2. Clothing woollen tunics, gowns, cloaks. • Identify changes across different time periods- similarities and differences/timeline • Now- renewable fabrics, sustainable fashion, recycled materials. What will the future of fashion be like? Identify similarities and differences. How have developments in transport, trade, technology influenced fashion? Recycling clothing/selling clothes/ vintage fashion popularity (society and trade)	**<u>Chronological Understanding</u>** Place the period of study on a timeline within other key historical times and recognise that civilisations around the world run concurrently. Identify that times in the past have lasted for different lengths of time. To begin placing learning in context with previous learning. **<u>Historical Enquiry</u>** Can children make comparisons between historical periods between things that have changed and things that have stayed the same?	Decade, fashion, trend, popular, materials, tunics, gowns, ruff, collar, doublet, hose, breeches, corset, suits, skirts, dresses, hob nail, denim, flare, bootleg, influence, flapper, cropped, style, popular, sustainable, recycled, environmental, vintage

				Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help me to learn about the past? – Adverts/television, newspaper articles, photographs. Understand the difference between primary and secondary sources and use these to answer enquiry questions. Begin to make independent decisions and use evidence to justify. **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. Understand that periods of history can be easier or more difficult to interpret due to how much written evidence is available. Identify why some achievements were significant to the development of Britain.	
Year Four	Autumn	The Victorians	• Meanwhile, elsewhere… what else is happening in British and World history – establish timeline • To know about the life of Queen Victoria, how she came to the throne, marriage, children and duration of reign. (Rulers including Monarchs) • To know about the expansion of The British Empire. (Invasion/trade) To understand why Britain wanted to expand its empire and the significance of this • To understand what everyday life was like during Victorian times- toys/clothes/school (society) (Visit- Blists Hill) • To use primary sources to find out about a Victorian child- William Robert Towers (society) To draw conclusions from sources and understand differences between primary and secondary sources • To understand the significance of achievements during the Victorian period and the impact since (inventions, industrial revolution, Christmas) (society. trade, settlement) To understand positive and negative consequences of the industrial revolution- health, housing etc	**<u>Chronological Understanding</u>** Places events on a timeline within other key historical times. To place periods of time into wider context of historical chronology To deepen understanding of concurrent civilisations around the world. To place learning in context with previous learning and identify some impact. **<u>Historical Enquiry</u>** Can children make comparisons between things that have changed and things that have stayed the same? Can children use various sources of information to ask and answer questions?	Queen, Monarch, reign, industry (industrial), invention, revolution, rural, urban (urbanisation), workhouse, era, empire, trade, rich, poor, vote, rights, census, source, artefact, citizenship, migration, colony,

				Can children use sources of information to help me to learn about the past? – census records, maps, photographs. Select and organise relevant information Make enquiry using primary and secondary sources Devise historically valid questions. **Historical Interpretation** Artefacts/visits that enable children to investigate life in the past. To understand that some sources can be from one person's viewpoint and that these cannot always be verified. To understand why interpretation is critical to understanding the past.	
	Spring	Stone Age to Iron Age	• Meanwhile, elsewhere- establish when the Stone Age to Iron Age took place and what was happening elsewhere. • Identify the different periods during this time and what they were called. Highlight the length of each period and how dates cannot be exact. Identify meaning of pre-history. Identify sources of possible evidence. Understand term archaeologist. • How did people survive in the Stone age? Food, clothing, warmth, houses? Cave paintings as source of evidence? (society) Discuss how reliable this is as a source of evidence. • Skara Brae- what was found at Skara Brae and why is it significant? What can we learn from it? (Society, settlement) • Copper mining- How was this crucial to the people of the time and the development of the Bronze Age (society, invasion, trade, settlement). • Stonehenge- investigate different theories for how and why it was built. What can it tell us about the past? (Religion and beliefs) • Hillforts- How and why were they developed in the Iron Age? (Society, settlement, invasion)	**Chronological Understanding** Place the period of study on a timeline within other key historical times. Understand what pre-history is and why termed that. To place periods of time into wider context of historical chronology. To deepen understanding of concurrent civilisations around the world. To place learning in context with previous learning and identify some impact. **Historical Enquiry** Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children understand that some periods of history had little or no evidence and why that might be? Select and organise relevant information.	Duration, prehistory, prehistoric, nomadic, settlement, farming, hunter gatherer, preserved, civilisation, achievements, artefacts, impact, significant, warrior, BC/BCE/AD/CE, tribe, druid, beaker people

				Make enquiries using primary and secondary sources. Devise historically valid questions. **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. Children to view an event then recount it and share their outcome & how these differ. How viewpoints affect interpretation of events. To understand that some sources can be from one person's viewpoint and that these cannot always be verified. To understand why interpretation is critical to understanding the past.	
	Summer	Planet Earth (Fashion through time)	Meanwhile, elsewhere… look at fashion in Britain starting Norman era and identify what was happening elsewhere at the time. The meanwhile elsewhere can continue as we look through all aspects of this theme. • Norman era post 1066- starting point. Remind children of work on Normans from Years 1/2. Clothing woollen tunics, gowns, cloaks. • Identify changes across different time periods- similarities and differences/timeline • Now- renewable fabrics, sustainable fashion, recycled materials. What will the future of fashion be like? Identify similarities and differences. How have developments in transport, trade, technology influenced fashion? Identify trends in fashion and give possible ideas as to why trends become popular/decline? Recycling clothing/selling clothes/ vintage fashion popularity (society and trade)	**<u>Chronological Understanding</u>** Place the period of study on a timeline within other key historical times. To place periods of time into wider context of historical chronology. To deepen understanding of concurrent civilisations around the world. To place learning in context with previous learning and identify some impact. **<u>Historical Enquiry</u>** Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help me to learn about the past? – photographs, magazine/newspapers, television adverts/programmes, paintings, Select and organise relevant information.	Decade, fashion, trend, popular, materials, tunics, gowns, ruff, collar, doublet, hose, breeches, corset, suits, skirts, dresses, hob nail, denim, flare, bootleg, influence, flapper, cropped, style, popular, sustainable, recycled, environmental, vintage

				Make enquiries using primary and secondary sources. Devise historically valid questions. **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. To understand that some sources can be from one person's viewpoint and that these cannot always be verified. To understand why interpretation is critical to understanding the past.	
Year Five	Autumn	The Maya Civilisation	Meanwhile, elsewhere… establish where period sits in history and what else was happening in British/World history • Who were/are the Maya people, when and where in the world did they live? (Society/Settlement) • To know some of the main Gods and what they meant to the people. To know about religious beliefs and practices. (Religion and beliefs) • Identify food the Maya ate and its religious and cultural significance. (society, Religion and beliefs) • The use of trade goods including cocoa/chocolate. (Trade) • The structure of cities and society- city states, trade routes, king/queen, government (Trade, Society, Rulers including Monarchs/Settlement) • The significance of artefacts to use as evidence and the lack of written evidence from the period. • How does this society provide contrast with British history? • Maya people today. Give theories as to the decline of the Maya civilisation with reasons.	**<u>Chronological Understanding</u>** Create a timeline, within a specific time in history to set out the order things happened. To place early civilisations into wider context and historical chronology. To understand the impact of civilisations around the world on later civilisations, including concurrent civilisations around the world. **<u>Historical Enquiry</u>** Can children describe historical events from the different periods that they are studying/have studied? Can children suggest why certain events/people happened/acted as they did in history? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children independently select the most appropriate sources of information to find out about the period being studied? Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived? Can children ask historically valid questions and construct informed responses to questions?	Maya, Mayan – refers only to the language, civilisation, Ahau, Maize, codex, hieroglyphics, stela, scribe, jade, sacrifice, city-states, terraced, pyramid, peasant, cacao, huipil, Popul-Vuh, Tzolk'in, agriculture, slash and burn, drought,

				Can children select resources independently to justify responses with evidence? **<u>Historical Interpretation</u>** To identify and describe Maya artefacts. Artefacts/visits that enable children to investigate life in the past. Reliability of sources over time: why are they less/more reliable now? To begin to look at bias and that there can be different interpretations of same event giving different viewpoints. To know that interpretation can change in light of new evidence.	
Spring		The Maya starts in Autumn term and continues into Spring term.			
Summer	Ancient Greece	• Meanwhile, elsewhere… establish where sits in British/World timelines. • Who were the Greeks? Identify what it was like in everyday life in Ancient Greece. Making deductions about everyday life from different forms of evidence- Greek pots (Society) • Identify how Alexander the Great's empire grew and the effects of this. (Rulers including Monarchs) • To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. (City states) (Society, settlement/Trade) • To know Greek Gods and Goddesses/compare with Romans (Religion and beliefs) • To know Greek myths and legends (Religion and beliefs) • To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. (Invasion, Beliefs) • To identify some key figures and identify their achievements/influence and legacy- which legacy of the Ancient Greeks has the most lasting impact today? (Society) **The legacy of Greek culture on later periods in British history including present day- art, architecture, poetry, philosophy, theatre, language and word use.**	**<u>Chronological Understanding</u>** Create a timeline, within a specific time in history to set out the order things may have happened. To place early civilisations into wider context and historical chronology. To understand the impact of civilisations around the world on later civilisations, including concurrent civilisations around the world. **<u>Historical Enquiry</u>** Can children describe historical events from the different periods that they are studying/have studied? Can children suggest why certain events/people happened/acted as they did in history? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children independently select the most appropriate sources of information to find out about the period being studied? Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived?	Acropolis, archaeologist, architecture, chronology, circa, citadel, civilisation, deity, democracy, empire, invasion, mythology, philosophy, polis, polytheists, legacy, government, validity, bias, perspective, culture, legend, interpretation, invader, viewpoint, concurrent, monarchy, oligarchy (a small group of people having control of a country or organisation)

				Can children ask historically valid questions and construct informed responses to questions? Can children select resources independently to justify responses with evidence? **<u>Historical Interpretation</u>** To identify and describe Greek artefacts. Artefacts/visits that enable children to investigate life in the past. Reliability of sources over time: why are they less/more reliable now? To begin to look at bias and that there can be different interpretations of the same event giving different viewpoints. To know that interpretation can change in the light of new evidence.	
Year Six	Autumn	The Maya Civilisation	Meanwhile, elsewhere… establish where period sits in history and what else was happening in British/World history • Who were/are the Maya people, when and where in the world did they live, why? (Society, settlement) • To know some of the main Gods and what they meant to the people. To know about religious beliefs and practices. (Religion and beliefs) • Identify food the Maya ate and its religious and cultural significance. (society, Religion and beliefs) • The use of trade goods including cocoa/chocolate. (Trade) • The structure of cities and society- city states, trade routes, king/queen, government (Trade, Society, Rulers including Monarchs, settlement) • The significance of artefacts to use as evidence and the lack of written evidence from the period. • How does this society provide contrast with British history? • Maya people today. Give theories as to the decline of the Maya civilisation with reasons based in evidence.	**<u>Chronological Understanding</u>** Children to use their knowledge of key dates and events, to reason about where these would appear on a timeline. To understand the impact of civilisations around the world on later civilisations. To make connections, contrasts, and trends over time. To make direct comparisons between historical periods. **<u>Historical Enquiry</u>** Can children explain which aspect of the period studied was most important, giving reasons for their choice? Can children summarise how different periods of history had a major influence on world history? Can children explain how periods of British history have influenced and been influenced by the wider world? Show evidence of critical thinking, research, reason and debate. Use appropriate vocabulary and historical terms to articulate response and engage in reasoned debate.	Maya, Mayan – refers only to the language, civilisation, Ahau, Maize, codex, hieroglyphics, stela, scribe, jade, sacrifice, city-states, terraced, pyramid, peasant, cacao, huipil, Popul-Vuh, Tzolk'in, agriculture, slash and burn, drought,

				Be aware of validity and bias when carrying out enquiry questions. **<u>Historical Interpretation</u>** To identify and describe Maya artefacts. Can children appreciate how historical artefacts have helped us to understand more about lives in the present and the past? Can children look at more than one source of evidence and identify how they might be used to persuade or give a specific viewpoint? Compare achievements and significance, consider which is more impressive or significant. Can children explain significance of events, people and achievements/developments in time context and now.	
Spring		The Maya starts in the Autumn term and continues into the Spring term.			
Summer	Ancient Greece	• Meanwhile, elsewhere… establish where sits in British/World timelines. • Who were the Greeks? Identify what it was like in everyday life in Ancient Greece. Making deductions about everyday life from different forms of evidence- Greek pots (Society) • Identify how Alexander the Great's empire grew and the effects of this. (Rulers including Monarchs) • To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. (City states) (Society, settlement/Trade) • To know Greek Gods and Goddesses/compare with Romans (Religion and beliefs) • To know Greek myths and legends (Religion and beliefs) • To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. (Invasion, Beliefs) • To identify some key figures and identify their achievements/influence and legacy- which legacy of the Ancient Greeks has the most lasting impact today? (Society) **The legacy of Greek culture on later periods in British history including present day- art, architecture, poetry, philosophy, theatre, language and word use.**	**<u>Chronological Understanding</u>** Children to use their knowledge of key dates and events, to reason about where these would appear on a timeline. To understand the impact of civilisations around the world on later civilisations. To make connections, contrasts, and trends over time. To make direct comparisons between historical periods. **<u>Historical Enquiry</u>** Can children summarise how different periods of history had a major influence on world history? Can children explain how periods of British history have influenced and been influenced by the wider world? Show evidence of critical thinking, research, reason and debate. Use appropriate vocabulary and historical terms to articulate response and engage in reasoned debate.	Acropolis, archaeologist, architecture, chronology, circa, citadel, civilisation, deity, democracy, empire, invasion, mythology, philosophy, polis, polytheists, legacy, government, validity, bias, perspective, culture, legend, interpretation, invader, viewpoint, concurrent, monarchy, oligarchy (a small group of people having control of a country or organisation)

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