



History Curriculum Document

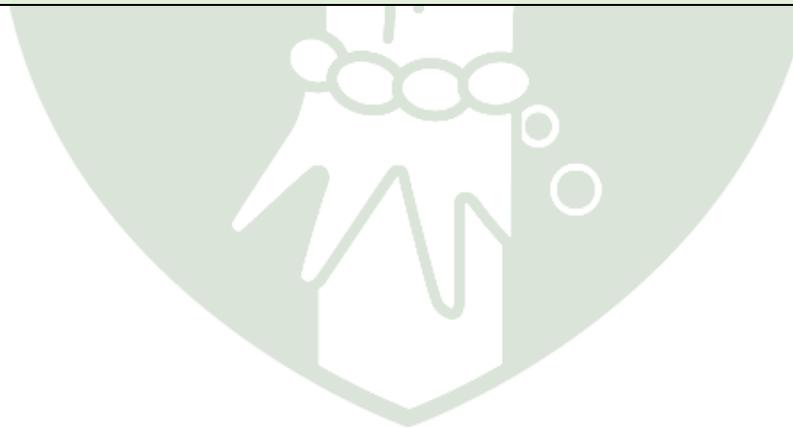


Intent Statement

At Hartsfield, we believe children deserve a broad and ambitious history curriculum, rich in skills and knowledge. We recognise that history forms a base for our understanding of the culture in which we live as well as the wider world around us. Along with providing a depth of historical knowledge, we want pupils to be inspired, develop their curiosity, and encourage them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We want them to be able to transfer these historical skills to whatever period of history is being studied and to equip children for future learning. Through the teaching of history, we endeavour to give the children the skills to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, with a view to helping them recognise their own identity and the challenges of their time. Our lessons will be engaging and allow the children to develop their historical knowledge and skills, supported by our knowledgeable teachers. Topics are often extended through immersive activities and trips to deepen children's understanding. Potential barriers to learning will be addressed through additional support and provision of opportunities for enhancing cultural capital wherever possible such as resources and ensuring children are involved in visits.

Implementation Statement

The history curriculum covers a range of knowledge and skills, progressing as children move through their time at Hartsfield. Our curriculum is guided by the Early Years Framework and the National Curriculum for history. Please see the progression document for the milestones. To achieve these, staff deliver high-quality, progressive lessons based on topics providing good opportunities for knowledge and skills development. Topics are introduced with reference to the chronology of previous topics (including those from previous years). At the beginning of the topic, children are encouraged to share what they already know and what they wish to learn and this helps to make the programme of study responsive to the children's interests. Key Stage 1 use the Plan Bee programme of study as the basis of their lessons, while Key Stage Two use a range of resources to develop an inspiring programme of study, including Connected History. These were chosen as they offer appropriate levels of challenge and 'stretch' materials for the units. Continual support for SEND/PPG children is provided through a variety of measures including opportunities to develop cultural capital and appropriately pitched, supported tasks. Staff continuously seek to encourage and develop inquisitiveness through their lessons.



Whole School- History Skills Progression

Learning Objectives	EYFS	KS1	LKS2	UKS2
To investigate and interpret the past/historical enquiry.	Comment on images of familiar situations in the past.	Observe or handle evidence to ask questions and with help find answers about the past using selection, categorisation and classification to aid.	Use evidence to ask questions and with help find answers about the past using selection, categorisation and classification to aid.	Use sources of evidence to deduce information about the past. (Make reasoned judgements/Reach informed conclusions)
	Compare and contrast characters from stories, including figures from the past.	Ask questions such as: What was it like for people? What happened? How long ago? Include reasoning and speculation starting with verbally moving into written.	Suggest suitable sources of evidence for historical enquiries	Suggest more suitable sources of evidence for historical enquiries
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Use source – observe or handle sources of information (e.g. artefacts etc.) to answer questions about the past on the basis of simple observations.	Use more than one source of evidence for historical enquiry in order to synthesise and gain a more accurate understanding of history.	Use more suitable sources of information to form testable hypothesis about the past. (Synthesise)
	Talk about the lives of people around them and their roles in society.	Identify some of the different ways the past can be represented.	Describe/Explain different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Seek out and analyse a wide range of evidence in order to justify claims about the past. (Make reasoned judgements/Reach informed conclusions)
	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Discuss reliability of photos, accounts, stories to distinguish between fact and fiction.	Suggest causes and consequences of some of the main events and changes in history to demonstrate understanding.	Examine causes and results of great events and impact on people. Show awareness of the concept of propaganda and how historians have must

				<p>understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. (Critique/evaluate)</p> <p>Refine lines of enquiry as appropriate. (Reach informed conclusion. Make reasoned judgements.)</p>
To build an overview of world history		Describe historical events.	Give a broad overview of life in Britain.	Give a broad overview of life in Britain and some major events from the rest of the world. (empathise)
		Describe significant people from the past.	Describe the social, ethnic, cultural or religious diversity of past society.	Describe the social, ethnic, cultural or religious diversity of past society. (Including differences between men and women's lives.)
		Recognise that there are reasons why people in the past acted as they did. Include reasoning and speculation moving from verbal to written.	Begin to compare and contrast some of the times studied with those of other areas of interest around the world.	Compare some of the times studied with those of other areas of interest around the world.
		Recognise the difference between past and present in their own and other's lives.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe and explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

			Describe changes that happened in the locality of the school throughout history.	Identify continuity and change in the history of the locality of the school.
To understand chronology		Place events and artefacts in order on a time line with an emphasis on describing memories of key events in their own lives. (Sequence)	Place historical events, artefacts and figures already studied in order on a time line using dates. (Sequence)	Describe the main changes in a period of history (using terms such as: social, political, technological and cultural)
		Label time lines with words or phrases such as: past, present, older and newer.	Understand the concept of change over time, representing this, along with basic evidence, on a timeline.	Understand concepts of continuity and change over time, representing them along with appropriate evidence, on a timeline.
		Recall and recount changes that have occurred in one's own life.		Identify periods of rapid change in history and compare and contrast them with times of relatively little change.
		Use dates where appropriate.	Use dates and terms to describe events.	Make comparisons between different times in the past
To communicate historically		Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	Use appropriate historical vocabulary to communicate and demonstrate understanding including: dates, time periods, era, change, chronology.	Use appropriate historical vocabulary to communicate including: dates, time periods, era, change, chronology, continuity, century, decade and legacy.
		Use drawing, role play, models etc. to communicate their knowledge		

EYFS History-Learning Objectives and Knowledge Overview

	Autumn term	Spring term	Summer term
Main Topic	<ul style="list-style-type: none"> Do you want to be my friend? Let's Celebrate! 	<ul style="list-style-type: none"> Will you read me a story? Are we there yet? 	<ul style="list-style-type: none"> All Creatures Great and Small Transitions
Key Texts	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Colour Monster Ruby's Worry Owl Babies Kippers Birthday Rama and Sita Diwali story Kippers Birthday The Nativity Story 	<ul style="list-style-type: none"> The Gingerbread Man Cinderella The Three Little Pigs The Three Billy Goats Gruff The Chinese New Year Zodiac Story Man on the Moon Supertato The Gruffalo 	<ul style="list-style-type: none"> Handa's Surprise Tinga Tinga Tales What the Ladybird Heard Farmer Duck The Very Hungry Caterpillar What the Ladybird heard on Holiday Jack and the Beanstalk
Visits/Walks	<ul style="list-style-type: none"> Signs of Autumn walk Visit from fire brigade Signs of winter Walk 	<ul style="list-style-type: none"> Library Visit Signs of Spring walk Local trip (walking distance) 	<ul style="list-style-type: none"> Signs of Summer Walk School Trip/activity
Weekly Topics	<ul style="list-style-type: none"> Settling in Fulltime Baseline Autumn Harvest Spooky Things Diwali Fireworks Potions Friends Light and Dark 	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff Chinese New Year The Gingerbread man The Gruffalo Space Supertato 	<ul style="list-style-type: none"> Seasons Elmer Handa's Surprise Going to the Library Herrings Green The Queen's Jubilee Father's Day Sport's Week

	<ul style="list-style-type: none"> • Christmas • Panto Week • Our Performance 	<ul style="list-style-type: none"> • Superheros • Easter 	
<p>UW Understanding the World.</p>	<p>Exploring festivals and ways that people celebrate – Diwali, Harvest and Christmas etc</p> <p>Introduce iPads, computers and programmable toys</p> <p>Sharing and exploring children’s experiences and environment</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Talking about members of our immediate family and community. • Exploring different beliefs and find out how they are celebrated by others. • Finding out about seasons of the year with a focus on Autumn and Winter. • Exploring different areas of the school and classroom. 	<p>Easter</p> <p>Develop skills of knowledge and understanding – predict, test and discuss</p> <p>Continue to develop technology skills and use of equipment.</p> <p>Explore book settings and relate to the world around us</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past. • Draw information from a simple map. • Understand the effect of changing seasons on the natural world around them. • Comment on images of familiar situations in the past. 	<p>Continue to develop skills including predicting and testing.</p> <p>Continue to develop technology skills and use of equipment.</p> <p>Continue to explore the world around us and use own experiences.</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Describe what they see, hear and feel whilst outside.

EYFS History-Progression and Assessment

Learning Objective	Key indicators	
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and with help find answers about the past.</p> <p>Use evidence to select, categorise and classify the past.</p> <p>Identify some of the different ways the past can be represented.</p> <p><i>Look at similarities, differences, patterns and changes. Developing an understanding of changes overtime. Provide an opportunity to observe things closely through a variety of means including magnifiers and photographs.</i></p>	<p>With support from a teacher and independently, evidence is explored to find out about the past.</p> <p>With support from a teacher and independently, evidence is explored to find out about the past.</p> <p>With support from a teacher and independently, evidence is explored to find out about the past.</p>
To build an overview of world history/To understand chronology	Describe events in their own history.	With support from a teacher some events in their own history are described.
To communicate historically	Use words and phrases such as “yesterday,” “last week,” “this morning,” “before,” “done,” “old” and “new.”	During structured activities age appropriate historical language is used.

Year 1 History-Learning Objectives and Knowledge Overview

KS1 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	Introduce		Revisit
<ul style="list-style-type: none"> • 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] 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • 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 		Introduce	Revisit

<p>[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]</p>			
<ul style="list-style-type: none"> • significant historical events, people and places in their own locality 			<p>Introduce</p>
<p>History - Curriculum</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
	<p>Homes in the Past</p> <ul style="list-style-type: none"> • Types of homes today. • Similarities and differences between homes today. • Features of homes from the past. • Victorian homes. • Things that would be found in a Victorian home. 	<p>Castles</p> <ul style="list-style-type: none"> • Find out why the Normans built the first UK castles. • Learn about the structure of medieval castles. • Find out about differences between the people living in the castles and the common people in medieval times. • Learn how the Tower of London's use has changed over time. 	<p>Famous Queens</p> <ul style="list-style-type: none"> • Understand what a monarch is and where they live. • Explore Tudor life and Queen Elizabeth I. • Explore Queen Victoria and the Victorian period. • Explore the life of Queen Elizabeth II. • Compare these three significant Queens and the periods that they lived in.

Year 1 History- Progression and Assessment

Learning Objective	Key indicators	ARE=	ARE+/ARE++
<p>To investigate and interpret the past/historical enquiry</p>	<p>Observe or handle evidence to ask questions and with help find answers about the past using selection, categorisation and classification to aid.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Include reasoning and speculation verbally.</p> <p>Find answers to simple questions about the past from a source of information e.g. artefact.</p> <p>Identify some of the different ways the past can be represented.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>With support from a teacher, evidence is explored to find out about the past.</p> <p>During structured activities, some relevant questions about the past are asked.</p> <p>Answers most questions, may need support/prompting for all.</p> <p>With support from a teacher, there is an awareness that pictures, stories and accounts represent the past.</p> <p>With support, children can understand stories are made up.</p>	<p>When presented with evidence, some questions about the past are asked and answered.</p> <p>A growing number of relevant questions about the past are asked.</p> <p>Able to answer questions and may suggest more.</p> <p>A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.</p> <p>Able to identify some historical stories as fiction. E.g. Robin Hood.</p>
<p>To build an overview of world history</p>	<p>Describe historical events.</p>	<p>With support from a teacher some historical events are described.</p>	<p>A range of historical events are described, using historical language and interesting detail.</p>

	<p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did. Include reasoning and speculation verbally. Recognise the difference between past and present in their own and other's lives.</p>	<p>With support from a teacher, significant people are studied and described.</p> <p>With the support of a teacher, the actions of people in the past are studied and described.</p>	<p>The term 'significant' is increasingly understood and used to select people from the past to describe.</p> <p>There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as how to presents this information.</p>
<p>To understand chronology</p>	<p>Place events and artefacts in order on a time line. (Sequence) Sequence events in their life.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recall and recount changes that have occurred in one's own life.</p> <p>Use dates where appropriate.</p>	<p>With support from a teacher, there is some understanding of the passing of time and how it may be represented in order of events.</p> <p>During structured activities, timelines are annotated with historical language.</p> <p>During structured activities, the main events of one's own life are recalled and recounted.</p> <p>With support from the teacher, dates are used to chart events.</p>	<p>There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order. Timelines are generally annotated to include some historical language.</p> <p>The main events of one's own life are recounted with interesting historical detail.</p> <p>Dates are used to chart some events.</p>

To communicate historically

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Use drawing, role play, models etc. to communicate their knowledge.

During structured activities historical language is used.

Identify some historically correct elements.

Historical language is becoming fluent and decisions as to what language to use are beginning to be made.

Increasingly able to explain how their elements relate appropriately to the topic.



Year 2 History- Learning Objectives and Knowledge Overview

KS1 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 			Revisit
<ul style="list-style-type: none"> • 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] 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> • 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 	Revisit	Revisit	Revisit

and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			
• significant historical events, people and places in their own locality	Revisit	Revisit	Revisit
History - Curriculum	Autumn	Spring	Summer
	<p>Communication Then and Now</p> <ul style="list-style-type: none"> • Egyptian Hieroglyphics • William Caxton and the Printing Press • Morse Code • Alexander Graham Bell and the Telephone • Tim Berners-Lee and the World Wide Web • Comparing William Caxton and Tim Berners-Lee <p>Comparing communication from the Egyptians to Tim Burners-Lee</p>	<p>The Titanic</p> <ul style="list-style-type: none"> • What was the Titanic? • Investigating who travelled on the Titanic and why? • What led up to the ship sinking? • What has this event in history done to change things now? • Links between the Great Fire of London and The Sinking of the Titanic (Great Fire of London covered in English lessons) 	<p>The History of Baldock</p> <ul style="list-style-type: none"> • The Tesco building – its history and uses over the years • The Romans and Baldock – why were they here and how do we know? • It's a child's life – being a child in Baldock 100 years ago • Street names – Why are certain Baldock streets called what they are? • Living Memory – can we talk to anyone about growing up in Baldock?

Year 2 History-Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To investigate and interpret the past/historical enquiry	Observe or handle evidence to ask questions and with help find answers about the past using selection, categorisation and classification to aid.	With support from a teacher, evidence is explored to find out about the past.	When presented with evidence, some questions about the past are asked and answered.	Evidence is beginning to be selected in order to ask and answer questions about the past.
	Ask questions such as: What was it like for people? What happened? How long ago? Include reasoning and speculation.	During structured activities, some relevant questions about the past are asked.	A growing number of relevant questions about the past are asked.	Good, relevant questions about the past are asked and the answers investigated.
	Use source – observe or handle sources to answer questions about the past on the basis of simple observations.	With support can use source to answer some questions.	Can answer a growing number of questions about source.	Good use of source to draw out information and may suggest other.
	Identify some of the different ways the past can be represented. Discuss reliability of photos, accounts, stories.	With support from a teacher, there is an awareness that pictures, stories and accounts represent the past.	A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	A wide variety of representations of the past are known and carefully selected to investigate the past.

To build an overview of world history	Describe historical events.	With support from a teacher some historical events are described.	A range of historical events are described, using historical language and interesting detail.	A wide range of historical events are described and presented in a number of ways, using historical language and interesting and pertinent details.
	Describe significant people from the past.	With support from a teacher, significant people are studied and described.	The term 'significant' is increasingly understood and used to select people from the past to describe.	There is a strong awareness of the term 'significant' and this is used to justify choices of people to study and describe.
To build an overview of world history (continued)	Recognise that there are reasons why people in the past acted as they did. Include reasoning and speculation.	With the support of a teacher, the actions of people in the past are studied and described.	There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as how to presents this information.	The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.
To understand chronology	Place events and artefacts in order on a time line. (Sequence)	With support from a teacher, there is some understanding of the	There is a growing understanding of the passing of time and	There is a well-developed

	<p>(Describe memories of key events in own lives.)</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recall and recount changes that have occurred in one's own life.</p> <p>Use dates where appropriate.</p>	<p>passing of time and how it may be represented in order of events.</p> <p>During structured activities, timelines are annotated with historical language.</p> <p>During structured activities, the main events of one's own life are recalled and recounted.</p> <p>With support from the teacher, dates are used to chart events.</p>	<p>decisions are made as to how to place events and artefacts in the correct order.</p> <p>Timelines are generally annotated to include some historical language.</p> <p>The main events of one's own life are recounted with interesting historical detail.</p> <p>Dates are used to chart some events.</p>	<p>understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language.</p> <p>Timelines have detailed annotations which show a good grasp of language. The main events of one's own life are presented in lively or novel ways with an excellent use of historical language to add detail.</p> <p>Dates are used in a variety of forms, including days, months and years.</p>
<p>To communicate historically</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>During structured activities historical language is used.</p>	<p>Historical language is becoming fluent and decisions as to what language to use are beginning to be made.</p>	<p>Historical language is fluent and used appropriately in a variety of situations.</p>

Year 3 History- Learning Objectives and Knowledge Overview

KS2 History – Learning Objectives	Autumn	Spring	Summer
<p><i>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.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 			
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 		Introduce	
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 		Introduce	
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			Introduce
<ul style="list-style-type: none"> • a local history study 			
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 			

<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History - Curriculum	Autumn	Spring	Summer
		<p>The Anglo-Saxons</p> <ul style="list-style-type: none"> •Why did the Roman’s leave Britain? •Who were the Anglo-Saxons and why didn’t they choose to live in the towns the Romans left behind? •How did the lives of Anglo-Saxons change after Ethelbert met Augustine? •How did converting to Christianity change the lives of people in Britain? •What does Sutton Hoo tell us about the Anglo-Saxon world? – Extended study 	<p>The Vikings</p> <ul style="list-style-type: none"> •What was the ‘terror’ that appeared in Britain on June 8th 793? •Why was the design of their long ships so important to the Vikings? •What were the two treasures that most Viking Norsemen wanted from Britain? •Viking horned helmets – historical fact or myth? •What were the Viking Gods like before they converted to Christianity? •Why is Alfred the only King or Queen of England to have ‘the Great’ after their name?

Year 3 History- Progression and Assessment

	Key indicators	ARE-	ARE=	ARE+/ARE++
To investigate and interpret the past/historical enquiry	Use evidence to ask questions and with help find answers about the past using selection, categorisation and classification to aid.	When presented with evidence, some questions about the past are asked and answered.	There are some good examples of using evidence to ask and answer questions about the past.	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.
	Suggest suitable sources of evidence for historical enquiries	When presented with evidence can say whether it is suitable or not with guidance.	There is some awareness of the suitability of evidence.	Evidence is generally chosen for its suitability.
	Use more than one source of evidence for historical enquiry in order to synthesise and gain a more accurate understanding of history.	When presented with evidence can locate information within it and with guidance can see differences.	There is some awareness that different sources of evidence give a variety of information about the past.	A range of evidence is selected in order to gain a more accurate understanding of history.
	Describe/Explain different accounts of a historical event, explaining some of the reasons why the accounts may differ.	When presented with different accounts can see there is a difference.	There is some awareness that there are different accounts and interpretations of historical events.	Different accounts and interpretations of historical events are explored and some reasons given why the account may differ.
	Suggest causes and consequences of some of the main events and	With support can make some suggestions on causes and	Some good suggestions on causes and consequences of some	Many good and thoughtful

	changes in history to demonstrate understanding.	consequences of some familiar events in history are put forward.	familiar events in history are put forward.	suggestions are offered on the causes and consequences of main events in history.
To build an overview of world history	Give a broad overview of life in Britain.	With support can name some facts about Britain and name periods in the past.	With support, some of the major changes of themes in Britain from the Stone Age through to CE1066. Anglo-Saxons and Vikings.	The major changes around a number of themes in Britain from the Stone Age through to CE1066.
	Describe the social, ethnic, cultural or religious diversity of past society.	With support some elements of the past can be described.	With support, the past is described in a number of ways.	The past is described by selecting which aspects to focus upon.
	Describe and explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	With support some aspects are named and simple explanations given.	With support, the characteristic features of the past are described.	The main characteristic features of the past are generally described.
	Find out about everyday lives of people in time studied. Compare with our life today.	With support can recognise some differences to own lives.	With support, recognise how lives then were and differ from today.	The past is described selecting comparisons and information about everyday people's lives.

<p>To understand chronology</p>	<p>Place events, artefacts and historical figures in order on a time line using dates. (Sequence)</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.</p> <p>With support, key dates are used.</p>	<p>There is a generally a good knowledge of the chronological order of the past and with structured activity the past can be placed on a timeline.</p> <p>With support, changes over time are represented on a timeline.</p> <p>When reminded, key dates are used.</p>	<p>There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language.</p> <p>The concept of change in key themes is understood and it is represented on a time line accurately. Key dates are generally used.</p>
<p>To communicate historically</p>	<p>Use appropriate historical vocabulary to communicate and demonstrate understanding including: dates, time periods, era, change, choronology.</p>	<p>With support, historical language is used.</p>	<p>When reminded, historical language is used.</p>	<p>Historical language is selected and used appropriately.</p>

Year 4 History- Learning Objectives and Knowledge Overview

KS2 History – Learning Objectives	Autumn	Spring	Summer
<p><i>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.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 			
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 			Introduce
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 			
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			
<ul style="list-style-type: none"> • a local history study 			Introduce
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The 	Introduce		

Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History - Curriculum	Autumn	Spring	Summer
	<p>The Egyptians</p> <ul style="list-style-type: none"> •Where Egypt is? •What can we learn about Ancient Egypt from one object? •Why it is important for historians to consider a wide range of sources of information. •Describe artefacts •Research an aspect of Ancient Egyptian life •Recognise that lives of the wealthy and lives and deaths of the poor were very different •Discuss the mummification process •Discuss how we know About the lives of the Ancient Egyptians •Look at the 3 case studies 		<p>The Romans have invaded!</p> <ul style="list-style-type: none"> •Why did the Romans invade Britain? •Who was Caesar and what did he do? •Who was Claudius and what did he do? •Why was Boudicca a rebel? •Why were Claudia and Sulpician living at Vindolanda? •Who was St Alban and why do we remember him? •How do we know so much about the towns the Romans built in Britain?

	<ul style="list-style-type: none"> •Give some reasons for main events, such as pyramid building and changes •Use evidence to reconstruct Life in Ancient Egypt 		
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Year 4 History-Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To investigate and interpret the past/historical enquiry	Use evidence to ask questions and with help find answers about the past using selection, categorisation and classification to aid.	There are some good examples of using evidence to ask and answer questions about the past.	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.	Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers.
	Suggest suitable sources of evidence for historical enquiries	There is some awareness of the suitability of evidence.	Evidence is generally chosen for its suitability.	Evidence is carefully selected for its suitability and clear reasons are given for choices made.
	Use more than one source of evidence for historical enquiry in order to synthesise and gain a more accurate understanding of history.	There is some awareness that different sources of evidence give a variety of information about the past.	A range of evidence is selected in order to gain a more accurate understanding of history.	Evidence is sifted and carefully selected to gain a thorough understanding of history.
	Describe/Explain different accounts of a historical event, explaining some of	There is some awareness that there are different accounts and interpretations of historical events.	Different accounts and interpretations of historical events are explored and	Different accounts and interpretations of historical events are

	<p>the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history to demonstrate understanding.</p>	<p>Some good suggestions on causes and consequences of some familiar events in history are put forward.</p>	<p>some reasons given why the account may differ.</p> <p>Many good and thoughtful suggestions are offered on the causes and consequences of main events in history.</p>	<p>thoroughly explored and presented, with well-reasoned arguments for with may be the most accurate.</p> <p>Carefully considered suggestions, along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way.</p>
<p>To build an overview of world history</p>	<p>Give a broad overview of life in Britain.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>With support, some of the major changes of themes in Britain from the Stone Age through to CE1066. Romans</p> <p>With support, the past is described in a number of ways.</p>	<p>The major changes around a number of themes in Britain from the Stone Age through to CE1066.</p> <p>The past is described by selecting which aspects to focus upon.</p>	<p>The major changes around a number of themes in Britain from the Stone Age through to CE1066 are explored in depth and areas are chosen to describe in detail. The past is described in a wide range of ways with carefully selected chosen foci that are clearly explained.</p>
	<p>Compare and contrast some of the times studied with those of other areas of interest around the world.</p>	<p>With support, historical events around the world are compared.</p>	<p>Historical events around the world are selected and compared.</p>	<p>Historical events around the world are carefully selected to highlight similarities and differences.</p>

	<p>Describe changes that happened in the locality of the school throughout history.</p> <p>Describe and explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Some basic changes to the locality of the school over time are described.</p> <p>With support, the characteristic features of the past are described.</p>	<p>Some of the changes to the locality of the school over time are explained with some examples and detail.</p> <p>The main characteristic features of the past are generally described.</p>	<p>The changes to the locality of the school over time are thoroughly explored and described with telling examples and accurate details.</p> <p>The main characteristic features of the past are understood and described with interesting detail.</p>
<p>To understand chronology</p>	<p>Place events, artefacts and historical figures in order on a time line using dates. (Sequence)</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>There is a generally a good knowledge of the chronological order of the past and with structured activity the past can be placed on a timeline.</p> <p>With support, changes over time are represented on a timeline.</p> <p>When reminded, key dates are used.</p>	<p>There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language.</p> <p>The concept of change in key themes is understood and it is represented on a time line accurately.</p> <p>Key dates are generally used.</p>	<p>Chronology is understood, including overlapping events in different parts of the world.</p> <p>There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change.</p> <p>Key dates are used in almost all historical accounts.</p>
<p>To communicate historically</p>	<p>Use appropriate historical vocabulary to communicate and demonstrate understanding including: dates, time periods, era, change, chronology.</p>	<p>When reminded, historical language is used.</p>	<p>Historical language is selected and used appropriately.</p>	<p>Historical language is carefully chosen and used well to describe a wide range of events.</p>

Year 5 History- Learning Objectives and Knowledge Overview

KS2 History – Learning Objectives	Autumn	Spring	Summer
<p><i>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.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 			
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 			
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 			
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			
<ul style="list-style-type: none"> • a local history study 			
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The 			

Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 		Introduce	
<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	Introduce		
History - Curriculum	Autumn	Spring	Summer
	<p>Maya Civilisation</p> <ul style="list-style-type: none"> •Who are the Maya and where do they live? •What are the main occupations of Maya people today? •Identify and describe how the physical features affect the human activity within a location. •What did Stephens and Catherwood discover in 1839? •What do the ruins of Chichen Itza tell us about the lives of ancient Maya? •Why was pok-a-tok more than just a ball game? •Why do historians know so much about ancient Maya society? 	<p>Ancient Greeks</p> <ul style="list-style-type: none"> •Who were the ancient Greeks? And Where and when did the Ancient Greeks live? • What did the ancient Greeks wear? •Greek States of Athens and Sparta. • Who did the ancient Greeks worship and why? •Ancient Greece and its achievements, legacy and influences- the Olympic Games. •The Trojan Horse – <ul style="list-style-type: none"> - What is the story of the Trojan Horse? - What evidence exists to authenticate the story? 	

	<ul style="list-style-type: none"> •Why did the ancient Maya leave their jungle cities? 	<ul style="list-style-type: none"> - What other explanations could there be for the origin of the story? 	
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Year 5 History-Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To investigate and interpret the past/historical enquiry	Use sources of evidence to deduce information about the past. (Make reasoned judgements/Reach informed conclusions.)	There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past.	There is some awareness of the word 'deduce.'	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.
	Suggest suitable sources of evidence for historical enquiries	Evidence is generally chosen for its suitability.	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained.
	Use sources of information to form testable hypothesis about the past. (Synthesise)	With guidance and support, hypotheses are formed and investigated.	With support, hypotheses are formed and investigated.	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.
	Seek out and analyse a wide range of evidence in order to justify claims about the past.	With support, some good suggestions of suitable evidence are given and used to back up conclusions.	Some good suggestions of suitable evidence are given and used to back up conclusions.	A growing range of evidence is sought and explored in formulating

	<p>(Make reasoned judgements/Reach informed conclusions. Examine causes and results of great events and impact on people.) Show awareness of the concept of propaganda and how historians have must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. (Critique/evaluate) Refine lines of enquiry as appropriate.</p>	<p>With support can be aware that some historical documents represent propaganda.</p> <p>With support, is aware that sources of evidence may differ and we need more than one.</p> <p>With support, there are some good examples of refining lines of enquiry.</p>	<p>There is some awareness that some historical documents represent propaganda.</p> <p>There is a growing awareness of the need to look at more than one source of evidence.</p> <p>There are some good examples of refining lines of enquiry.</p>	<p>and justifying claims about the past.</p> <p>The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source. A number of sources of evidence are sought out.</p> <p>There is good examples of refinements to a line of enquiry with reasons given for the refinements.</p>
<p>To build an overview of world history</p>	<p>Give a broad overview of life in Britain and some major events from the rest of the world. (empathise)</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society. (Possibly including differences between men and women's lives.)</p>	<p>With support, can describe broad history of Britain and some ancient societies from around the world.</p> <p>With support, historical events around the world are selected and compared.</p> <p>With support, descriptions of the past focus on two or three aspects.</p>	<p>When reminded, broad history of Britain and some ancient societies from around the world are described.</p> <p>With support, some time periods are compared and described.</p> <p>With support, descriptions of the past involve a number of aspects.</p>	<p>There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail. Time periods are carefully chosen to show similarities and differences with clear and interesting detail given. Descriptions of the past involve a number of aspects.</p>

	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	The main characteristic features of the past are generally described.	When reminded, the characteristics features of the past, from a range of perspectives, are described.	Generally the characteristic features of the past, from a range of perspectives are described.
To understand chronology	Describe the main changes in a period of history (using terms such as: social, political, technological and cultural) and sequence them. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand concepts of continuity and change over time, representing them along with evidence, on a timeline. Make comparisons between different times in the past. Use dates and terms to describe events.	With support, the concept of change within a time period is understood, with some examples given. With support, can recognise and describe rates of change with some examples provided during structured activities. With support and guidance, there is some awareness of the concepts of continuity and change and they are represented. With support, key dates are generally used.	The concept of change within a time period is understood, with some examples given. In structured activities, there is some description of the rate of change with some good examples provided. There is some awareness of the concepts of continuity and change and, with support, they are represented. When reminded, dates and terms are used to describe events.	Changes within a time period are described in various terms, such as growth and decline. There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this. There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline. Dates and terms are generally used to describe events.
To communicate historically	Use appropriate historical vocabulary to communicate including: dates, time periods, era, change, chronology, continuity, century, decade and legacy.	With support some appropriate historical language is used.	Some appropriate historical language is used	Generally, appropriate historical language is used.

Year 6 History-Learning Objectives and Knowledge Overview

KS2 History – Learning Objectives	Autumn	Spring	Summer
<p><i>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.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 		Introduce	
<ul style="list-style-type: none"> • the Roman Empire and its impact on Britain 			
<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots 			
<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			
<ul style="list-style-type: none"> • a local history study 			
<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	Introduce		
<ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The 			

Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			
<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 			
<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History - Curriculum	Autumn	Spring	Summer
	<p>Why was winning the Battle of Britain in 1940 so important?</p> <ul style="list-style-type: none"> •What happened during WW2? •What was evacuation? •Which historical sources are the most reliable? Why? •What happened in The Battle of Britain? •Why was the Battle so important? •How did Britain win? •What was it like to take part in The Battle of Britain? •Learn about what the Blitz was and how it affected British people. •Know the key timings of The Blitz. •Know the aircraft involved in the Blitz. 		<p>Stone Age to Iron Age</p> <p>What do we already know about the Stone Age?</p> <ul style="list-style-type: none"> •Use Stone Age Mind Map mind map existing knowledge and ideas •What do we want to find out? • ‘Cave Paintings’ - what images are brought to mind? Crafts. •Prehistoric beasts. •Houses today - what do they look like? How do they differ around the world? Why? •Compare typical houses in cold climates with those in warmer climates. •What is important when it comes to building a house?

	<ul style="list-style-type: none"> •What would life have been like if Britain had not won? •Have a greater understanding of historical figures and records. •Have a greater understanding of what life was like for Jewish people during World War Two 		<ul style="list-style-type: none"> •What did people eat in the Stone Age? •Where and what is Skara Brae? •What do you know about it? •What are the main differences between life today and in the Stone Age?
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Year 6 History- Progression and Assessment

Learning Objective	Key indicators	ARE-	ARE=	ARE+/ARE++
To investigate and interpret the past	Use sources of evidence to deduce information about the past. (Make reasoned judgements/Reach informed conclusions)	There is some awareness of the word 'deduce.'	Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny.	Evidence is collected, sifted and investigated to provide well-reasoned arguments for events in the past.
	Suggest suitable sources of evidence for historical enquiries	Some suitable sources of evidence are suggested.	Suitable evidence is suggested and explored with some reasons for its suitability explained.	Clear reasoning and careful judgement is used to select and explore evidence.
	Use sources of information to form testable hypothesis about the past. (Synthesise)	With support, hypotheses are formed and investigated.	Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research.	Interesting and thoughtful hypotheses are formed, based on deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints.

	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past. (Make reasoned judgements/Reach informed conclusions)</p> <p>Show awareness of the concept of propaganda and how historians have must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. (Critique/evaluate) Refine lines of enquiry as appropriate. (Reach informed conclusion. Make reasoned judgements.)</p>	<p>Some good suggestions of suitable evidence are given and used to back up conclusions.</p> <p>There is some awareness that some historical documents represent propaganda.</p> <p>There is a growing awareness of the need to look at more than one source of evidence.</p> <p>There are some good examples of refining lines of enquiry.</p>	<p>A growing range of evidence is sought and explored in formulating and justifying claims about the past.</p> <p>The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source.</p> <p>A number of sources of evidence are sought out.</p> <p>There is good examples of refinements to a line of enquiry with reasons given for the refinements.</p>	<p>A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past.</p> <p>There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created, and this is acknowledged when formulating conclusions.</p> <p>A wide range of evidence is collected, sifted and used.</p> <p>Lines of enquiry are altered in a timely manner based on emerging evidence or conflicting accounts of history.</p>
To build an overview of world history	Identify continuity and change in the history of the locality of the school.	There is a growing understanding of the concepts of continuity and change and some examples are given.	Key themes are compared and areas of continuity and change identified and described.	Key themes are selected to show contrast in continuity and change.
	Give a broad overview of life in Britain and some major events from the rest of the world. (empathise)	When reminded, broad history of Britain and some ancient societies from around the world are described.	There is a good knowledge of the broad history of Britain and ancient societies which are described with interesting detail.	There is an excellent understanding of the nature of British history and ancient

	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>With support, some time periods are compared and described.</p> <p>With support, descriptions of the past involve a number of aspects.</p> <p>When reminded, the characteristics features of the past, from a range of perspectives, are described.</p>	<p>Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.</p> <p>Descriptions of the past involve a number of aspects.</p> <p>Generally the characteristic features of the past, from a range of perspectives are described.</p>	<p>civilisations. They are described in interesting and novel ways.</p> <p>Time periods are carefully chosen to show similarities and differences with clear and interesting detail given.</p> <p>Descriptions of the past show a good understanding of the many different aspects of historical contexts.</p> <p>Many of the characteristic features of the past are detailed from a carefully selected range of perspectives.</p>
<p>To understand chronology</p>	<p>Describe the main changes in a period of history (using terms such as: social, political, technological and cultural)</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand concepts of continuity and change over time, representing them along with evidence, on a timeline.</p>	<p>The concept of change within a time period is understood, with some examples given.</p> <p>In structured activities, there is some description of the rate of change with some good examples provided.</p> <p>There is some awareness of the concepts of continuity and change and, with support, they are represented.</p>	<p>Changes within a time period are described in various terms, such as growth and decline.</p> <p>There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this.</p> <p>There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline.</p>	<p>Changes within a time period are described in various terms, such as growth and decline.</p> <p>The rate and extent of change is described and some reasons suggested.</p> <p>Times of continuity and change are identified and described in a number of interesting ways, along with a number</p>

	Use dates and terms to describe events.	When reminded, dates and terms are used to describe events.	Dates and terms are generally used to describe events.	of well-considered possible reasons. Dates and terms are recalled or researched and used to describe events.
To communicate historically	Use appropriate historical vocabulary to communicate including: dates, time periods, era, change, chronology, continuity, century, decade and legacy.	Some appropriate historical language is used	Generally, appropriate historical language is used.	Historical language is fluent and used in widespread situations.

