



History Progression in Knowledge & Skills



	YR	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Knowledge - the BIG IDEAS	Understanding the World Community Museum visits Important members of society Cultural and social diversity Develop awareness of past and present through exposure to language within links areas of the EYFS	Key Stage 1: <ul style="list-style-type: none"> Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates 		Lower Key Stage 2: <ul style="list-style-type: none"> Develop increasingly secure chronological knowledge and understanding of history, local and British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past 		Upper Key Stage 2: <ul style="list-style-type: none"> Develop a deep and secure chronological knowledge and understanding of local, British and world History with an awareness of simultaneous worldwide events/time periods Put events, people, places and artefacts on a timeline Further use of correct terminology to describe events in the past 	
Chronological Understanding	Talk about past and present events in own lives and in the lives of family members	Recognise the distinction between past and present Order and sequence some familiar events and objects Identify some similarities and differences between ways of life at different times Use some terms about the passing of time correctly	Order and sequence events and objects Recognise that their own lives are similar and / or different from the lives of people in the past Use common words and phrases concerned with the passing of time correctly	Understand where the time studied fits on a timeline Demonstrate awareness that the past can be divided into different periods of time Use some dates and historical terms when ordering events and objects. Sequence several events or artefacts Explore trends and changes over time	Use dates and historical terms when ordering events and objects Identify where people and events fit into a chronological framework Explore links and contrasts within and across different periods of time Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Use dates and appropriate historical terms to sequence events and periods of time Identify where people, places and periods of time fit into a chronological framework Describe links and contrasts within and across different periods of time including short-term and long-term time scales	Use dates and a wide range of historical terms when sequencing events and periods of time Develop chronologically secure knowledge of the events and periods of time studied Analyse links and contrasts within and across different periods of time including short-term and long-term time scales
Knowledge and Understanding of Events in the Past	Children talk about past and present events in their own lives and in the lives of family members Talk about the lives of the people around them and their roles in society	Recognise the difference between the past and present in their own and others' lives To know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times	Compare periods studied with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Identify key features and significant events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Examine causes and results of significant events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Compare beliefs and behaviour with another time studied Understand continuity and change Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Knowledge and Learning by Unit Chronology Chronology is the order in which key events happened or historical figures lived, and how these events connect or overlap.	Who is in my family? Chronology & Society <ul style="list-style-type: none"> Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born 	How do our toys and games compare with those of children in the 1960s? Chronology & Society <ul style="list-style-type: none"> Know some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this Know how to compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date 	How do we know so much about where Saphho used to live? Interpretation <ul style="list-style-type: none"> Know about events beyond living memory that are significant nationally and/or globally Know the time period in which the destructive event took place in Pompeii Know how to use the time line to place each history period 	How did life change for Ancient Britons during the Stone Age? Chronology & Settlement <ul style="list-style-type: none"> Know that the Stone Age is a period of prehistory which began when the first modern humans arrive in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze age Know how to use the time line to place each history period, know how to compare 	How did the arrival of the Romans change Britain? Chronology, Society, Invasion <ul style="list-style-type: none"> Know when Britain was invaded by the Romans Know why Hadrian's Wall proved necessary for Emperor Hadrian to order its construction in AD 122 	Why did the Ancient Maya change their way of life? Enquiry, Civilisation <ul style="list-style-type: none"> Know where and when the Ancient Mayan people lived Know what other civilisations existed contemporaneously during the Ancient Mayan time period Know and understand why the Ancient Mayan civilisation dates begin in BC and ended in AD 	The story of the Trojan Horse - fact, myth or legend? Interpretation, Civilisation, War <ul style="list-style-type: none"> Know when the Trojan War in Ancient Greece took place Know the main events in the siege of the city of Troy during the Trojan War in Ancient Greece
	Who lives here? Settlement <ul style="list-style-type: none"> Place images of familiar situations in the past, such as homes, schools, and transport on a timeline based on discussion and comparison of features 	Who is the greatest history maker? Chronology & Enquiry <ul style="list-style-type: none"> Know how history makers fit into a broad chronological framework 	Why was Charles sent to prison? Enquiry <ul style="list-style-type: none"> Know when the First World War took place 	What is the secret of the standing stones? Interpretation & Religion <ul style="list-style-type: none"> Know why the Stone Age came to an end about six thousand years ago 	Who were the Anglo-Saxons and how do we know what was important to them? Interpretation, Society, Religion <ul style="list-style-type: none"> Know how to interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever 	Why is the history of Devizes also the history of England? Enquiry, Society, Trade, Settlement <ul style="list-style-type: none"> Know the chronological order of key historical periods in Devizes' history; Romans, AngloSaxons, Normans, Tudors, the English Civil War and finally the Victorian industrial revolution 	What was the influence of the Greek civilisation on the world? Enquiry, Civilisation, Democracy, Power <ul style="list-style-type: none"> Know the key chronological events in the development of the Greek civilisation Know the main events in the demise of the Greek civilisation
	What do stories tell us about the world? Interpretation <ul style="list-style-type: none"> Begin to place texts, images and stories that have been shared on a timeline 	What does it take to be a great explorer? Chronology & Interpretation <ul style="list-style-type: none"> Know about events beyond living memory that are significant nationally and/or globally Know the chronological order in which key explorers lived 	Why is the history of my locality significant? Enquiry & Settlement <ul style="list-style-type: none"> know the chronological order of key historical events and individuals in their local area 	How do artefacts help us to understand the lives of people in Iron Age Britain? Organisation & Communication, Society, War, Power <ul style="list-style-type: none"> Know that the Iron Age is the last period of prehistory in Britain Know who Boudicca was and why she fought the Romans when they invaded Britain at the end of the Iron Age Know why Iron Age Britain began in BC and ended in AD 	What did the Vikings want and how did Alfred help to stop them getting it? Invasion, Power, Kingdom <ul style="list-style-type: none"> Know the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' and what did this signify Know that the Vikings and Anglo-Saxons struggled for the Kingdom of England to the time of Edward the Confessor 	How did a pile of dragon bones help to solve an ancient Chinese mystery? Empire, Power <ul style="list-style-type: none"> Know when the Shang Dynasty occurred Know what other civilisations existed during the Shang Dynasty 	Why was winning the Battle of Britain so important? Organisation & Communication, War, Alliance, Propaganda <ul style="list-style-type: none"> Know the key chronological events in the history of the Second World War Know that the Battle of Britain took place during World War two Know about a specific aspect or theme in British history, such as the Battle of Britain, extending their chronological knowledge beyond 1066



History Progression in Knowledge & Skills



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Interpreting History Knowledge - the BIG IDEAS	Understanding the World Community Museum visits Important members of society Cultural and social diversity	Key Stage 1: <ul style="list-style-type: none"> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays/artefacts 		Lower Key Stage 2: <ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this 		Upper Key Stage 2: <ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this 	
Historical Interpretation	Understand the past through settings, characters and events encountered in books read in class and storytelling Children know about similarities and differences between themselves and others	Make simple observations about different people, events, beliefs 'and communities Uses stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories	Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photographs / accounts / stories Recognise some basic reasons why people in the past acted as they did	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museums, cartoons etc... Recognise that our knowledge of the past is constructed from different sources of evidence Recognise that different versions of past events may exist Describe some of the ways the past can be represented	Look at the evidence available Recognise how sources of evidence are used to make historical claims Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate sources and make simple inferences	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Give some reasons for contrasting arguments and interpretations of the past Recognise that some events, people, and changes are judged as more significant than others
Knowledge and Learning by Unit Interpretation Interpretation is the way in which events in the past are explained, the difference between fact and opinion.	Who is in my family? Chronology & Society <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Spend time with children talking about photos, memories Encourage children to retell what their parents told them about their life story and family 	How do our toys and games compare with those of children in the 1960s? Chronology & Society <ul style="list-style-type: none"> Explore how popular toys and games of the 1960s compare with toys and games of today Suggest reasons for the similarities and differences observed Describe some of the significant memories and experiences of adults that they have interviewed about their experiences of the 1960s 	How do we know so much about where Saphho used to live? Interpretation <ul style="list-style-type: none"> Explain what an archaeologist does Describe, compare and contrast some important artefacts that have been discovered at Pompeii by archaeologists Describe what these artefacts suggest about what life was like in Pompeii Describe the difference between primary and secondary sources Describe how archaeologists and artists have reconstructed Pompeii 	How did life change for Ancient Britons during the Stone Age? Chronology & Settlement <ul style="list-style-type: none"> Describe and explain how archaeologists use artefacts to understand life Explain what an anachronism is and understand how misconceptions of periods of time such as the Stone Age become accepted as fact 	How did the arrival of the Romans change Britain? Chronology, Society, Invasion <ul style="list-style-type: none"> Understand why so much evidence remains today in Britain of the Roman occupation Explain why Boudicca was such a threat to the Roman settlement of Britain Describe: the lifestyle of Romans living in Britain; how and why Romans built many towns; what a gladiator was; why most Romans left Britain 	Why did the Ancient Maya change their way of life? Enquiry, Civilisation <ul style="list-style-type: none"> Explain who the ancient Maya were and evaluate some of their achievements Reach an informed judgement based on evidence of the ruined Mayan city of Chichen Itza Hypothesise about the purpose of a range of ancient Mayan artefacts from the city and justify their views Evaluate the range of likely causes of the gradual abandonment of Mayan cities, reach an informed judgement and justify their views 	The story of the Trojan Horse - fact, myth or legend? Interpretation, Civilisation, War <ul style="list-style-type: none"> Explain what a city state is and reach an informed judgment as to why there were so many in Greece Explain and describe the events of the Trojan war Explain the difference between a myth and a legend Evaluate a range of evidence and reach an informed judgment as to whether they feel the story of the Trojan Horse was fact, myth or legend, justifying their views
	Who lives here? Settlement <ul style="list-style-type: none"> Comment on images of familiar situations in the past Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences 	Who is the greatest history maker? Chronology & Enquiry <ul style="list-style-type: none"> Suggest reasons why Guy Fawkes and his conspirators planned to blow up parliament Suggest reasons why Guy Fawkes can be considered a significant person in history Describe, compare and contrast what other 'history makers' are remembered for Select the most historically significant and suggest reasons for the choice 	Why was Charles sent to prison? Enquiry <ul style="list-style-type: none"> Describe some of the ways life changed for people during the war Explain how animals were used during the war 	What is the secret of the standing stones? Interpretation & Religion <ul style="list-style-type: none"> Describe and explain how Bronze was made, and the way in which it changed people's lives Explain the significance of the artefacts buried with the 'Amesbury Archer' Describe and explain what a monument is and why Bronze Age people built so many stone circles Begin to offer suggestions to the possible purpose of the stone circles at Avebury and Stonehenge 	Who were the Anglo-Saxons and how do we know what was important to them? Interpretation, Society, Religion <ul style="list-style-type: none"> Describe and explain why the Anglo-Saxons settled in England after the Romans began to leave and why they chose to live in villages rather than the Roman towns Understand the term 'pagan' and explain how England began to convert to Christianity in AD 597 Explain why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain 	Why is the history of Devizes also the history of England? Enquiry, Society, Trade, Settlement <ul style="list-style-type: none"> Explain how the area around Devizes has been affected by thousands of years of historical events Explain what life was like in Roman Wiltshire and the importance of Roman settlements in the area and Roman roads Explore the archaeology of Devizes and the surrounding area over time Explain why Devizes was named, was not mentioned in the Domesday book and the siting of Devizes castle in the 11th Century Describe and explain how medieval Devizes developed and what life was like in Tudor times Describe and explain historical events of the 17th, 18th and 19th centuries in Devizes, and how they affected people's lives 	What was the influence of the Greek civilisation on the world? Enquiry, Civilisation, Democracy, Power <ul style="list-style-type: none"> Understand the major achievements of the Greek civilisation and their impact on the rest of the world Explore primary and secondary sources of evidence to support understanding, explanations and conclusions
	What do stories tell us about the world? Interpretation <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present 	What does it take to be a great explorer? Chronology & Interpretation <ul style="list-style-type: none"> Describe what an explorer does Describe and explain the impact of the achievements of a range of explorers from modern times to medieval times Compare and contrast explorers from different times, exploring a range of historical sources to support understanding 	Why is the history of my locality significant? Enquiry & Settlement <ul style="list-style-type: none"> Describe the ancient features and monuments that are features of the Wiltshire countryside Describe what was discovered by archaeologists in 2017 at the Cat's Brain Longbarrow in the Vale of Pewsey, and explain why this discovery is significant Explore and explain why Alexander Keiller's work on aerial photography and at Avebury in the 1920s and 30s was so significant 	How do artefacts help us to understand the lives of people in Iron Age Britain? Organisation & Communication, Society, War, Power <ul style="list-style-type: none"> Describe and explain how Iron was used to make tools and weapons and why it was so much more useful than Bronze Describe what an Iron Age tribe was and why the Iron Age was often a violent time Identify, describe and explain the purpose and features of Iron Age hillforts, why so many were built Identify, describe and explain the features of an Iron Age roundhouse and explore the significance of artefacts discovered in roundhouses and hillforts 	What did the Vikings want and how did Alfred help to stop them getting it? Invasion, Power, Kingdom <ul style="list-style-type: none"> Describe how England was made up of several separate kingdoms Explain the motives of Norsemen who invaded Britain in the 8th and 9th Centuries Explain how Norse settlements compared to Anglo-Saxon settlements Explain the difference between myth and legend Reach a judgement as to why King Alfred of Wessex has the title 'Great' and why William of Normandy invaded England in 1066 	How did a pile of dragon bones help to solve an ancient Chinese mystery? Empire, Power <ul style="list-style-type: none"> Explain why until 1899 there was no evidence that the Shang Dynasty had ever actually existed Describe what Wang Yirong discovered at a Peking market in 1899 and explain why it was so significant Reach a judgement as to the likely purpose of the carved oracle bones and what these artefacts tell us about the lives and beliefs or the monarchs Explain why there is no evidence of the lives of ordinary people Evaluate the impact of the reigns of King Cheng Tang and Di Xin in China and reach a judgement about which was most significant, justifying their views 	Why was winning the Battle of Britain so important? Organisation & Communication, War, Alliance, Propaganda <ul style="list-style-type: none"> Explain who Adolf Hitler was and why he came to power in Nazi Germany, why Britain went to war in 1939, and know why Britain faced invasion in 1940 Reach an informed judgement about why Nazi Germany needed to defeat the Royal Air Force before considering an invasion Describe and explain the main events of the Battle of Britain Evaluate a range of evidence and reach a judgement about how and why Britain defeated the Germans at the Battle of Britain, justifying their views



History Progression in Knowledge & Skills



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Building Historical Enquiry Knowledge - the BIG IDEAS	Understanding the World Community Museum visits Important members of society Cultural and social diversity	Key Stage 1: <ul style="list-style-type: none"> Ask and begin to answer questions about events e.g. when? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways 	Lower Key Stage 2: <ul style="list-style-type: none"> Begin to use a wide range of different evidence to collect information about the past Begin to investigate their own lines of enquiry by posing historically valid questions to answer Develop informed responses of life or an event in the past through careful selection and organisation of relevant historical information Speculate and imagine, beginning to devise own questions to find out about the past Begin to undertake their own research 	Upper Key Stage 2: <ul style="list-style-type: none"> Use a wide range of different evidence to collect information about the past Investigate their own lines of enquiry by posing historically valid questions to answer Construct informed responses of life or an event in the past through careful selection and organisation of relevant historical information Devise own questions to find out about the past Begin to undertake their own research 			
Historical Enquiry	Children talk about past and present events in their own lives and in the lives of family members	Find answers to simple questions about the past from sources of information e.g. artefacts Use sources to answer simple questions about the past Choose parts of stories and other sources to show what they know about the past Identify some of the basic ways in which the past can be represented	Use a source – observe or handle sources to answer questions about the past based on simple observations Ask and answer simple questions about the past through observing and handling a range of sources Consider why things may change over time Choose parts of stories and other sources to show what they know about significant people and events	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use books and the internet for research Use sources to answer historically valid questions	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use books and the internet for research Use sources to address historically valid questions and hypotheses Recognise why some events happened and what happened as a result Identify historically significant people and events in different situations	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use books and the internet for research with increasing confidence Use a wider range of sources as a basis for research to answer questions and to test hypotheses Recognise how our knowledge of the past is constructed from a range of sources Choose relevant sources of evidence to support lines of enquiry	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together to form contrasting arguments Confidently use books and the internet for research Regularly address and sometimes devise historically valid questions and hypotheses Describe the impact of historical events and changes
Knowledge and Learning by Unit Enquiry Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer.	Who is in my family? Chronology & Society <ul style="list-style-type: none"> Encourage children to retell what their parents told them about their life story and family. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born 	How do our toys and games compare with those of children in the 1960s? Chronology & Society Evidence <ul style="list-style-type: none"> Photographs Music Toys Games Films Oral histories TV 	How do we know so much about where Saphho used to live? Interpretation Evidence <ul style="list-style-type: none"> Photographs Paintings Sculptures Maps Frescos Drawings Mosaics Animations Reconstructions 	How did life change for Ancient Britons during the Stone Age? Chronology & Settlement Evidence <ul style="list-style-type: none"> Maps Reconstructions Representations Cartoons Posters Photographs Artefacts 	How did the arrival of the Romans change Britain? Chronology, Society, Invasion Evidence <ul style="list-style-type: none"> Maps Reconstructions Representations Photographs Artefacts Engravings Written documents - speeches, journals, manuscripts Statues and busts 	Why did the Ancient Maya change their way of life? Enquiry, Civilisation Evidence <ul style="list-style-type: none"> Maps Journal entries Sketches Sculptures Hieroglyphics Figurines Ancient codex Artefacts 	The story of the Trojan Horse - fact, myth or legend? Interpretation, Civilisation, War Evidence <ul style="list-style-type: none"> Maps Paintings Sculptures Engravings Mosaics Statues Manuscripts Written account
	Who lives here? Settlement <ul style="list-style-type: none"> Show images of familiar situations in the past, such as homes, schools, and transport Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past 	Who is the greatest history maker? Chronology & Enquiry Evidence <ul style="list-style-type: none"> Photographs Paintings Statues Sculpture Maps Murals Buildings Engravings Books 	Why was Charles sent to prison? Enquiry Evidence <ul style="list-style-type: none"> Photographs Posters Memorial sculptures Maps Telegrams Newspapers Pathe Newsreel films 	What is the secret of the standing stones? Interpretation & Religion Evidence <ul style="list-style-type: none"> Maps Reconstructions Representations Photographs Artefacts Ancient and modern monuments 	Who were the Anglo-Saxons and how do we know what was important to them? Interpretation, Society, Religion Evidence <ul style="list-style-type: none"> Maps Reconstructions Representations Photographs Artefacts Engravings Paintings Stained glass windows Written documents - speeches, journals, manuscripts 	Why is the history of Devizes also the history of England? Enquiry, Society, Trade, Settlement Evidence <ul style="list-style-type: none"> Murals Sketches Engravings Paintings Statues Sculptures Maps Photographs Manuscripts Pamphlets Newspaper reports Factory inspectors reports 	What was the influence of the Greek civilisation on the world? Enquiry, Civilisation, Democracy, Power Evidence <ul style="list-style-type: none"> Maps Paintings Sculptures Engravings Mosaics Statues Manuscripts Written account
	What do stories tell us about the world? Interpretation <ul style="list-style-type: none"> Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes 	What does it take to be a great explorer? Chronology & Interpretation Evidence <ul style="list-style-type: none"> Photographs Films Paintings Woodcut prints Letters Maps 	Why is the history of my locality significant? Enquiry & Settlement Evidence <ul style="list-style-type: none"> Photographs Paintings and Portraits Statues Letters Artefacts Maps Propaganda posters Film 	How do artefacts help us to understand the lives of people in Iron Age Britain? Organisation & Communication, Society, War, Power Evidence <ul style="list-style-type: none"> Maps Reconstructions Representations Photographs Artefacts Tabular and graphical data 	What did the Vikings want and how did Alfred help to stop them getting it? Invasion, Power, Kingdom Evidence <ul style="list-style-type: none"> Maps Reconstructions Representations Photographs Artefacts Engravings Paintings Stained glass windows Written documents - speeches, journals, manuscripts Tabular and graphical data - climate graphs 	How did a pile of dragon bones help to solve an ancient Chinese mystery? Empire, Power Evidence <ul style="list-style-type: none"> Photographs Sculptures Maps Frescos Drawings Statues Books Reconstructions Artefacts 	Why was winning the Battle of Britain so important? Organisation & Communication, War, Alliance, Propaganda Evidence <ul style="list-style-type: none"> Maps Photographs Films Books Speeches Military and government orders Tabular data sets



History Progression in Knowledge & Skills



	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Organisation and Communication</p> <p>Use a range of methods of communication across units, including one piece of written work per unit</p>	<p>Understanding the World</p> <p>Community</p> <p>Museum visits</p> <p>Important members of society</p> <p>Cultural and social diversity</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members 	<p>Describe special or significant events</p> <p>Retell simple stories or events from the past</p> <p>Use simple historical terms</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> Discussion, Drawing pictures, Drama / role-play Making models Writing Using computing 	<p>Talk about what / who was significant in simple historical accounts</p> <p>Demonstrate simple historical concepts and events through role-play, drawing and writing</p> <p>Use a variety of historical terms and concepts</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> Discussion, Drawing pictures, Drama / role-play Making models Writing Using computing 	<p>Discuss some historical events, issues connections and changes</p> <p>Select and organise historical information to present in a range of ways</p> <p>Use relevant historical terms and vocabulary linked to chronology</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> Discussion, Drawing pictures, Drama / role-play Making models Writing Using computing 	<p>Discuss significant aspects of, and connections between, different historical events</p> <p>Select and organise relevant historical information to present in a range of ways</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p> <p>Recall, select and organise historical information</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> Discussion, Drawing pictures, Drama / role-play Making models Writing Using computing 	<p>Discuss and debate historical issues</p> <p>Use appropriate vocabulary when discussing and describing historical events</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms</p> <p>Choose relevant ways to communicate historical findings</p> <p>Recall, select and organise historical information.</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> Discussion, Drawing pictures, Drama / role-play Making models Writing Using computing 	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues</p> <p>Use appropriate vocabulary when discussing, describing, and explaining historical events</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information</p> <p>Choose the most appropriate way of communicating different historical findings</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> Discussion, Drawing pictures, Drama / role-play Making models Writing Using computing
<p>Knowledge and Learning by Unit</p> <p>Organisation and Communication</p> <p>The organisation and communication of historical knowledge, are the skills developed and used by historians to communicate.</p>	<p>Who is in my family? Chronology & Society</p> <ul style="list-style-type: none"> Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born <p>Who lives here? Settlement</p> <ul style="list-style-type: none"> Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past <p>What do stories tell us about the world? Interpretation</p> <ul style="list-style-type: none"> Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes 	<p>How do our toys and games compare with those of children in the 1960s? Chronology & Society</p> <p>Who is the greatest history maker? Chronology & Enquiry</p> <p>What does it take to be a great explorer? Chronology & Interpretation</p>	<p>How do we know so much about where Saphho used to live? Interpretation</p> <p>Why was Charles sent to prison? Enquiry</p> <p>Why is the history of my locality significant? Enquiry & Settlement</p>	<p>How did life change for Ancient Britons during the Stone Age? Chronology & Settlement</p> <p>What is the secret of the standing stones? Interpretation & Religion</p> <p>How do artefacts help us to understand the lives of people in Iron Age Britain? Organisation & Communication, Society, War, Power</p>	<p>How did the arrival of the Romans change Britain? Chronology, Society, Invasion</p> <p>Who were the Anglo-Saxons and how do we know what was important to them? Interpretation, Society, Religion</p> <p>What did the Vikings want and how did Alfred help to stop them getting it? Invasion, Power, Kingdom</p>	<p>Why did the Ancient Maya change their way of life? Enquiry, Civilisation</p> <p>Why is the history of Devizes also the history of England? Enquiry, Society, Trade, Settlement</p> <p>How did a pile of dragon bones help to solve an ancient Chinese mystery? Empire, Power</p>	<p>The story of the Trojan Horse - fact, myth or legend? Interpretation, Civilisation, War</p> <p>What was the influence of the Greek civilisation on the world? Enquiry, Civilisation, Democracy, Power</p> <p>Why was winning the Battle of Britain so important? Organisation & Communication, War, Alliance, Propaganda</p>