

Woodlands Primary School



HISTORY POLICY & STATEMENT OF INTENT, IMPLEMENTATION & IMPACT

Status:	Current	
Date Adopted by Governing body:	February 2025	
Reviewed by FGB:	05.02.25	
Updated by Matthew Kitley	January 2025	
Next review by Curriculum Committee:	January 2027	2 years
Appendices (live links to the Woodlands Primary School Website):		
<p>1. History Progression of Big Ideas file:///C:/Users/MKitley/Downloads/History-Progression-of-big-ideas%20(3).pdf</p>		
<p>2. History at Woodlands Overviews:</p> <p>EYFS & Key Stage 1 https://woodlands.wilts.sch.uk/download/48/history/1758/history-at-woodlands-overview-eyfs-key-stage-1.pptx</p> <p>Key Stage 2 https://woodlands.wilts.sch.uk/download/48/history/1757/history-at-woodlands-overview-key-stage-2.pptx</p>		
<p>3. EYFS & Key Stage 1 Historian Skills https://woodlands.wilts.sch.uk/download/48/history/1892/key-stage-1-historian-skills.pdf</p> <p>Key Stage 2 Historian Skills https://woodlands.wilts.sch.uk/download/48/history/1893/key-stage-2-historian-skills.pdf</p>		

1. Curriculum Statement - History

Intent

History has always been held in high regard at Woodlands School, with Salisbury’s rich history it is important that the children are made aware of important historic buildings and monuments within the local area. The history curriculum at Woodlands makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the National Curriculum and are sensitive to children’s interests, as well as the context of the local area. The history curriculum at Woodlands is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Woodlands aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate pupils’ curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

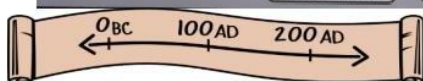
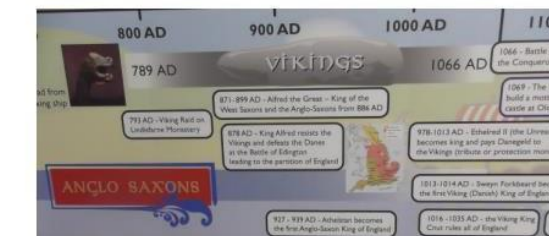
There is also a focus on ensuring our children are aware of the most important ‘Big Ideas’ that thread through our History Curriculum from EYFS to Year 6. See below for an example of how the concept of Monarchy threads through the Woodlands History Curriculum.

 Monarchy – rule by one person with supreme power			
EYFS	Year 1/2	Year 3/4	Year 5/6
-Why are nursery rhymes important?	- How did Queen Victoria reward Grace Darling for her bravery?	- Why was Alfred a ‘Great’ King? - How did the Anglo-Saxon King Æthelstan unite England into one kingdom?	-How has propaganda changed throughout history? - Why did James I execute Guy Fawkes? - Why did the Barons force King John to sign the Magna Carta?

In addition to this there is also a key focus on ensuring our pupils understand the key skills that are involved in being a Historian and how these skills can be applied to find the answers to Historical questions. See below for an example from the Key Stage 2 Historian Skills poster:

Chronology - Can you place events in chronological order on a timeline?

Chronology is the arrangement of dates or events in the order they occur.



Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The Subject leader has identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have a chronological understanding of key aspects of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and Egypt. Two important documents outline the progression of History Units from EYFS to Year 2 and another document showing the progression of History Units from Year 3 to Year 6. These documents explain the main Historical periods covered and why they have been chosen as part of the Woodlands History Curriculum.

Writing opportunities in history are specifically planned for, with strong links between the History Curriculum and the English Curriculum enabling further contextual learning. The local area is also utilised to achieve the desired outcomes, with opportunities for learning outside the classroom. Planning is informed by and aligned with the National Curriculum and the History Leader works closely with staff to complete one page unit overviews to ensure there is good progression in learning.

In addition, staff have access to a wide range of high quality resources to support their lesson planning. These resources include:

- Key Stage History – imaginative teaching in Primary Schools
- Grammarsaurus
- History Association resources, of which the school is a member.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Possible Historical misconceptions are unpicked using the character 'Professor Know it all!' who makes deliberate mistakes. Our pupils are then challenged to explain why there has been a misconception. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact / Assessment in History

Outcomes in CFL (Context for Learning) and Writing books, evidence a broad and balanced History Curriculum and demonstrate the children's acquisition of identified key knowledge. The curriculum is designed to achieve a long term change in working memory with the end aim being that children are **knowing more and remembering more**.

2. Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Woodlands –

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

EYFS & Key Stage 1 – Skills needed to be a Historian:

Skills needed to be a Historian

Enquiry - Can you explain the significance of past events and the impact they have had on the modern world?

Causation – Why did this event occur?

Sources - Can you use sources such as photographs and artefacts to find out about the past?

Primary Source – something created at the time that events took place (eg. a diary, Stonehenge, a Roman Mosaic, WW1 photographs)

Secondary Source – something created after the event has happened. (eg. a book about the Anglo-Saxons, a film re-creating events in WW2)



Chronology - Can you place events in chronological order on a timeline?

Chronology is the arrangement of dates or events in the order they occur.



Making Connections - Can you compare and contrast past periods/eras and societies?



Questioning - Can you ask and answer questions about events or people of the past using your historical knowledge?



For example: Why was Alfred known as 'Alfred the Great'?

Why did the Romans leave Britain?

What were the causes of WW1?

Key Stage 2 – Skills needed to be a Historian:

1.1 Inquiry - Can you explain the significance of past events and the impact they have had on the modern world?

Primary Source - something created at the time that events took place (eg, a diary, Stonehenge, a Roman Mosaic, WWI photographs)

Secondary Source - something created after the event has happened. (eg. a book about the Anglo-Saxons, a film re-creating events in WW2.)

Causation - Why did this event occur?

Sources - Can you use sources such as photographs and artefacts to find out about the past?

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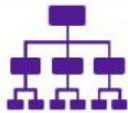







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History 'Big Ideas'

At Woodlands we believe that all children should be equipped with skills that allow them to be curious about the past and challenge their thoughts of the future.

 <p><u>Diversity:</u></p> <p>How history has shaped the modern world in terms of faith, culture and gender equality.</p>	 <p><u>Ethics:</u></p> <p>Understand moral principles – right or wrong?</p>	 <p><u>Legacy:</u></p> <p>Something that is handed down from one period of time to another period of time.</p>	 <p><u>Society:</u></p> <p>People living together in an ordered community.</p>	 <p><u>Invasion:</u></p> <p>To enter without permission or with force.</p>
 <p><u>Rebellion:</u></p> <p>People fight against their leader or government.</p>	 <p><u>Monarchy:</u></p> <p>A country with a king or queen in charge</p>	 <p><u>Empire:</u></p> <p>When different people or countries are ruled by one person or country</p>	 <p><u>Democracy:</u></p> <p>A country that is run by its people.</p>	 <p><u>Trade:</u></p> <p>The action of buying and selling goods and services.</p>

As pupils develop these skills in a range of contexts they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is informed by the National Curriculum 2014 and children are guided towards this within each lesson through the use of success criteria. Most lessons are based around a key question. Eg. **Key Question: Was Stone Age man just a simple hunter and gather?**

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.

Children are involved in reviewing the agreed successes at the end of every session. Children complete end of unit assessment activities to assess and show what they have learned comparative to their startingpoints. These end of unit activities vary according to the year group and the content of the unit being taught. However the activities normally take the following form:

- An extended research task. Eg. Researching the various reasons that caused World War 1 to end in November 1918.
- An end of unit quiz (normally a mixture of multiple choice questions and longer questions that require a more detailed answer.

For example here are some questions from the end of unit quiz for the World War I topic.

Name the event that triggered the start of WW1.

Choose 3 other reasons for the start of WW1. (circle the correct boxes)

The Germans were scared of the British tanks so they declared war.	There was a long term rivalry between France and Germany.	The German Emperor (Kaiser Wilhelm II) did not like the King of England George V.	The USA declared war on Germany in 1914.	There was an Arms Race between the main European powers. Germany wanted a Navy that was as strong as the British Navy	Germany was jealous of the British and French Empires.
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The end of unit assessment activities are carefully chosen to ensure that

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

How is this assessment information recorded?

Pupil assessment data in History is recorded using the INSIGHT tracking system. The objectives are set up by the History Leader to closely match the taught content of each History Unit and also to match the content of the end of unit quizzes / end of unit assessment activities.

- Work scrutiny and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of LOs for each lesson with child and teacher review of the agreed success criteria.
- Progression and achievement is tracked against learning objectives and is recorded on the INSIGHT assessment tracking system.

4. Planning and Resources

Most History resources (books) are stored centrally in the School Non-Fiction library. The library contains a good supply of History books to support children's individual research.

The Subject Leader has worked with teachers to identify the key knowledge that is taught, as well as the skills that are being developed across each unit, and these are recorded on the 'History – Key Knowledge and Skills Mapping' Document. These are also explicitly outlined on each unit overview, which makes explicit links to the National Curriculum 2014. Key vocabulary is also identified (on one page unit overview plans), as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

5. Organisation

At Woodlands, we follow a blocked curriculum approach to learning, which means that pupils study a history topic for two or three weeks a term in the afternoons, rather than having one lesson per week. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic. This approach is strengthened by ensuring that when History is not the main subject previous History content is still revised and recapped on a regular basis.

Retrieval Fridays

How do we ensure that History still has a high profile in the weeks when it is not covered as a main subject unit?

We achieve this by revising / re-capping key parts of the History Curriculum on a regular basis. A key element of this approach is Retrieval Fridays where pupils spend around half an hour revising previously taught content. This could take the form of an assessment quiz or a mind mapping session and will normally involve allowing the pupils to use their History books to retrieve previously taught and learned content. This approach helps make a change to long term memory and ensures that our pupils are **knowing more and remembering more**. Research has proved that it often only after a subject or content has been studied on at least 3 occasions that a change is made to long-term memory.

6. EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



3 and 4-year-olds will be learning to:

Examples of how to support this:

Begin to make sense of their own life-story and family's history.

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.



Children in reception will be learning to:

Examples of how to support this:

Comment on images of familiar situations in the past.

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

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.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

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.

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.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

7. KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama (for example in Year 6 pupils use drama to role play the grievances felt against King John from all sectors of society), children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how the telephone and methods of printing and making books have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children study the Great Fire of London and the changes that occurred because of this event.

We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular link; we study William Caxton, Alexander Graham Bell, Samuel Pepys, Grace Darling, Neil Armstrong (the Moon Landing), Rosa Parks and Emily Davidson (the Suffragette movement).

As part of our study of **significant historical events, people and places in their own locality**, we will look at the history of Salisbury Cathedral and in particular Magna Carta (Salisbury Cathedral has one of the copies of the Magna Carta in the cloisters).

Throughout Key Stage 2, 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time. This chronological understanding will be supported by the use of the Woodlands bespoke timeline.

We will study the impact of World War I and also the impact of World War II (in particular the Battle of Britain). Children will also explore the theme of propaganda in World War Two and how it was used to help defeat Nazi Germany. In addition to this Y6 will look at the Magna Carta (1215) and who was responsible for the Gunpowder Plot (and this will also cover elements of Tudor and Stuart England). This ensures our pupils have historical knowledge that goes beyond the minimum requirements of the National Curriculum.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study early civilizations such as Ancient Egypt.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, using the Mayan civilization as the context of this comparison.

8. Equal Opportunities

At Woodlands Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion (e.g. EAL/SEN/PPG/Provision for HA)

All pupils are entitled to access the History curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging History curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality (e.g. Stonehenge) and regular heritage projects which engage the children further through practical learning activities.

10. History Club for Key Stage 2

To ensure that History has a high profile and to help pupils to know more and remember more the History Subject Leader runs a weekly after-school History Club from 3.00pm-4.00pm on a Thursday afternoon. Pupils from different year groups are invited on a rotational basis depending on the time periods being covered. There is a deliberate focus on revising and returning to previously taught content. This is very effective because it allows pupils to return to content taught in previous year groups and also allows them to cover some areas of the curriculum in more depth.

See below for examples of content covered in History Club:

Date:	Focus:
Term 2	
1. Thursday 17 th November	The Roman withdrawal from Britain in 410AD
2. Thursday 24 th November	Picts' and Scots' invasions from Ireland to north Britain (now Scotland)
3. Thursday 1 st December	Anglo-Saxon invasions, settlements and kingdoms
4. Thursday 8 th December	Anglo-Saxon art and culture
Term 3	
5. Thursday 12 th January	Viking raids and invasion
6. Thursday 19 th January	Saxon resistance to the Vikings by Alfred the Great
7. Thursday 26 th January	Saxon resistance to the Vikings by Athelstan, first King of England
8. Thursday 2 nd February	Further Viking invasions, Ethelred the Unready and Danegeld
9. Thursday 9 th February	Edward the Confessor and his death in 1066

11. Role of the Subject Leader

The coordinator's responsibilities are:

- a. To ensure a high profile of the subject
- b. To ensure a full range of relevant and effective resources are available to enhance and support learning.
- c. To model the teaching of history
- d. To ensure progression of the key knowledge and skills identified within each unit so that these are integral to the programme of study and secure at the end of each age phase.
- e. To carry out work scrutiny after each History unit, feedback to members of staff and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- f. To monitor planning and oversee the teaching of History
- g. To lead further improvement in and development of the subject as informed by effective subject overview and the action plan for History
- h. To ensure that the History Curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- i. To ensure that the History Curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the History Curriculum
- j. To ensure that approaches are informed by and in line with current identified good practice and pedagogy
- k. To ensure that History assessment data is updated using the INSIGHT tracking system

12. Community Links

We, at Woodlands actively encourage the involvement of the wider community to help support the teaching of history. We have close links with the Salisbury Museum and their main education officer delivers engaging workshops as part of our curriculum offer.

13. Enrichment Activities – educational visits

Educational visits / enrichment activities are a vital part of the History Curriculum. They are carefully planned to further reinforce and broaden the learning in the chosen units. Some visits are deliberately scheduled to take place after a unit has been completed or near the beginning of a unit as part of the initial launch. Visits that take place after the unit has been completed are used to help pupils remember more and to support a change in long term memory.

Year Group	Unit of Work / NC Theme	Visit or Enrichment Activity
Y1	The Moon Landing - Neil Armstrong	The Winchester Science Centre & Planetarium
Y2	The Sinking of the Titanic	The Titanic Museum, Southampton
Y3	Stone Age to Iron Age	Stonehenge or Salisbury Museum Workshop
Y4	The Anglo-Saxons	Anglo-Saxon 878 Museum in Winchester
Y5	World War I – Trench Warfare, the role of Tanks in WWI	The Tank Museum, Bovington (Trench Experience)
Y6	Magna Carta World War II – The Battle of Britain	Salisbury Cathedral The Army Flying Museum, Andover

Appendix:

Key Skills Acquisition Ladder History – Key Knowledge is outlined in the Unit Plans for each part of the Woodlands History Curriculum

EYFS History – Understanding the World	
Children in reception will be learning to:	Examples of how to support this:
<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both men and women.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>
<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery,</p>

	<p>different choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
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Year 1 History	
<p>Chronological Understanding</p> <p><i>Significant individuals, the Great Fire of London</i></p>	Sequence some events or 2 related objects in order
	Use words and phrases: old, new, young, etc.
	Remember parts of stories and memories about the past
<p>Knowledge and understanding of past events</p> <p><i>Significant individuals and the Great Fire of London, Grace Darling, The Moon Landing</i></p>	Tell the difference between past and present in own and other people's lives
<p>Historical interpretation</p> <p><i>Significant individuals, the Great Fire of London & Grace Darling, The Moon Landing</i></p>	Begin to identify and recount some details from the past from sources (e.g. pictures, stories etc.)
<p>Historical enquiry</p> <p><i>Significant individuals, the Great Fire of London & Grace Darling, The Moon Landing</i></p>	Find answers to simple questions about the past from sources of information (e.g. pictures, stories)
<p>Organisation and communication</p> <p><i>Significant individuals, the Great Fire of London & Local History</i></p>	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing and talking).

Year 2 History	
<p>Chronological Understanding</p> <p><i>How did Caxton and Bell change the way we communicate? What are the differences/similarities between Rosa Parks and Emily Davidson?</i></p>	Recount changes in own life over time.
	Use words and phrases such as: recently, before, after, now, later.
	Use past and present when telling others about an event.
<p>Knowledge and understanding of past events</p> <p><i>What are the differences between Rosa Parks and Emily Davidson?</i></p> <p><i>The Sinking of the Titanic</i></p> <p><i>How did Caxton and Bell change the way we communicate</i></p>	Use information to describe the past.
	Use information to describe differences between then and now.
	Recount main events from a significant event in history.
	Use evidence to explain why people in the past acted as they did.
<p>Historical interpretation</p> <p><i>What are the differences between Rosa Parks and Emily Davidson?</i></p> <p><i>The Sinking of the Titanic</i></p>	Understand why some people in the past did things.
<p>Historical enquiry</p> <p><i>The Sinking of the Titanic</i></p> <p><i>How did Caxton & Bell change the way we communicate?</i></p>	Look carefully at pictures or objects to find information about the past.
	Ask and answer questions such as: 'what happened in the past?' 'What was it like for a ...?' 'how long ago did it happen?' etc.

<p>Organisation and communication</p> <p><i>What are the differences between Rosa Parks and Emily Davidson?</i></p> <p><i>The Sinking of the Titanic. How did Caxton & Bell Change the way we communicate?</i></p>	<p>Write simple stories and recounts about the past.</p>
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Year 3 History	
<p>Chronological Understanding</p> <p><i>How Britain changed from the Stone Age to the Iron Age</i></p> <p><i>What impact did the Roman Empire have on Britain?</i></p>	<p>Use timelines to place events in order</p>
	<p>Understand that timelines can be divided into BC and AD.</p>
<p>Knowledge and understanding of past events</p> <p><i>How Britain changed from the Stone Age to the Iron Age</i></p> <p><i>What impact did the Roman Empire have on Britain?</i></p>	<p>Use evidence to describe the past: Houses and settlements; culture; clothes, life and actions of people; buildings and their uses; people’s beliefs and differences between lives of rich and poor.</p>
	<p>Use evidence to find out how many of these have changed during a time</p>
	<p>Describe similarities and differences between people, events and objects.</p>
<p>Historical interpretation</p> <p><i>What impact did the Roman Empire have on Britain?</i></p>	<p>Look at two versions of the same event and identify differences in the accounts.</p>
<p>Historical enquiry</p> <p><i>How Britain changed from the Stone Age to the Iron Age</i></p> <p><i>What impact did the Roman Empire have on Britain?</i></p>	<p>Use a variety of different sources to collect information about the past.</p>
	<p>Ask questions such as ‘how did people...?’ ‘What did people do for..?’</p>
	<p>Suggest sources of evidence to use to help answer questions.</p>
<p>Organisation and communication</p> <p><i>How Britain changed from the Stone Age to the Iron Age</i></p> <p><i>What impact did the Roman Empire have on Britain?</i></p> <p><i>The Mayan Civilization – all Sections above</i></p>	<p>Present findings about past using speaking, writing, ICT and drawing skills.</p>
	<p>Use dates and terms with increasing accuracy.</p>

Year 4 History	
<p>Chronological Understanding</p> <p><i>How did the Anglo-Saxons Live?</i></p> <p><i>How did life change after the Viking invasion? What were the greatest achievements of the Ancient Egyptians?</i></p>	<p>Use words and phrases: century, decade, BC, AD, after, before, during.</p>
	<p>Name and place dates of significant events on a timeline.</p>
<p>Knowledge and understanding of past events</p> <p><i>How did the Anglo-Saxons Live?</i></p> <p><i>How did life change after the Viking invasion? What were the greatest achievements of the Ancient Egyptians?</i></p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p>
	<p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p>
	<p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p>
<p>Historical interpretation</p> <p><i>How did the Anglo-Saxons Live?</i></p> <p><i>How did life change after the Viking invasion? What were the greatest achievements of the Ancient Egyptians?</i></p>	<p>Give reasons why there may be different accounts of history.</p>
<p>Understand the difference between primary and secondary sources of</p>	15

Historical enquiry <i>All units as above</i>	evidence.
	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
	Ask questions such as 'what was it like for a during?'
Organisation and communication All units as above	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills
	Use dates and terms correctly.

Year 5 History	
<p>Chronological Understanding <i>What was life like in the trenches? How did Britain change during WW1? What influence has Ancient Greece had on the Western World?</i></p>	Use timelines to place and sequence local, national and international events.
	Sequence historical periods.
	Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.
<p>Knowledge and understanding of past events <i>What was life like in the trenches? How did Britain change during WW1? What influence has Ancient Greece had on the Western World?</i></p>	Give some causes and consequences of the main events, situations and changes in the periods studied.
	Identify changes and links within and across the time periods studied.
<p>Historical interpretation <i>What was life like in the trenches? How did Britain change during WW1?</i></p>	Look at different versions of the same event and identify differences in the accounts, giving clear reasons why the accounts may be different
<p>Historical enquiry <i>What was life like in the trenches? How did Britain change during WW1? What influence has Ancient Greece had on the Western World?</i></p>	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
	Ask a range of questions about the past.
	Choose reliable sources of evidence to answer questions.
<p>Organisation and communication <i>All units as above</i></p>	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.
	Use dates and terms accurately.

Year 6 History	
<p>Chronological Understanding <i>The Magna Carta The Gunpowder Plot</i></p>	Use timelines to place events, demonstrating changes and developments in culture, technology, religion and society (eg. Changes in democracy over time due to the Magna Carta).
	Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
<p>Knowledge and understanding of past events <i>What were the plans of the Gunpowder plotters?</i></p>	Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor
	Give own reasons why changes may have occurred, backed up with evidence
	Make links between some features of past societies
<p>Historical interpretation <i>What were the plans of the Gunpowder plotters? Why did Britain win the Battle of Britain? How did propaganda help defeat Nazi Germany?</i></p>	Understand that the past has been represented in different ways, suggesting accurate and plausible reasons how and why this has happened
	Know and understand that some evidence is propaganda, opinion or mis-information
<p>Historical enquiry <i>What were the plans of the Gunpowder plotters? Why did Britain win the Battle of Britain?</i></p>	Identify and use different sources of information and artefacts
	Evaluate the usefulness and accuracy of different sources of evidence

<i>How did propaganda help defeat Nazi Germany? Salisbury – Magna Carta Unit</i>	
	Form own opinions about historical events from a range of sources
Organisation and communication All units above	Present information in the most appropriate way (written explanation, tables and charts, labelled diagram etc
	Make accurate use of specific dates and terms

