



History Learning Journey

Intent, Implementation and Impact

Learning for life with Jesus

Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National curriculum and it is through this knowledge that children apply their skills. Children at St Thomas' leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Thomas' History learning journey is to inspire all pupils develop their knowledge of the world, an understanding of historical events and their impact on our lives today and as a result understand how they can make a positive impact on the world and learn from the past. We focus on developing the skills, knowledge and understanding that children need in order find out about the world and the past so they have the skills to continually develop their skills and knowledge throughout their lives.



Implementation

St Thomas' History Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Over the course of the journey children will focus on both declarative and procedural knowledge. Declarative knowledge in History is the factual knowledge surrounding the world we live in and historical events. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying their historical research skills in another context.

History Lesson Journey

Practise and questioning:

Use artefacts, sources and timelines to question.

Apply (active learning)

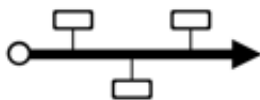
Opportunities to explore new knowledge and skills.



Teach: Teach and model a specific skill or knowledge.



Review: Make links back to the key question. Class discussions about the historical skills they have used.



Explore: Share LI, key vocabulary, access prior learning and explore the key question.

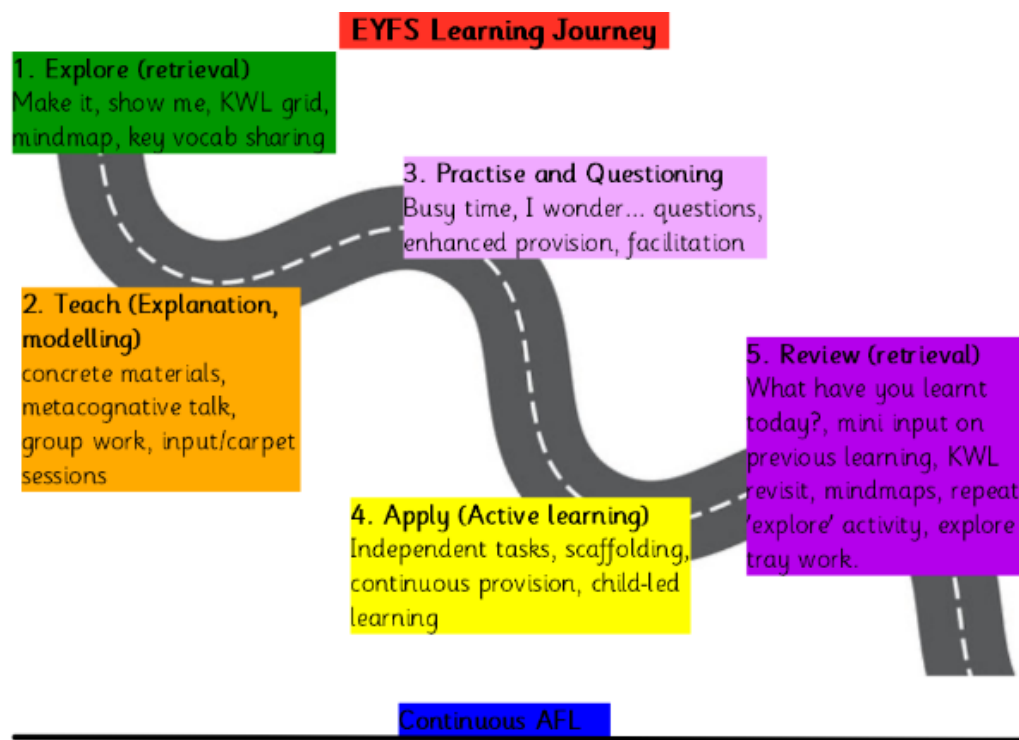


In History, work is recorded in an exercise book and marked in line with the marking policy.

EYFS

As part of Development Matters (2021), History is taught in relation to the strand 'Understanding the world'. Children have a key question which is planned for each half term. Lessons take the form of adult-led inputs. The amount varies dependent on the theme. There will then be an independent activity relating to the input.

All classrooms have an investigation station. As part of this, Humanities based enhanced provision will be planned for each half term. Humanities based enhanced and child-initiated provision may also be found in the construction area, for instance building a farm or a city. Humanities may also be found in the outside provision, either enhanced or child-initiated, such as treasure hunts, map drawing.



Impact

The specific impact of the St Thomas' History Learning Journey is that children will (as stated in the national curriculum):

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.

SEN Adjustments

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Lowest 20% offer

Lowest 20% Offer


Attendance	Pastoral	Healthy Mind and Body	Academic
<ul style="list-style-type: none"> • Encouraging text messages • Parenting drop-ins • School to collect children • Rewards for parents • Reward charts for children • Relationship building with families • Attendance action plans • Free additional hours in the Nursery • Free access to before and after school club • Meet and Greet at the Hive 	<ul style="list-style-type: none"> • Additional transition • Pastoral plans for children • Pastoral coffee and catch-up sessions for parents • ELSA therapy • Providing uniform and school supplies • Funding of trips, clubs and before and after school care • Individual invites for parents to events • Enrichment opportunities • Referrals and signposting to external services • Pastoral support unit access. • Individual whole school roles to boost self esteem • Reduced timetable if needed to support pastoral needs • Sensory circuits and access to the sensory room 	<ul style="list-style-type: none"> • School foodbank • Food vouchers • Parent workshops • School nurse referral for healthy living programme • Free school meals • Breakfast provision • After school sports clubs- personal invites • Budgeting support for families • Medical care plans • Invites to sports camps in the school holidays 	<ul style="list-style-type: none"> • Before and after school clubs with personal invites • Teacher targeting in every lesson • National Tutoring Programme • In school interventions • Aspirational targets • Parenting workshops • Individual daily reading • Pre and post teaching • Scaffolding for aspiration • Access to technology • Metacognitive learning • Reward time with school dog • Targeted clubs including homework club • Home access to phonics subscription and magazine subscriptions • School funded instrumental lessons • Breakfast and books



History Overview


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me From a baby to now		Familiar Figures in the past Guy Fawkes and Bonfire Night		Festivals of Light Look at the different festivals of light and the stories around them.	
Year 1, 2, 3 (Year A)	All about me How am I making History?		Toys How have toys changed?		Monarchs What is a monarch?	
Year 1, 2, 3 (Year B)	Changes in Living Memory How am I making History?		Romans Why were the Romans so powerful?		Explorers How did we learn to fly?	
Year 1, 2, 3 (Year C)	School How was the school different in the past?		Explorers How have explorers changed the world?		Vikings Where the Vikings raiders or settlers?	
Year 4	Stone Age Would you prefer to live in Stone Age, Bronze Age or Iron Age?		How have children's lives changed? Lord Shaftesbury and the working child		Ancient Egypt What were the significant achievements of the Ancient Egyptians?	
Year 5	Ancient Greeks What did the Greeks ever do for us?		Tudors What was life like in Tudor England?		Local History What does the census tell us about our local area?	
Year 6	World War II and the Battle of Britain What was the impact of World War 2 on the people of Britain?		Unheard Histories Who would feature on the £10 banknote?		Mayans How did the Mayan Civilisation compare to the Anglo Saxons?	

Historical Skills and Enquiry Progression

EYFS - Year 6.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sources of evidence</p> 	<p>Discuss photos of their families.</p> <p>Discuss images of familiar situations in the past.</p>	<p>Use artefacts, photos and visits to answer simple questions about the past.</p> <p>Find answers to simple questions using sources.</p> <p>Sorting artefacts from then and now.</p>	<p>Use artefacts, photos and visits to answer and ask simple questions about the past.</p> <p>Make simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts.</p> <p>Identify a primary source.</p>	<p>Use a range of sources to find out about a period.</p> <p>Use evidence to build up a picture of a past event.</p>	<p>Observe the small details when using artefacts and pictures.</p> <p>Identify sources which are influenced by the personal beliefs of the author.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about the past.</p>	<p>Identify bias in a source and identify the value of a source.</p> <p>Describe how secondary sources are influenced by the author.</p>

<p>Historical interpretations</p> 	<p>Present children with pictures, artefacts and accounts from the past and explore similarities and differences.</p>	<p>Begin to identify different ways to present the past.</p> <p>Develop their own interpretations from historical artefacts.</p>	<p>Recognise different ways in which the past is represented.</p> <p>Compare photos of people or events in the past.</p> <p>Develop their own interpretation from photos and written sources.</p>	<p>Explore different representations from the period.</p> <p>Evaluate the usefulness of different sources.</p>	<p>Use text books to gain knowledge.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Identify the differences between different sources.</p>	<p>Compare accounts of events from different sources.</p> <p>Suggest explanations for different versions of events.</p> <p>Evaluate the usefulness of sources.</p> <p>Develop strategies for evaluating the accuracy of sources.</p> <p>Address and devise historically valid questions.</p>	<p>Identify how conclusions have been arrived at by linking sources.</p> <p>Understand that different evidence creates different conclusions.</p> <p>Evaluate the interpretations made by historians.</p>
<p>Vocabulary</p> 	<p>Today Yesterday Now Then Before I was born A long time ago Old New Picture Story Object Time</p>	<p>Last week When I was younger Past Present After Before Event Photograph Timeline Sequence Similar Difference</p>	<p>Century Decade During Historical Modern Recently Account Artefact Chronological Evidence Historian Source Museum</p>	<p>Ancient BC/ AD kingdom Date Era Time period Archaeology Architecture Chronology Discoveries Eye witness Reliable Civilisation</p>	<p>Primary source Secondary source Enquiry Evaluate Conclusion Evidence Legacy</p> <p>(And previous years)</p>	<p>Change Continuity Citizen Cultural Empire Social Democracy Government Political Excavate Interpretation Reliability Bias</p>	<p>Critically Empathy Perspective Analyse Hypotheses</p> <p>(And previous years)</p>

		(And previous years)	Sequence Similarities Differences (And previous years)	Invade Settle/ settlement Impact Timeline Source (And previous years)		Conquest (And previous years)	
Posing historical questions 	Ask simple questions about the past.	Asking how and why questions based on stories, events and people. Asking questions about sources of evidence.	Asking a range of questions about stories, events and people. Understanding the importance of historically- valid questions.	Understand how to structure historical questions and ask their own. Ask questions about the main features of everyday life.	Create questions for different types of historical enquiry. Ask questions about the bias of historical evidence.	Ask complex historical questions. Ask questions about the interpretations, viewpoints and perspectives held by others.	Plan a historical enquiry and suggest the evidence and methods needed. Create a hypothesis to base an enquiry on.

Historical Knowledge and Skills Progression EYFS - Year 6.

Chronological Awareness							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Due to mixed classes all children will have completed this progression by the end of year 3					
Knowledge	Recognise the difference between past and present in their own and others' lives.	A timeline shows the order events in the past happened. The present is time happening now. Within living memory is 100 years. We start by looking at 'now' on a timeline.	Know a decade is 10 years. Beyond living memory is more than 100 years. Know that events in History may last different amounts of time.	To know that the Stone, bronze, and iron ages are named after the materials that were used to make tools. To know that history is divided into periods of History. To know that pre-history is divided up. To know what BC and AD mean.	To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.	To know relevant dates and terms for the period and period labels.	To understand the term 'century' and how dating by centuries works.
Skills	Sequence photographs from different parts of their lives.	Sequence events from their own life. Use common phrases for passing of time. Order events on a simple timeline.	Sequence artefacts and pictures on a timeline. Place events on a timeline building on Year 1. Begin to recognise how long each event lasted. Know where people/ events studied fit into a chronological framework.	Place the time studied on a timeline and refer to times studied in KS1. Using BC/ AD/ Century.	Make a simple timeline. Using dates and terms related to the unit and passing of time. Using dates to work out the interval between periods of time and the duration of historical events or periods. Sequence artefacts, pictures or events.	Sequence events on a timeline, relating to other periods that they have learnt about. Understand the word 'century' and be able to put dates in the correct century. Using the terms BC and AD in their work. Relate current study on a timeline to other periods of history studied.	Place the time, period of history and context on a timeline. Develop a chronological secure understanding of British, local and world history across the periods studied. Compare and make connections between different contexts in the past.

Change and Continuity							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To know what a family tree is.</p> <p>To know that a baby changes and grows.</p>	<p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things change, and some stay the same.</p> <p>To know that everyday objects have changed over time.</p>	<p>To know that daily life has changed over time but there are some similarities to today.</p>	<p>To know that change can be brought about by advancements in materials/ trade/ transport and travel.</p>			<p>To know that change can be traced using the census.</p> <p>To know that change can be brought about by conflict.</p>
Skills	<p>Understand the difference between things that happened in the past and present.</p>	<p>Begin to look for similarities and differences over time in their own lives.</p> <p>Describe simple changes and ideas that remain the same.</p>	<p>Similarities and differences between ways of life at different periods.</p> <p>Identify simple reasons for changes.</p>	<p>Describe the changes and continuity between different periods of history.</p> <p>Identify reasons for change and continuity.</p> <p>Identify what the situation was like before the change occurred.</p>	<p>Identify the links between different societies.</p> <p>Compare different periods of history and identify change and continuity.</p>	<p>Identify the reasons for changes and continuity.</p> <p>Describe the links between different societies.</p> <p>Explain the reasons for change and continuity using the vocabulary and terms of the period.</p>	<p>Make links between events and changes within and across different time periods and societies.</p> <p>Analyse and present the reasons for changes and continuity.</p>

Cause and Consequence							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	To know that the action of people can be the cause of change.	To know that advancements in science and technology can be the cause of change.		To know that members of society standing up for their rights can be the cause for change.
Skills	To begin to ask questions about my past.	Asking why things happen and begin to explain why with support.	Recognise and ask questions about why people did things, why events happened and what happened as a result.	Identify the reasons for historical events, situations, and changes.	Identify the consequences of events and the actions of people.	Start to analyse and explain the reasons for, and results of historical events, situations, and change.	Give reasons for historical events, the results of historical events, situations, and changes.

Similarities and Differences							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>To know that contrast people have from different stories, including beliefs and ages</p> <p>To celebrate special knowledge about similarities and ways differences between themselves and others..</p>	<p>To know that some similarities and differences between their lives today and more special children's lives in the past, or significant than others.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences</p>	<p>To know that there are explanations for more significant similarities and differences between children's lives now and in the past.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	<p>To know that similarities and differences between daily lives of people in the past and today</p> <p>changed many people's lives and had an impact for many years to come.</p>	<p>To identify that similarities and differences between periods of History, which change how we see the past.</p> <p>Identifying the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Making links with different time periods studied.</p> <p>significant and describing changes that this changes. throughout time.</p>
	Know and recount episodes from	Recall special events in their own lives.	Discuss who was important in a historical event.	Recall some important people and events.	Identify who is important in historical sources and accounts.	Identify significant people and events across different time periods.	Identify, compare and explain the significance of events, people and developments.
Skills	Look closely at their own and similarities, other's patterns past and change. why it happened.	Being aware that some things have changed and some have stayed the same in their own lives.	Know that some things have changed/ stayed the same. Find out about people, events and beliefs in society.	Identify similarities and differences between periods of History.	Identify similarities and differences between social, cultural religious and ethnic diversity in Britain and the wider world.	Make links with different time periods studied. Compare significant people and events across different time periods. Describe change throughout time.	Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
			Make comparisons with their own lives.				




Knowledge Organisers



Knowledge Organiser

Key Question: How have I changed since I was a baby? **Topic:** Marvellous Me **Year Group:** EYFS

Prior Knowledge	Knowledge	Vocab
	<p>All families are different, not all of them look the same.</p> <p>A family tree shows a family's history and goes back generations.</p> <p>A baby is born, they then grow and change over time. Every baby develops at a different rate. There are some things that don't change as you grow.</p> <p>Since your grandparents and parents childhood lots of things have changed and stayed the same.</p>	<p>Grow</p> <p>Change</p> <p>Similarities</p> <p>Differences</p> <p>Past</p> <p>Present</p> <p>Ancestors</p>

Skills linked to topic	Historical Enquiry		
	Sources of evidence	Historical interpretation	Posing historical questions
<p>Know and recount episodes from their own and other's past, saying why it happened.</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Understand the difference between things that happened in the past and present. Sequence photographs from different parts of their lives.</p>			
	<p>Discuss photos of their families.</p> <p>Discuss images of familiar situations in the past.</p>	<p>Present children with pictures, artefacts and accounts from the past and explore similarities and differences.</p>	<p>Ask simple questions about the past.</p>



Knowledge Organiser

Key Question: How am I making History? **Topic:** All about me **Year Group:** 1

Prior Knowledge	Knowledge	Vocab
<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about people members of their immediate family.</p>	<p>The present is happening now.</p> <p>We start by looking at 'now' on a timeline.</p> <p>To know that people change as they grow older.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that people celebrate special events in different ways.</p>	<p>Past</p> <p>Present</p> <p>Last week</p> <p>When I was younger</p> <p>Event</p> <p>After</p> <p>Before</p>




Skills linking to current topic	Historical Enquiry		
<p>Sequence events from their own life.</p> <p>Use common phrases for passing of time.</p> <p>Begin to look for similarities and differences over time in their own lives.</p> <p>Being aware that some things have changed, and some have stayed the same in their own lives.</p> <p>Recall special events in their own lives.</p>	Sources of evidence	Historical interpretation	Posing historical questions



Knowledge Organiser

Key Question: How was the school different in the past? **Topic:** School **Year Group:** 1

Prior Knowledge	Knowledge	Vocab
<p>Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences.</p>	<p>A timeline shows the order events in the past happened.</p> <p>To know that throughout someone's lifetime, some things change, and some stay the same.</p> <p>To know there are similarities and differences between their lives today and children's lives in the past.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Photograph</p> <p>Timeline</p> <p>Sequence</p> <p>Similar</p> <p>Difference</p> <p>Past</p> <p>Present</p>




Skills linked to topic	Historical Enquiry		
<p>Order events on a simple timeline.</p> <p>Describe simple changes and ideas that remain the same.</p> <p>Asking why things happen and begin to explain why with support.</p>	<p>Sources of evidence</p> 	<p>Historical interpretation</p> 	<p>Posing historical questions</p> 
	<p>Find answers to simple questions using sources.</p> <p>Use artefacts, photos and visits to answer simple questions about the past.</p>	<p>Begin to identify different ways to present the past.</p>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence.</p>



Knowledge Organiser

Key Question: How have toys changed? **Topic:** Toys **Year Group:** 1

Prior Knowledge	Knowledge	Vocab
<p>Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their own experiences.</p>	<p>A timeline shows the order events in the past happened.</p> <p>Within living memory is 100 years.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Photograph</p> <p>Timeline</p> <p>Sequence</p> <p>Similar</p> <p>Difference</p> <p>Past</p> <p>Present</p>




Skills linked to topic	Historical enquiry		
<p>Order events on a simple timeline.</p> <p>Describe simple changes and ideas that remain the same.</p>	<p>Sources of evidence</p> 	<p>Historical interpretation</p> 	<p>Posing historical questions</p> 
	<p>Sort artefacts from then and now.</p>	<p>Develop their own interpretations from historical artefacts.</p>	<p>Asking questions about sources of evidence.</p>



Knowledge Organiser

Key Question: What is a monarch? Topic: Monarchs Year Group: 2

Prior Knowledge	Knowledge	Vocabulary
<p>The present is happening now.</p> <p>A timeline is used to show events in the past in order.</p> <p>There are similarities and differences between today and in the past.</p>	<p>To know that beyond living memory is more than 100 years.</p> <p>Know that events in History may last different amounts of time.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that some events are more significant than others.</p> <p>To know that in the past monarchs had absolute power.</p> <p>To know that historians used evidence from sources to find out more about the past.</p> <p>To be aware of the achievements of significant individuals.</p>	<p>Monarch</p> <p>Century</p> <p>Decade</p>




Skills linked to current topic	Historical Enquiry		
<p>Sequence artefacts and pictures on a timeline.</p> <p>Place events on a timeline.</p> <p>Begin to recognise how long each event lasted.</p> <p>Identify simple reasons for changes.</p> <p>Similarities and differences between ways of life at different periods.</p> <p>Recognise and ask questions about why people did things, why events happened and what happened as a result.</p> <p>Discuss who was important in an historical event.</p>	Sources of evidence	Historical interpretation	Posing historical questions
	 <p>Use artefacts, photos and visits to answer and ask simple questions about the past.</p>	 <p>Compare photos of people or events in the past.</p>	 <p>Asking a range of questions about stories, events and people.</p>



Knowledge Organiser

Key Question: How have explorers changed the world? Topic: Explorers Year Group: 2

Prior Knowledge	Knowledge	Vocabulary
<p>A timeline is used to show events in the past in order.</p> <p>To know that changes have happened</p>	<p>Know a decade in 10 years.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that some events are more significant than others.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	<p>Decade</p> <p>Modern</p> <p>Recently</p> <p>Account</p>

Skills linked to topic	Historical Enquiry		
<p>Place events on a timeline.</p> <p>Know where people fit into a chronological framework.</p> <p>Identify simple reasons for changes.</p> <p>Discuss who was important in an historical event.</p>	<p>Sources of evidence</p> 	<p>Historical interpretation</p> 	<p>Posing historical questions</p> 
	<p>Identify a primary source.</p>		<p>Asking a range of questions about stories, events and people.</p>






Knowledge Organiser

Key Question: Who was to blame for the Great Fire of London? **Topic:** The Great Fire of London

Year Group: 2

Prior Knowledge	Knowledge	Vocabulary
<p>To know that some events are more significant than others.</p> <p>A timeline is used to show events in the past in order.</p> <p>To know that throughout someone's lifetime, some things change, and some stay the same.</p> <p>The past is different to today.</p> <p>Put some events in chronological order.</p>	<p>Beyond living memory is more than 100 years.</p> <p>To know that daily life has changed over time but there are some similarities today.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that these significant events had an impact on Britain.</p> <p>To know the impact of a historical event on society.</p> <p>To know significant people and their part played in History- Thomas Farriner, Samuel Pepsys and King Charles.</p> <p>To know how key buildings and places were affected because of the fire.</p>	<p>Artefact</p> <p>Chronological</p> <p>Evidence</p> <p>Historian</p> <p>Source</p> <p>Museum</p>

Skills linked to current topic	Historical Enquiry		
<p>Place events on a timeline.</p> <p>Know where events fit into a chronological framework.</p> <p>Identify simple reasons for changes.</p> <p>Recognise and ask questions about why people did things, why events happened and what happened as a result.</p> <p>Discuss who was important in an historical event.</p>	Sources of evidence	Historical interpretation	Posing historical questions
	 <p>Make simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts.</p>	 <p>Recognise different ways in which the past is represented.</p> <p>Develop their own interpretation from photos and written sources.</p>	 <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically- valid questions.</p>



Knowledge Organiser




Key Question: How did Britain change from the Stone Age to the Iron Age?

Topic: Stone Age Year Group: 3

Prior Knowledge	Knowledge	Vocabulary
<p>A timeline is used to show events in the past in order.</p> <p>Living memory is more than 100 years ago.</p> <p>To know that there are some similarities and differences between today and the past.</p> <p>To know some significant events from History, including the Great fire of London.</p>	<p>To know that the Stone, bronze and iron ages are named after the materials that were used to make tools.</p> <p>To know that history is divided into periods of History.</p> <p>To know that pre-history is divided up.</p> <p>To know what BC and AD mean.</p> <p>To know that prehistory is the period before written methods and stretches.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that the action of people can be the cause of change.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p>	<p>Archaeologist</p> <p>AD</p> <p>BC</p> <p>Bartering</p> <p>Hunter gatherer</p> <p>Settlement</p> <p>Trade</p> <p>Tribe</p>



Knowledge Organiser

<p>Related to current topic</p> <p>Identified on a timeline and identified in KS1.</p> <p>Using BC/ AD.</p> <p>Identify reasons for change and continuity.</p> <p>Identify reasons for historical events, situations and changes.</p> <p>Identify similarities and differences between periods of History.</p>	Historical Enquiry		
	<p>Sources of evidence</p> 	<p>Historical interpretation</p> 	<p>Posing historical questions</p> 
	<p>Use a range of sources to find out about a period.</p>	<p>Explore different representations from the period.</p>	<p>Ask questions about the main features of everyday life.</p> <p>Understand how to structure historical questions and ask their own.</p>





Key Question: How does Ancient Egypt compare to today?

Topic: Ancient Egypt Year Group: 3

Prior Knowledge	Knowledge	Vocabulary
<p>To know that history is divided up into periods of History.</p> <p>To know what BC and AD mean.</p> <p>Explain similarities and differences between daily lives of people in the past and today.</p>	<p>To know that change can be brought about by advancements in trade.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know what BC and AD mean.</p> <p>To know that archaeological evidence can be used to find out about the past but can also not always give us all the answers or tell us the emotions of people in the past.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>Afterlife</p> <p>Civilisation</p> <p>Immortal</p> <p>Preserve</p> <p>River Nile</p> <p>Book of the Dead</p> <p>Historically significant</p> <p>Mummification</p> <p>Ra</p> <p>Sarcophagus</p>



Knowledge Organiser

	skills linked to current topic	Historical Enquiry		
		Sources of evidence	Historical interpretation	Posing historical questions
<p>Plan</p> <p>Use</p> <p>periods.</p> <p>Identify the consequences of events and the actions of people.</p> <p>Recognise similarities and differences between past events and today.</p> <p>Making links and connections across a period, cultures or groups.</p> <p>Describe the changes and continuity between different periods of history.</p> <p>Recall some important people and events.</p>	<p>on a timeline and refer to times studied in KS1.</p> <p>and understand that History is divided into</p>	 <p>Use evidence to build up a picture of a past event.</p>	 <p>Evaluate the usefulness of different sources.</p>	 <p>Ask questions about the main features of everyday life.</p> <p>Understand how to structure historical questions and ask their own.</p>

Key Question: Who were the Mayans and what can we learn from them?




Topic: Mayans Year Group: 4

Prior Knowledge	Knowledge	Vocabulary
<p>To know that history is divided up into periods in History.</p> <p>To know that some periods in history still impact today.</p> <p>To know that sources and archaeologist findings can help us to know more about the past.</p>	<p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Identifying the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Describe how the Mayan civilisation has had an impact on modern society.</p> <p>Understand where the rapid and little changes happened and what the causes may have been.</p> <p>To know the ideas, beliefs and attitudes of groups of people in the Mayan civilisation.</p> <p>Compare the Mayan civilisation to other periods in History.</p>	<p>Artefact</p> <p>Calendar</p> <p>Civilisation</p> <p>Dynasty</p> <p>Empire</p> <p>Hieroglyphics</p> <p>Kingdom</p> <p>Temple</p> <p>Tomb</p> <p>worship</p>



Knowledge Organiser

Key Question: What did the Ancient Greeks do for us?

Skills linked to current topic	Historical Enquiry		
	Sources of evidence	Historical interpretation	Posing historical questions
<p>Make a simple timeline.</p> <p>Using dates and terms related to the unit and passing of time.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Sequence artefacts, pictures or events.</p>			
	<p>Observe the small details when using artefacts and pictures.</p>	<p>Use text books to gain knowledge.</p> <p>Identify the differences between different sources.</p>	<p>Create questions for different types of historical enquiry.</p>

Topic: Ancient Greek Year Group: 4

Prior Knowledge	Knowledge	Vocabulary
<p>To know that timelines can show overlaps in History.</p> <p>To know that civilisations had an impact on modern society.</p> <p>To begin to compare some periods in History.</p>	<p>To know that advancements in science and technology can be the cause of change.</p> <p>Identifying similarities and differences between periods of History.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To understand the different ways in which the Greek society had an impact on modern society.</p> <p>Compare the expansion of the Greek empire to others they have studied.</p> <p>Understand the notion of democracy and compare the democratic process of ancient Greece with that of modern Britain.</p> <p>To know the influence that Ancient Greeks had on modern architecture.</p> <p>To know about the origins of the Olympic games.</p>	<p>Athenian</p> <p>Spartan</p> <p>Democracy</p> <p>Persia</p> <p>Olympics</p> <p>Legacy</p>



Knowledge Organiser

Key Question: Why were the Romans so powerful and what did we learnt from them?

Topic: The Romans Year Group: 5

Prior Knowledge	Knowledge		Vocab
<p>Skills linked to current topic</p> <p>To know what BC and AD stand for.</p> <p>Identify the links between different societies.</p> <p>Make a simple timeline.</p> <p>Use a map to find food and water.</p> <p>Using dates and terms related to the unit and passing of time.</p> <p>Using dates to work out the interval between periods of time.</p> <p>and the duration of historical events or periods.</p> <p>Compare different periods of history and identify continuity.</p> <p>Identify the consequences of events and the actions of people.</p> <p>Identify who is important in historical sources and accounts.</p>	<p>Sources of evidence</p> <p>To understand how the Roman Empire grew.</p> <p>To know how and why the Romans came to Britain.</p> <p>To understand why they were successful.</p> <p>To know where they fit in history and compare it to the Romans.</p> <p>To understand the achievements of the Romans.</p> <p>To be able to explain the impact which the Romans have on modern Britain.</p> <p>Identify sources which are influenced by the personal beliefs of the author.</p> <p>To know relevant dates and terms for the period and period labels.</p>	<p>Historical Enquiry</p> <p>Historical interpretation</p> <p>Identify and give reasons for different ways in which the past is represented.</p>	<p>Raising historical questions</p> <p>Empire</p> <p>Hypocaust</p> <p>Legion</p> <p>Invasion</p> <p>Conquest</p> <p>Tribe</p> <p>Warrior</p> <p>Ask questions about the interpretations, viewpoints and perspectives held by others.</p>



Skills linked to topic	Historical Enquiry		
	Sources of evidence	Historical interpretation	Posing historical questions
<p>Plots events on a timeline, relating to other periods that they have learnt about.</p> <p>Understand the word 'century' and be able to put dates in the correct century. Using the terms BC and AD in their work.</p> <p>Relate current study on a timeline to other periods of history studied.</p> <p>Identify the reasons for changes and continuity.</p> <p>Describe the links between different societies.</p> <p>Make links with different time periods studied.</p> <p>Identify and compare significant people and events across different time periods.</p>			
	Recognise primary and secondary sources.	Compare accounts of events from different sources. Suggest explanations for different versions of events	Ask complex historical questions.

Knowledge Organiser

Key Question: The Vikings- ruthless killers or peaceful settlers?

Topic: Anglo- Saxons and Vikings Year Group: 5

Prior Knowledge	Knowledge	Vocab
<p>To know that some civilisations invaded Britain.</p> <p>To understand how Britain has changed throughout History.</p> <p>To know that invaders have an impact upon modern society.</p>	<p>To know which counties the Anglo- Saxons and Vikings came from.</p> <p>To know when, how and why the Anglo- Saxons and Vikings invaded Britain.</p> <p>To know the strengths of the Vikings and Anglo- Saxons.</p> <p>To understand the impact that they have on modern society.</p> <p>To understand how the Anglo- Saxons and Vikings lived.</p> <p>To know relevant dates and terms for the period and period labels.</p> <p>Describing similarities and differences between social, cultural, religious, and ethnic diversity in Britain and the wider world.</p>	<p>Raider</p> <p>Traveller</p> <p>Long boats</p> <p>Traders</p> <p>Beliefs</p> <p>Society</p> <p>Settlement</p> <p>Legacy</p>



Skills linked to topic	Historical Enquiry		
	Sources of evidence	Historical interpretation	Posing historical questions
<p>on a timeline, relating to other periods that they t.</p> <p>word 'century' and be able to put dates in the correct century. Using the terms BC and AD in their work.</p> <p>Relate current study on a timeline to other periods of history studied. Explain the reasons for change and continuity using the vocabulary and terms of the period</p> <p>Start to analyse and explain the reasons for, and results of historical events, situations, and change.</p> <p>Make links with different time periods studied.</p> <p>Describe change throughout time.</p>			
	Use a range of sources to find out about the past.	Evaluate the usefulness of sources. Develop strategies for evaluating the accuracy of sources.	Address and devise historically valid questions. Ask questions about the interpretations, viewpoints and perspectives held by others.





Knowledge Organiser

Key Question: What was the Battle of Britain and why was it significant in World War Two?

Topic: WWII Year Group: 6

Prior Knowledge	Knowledge	Vocab
<p>To have a good chronological understanding of Britain's history.</p> <p>To know that changes can have an impact upon people's lives.</p> <p>To know that there has been lots of changes to Britain.</p>	<p>To know that change can be brought about by conflict.</p> <p>To know that members of society standing up for their rights can be the cause for change.</p> <p>To know that there are different interpretations of historical figures and events.</p> <p>To know how historians select criteria for significant and that this changes. To know some of the impacts of war on daily lives.</p> <p>To understand the impact of war on local communities.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To describe changes throughout time.</p>	<p>Accuracy</p> <p>Battle of Britain</p> <p>The Blitz</p> <p>Evacuee</p> <p>Propaganda</p> <p>Air raid</p> <p>Bias</p> <p>Evacuation</p> <p>Impact</p> <p>Purpose</p> <p>Reliability</p>

Skills linked to topic	Historical Enquiry
------------------------	--------------------

 <p>period of history and context on a timeline. logical secure understanding of British, local and world ie periods studied. te connections between different contexts in the past. en events and changes within and across different time periods and societies. Analyse and present the reasons for changes and continuity. Give reasons for historical events, the results of historical events, situations and changes. Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Identify, compare and explain the significance of events, people and developments.</p>	Sources of evidence	Historical interpretation	Posing historical questions
	 <p>Identify bias in a source and identify the value of a source.</p>	 <p>Identify how conclusions have been arrived at by linking sources. Understand that different evidence creates different conclusions. Evaluate the interpretations made by historians.</p>	 <p>Create a hypothesis to base an enquiry on. Plan a historical enquiry and suggest the evidence and methods needed.</p>

Knowledge Organiser

Key Question: How did mining impact the local area of Apedale?

Topic: Local History Year Group: 6

Prior Knowledge	Knowledge	Vocab
<p>To know that there has been changes in British History.</p> <p>To know that there can be different historical interpretations of the past.</p>	<p>To understand the term century and how dating by centuries works.</p> <p>To know that coal was the primary fuel used in Victorian times and it was chipped from mines deep underground.</p> <p>To know the reasons why the population in Britain increased rapidly during the Victorian times.</p> <p>To understand what the industrial revolution was.</p> <p>To be able to identify the reasons why Britain needed more coal mining.</p> <p>To understand the impact of the miners strikes on people living in Stoke on Trent.</p> <p>To understand the reasons for a decline in coal mining.</p> <p>To make comparisons to other periods in History and to modern society.</p> <p>To know that change can be traced using the census</p>	<p>Anemometer</p> <p>Black lung</p> <p>Blasting</p> <p>Butty</p> <p>Collier</p> <p>Industrial revolution</p> <p>Miner</p> <p>Ridder</p> <p>Trackman</p>

Skills linked to topic	Historical Enquiry
------------------------	--------------------

Assessment in History

historical



evidence

and sources from
the past to pose
complex historical
questions.

To be
backed
Make
Place
Develo

and world history across the periods studied.
Make links between events and changes within and across
different time periods and societies.
Identify, compare, and explain the significance of events,
people and developments.

secondary sources
are influenced by an
author.

arrived at by linking sources.
Understand that different evidence
creates different conclusions.
Evaluate the interpretations made
by historians.

End of unit assessments

fact file

question/ answer sessions

mind maps

labelled drawing

caption for photos

essay

Assessment task ideas

role play

matching / sequencing

timeline

responding to hot seating

quiz: taking part or devising their own

poem/ song

At the end of each History unit, we use a different method of assessment to assess the children's knowledge and skills from that unit of work.

A small assessment sheet is also completed by the teacher to show whether the child was working below, at expected or working above for that unit of History work.