







Hawes Primary School – History Curriculum Framework & Knowledge Progression Document

Year/Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A	Autumn Term 	<p>Through their topics: Toys Famous People Farms Hawes</p> <p>use everyday language related to time, - order and sequence familiar events, - describe main story settings, events and principal characters.</p>	<p>Changes in living memory and beyond History of Toys - Introduction to the timeline Big Q - How have toys changed over time?</p> <ul style="list-style-type: none"> • Observe changes in themselves and their toys since they were born • Study changes in the way of life and toys/games since their grandparents and great Grandparents were young – Victorian to today. • Use words and phrases like: old, new and a long time ago • Compare old and new objects and ask/answer questions • Learn that a timeline can be used to show and order when in the past events happened. 	<p>Changes in Britain (Overview study) The Stone age to Iron age Big Q – What were the key development from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> • learn about the difference between the Stone, Bronze and Iron ages and where they fit in history • Explore the lives of the early Palaeolithic, the Mesolithic and Neolithic periods of the Stone Age. • Study how new discoveries impacted on everyday life from the Bronze to the Iron Age. • Investigate the settlements and tools of the very early people. • Study the role of an archaeologist and how artefacts help us to understand pre-history 	<p>Beyond 1066 (Depth Study plus local history) – Victorian childhood/The History of Hawes School Big Q – How would Hawes Primary School have been different in Victorian times? Museum Trip</p> <ul style="list-style-type: none"> • Investigate how daily life differed for children in Victorian times e.g. toys, pastimes, homes? • Find out what life was like for poor children and understand some of the changes that took place in the law for poor children in the 19th century. • What work did children do? What were working conditions like? (consider both towns and countryside) • Discover how Victorian Schools differ to today? • How can we use sources to find out about Hawes School from the Victorian times until today? 	
	Spring Term 	<p>talk about past and present events in their own lives and in lives of family members, - extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p> <p>be curious about people and show interest in stories, - answer 'how' and 'why' questions ... in response to stories or events. - explain own knowledge and understanding, and asks appropriate questions. - know that information can be retrieved from books and computers, - record, using marks they can interpret and explain.</p>	<p>Significant Lives: Famous Women <i>Mary Anning, Rosa Parks</i> Big Q – How have these women made a significant impact on our history?</p> <ul style="list-style-type: none"> • Find out about the lives of significant individuals from the past who have helped us to have better lives • Investigate significant events from the past • Recount the lives of some famous people • Learn that the achievements of women and black/minority ethnic people have been less recorded throughout history. • Place significant historical events within a chronological framework 	<p>Ancient civilisations (depth study): Overview of civilisations and depth study of Ancient Egypt. Big Q – What can artefacts tell us about Ancient Egyptian life?</p> <ul style="list-style-type: none"> • Know what makes an ancient civilisation and where the ancient civilisations of: Egypt, Central America, Italy, Greece, China, Benin are on a world map. • Place the 'Ancient Egyptian period' on a timeline. • Know the Nile was important to Ancient Egyptian civilisation and state 3 ways they used the Nile. • Know how sources can tell us about the way of life in ancient Egypt. • Know who Tutankhamen and Howard Carter were and understand the importance of artefacts in helping us find out about the past. 	<p>Ancient Civilisation non-European (depth study): Ancient Maya Big Q – What impact did the Mayans have on modern day life?</p> <ul style="list-style-type: none"> • Learn the difference between Mayan and Aztec civilizations. • Investigate how and when Europeans encountered the Mayan civilisation. • Use Sources to explore how historians know about the Mayan civilisation and their way of life. • Compare and contrast they way Mayan society was organised to modern life. • Explore the achievements of the Maya including their number systems and calendar. • Use a variety of sources to piece together what life was like for the Maya including their religious beliefs and practices. 	
	Summer Term 		<p>Significant Local People and places Hawes through History Museum Trip Big Q – What was Hawes like in the past?</p> <ul style="list-style-type: none"> • Study how Hawes was different in Victorian times • Spot old and new objects, landmarks and features in pictures • Look at the school in the past and present • Use words and phrases like: before, after, past, present, then and now. • Recount the lives of some famous local people. • Answer questions using books and the internet. 	<p>Beyond 1066 (depth study): The Railway Revolution – links to the Victorian age Local History link – Darlington/York Trip Big Q – How did changes in transport impact our local area?</p> <ul style="list-style-type: none"> • Find out about the technological developments that changed transport and travel during the Industrial Revolution. • Learn about the development of the first steam-powered railways in Britain. • Explain how rail travel changed the lives of people living in Britain since 1830. • Explore the impact of the railways in Darlington, York and Leyburn. 	<p>Local History (Depth Study) York – A changing settlement. Big Q - What can archaeology tell us about life in York through the ages? Trip</p> <ul style="list-style-type: none"> • Through looking at the 'layers' of archaeology and using both primary and secondary sources and artefacts look at the changing of the city over time. • Roman, Viking, Medieval, Tudor, Victorian to modern day. • Discover the changing use of buildings. <p>Local History (Depth Study) – Edinburgh – A study of monarchy and dynasty (Tudors and Stuarts) Trip Big Q - What makes Edinburgh a 'royal' city?</p> <ul style="list-style-type: none"> • Learn about key Tudor and Stuart Monarchs and the history that led to James IV/I becoming the first Monarch to unite the two countries. 	

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B Autumn Term  Spring Term  Summer Term 	<p>Through their topics: Remembrance Titanic and other transport Kings, Queens and Castles</p> <p>use everyday language related to time, - order and sequence familiar events, - describe main story settings, events and principal characters.</p>	<p>Changes in Living Memory Remembrance:</p> <p>Big Q: Why is it important that we remember events from the past? Museum Trip</p> <ul style="list-style-type: none"> Know why we remember things and why we wear poppies. Find out about the armistice and the origins of Remembrance Day. Know who we remember on Remembrance Day. Find out what happens on Remembrance Day and why. Why is it important to remember? 	<p>Changes in Britain Roman Britain in the North (Overview study)</p> <p>Local History – fort at Bainbridge and Hadrian's wall/Vindolanda Museum Trip</p> <p>Big Q: How did the Romans shape the North of England?</p> <ul style="list-style-type: none"> understand the terms 'invade' and 'settle' and to place the Romans on a timeline find out why and how the Romans successfully invaded Britain learn who was in Britain when the Romans invaded and learn about their way of life use sources to explore who Boudica was from different points of view know how the Romans have influenced our lives today 	<p>Beyond 1066 (Overview study)</p> <p>Britain at War (WW1 and WW2) including the impact of troops from the Commonwealth. Museum Trip</p> <p>Big Q: What can we learn from War?</p> <ul style="list-style-type: none"> Learn how WW1 started investigate what life was like on the Western Front. Evaluate the impact of rationing, evacuation and the Blitz on ordinary people. Explore how advancements in warfare helped in both WW1 and WW2 (the Blitz) Investigate the impact of Commonwealth troops and question their lack of inclusion in history books. 		
	<p>talk about past and present events in their own lives and in lives of family members, - extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Significant Event The Titanic:</p> <p>Big Q: Why did the unsinkable ship sink?</p> <ul style="list-style-type: none"> Find out by asking questions understand why the Titanic was significant and place it on a timeline. Use sources to investigate what life was like on board for the different classes. Create a passenger fact file by inferring from sources. How did the sinking of the titanic impact future events and developments? 	<p>Changes in Britain (overview study)</p> <p>Anglo Saxons and Vikings – the struggle for power!</p> <p>Big Q: Would you back the Anglo Saxons or the Vikings?</p> <ul style="list-style-type: none"> Explore what Britain was like before the first Viking invasions. Find out about the Viking invasions of Britain (Lindesfarne). Explore why York made a good place to settle. Use sources to infer what life was like in Viking York (archaeological digs) To find out why King Alfred was dubbed 'Alfred the Great'. 	<p>Ancient Civilisation (overview study)</p> <p>Greeks</p> <p>Big Q: Which Ancient Civilisation would you most like to live in?</p> <ul style="list-style-type: none"> find out who the ancient Greeks were, and place their civilisation in time compare and contrast the two city-states of Athens and Sparta use sources to find out about daily life in ancient Greece learn about Greek Philosophers through research identify how modern life has been influenced by Ancient Greece. 		
	<p>be curious about people and show interest in stories, - answer 'how' and 'why' questions ... in response to stories or events. - explain own knowledge and understanding, and asks appropriate questions. - know that information can be retrieved from books and computers, - record, using marks they can interpret and explain.</p>	<p>Local History/Significant places/monarchy Kings, Queens and Castles</p> <p>Big Q: Why are there lots of castles near Hawes?</p> <p>Trip to Middleham Castle or Bolton Castle Trip</p> <ul style="list-style-type: none"> Find out who built the first castles in the UK and why. Create a timeline of significant castles – Norman, Medieval, Hampton Court Palace (Henry VIII), Buckingham Palace, Bolton Castle, Middleham Castle Find out about the structure of Norman and Medieval castles. Use sources to find out about life at Richmond Castle. Learn why Richard III is important in history and place him on a timeline. 	<p>Beyond 1066 (Overview study)</p> <p>British Empire – The Good, the Bad and the Ugly</p> <p>Big Q: How are we influenced by Empire?</p> <ul style="list-style-type: none"> to know that the British Empire began in the 15th Century and lasted until 1947 Indian Independence (1997 Hong Kong) understand when, how and why Britain's 'first' empire was established in the Americas and Africa. Use sources to express their understanding and views on the slave trade begin to understand how trade (and therefore British control) in India grew, and how people resisted the East India Company. <p>understand how Britain has influenced and been influenced by other Commonwealth countries</p>	<p>Beyond 1066 Power and Protest: Voices of Change – links to previous themes.</p> <p>Big Q: How can we make a difference to history?</p> <ul style="list-style-type: none"> Looking through the eyes of marginalised voices who created change: Olaudah Equiano, Suffragettes, Bristol Bus Boycott, Windrush through to BLM Use a variety of sources to learn about each protest. Decide which had the greatest impact and why. Debate 		

Key Themes



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EYFS	KS1	LKS2	UKS2
Similarities and differences Past and present	Chronology Significant people, places and events Monarchy Local History Changes over Time Similarities and differences	Chronology Local History Changes over Time Similarities and differences Empire Hidden Figures Power Civilisation Invasion	Chronology Local History Changes over Time Similarities and differences Empire Hidden Figures Power Civilisation Invasion Historical enquiry

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Component: Understanding Chronology							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to make sense of their own life-story and family's history.	<ul style="list-style-type: none"> - Understand chronology as a linear sequence (first, next, after that) - Sequence events or activities linked to their own life or sequence events in a story - Know the concept of 'now' and 'the past' and can identify things in the past linked to their own life or from stories / songs/nursery rhymes - Sort known objects, images or other sources of evidence into 'now' and 'the past' 	<p><i>Know that history can be split into living memory and beyond living memory</i></p> <ul style="list-style-type: none"> - Identify some periods, events and people studied and if they are in living memory or beyond living memory - Place up to 3 to 4 events, objects, people or processes on a timeline for within living memory - With support use a simple (blank of dates) timeline to sequence a few (3 or 4) events, objects or processes from beyond living memory and into living memory - Sequence some events studied in order 	<ul style="list-style-type: none"> - Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory - Start to understand the chronological framework (name of period) of what they are being taught - Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory - Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline (may have some reference to dates) - Understand that dates can be used to describe time and events in time - Sequence key events of significant people or events studied in order on a timeline using given dates 	<ul style="list-style-type: none"> - Start to identify that history is split into periods and identify main periods linked to learning - Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught - Know history can be split into AD and BC and begin to know what they mean - Sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates - Start to understand that timelines show scale and duration and this can be different - Identify that history is split into periods and identify main periods linked to learning - Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught - Know history can be split into AD and BC and know what they mean - Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work - Understand that timelines show scale and duration and that these can be different on different timeline - Start to work out small durations linked to key events of periods studied 	<ul style="list-style-type: none"> - Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6 - Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught - Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates - Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used - Work out larger durations linked to key events on periods studied from a timeline - Construct and compare their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations - Construct and compare more complex timelines for the period studied and where applicable reference to local history and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates. - Justify their use of scale and duration on their timelines - Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted - Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used and choose which to use in their timelines 		
<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 							

Component: Historical enquiry							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Look at an object and ask 'what is it?' or have simple ideas about its use. 	<ul style="list-style-type: none"> - Ask simple questions linked to what we are learning about - With support handle sources of evidence and make simple observations on what they see 	<ul style="list-style-type: none"> - Ask questions and with support answer some simple historical questions - Handle sources of evidence and make observations - Make simple comparisons of artefacts from within living memory and beyond - Ask questions and answer simple historical questions with increasing confidence 		<ul style="list-style-type: none"> - Know what a primary and secondary source can be - Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions - Start to understand some sources of evidence are more reliable than others 		<ul style="list-style-type: none"> - Know what a primary and secondary source can be and identify sources of evidence used as primary or secondary and group sources accordingly - Use different sources of evidence to formulate historical valid questions linked to one of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) 	

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<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Handle sources of evidence and make observations of what it tells us about that person/event/period - Make comparisons between different types of evidence - Be exposed to the terms primary and secondary source 	<ul style="list-style-type: none"> - Know what a primary and secondary source can be and identify some sources of evidence used as primary or secondary - Use different sources of evidence to formulate questions - Use evidence to answer questions about the past - Understand some sources of evidence are more reliable than others 	<ul style="list-style-type: none"> - Use more than one source of evidence to answer questions about the past and make interpretations - Link their own sources of evidence using their own criteria but also criteria such as primary, secondary, fact, opinion, bias, reliable and unreliable and justify how they will use these sources to understand a period of history - Be aware that different evidence will lead to different conclusions and understand that when making interpretations - Use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) as well as challenge historical viewpoints with questioning
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Component: Constructing the past - connections, contrasts, cause and effect, trends						
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Notice some similarities and differences when comparing now and the past based on their own 'new' and an 'old' item.</p> <p>Join in events at school to commemorate and remember significant events and people</p>	<p>Notice some similarities and differences when comparing now and the past based on their own life experiences as well as learnt experiences</p> <p>- Comment on images of familiar situations in the past.</p> <p>- Compare and contrast characters from stories, including figures from the past.</p> <p>- Join in events at school to commemorate and remember significant events and people</p> <p>- Know that some things can change and some things can stay the same linked to our own life or learning</p> <p>- Know that some things have a cause and a consequence (link to own actions or learning)</p>	<p><i>Talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory</i></p> <p>- Discuss ways of life in the past and how it is similar and different to their own</p> <p>- Know that there are different causes of events and with support say what they are</p> <p>- Be able to, with support, suggest at least one positive and negative consequence of an event</p> <p>- Be able to, with support, suggest at least one change that has happened as a result of an event</p> <p>- Be able to identify, with support, at least one way that something has stayed the same (continuity) and changed within living memory</p> <p>- Be able to suggest at least one reason why a person or event is seen as historically significant</p> <p>- Identify and talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory</p> <p>- Discuss ways of life in the past and how it is similar and different to their own and other periods studied</p>	<p><i>Talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory</i></p> <p>- Discuss ways of life in the past and how it is similar and different to their own</p> <p>- Know that there are different causes of events and with support say what they are</p> <p>- Be able to, with support, suggest at least one positive and negative consequence of an event</p> <p>- Be able to, with support, suggest at least one change that has happened as a result of an event</p> <p>- Be able to identify, with support, at least one way that something has stayed the same (continuity) and changed within living memory</p> <p>- Be able to suggest at least one reason why a person or event is seen as historically significant</p> <p>- Identify and talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory</p> <p>- Discuss ways of life in the past and how it is similar and different to their own and other periods studied</p>	<p>- Identify similarities and differences between certain aspects of the period studied</p> <p>- With support, start to identify similarities and differences across different periods studied</p> <p>- Identify different causes and consequences of events or periods studied</p> <p>- Identify the lasting legacy of certain periods of history have on society today</p> <p>- Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and start to identify why things change or stay the same</p> <p>- Identify significant people and periods and start to understand why some of these are seen as significant</p> <p>- Draw out independently some similarities and differences within aspects of the period studied</p> <p>- Identify some similarities and differences between certain aspects of the periods studied</p> <p>- With support, start to make links between different periods of the past</p> <p>- Identify different causes and consequences of events and say why consequences can be different</p> <p>- Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today</p>	<p>- Identify similarities and differences between certain aspects of the period studied</p> <p>- With support, start to identify similarities and differences across different periods studied</p> <p>- Identify different causes and consequences of events or periods studied</p> <p>- Identify the lasting legacy of certain periods of history have on society today</p> <p>- Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and start to identify why things change or stay the same</p> <p>- Identify significant people and periods and start to understand why some of these are seen as significant</p> <p>- Draw out independently some similarities and differences within aspects of the period studied</p> <p>- Identify some similarities and differences between certain aspects of the periods studied</p> <p>- With support, start to make links between different periods of the past</p> <p>- Identify different causes and consequences of events and say why consequences can be different</p> <p>- Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today</p>	<p>- Be able to make connections between different periods of the past and identify similarities and differences between certain aspects of these periods</p> <p>- Discuss independently ways aspects of a period of history may be similar or different to present time</p> <p>- Start to evaluate how a period/event has impacted Britain using one or more areas of historical focus (cultural, economic, military, political, religious and social history)</p> <p>- Understand the idea of short and long term consequences of event - Identify the short- and long term causes of an event/period of time and start to make justifications on which causes were the most important.</p> <p>- Be able to identify ways that something has stayed the same (continuity) and changed across a larger chronological period that extends beyond periods.</p> <p>- To know how important the consequences a person or event was on a local, national and international scale and why it would be considered significant.</p> <p>- Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied along with the period studied at the time and now.</p> <p>- Evaluate how a period/event has impacted Britain or another history both in the short and long term using one or more areas of historical focus (cultural, economic, military, political, religious and social history)</p>
<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; 	<p>- Handle sources of evidence and make observations of what it tells us about that person/event/period</p> <p>- Make comparisons between different types of evidence</p> <p>- Be exposed to the terms primary and secondary source</p>	<p>- Know what a primary and secondary source can be and identify some sources of evidence used as primary or secondary</p> <p>- Use different sources of evidence to formulate questions</p> <p>- Use evidence to answer questions about the past</p> <p>- Understand some sources of evidence are more reliable than others</p>	<p>- Use more than one source of evidence to answer questions about the past and make interpretations</p> <p>- Link their own sources of evidence using their own criteria but also criteria such as primary, secondary, fact, opinion, bias, reliable and unreliable and justify how they will use these sources to understand a period of history - Be aware that different evidence will lead to different conclusions and understand that when making interpretations</p> <p>- Use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) as well as challenge historical viewpoints with questioning</p>			

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<p>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>-With support, start to understand what legacy means</p>	<p>- Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and identify why things change or stay the same - Identify significant people and periods and start to understand why some of these are seen as significant; linking some significant events and people across periods studied in Year 3 and KS1</p>	<p>- Identify the short- and longterm causes of an event/period studied and understand how historians may interpret different causes as more important than others. - Identify and explain continuity and change across a larger chronological period that extends beyond periods studied. - Evaluate the significant historical events/periods and people from one or more periods of times and how they impacted life then and the impact on life now drawing comparisons with other significant events/people/periods studied previously</p>
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Component: Interpreting History							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to recognise that people have different beliefs and celebrate special times in different ways</p>	<p>-Know that some people have different views and ways they remember events -Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>-Start to understand some ways that historians find out about the past and represent it - Be exposed to the idea of different evidence presenting different interpretations and views of the past</p>	<p>-Start to understand historians find out about the past and represent it in different ways -Begin to understand about trust in terms of evidence and that not all representations of the past are the same. -Use parts of stories and other resources to show their understanding and interpretation of the past</p>	<p>-Know how historians find out about the past and how it can be represented and recorded in different ways - Start to understand that some historians evidence of a person/event/period can be more reliable than another - Use given sources of evidence and learning to interpret what that period was like. - Be exposed to the idea that interpretations of a period can change when new evidence is found - With support, start to understand that historical narratives can be questioned.</p>	<p>-Identify how historians have found out about the past and how they have represented and recorded in different ways - Understand that some historians evidence of a person/event/period can be more reliable than another - Use some chosen sources of evidence and learning to interpret what that period was like. - Understand evidence of a period can change when new evidence is found - Begin to understand that our history has been mainly constructed around a white British narrative and we need to explore black and ethnic minorities and centre their stories with equal value.</p>	<p>-Understand some sources of evidence are more reliable than others and some evidence is fact, opinion and with support help them identify those - Use sources of evidence and learning to draw their own interpretations of a period/event/person - Examine evidence across history to look at how interpretations of history can change -Develop an understanding of Empire and the complex narrative around this.</p>	<p>-Explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past - Use various sources of evidence and learning to draw their own interpretations of a period/event/person and say why - Examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change - Give reasons why some people and aspects of history have not been accurately represented in the past e.g. Black History/Empire.</p>
<p>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.</p>							

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Vocabulary: non-topic specific							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
today		year		chronological order		anachronism	
yesterday		decade		era/period		chronological order	
before		century		B.C.E (Before the Common Era)		era/period	
after		ancient		C.E (The Common Era)		B.C.E (Before the Common Era)	
tomorrow		modern		B.C (Before Christ)		C.E (The Common Era)	
the present		long ago		A.D (Anno Domini)		B.C (Before Christ)	
the past		timeline		invasion		A.D (Anno Domini)	
the future		date		civilisation		millennium	
day		order		empire		extent of change...	
week		similar		resistance		turning point	
month		different		conquest		to weigh up both sides	
long ago		living memory		colony		on one hand	
old new/recent		memories		gods/goddesses		however	
parent		grandparents time		invention		primary evidence	
grandparent		photograph		archaeologist/archaeology		secondary evidence	
great grandparent		artefact		sources		eye witness	
clue		What...? When...? Where...? How? Why..?		importance		this source suggests that...	
memory		chronological order		significance		could have been... might have been...	
lifetime		era/period		legacy		impact	
calendar		impact		impact		effects	
remember		significant		effects		consequences	
Who? What? When? Why? How?		memorial		reason		legacy	
		investigate		change		significance	
		research		continuity		impression	
		evidence		this suggests...		change	
		historians		I can infer...		continuity	
		experts		first hand evidence		cause/s	
				second hand evidence		infer suggest	
				myths and legends		My conclusion is that....	
				oral history		historian	
				museum		archaeologist	



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			archaeology democracy culture stereotype diversity traditional view/attitudes variety of sources different experiences this source impression the source omits to mention... the purpose reliability one sided/biased primary evidence/source Secondary evidence/source
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