

# Hudson Road Primary School

## History

### Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b><u>Unit of Study One</u></b> British History</p>	My Family	We are Britain! (The Royal Family/Queen Elizabeth II, Queen Victoria)	Transport (The History of Transport / British History)	Mapping out the Monarchy (A History of Important British Rulers)	Who First Lived in Britain? (The Stone, Bronze and Iron Age)	Who were the Anglo-Saxons and the Scots? (Anglo-Saxons & Scots)	<p>WW2 in Britain (World War 2)</p> <p>In depth unit of study</p>
<p><b><u>Unit of Study Two</u></b> British History</p>	A Figure from British History	Florence Nightingale (British History)	The Great Fire of London (British History)	Down The Pit (Local History / Victorians)	What did the Romans do for us? (Romans)	The Viking and Anglo-Saxon struggle for the Kingdom of England (Vikings and Anglo-Saxons)	
<p><b><u>Unit of Study Three</u></b> European and World History</p>	Sequencing the language of time	Exploring the life of Captain Cook (Nautical Theme)	Exploring Space (Neil Armstrong)	Ancient Egyptians (The Egyptians)	Who were the Ancient Greeks? (The Greeks)	The Mighty Mayans (The Mayans)	BAME History

## British History

	EYFS <u>My Family</u>	Year 1 <u>We Are Britain!</u>	Year 2 <u>Transport</u>
Chronological Knowledge		<p>The first castle built on the site was a wooden Motte and Bailey Castle in 1080. Newcastle's stone castle was built in 1177 <b>b. 24 May 1819, d. 22 Jan 1901:</b> Queen Victoria's life <b>1837</b> Victoria Became Queen <b>1840</b> Victoria Married Prince Albert <b>1952</b> Queen Elizabeth II became our monarch today</p>	<p><b>3,500 BC</b> The wheel is invented in Iraq <b>1825</b> The first passenger railway opens <b>1885</b> The car is invented <b>1900s</b> Electric trams begin running in many towns <b>1903</b> First airplane flight - The Wright Brother <b>1961</b> Yuri Gagarin became the first human in space and the first human to orbit the Earth. <b>1969</b> - The Apollo 11 spacecraft landed on the Moon and Neil Armstrong became the first man to walk on the Moon.</p>
Wider Knowledge	<p><b>Birth to 3:</b> Recognise and are calmed by a familiar voice. Start to develop conversation Understand simple who what and where questions <b>3&amp;4 Years</b> Understand why questions Sing a large repertoire of songs Can start a conversation with an adult and continue it for many turns. Develop their sense of responsibility and membership of a community. Begin to make sense of their own life's story and family's history. <b>Reception</b> Use new vocabulary Talk about members of their immediate family and community.</p>	<p><b>Focus One: Royal Family</b> To understand the current royal family back as far as Queen Victoria. To understand the roles of King Charles. Describe the main features of a castle and their purpose. <b>Understand that life was different for rich and poor people in history.</b></p> <p><b>Focus Two: Queen Victoria and her reign</b> Understand how Queen Victoria was an important figure in British History. Understand the important inventions of the Victorian era, including the light bulb, the telephone and the flushing toilet. <b>Describe how life was the same and different in Victorian England.</b></p>	<p>Describe different modes of transport through time including the invention of the wheel, air travel, cars, trains and space travel. Understand who George Stephenson was. <b>Talk about why George Stephenson was important and what he changed.</b> <b>Sequence transport on a timeline.</b></p>
Vocabulary	<p>Family Home House Named family members Live Who</p>	<p>Royal Monarch Banquet Windsor Castle Family Crest Queen Victoria Victorian Motte and Bailey Dungeon Reign</p>	<p>Motor car Automobile Penny Farthing Steam Train Steam Ship Transport Bicycle Tram Rocket</p> <p>George Stephenson Aeroplane Horse and Carriage</p>

## British History

	EYFS A Figure From British History	Year 1 <i>Florence Nightingale</i>	Year 2 <i>The Great Fire of London</i>
Chronological Knowledge	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Florence Nightingale was born to William and Frances Nightingale, on the <b>12<sup>th</sup> of May 1820</b></p> <p>In <b>1845</b>, when Florence was 35 years old, she decided that she wanted to be a nurse</p> <p>In <b>1853</b>, the Crimean War began</p> <p>In <b>1854</b>, Florence travelled to Turkey to help injured soldiers of the war</p> <p>In <b>1854</b>, Florence became known as the Lady of the Lamp</p> <p>In <b>1856</b>, the Crimean war ended and Florence returned home to London in <b>1857</b>.</p> <p>In <b>1883</b> Florence was awarded the Red Royal Cross by Queen Victoria for all of her hard work.</p>	<p><b>2 September 1666</b> A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city</p> <p><b>6 September 1666</b> The very last fire was extinguished early in the morning by a crew led by Samuel Pepys</p> <p><b>27 October 1666</b> Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident</p> <p><b>1677</b> The monument to the Great Fire of London was finished</p>
Wider Knowledge		<p><b>Focus One:</b> Understand key inventions of the Victorian Era including electricity. <b>Compare modern day hospitals with those from the Victorian era.</b></p> <p><b>Focus Two:</b> <b>Understand why Florence Nightingale was important and how she changed things.</b> Discuss why Florence was known as the Lady of the Lamp.</p>	<p><b>Focus One:</b> Describe how fires are fought in 17th century England. <b>Compare firefighting now and in the 17th century.</b> <b>Understand how we can find out about events in the past from various sources</b> e.g. the diary of Pepys. Describe how the Great Fire of London started. <b>Understand that the Great Fire of London happened due to various causes.</b> <b>Understand that the Great Fire of London led to changes in town planning and the rebuilding of London.</b></p>
Vocabulary	<p>Past History Different Similar Compare First Then Next Before time</p>	<p>Lady of the lamp Crimean War Victorian Queen Victoria Improved Electricity London Turkey Gas lamp</p>	<p>London Fireman Fire brigade Pudding Lane Samuel Pepys Lord Mayor River Thames Stuart King Charles II Plague Fire chain Gunpowder Wealthy Un-wealthy Possessions</p>

**European or World History**

	EYFS Sequencing the Language of Time	Year 1 <u>The Voyages of Captain Cook</u>	Year 2 <u>Exploring Space – Neil Armstrong</u>
Chronological Knowledge	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (3&4 years)	<p><b>1728</b> – Captain James Cook was born in North Yorkshire</p> <p><b>1755</b> – Captain Cook joined the Royal Navy where he learned how to sail</p> <p><b>1768</b> – Captain Cook became commander of HMS Endeavour and was sent to discover Australia</p> <p><b>28<sup>th</sup> April 1770</b> – Captain Cook claimed Australia for Great Britain</p> <p><b>1771</b>- Captain Cook returned to England to present his findings from Australia</p> <p><b>1779</b> – Captain Cook is killed in Hawaii when arguing with a local tribe.</p>	<p><b>August 5<sup>th</sup>, 1930</b> – Neil Armstrong was born in Ohio (America)</p> <p>In <b>1947</b>, Neil goes to University to study aerospace engineering</p> <p>In <b>1952</b>, Neil joins NASA the US space exploration agency</p> <p>In <b>1962</b>, Neil joins the astronaut training programme in Texas</p> <p>In <b>1966</b>, Neil goes into space for the first time</p> <p>In <b>1969</b>, Neil Armstrong and two other astronauts landed on the moon</p> <p>In <b>2012</b>, Neil Armstrong died in at the age of 82 years old</p>
Wider Knowledge		<p>Discuss Captain Cook's method of travel.</p> <p><b>Make comparisons between travel today and in 1700s.</b></p> <p><b>Begin to identify old and new things in pictures.</b></p> <p>Discuss that Captain Cook was an explorer and cartographer.</p> <p><b>Identify that two people would tell the story of Captain Cook in a different way (Captain Cook vs Australian people)</b></p>	<p>Understand what the space race was and who was involved in it.</p> <p><b>Understand how the space race and space travel changed life today.</b></p> <p>Describe the moon landing and the various roles that people played.</p> <p><b>Understand how the moon landing was represented in different ways in the past.</b></p>
Vocabulary	First Second Then Next Finally	Australia Discover Voyage Sailing Britain English Captain James Cook Navigate	Space race Astronaut Lunar Space shuttle Aerospace Neil Armstrong Yuri Gagarin Buzz Aldrin Catherine Johnson Michael Collins

British History							
	Year 3 <i>Mapping out the Monarchy</i>	Year 4 <i>Who Lived in Britain First?</i>	Year 5 <i>Who Were The Anglo-Saxons And The Scots?</i>	Year 6 <i>WW2 In Britain</i>			
Chronological Knowledge	<p><b>The Normans (1066 – 1154)</b> King William I, the Conqueror, 1066 - 1087</p> <p><b>Plantagenets (1154 – 1399)</b></p> <p><b>The House Of Lancaster (1399 – 1461)</b></p> <p><b>The House Of York (1461 – 1485)</b></p> <p><b>The Tudors (1485 – 1603)</b> King Henry VIII, 1509 - 1547</p> <p><b>The Stuarts (1603 – 1649) (1660 – 1714)</b> Queen Anne, 1702 – 1714</p> <p><b>The House Of Hanoverians (1714 – 1901)</b></p> <p><b>Saxe-Coburg-Gotha (1901 - 1917)</b></p> <p><b>And The Windsor's (1917 – Present)</b> Queen Elizabeth II, 1952 - present-day</p>	<p><b>3,000 BC</b> New Stone Age begins: farming people arrive from Europe. First stone circles erected.</p> <p><b>2,100 BC</b> Bronze Age begins</p> <p><b>2,000 BC</b> Stonehenge completed</p> <p><b>750 BC</b> Iron Age began. Iron replaces bronze as most useful metal.</p>	<p><b>350</b> Anglo-Saxons raid English settlements and are beaten back by the Romans</p> <p><b>410</b> Romans Leave England and England shores are unprotected</p> <p><b>449 – 550</b> Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.</p> <p><b>450</b> Saxons, from Germany, settle in Kent.</p> <p><b>556</b> Seven kingdoms are created across Britain</p> <p><b>597</b> St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury</p> <p><b>617</b> Northumbria becomes the Supreme Kingdom</p> <p><b>779</b> Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh Border</p>	<p><b>30/01/1933:</b> Adolf Hitler becomes Chancellor of Germany. His Nazi Party, or the Third Reich, takes power and Hitler is leader.</p> <p><b>12/03/1938:</b> Hitler annexes the country of Austria into Germany.</p> <p><b>01/09/1939:</b> Germany invades <a href="#">Poland</a>. World War II begins.</p> <p><b>03/09/1939:</b> France and Great Britain declare war on Germany.</p> <p><b>10-22/06/1940:</b> Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe</p> <p><b>30/05/1940:</b> Winston Churchill becomes leader of the British government.</p> <p><b>10/07/1940:</b> Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain. They are unsuccessful</p> <p><b>06/06/1944:</b> D-day and the Normandy invasion. Allied forces invade France and push back the Germans.</p> <p><b>07/05/1945:</b> Germany surrenders to the Allies.</p>			
Wider Knowledge	<p>Describe who William the Conqueror was.</p> <p><b>Understand how William the Conqueror changed England and how he was historically significant.</b></p> <p>Understand the importance of King John and the Magna Carta.</p> <p>Understand why Henry the VIII had six wives.</p> <p>Explain how the United Kingdom of Great Britain was formed by Queen Anne.</p> <p>Understand why the Royal Family changed their name in 1917.</p> <p><b>Develop an increasing understanding of the chronology of Britain.</b></p>	<p>Neolithic life including hunter gatherers and early farmers (Skara Brae)</p> <p>Bronze age including religion, technology and travel (Stonehenge).</p> <p>Iron age including hill forts, farming and art and culture (Maiden Castle)</p> <p><b>Understand more complex times such as BC/AD</b></p> <p><b>Identify why people might have had to do things such as changes from Stone to Bronze age, Bronze to Iron age.</b></p>	<p>Anglo Saxon life in Britain</p> <p>Understand who the Anglo Saxon invaders were and why they wanted to settle.</p> <p>Understand what life was like in an Anglo Saxon village including religion.</p> <p>Sutton Hoo mystery</p> <p><b>Understand similarities and differences between this time period and others studied.</b></p> <p><b>Explain how life was different for different people in the Anglo-Saxon period (rich and poor, male and female.</b></p> <p><b>Identify different sources that have provided information about the past.</b></p>	<p>Understand the causes of World War II.</p> <p>Understand how life was different in Britain during the war including rationing.</p> <p>Understand the Battle of Britain and how it links to the Blitz at the Sunderland Shipyards.</p> <p>Understand D Day and the end of the war.</p> <p>Understand how VE day was celebrated locally and nationally.</p> <p><b>Explain how life was different for different people during the war including the role of women and the evacuation of children.</b></p> <p><b>Order a greater number of events, dates and movements on a timeline.</b></p> <p><b>Summarise the main events within a period of history explaining the order of events and what happened.</b></p>			
Vocabulary	<p>Royalist</p> <p>Parliament</p> <p>Coronation</p> <p>Rebellion</p> <p>Unification</p> <p>Assassination</p> <p>Sovereign</p> <p>Magna Carta</p>	<p>Hunter-gatherer</p> <p>Domesticate</p> <p>Nomad</p> <p>Tribe</p> <p>Skara Brae</p> <p>Bronze/Iron</p> <p>Roundhouse</p> <p>Hillfort</p> <p>Smelting</p>	<p>Druid</p>	<p>Angles</p> <p>Saxons</p> <p>Jutes</p> <p>Mead</p> <p>Rune</p> <p>Wattle-and-daub</p> <p>Thatch</p> <p>Farmer-warrior</p>	<p>Manuscript</p> <p>Illumination</p> <p>Lindisfarne</p> <p>Sutton Hoo</p>	<p>Neville Chamberlain</p> <p>Blitz, Evacuee</p> <p>Nazi</p> <p>German Spitfire</p> <p>Soldier</p> <p>Anderson shelter</p> <p>Winston Churchill</p> <p>Air-raid shelter</p>	<p>Munitions</p> <p>Adolf Hitler</p> <p>Ration book</p>

## British History

	Year 3 <u>Down The Pit</u>	Year 4 <u>What Did The Romans Do For Us?</u>	Year 5 <u>Vikings Vs Anglo Saxons</u>	Year 6
Chronological Knowledge	<p><b>1815:</b> Davy Safety Lamp</p> <p><b>1825:</b> Railways such as the Durham and Sunderland railway, began to open so that coal could be transported in bigger quantities.</p> <p><b>1842:</b> Coal Mines Act prohibits all women and girls, and boys under 10, from underground work (<b>link back to prior KS1 learning about Queen Victoria</b>)</p> <p><b>1985:</b> End of Coal mining in the modern era</p>	<p><b>43 AD</b> Romans invade and Britain becomes part of the Roman Empire</p> <p><b>61 AD</b> Boudicca leads the Iceni in revolt against the Romans</p> <p><b>70 AD</b> Romans conquer Wales and the North</p> <p><b>122 – 128 AD</b> Emperor Hadrian builds a wall on the Scottish Border</p> <p><b>140 AD</b> Romans conquer Scotland</p> <p><b>401 – 410 AD</b> The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle</p>	<p><b>793 AD</b> Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria.</p> <p><b>871 AD</b> Alfred the Great becomes king of Wessex.</p> <p><b>886 AD</b> King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw.</p> <p><b>900 AD</b> The Vikings establish rule over Scotland.</p> <p><b>1014 AD</b> Cnut becomes king of the Danes and England</p> <p><b>1042 AD</b> Edward II returns from Normandy to become king of England. He is better known as Edward the Confessor because of his piety.</p> <p><b>1066 AD</b> The last Anglo Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman</p>	
Wider Knowledge	<p>Local history focus on mining in Sunderland and the wider local area. Understand how important coal was in Victorian England. Describe what life was like for workers in coal mines including children. Understand the coal mining act and its significance.</p> <p><b>Identify how life was different for different people in the mining communities. Use evidence from sources to answer historical questions.</b></p>	<p>Understand the Roman invasion of Britain and what life was like in Roman Britain.</p> <p>Understand how Romans were welcomed in Britain. Describe Boudicca and her role in Roman History.</p> <p>Local history focus on Hadrian's Wall. Understand why the wall was created and the differences between Roman and Celtic people and cultures.</p> <p><b>Identify reasons and results of people's actions and why people might have had to do things.</b></p> <p><b>Identify historically significant individuals from the Roman period.</b></p>	<p>Understand who the Vikings were and how did they tried to take over Britain.</p> <p><b>Explain the similarities and differences between the Viking and Anglo Saxon Britain.</b></p> <p><b>Understand that different versions of history can exist and give reasons why - remembering Vikings.</b></p>	
Vocabulary	<p>Mine Shaft Trapper Collier Ripper Hurrier Disaster Reform</p>	<p>Empire Aqueduct Centurion Emperor Boudicca Chariot Invasion</p>	<p>Longboat Chieftain Danegeld Danelaw Jarl Figurehead</p> <p>Valhalla Berserker Yggdrasil Asgard Karl</p>	

**European or World History**

	Year 3 <i>Ancient Egyptians</i>	Year 4 <i>Who Were The Ancient Greeks?</i>	Year 5 <i>The Mighty Maya</i>	Year 6 <i>BAME Civil Rights History</i>
Chronological Knowledge	<p><b>c.3100BC</b> – People began to settle in the area of Ancient Egypt.</p> <p><b>c.2700BC</b> – The first pyramid structure of ‘Saqqara’ was built for Pharaoh Djoser.</p> <p><b>c.2250BC</b> – The Great Pyramid of Giza was built.</p> <p><b>332BC</b> – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p>	<p><b>776 BC</b> The first Olympic games were held in Olympia</p> <p><b>31 BC</b> The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in</p> <p><b>322 BC</b> – the capital was Alexandria in Egypt; it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire</p> <p><b>700-480BC</b> – Ancient Greek Empire</p>	<p><b>750 BC</b> The first Maya cities developed</p> <p><b>50 BC</b> First inscription in Mayan hieroglyphs</p> <p><b>800-900 AD</b> Building of stepped pyramid of Chichen-Itza</p> <p><b>822 AD</b> City of Copan deserted</p> <p><b>869 AD</b> City of Tikal abandoned</p> <p><b>909 AD</b> Last recorded inscription of classic Maya</p>	<p>1619 Slavery in America began when 20 slaves were brought to the British colony of Jamestown, Virginia</p> <p>1740-1810 The slave trade was at its peak with 60,000 Africans arriving in America each year</p> <p>1833 The British Empire Abolished Slavery</p> <p>1865 The US abolished slavery with the 13th amendment to the constitution</p> <p>1940’s The Black civil rights movement began.</p> <p>1955 Rosa Parks was put on trial and fined</p> <p>1963 Martin Luther King gave his speech</p> <p>1968 Martin Luther King was assassinated</p>
Wider Knowledge	<p>Understand what the Ancient Egyptians believed.</p> <p>Understand how religion affected life in Ancient Egypt.</p> <p>Understand daily life in Egypt and how this was affected by the needs in Ancient Egypt.</p> <p><b>Discuss similarities and differences in beliefs in Ancient Egypt and today.</b></p> <p><b>Identify different sources for information about the Egyptians.</b></p>	<p>Understand who the Ancient Greeks were and what life was like.</p> <p>Understand how Ancient Greece has affected our lives today including language, governance, Olympic Games.</p> <p><b>To identify sources for information about the Greeks including artefacts and archaeological sites.</b></p> <p><b>Identify historically significant events from Ancient Greece.</b></p>	<p>Understand where and when the Mayan’s lived.</p> <p>Describe what Mayan writing was like and how Mayan’s could tell the time.</p> <p><b>Explain similarities and differences between Mayan culture and life today including art, culture, sport, writing and maths.</b></p> <p><b>Explain what the Mayan’s did was historically significant.</b></p>	<p>Understand what the slave trade was and when it was abolished.</p> <p>Describe how slaves were treated.</p> <p><b>Describe and explain why Rosa Parks was historically significant and how what she did changed things for people living in America.</b></p> <p><b>Describe and explain how Martin Luther King was historically significant and how what he did changes things for people.</b></p> <p><b>Explain how life was different for different people in the past including different cultures and races.</b></p>
Vocabulary	<p>Pharaoh Scarab Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone</p>	<p>Democracy Acropolis Parthenon Marathon Olympics Citizen Governed Legacy</p>	<p>Dynasty Maize Codex Hieroglyphics Stela Scribe Bloodletting Cacao Cenote</p>	<p>Slavery Slave trade Empire Colony Abolition Civil rights Oppression Discrimination Segregation Rosa Parks Martin Luther King</p>

Overarching Historical Vocabulary

EYFS	KS1	LKS2	UKS2
Similarities Differences Communities Traditions Past Present	Century Chronological order Living memory Remembers Memories Opinion Fact Source Interpret Enquire/Enquiry Research Evidence Experts Significant Recent Lifetime	Era/Period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) Archaeology Pre-history Biased Impact Consequences Continuity	Primary Source/Evidence Secondary Source/Evidence Reliable Extent of Change Extent of Continuity Evaluate Reliable Eye-witness Monarchy Legacy Ambiguous Omits Decade



Historical Enquiry			
EYFS	KS1	LKS2	UKS2
<b>E1:</b> Children know about similarities and differences between themselves, others, and families, and communities and traditions.	<b>E1:</b> Identify different ways in which the past is represented <b>E2:</b> Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" <b>E3:</b> Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.	<b>E1:</b> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. <b>E2:</b> Ask questions and find answers about the past.	<b>E1:</b> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. <b>E2:</b> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. <b>E3:</b> Investigate own lines of enquiry by posing questions to answer.
Organisation and Communication			
<b>O1:</b> Children talk about past and present events in their own lives and family members.	<b>O1:</b> Sort events or objects into groups (i.e. then and now.) <b>O2:</b> Use timelines to order events or objects. <b>O3:</b> Tell stories about the past. <b>O4:</b> Talk, write and draw about things from the past.	<b>O1:</b> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	<b>O1:</b> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <b>O2:</b> Plan and present a self-directed project or research about the studied period.
Historical Interpretation			
<b>I1:</b> Look at their own families and immediate surroundings.	<b>I1:</b> Look at books, videos, photographs, pictures and artefacts to find out about the past.	<b>I1:</b> Explore the idea that there are different accounts of history.	<b>I1:</b> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. <b>I2:</b> Give reasons why there may be different accounts of history. <b>I3:</b> Evaluate evidence to choose the most reliable forms.
Chronological Understanding			
<b>C1:</b> Children talk about past and present events in their own lives and family members.	<b>C1:</b> Understand the difference between things that happened in the past and the present. <b>C2:</b> Describe things that happened to themselves and other people in the past. <b>C3:</b> Order a set of events or objects <b>C4:</b> Use a timeline to place important events. <b>C5:</b> Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.	<b>C1:</b> Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <b>C2:</b> Use a timeline to place historical events in chronological order. <b>C3:</b> Describe dates of and order significant events from the period studied.	<b>C1:</b> Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <b>C2:</b> Order significant events, movements and dates on a timeline. <b>C3:</b> Describe the main changes in a period in history.
Knowledge and Understanding of events, people and changes in the past			
<b>U1:</b> Children know that other children don't always enjoy the same things and are sensitive to this.	<b>U1:</b> Recall some facts about people/events before living memory <b>U2:</b> Say why people may have acted the way they did.	<b>U1:</b> Use evidence to describe the culture and leisure activities from the past. <b>U2:</b> Use evidence to describe the clothes, way of life and actions of people in the past. <b>U3:</b> Use evidence to describe buildings and their uses of people from the past	<b>U1:</b> Choose reliable sources of information to find out about the past. <b>U2:</b> Give own reasons why changes may have occurred, backed up by evidence. <b>U3:</b> Describe similarities and differences between some people, events and artefacts studied <b>U4:</b> Describe how historical events studied affect/influence life today. <b>U5:</b> Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)