

History progression of skills.

Topic	National curriculum objectives
<u>EYFS</u> Growing up – what can we do now? Remembrance Day The Royal Family Pirate ships – changes in transportation Growing up revisited – what can we do now?	Understanding the World <u>ELG: Past and Present</u> 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.

Key vocabulary	
Growing up – what can we do now?	Born, baby, child, teenager, adult, now, then, learn, grow, change.
Remembrance Day	Remember, remembrance day, wreath, poppy, 11 th November, 11 o'clock, silence, parade, soldier, peace, salute, medals, war, past.
The Royal Family	Royal, Queen, King, crown, Buckingham palace, Prince, King Charles III, guard, union jack flag, commonwealth, London, castle.
Pirate ships – changes in transportation	Galleon, ship, sail, wooden, steel, hull, travel, transport, ferry, portside, starboard, modern, traditional.
Growing up revisited – what can we do now?	Born, baby, child, teenager, adult, now, then, learn, grow, change, life, progress, learning, skills, life cycle.

Year 1

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
The Great Fire of London	Events beyond living memory that are significant nationally or globally	Explain that there are different types of evidence and sources that can be used to help represent the past	Choose and select evidence and say how it can be used to find out about the past	- Sequence artefacts and events that are close together in time - Order dates from earliest to latest on simple timelines - Use words and phrases from key vocabulary	- Recognise some similarities and differences between the past and the present - Know and recount episodes from stories and significant events in history	- Talk, write and draw some things from the past - Use historical vocabulary to retell simple stories about the past
Nurturing nurses	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Mary Seacole and/or Florence Nightingale and Edith Cavell)	Observe and use pictures, photographs and artefacts to find out about the past	Observe or handle evidence to ask simple questions about the past		- Identify similarities and differences between ways of life in different periods - Describe significant individuals from the past	Talk, write and draw some things from the past
Travel and Transport (Canal in the local area)	- Changes within living memory- where appropriate these should be used to reveal aspects of change in national life - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Christopher Columbus and Neil Armstrong)	Observe and use pictures, photographs and artefacts to find out about the past	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	- Sequence pictures from different periods - Use words and phrases from key vocabulary	- Recognise some similarities and differences between the past and the present - Identify similarities and differences between ways of life in different periods - Describe significant individuals from the past	Use drama/ role play to communicate their knowledge about the past

Key vocabulary	
old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	
The Great Fire of London	Samuel Pepys, 17 th Century, London, capital city, England, Britain, River Thames, King Charles, Pudding Lane, diary, past, present, old, modern, fire fighter, chimney sweep, blacksmith, carpenter, chandler
Nurturing nurses	Nurse, care, nursed, healer, significant, important, inspired, problem, solution, remembered, changed, compared, injured, hospital, Florence Nightingale, Mary Seacole, Edith Cavell
Travel and transport	Bicycle, penny farthing, horse and carriage, omnibus, Viking longship, sailing boat, canal, canal boat/ barge boat, steam train, Stephenson's rocket, steam engine, car, engine, petrol, diesel, electric car, driverless car, wright brothers, bus, hot air balloon, aeroplane, helicopter, concorde, space shuttle, Montgolfier brothers, Christopher Colombus, Neil Armstrong

Year 2

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Seaside then and now (Victorians)	- Events beyond living memory that are significant nationally or globally - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Elizabeth 1 and Queen Victoria)	- Observe and use pictures, photographs and artefacts to find out about the past - Explain that there are different types of evidence and sources that can be used to help represent the past.	- Observe or handle evidence to ask simple questions about the past - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	- Sequence pictures from different periods - Use words or phrases such as: old, new, earliest, latest, past, oldest, before, after	Recognise similarities and differences between ways of life in different periods	Talk, write and draw about things from the past
Titanic	- Changes within living memory- where appropriate these should be used to reveal aspects of change in national life - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Elizabeth 1 and Queen Victoria)	- Observe and use pictures, photographs and artefacts to find out about the past - Explain that there are different types of evidence and sources that can be used to help represent the past	Observe or handle evidence to ask simple questions about the past	Order date from earliest to latest on simple timelines	- Identify similarities and differences between ways of life - Know and recount episodes from stories and significant events in history	- Talk, write and draw about things from the past - Use historical vocabulary to retell simple stories about the past

Famous Monarchs	- Changes within living memory- where appropriate these should be used to reveal aspects of change in national life - The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example: Elizabeth 1 and Queen Victoria)	- Observe and use pictures, photographs and artefacts to find out about the past - Start to use stories or accounts to distinguish between fact and fiction - Explain that there are different types of evidence and sources that can be used to help represent the past	- Observe or handle evidence to ask simple questions about the past - Choose and select evidence and say how it can be used to find out about the past	Order dates from earliest to latest on simple timelines	- Recognise some similarities and differences between the past and the present - Identify similarities and differences between ways of life in different periods - Describe significant individuals from the past	Show an understanding of historical terms, such as monarchs, parliament, government, war, remembrance
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Key vocabulary	
Seaside (now and then)	Seaside, past, holiday, horse, carriage, steam train, travel, plane, sea, sand, Blackpool, Punch, Judy, Pier, Donkeys, Oysters, Fish, Chips, family, transport, bathing machine, bathing costume, clothes, sun cream, hat, umbrella, shade, photographs.
Titanic	Harland and Wolff, Belfast, Ireland, Shipyard, 1912, ship, sail, passengers, Captain, lifeboats, England, France, New York, America, travel, Atlantic Ocean, 1 st class, 2 nd class, 3 rd class, engines, coal, dining room, swimming pool, iceberg, sink, Carpathia, survivors.
Famous Monarchs	Monarch, king, queen, sword, crown, tiara, jewels, heir, rule, eldest, abdicate, prime minister, parliament, government, chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II. Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada.

Year 3

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Prehistoric Britain (Stone age to Iron Age)	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	- Consider different ways of checking the accuracy of interpretations of the past - Start to understand the difference between primary and secondary evidence and the impact of this on reliability - Know that people in the past represent events or idea in a way that may be to persuade others - Begin to evaluate the usefulness of different sources	Use a range of sources to find out about the past	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	Describe connections and contrasts between aspects of history, people, events and artefacts studied	Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
Royal Rulers	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives		Use a range of sources to find out about the past	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are	Find out about the everyday lives of people in time studied compared with our life today	Use and understand appropriate historical vocabulary to communicate

	within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information		Begin to undertake own research	sometimes further apart, and terms related to the unit being studied and passing of time	Identify key features, aspects and events of the time studied	information such as ruled, reigned, empire, invasion, conquer, kingdoms Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
Local History study - Railways	- Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods - Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this - Construct informed responses that involved thoughtful selection and organisation of relevant historical data	- Consider different ways of checking the accuracy of interpretations of the past - Start to understand the difference between primary and secondary evidence and the impact of this on reliability	- Use a range of sources to find out about the past - Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	- Find out about the everyday lives of people in time studied compared with our life today - Describe connections and contrasts between aspects of history, people, events and artefacts studied	Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

	Note connections, contrasts and trends over time and develop the appropriate use of historical terms					
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Key vocabulary	
Prehistoric Britain (Stone age to Iron Age)	Flint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source, skara Brae, prehistoric, dwelling, inhabited, extraordinary, clumps, magnitude, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock, earthwork, circular, ditch, antler, flint, pit, religious, ceremony, bluestones, corridor, upright, horizontally, outer, vertical, derived, horseshoe, sacrifice, Druid, construction, pulleys, align.
Royal Rulers	Normans, rule, reign, William the Conqueror, William I, Harold Godwinson, Edward the Confessor, Duke of Normandy, Tostig, taxes, Domesday Book, reigned, Medieval, throne, taxes, revolt, rebellion, Magna Carta, Runnymede, Henry VIII, eir, divorce, beheaded, unfaithful, portrait, affairs, religious, faith, pregnant, parliament, desire, prosperity, Great Britain, Acts of Union, monarch, flag, currency, governing, empire, assassination, Industrial Revolution, mutiny, Benjamin Disraeli, Australia, New Zealand, Canada, South Africa, India, Jamaica, Barbados, Empress of India, had of the Commonwealth, Head of the Armed Forces and Supreme Governor of the Church of England, coronation, the Trooping of the Colour, sovereign, monarch, reign, Diamond Jubilee, pageant, National Anthem.
Local History Study-Railways	Local, railways, transport, locomotive, railroad, passenger, industry, colliery, nationalised, privatised, steam, diesel, Highfield, Plodder lane, Bolton, London and North Western Railway, locomotive shed, Engine shed, Good yards.

Year 4

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Romans and their impact on Britain	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		- Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information - Gather more detail from sources such as maps to build up a clearer picture of the past - Regularly address and sometimes devise own questions to find answers about the past - Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	- Note key changes over a period of time and be able to give reasons for those changes - Explain how people and events in the past have influenced life today - Identify key features, aspects and events of the time studied - Describe connections and contrasts between aspects of history, people, events and artefacts studied	- Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms - Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides - Start to present ideas based on their own research about a studied period.
2023-2024 Crime and Punishment (Beginning	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives	Look at more than two versions if the same event or story in history and identify differences	- Use a range of sources to find out about the past - Regularly address and sometimes devise own	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further	Find out about the everyday lives of people in time studied compared with our life today	Present, communicate and organise ideas about the past using models, drama role play and different

with the Romans) 2024-2025 Britain's settlement by Anglo-Saxons and Scots	within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	questions to find answers about the past	apart, and terms related to the unit being studied and passing of time Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	- Identify key features, aspects and events of the time studied - Describe connections and contrasts between aspects of history, people, events and artefacts studied	genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
Normans	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance.		- Use a range of sources to find out about the past - Begin to undertake own research	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	- Find out about the everyday lives of people in time studied compared with our life today - Identify key features, aspects and events of the time studied	- Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms - Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

Key vocabulary	
Romans and their impact on Britain	Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts, Gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, prayer, Roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct, hypocaust, great bath.
2024-2025: Britain's settlement by Anglo-Saxons and Scots	Invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town county, kingdom, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, artefact, excavation, archaeology, historian, sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great.
Normans	Baron, census, chain mail, motte and bailey, church, forest law, forfeiture, invasion, magna carta, villeins, Windsor castle, Witan, battle of Hastings, 1066, Normandy, France, William, Duke, Domesday book, crusades, King

Year 5

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Ancient Greece	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	- Find and analyse a wide range of evidence about the past - Start to understand the difference between primary and secondary evidence and the impact of this on reliability - Begin to evaluate the usefulness of different sources	- Recognise when they are using primary and secondary sources of information to investigate the past - Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites - Select relevant sections of information to address historically valid questions and construct detailed, informed responses	- Order an increasing number of significant events, movements, and dates on a timelines using dates accurately - Accurately use dates and terms to describe historical events - Understand and describe in some detail the main changes to an aspect in a period in history - Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	- Identify and note connections, contrasts and trends over time in the everyday lives of people - Use appropriate historical terms such as culture, religious, social, economic and political when describing the past - Examine causes and results of great events and the impact these had on people - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	- Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural. religious - Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports

			Investigate their own line of enquiry by posing historically valid questions to answer			
Vikings	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	- Find and analyse a wide range of evidence about the past - Start to understand the difference between primary and secondary evidence and the impact of this on reliability - Begin to evaluate the usefulness of different sources	- Recognise when they are using primary and secondary sources of information to investigate the past - Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites - Select relevant sections of information to address historically valid questions and construct detailed, informed responses	- Order an increasing number of significant events, movements, and dates on a timelines using dates accurately - Accurately use dates and terms to describe historical events - Understand and describe in some detail the main changes to an aspect in a period in history - Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	- Identify and note connections, contrasts and trends over time in the everyday lives of people - Use appropriate historical terms such as culture, religious, social, economic and political when describing the past - Examine causes and results of great events and the impact these had on people - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	- Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural. religious - Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports

			Investigate their own line of enquiry by posing historically valid questions to answer			
World War 2	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	- Find and analyse a wide range of evidence about the past - Show an awareness of the concept of propaganda - Know that people in the past represent events of ideas in a way that may be to persuade others	- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites - Select relevant sections of information to address historically valid questions and construct detailed, informed responses	- Order an increasing number of significant events, movements, and dates on a timelines using dates accurately - Accurately use dates and terms to describe historical events - Understand and describe in some detail the main changes to an aspect in a period in history	- Identify and note connections, contrasts and trends over time in the everyday lives of people - Examine causes and results of great events and the impact these had on people - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports

Key vocabulary	
Ancient Greece	Trade, Athens, Aristotle, primary source, Olympic Games, civilisation, democracy, Philip II of Macedonia, Greek gods, the Trojan War, empire, city, state, Darius III of Persia, secondary source, legacies, Alexander the Great, debate, Sparta, Greek goddesses, the Trojan horse.
Vikings	Viking, axe, long boat, shield, spear, freeman, Gods, Goddesses, Odin, Freyja, Thor, king, horn cup, thatched house, coins, sword, slave, archer, Wessex, Danelaw, York, Jorvik, Lindisfarne, raid, homeland, settlement, Anglo Saxons.
World War 2	World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book, rationing, Dig for Victory, Lord Woolton, women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), holocaust, antisemitism, prejudice, Nazi, genocide, Jewish, scapegoat, values.

Year 6

Topic	National curriculum objectives	Historical Interpretations	Historical investigations	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Presenting, organising and communicating
Shang Dynasty	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	- Find and analyse a wide range of evidence about the past - Begin to evaluate the usefulness of different sources	- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites - Select relevant sections of information to address historically valid questions and construct detailed, informed responses	- Accurately use dates and terms to describe historical events - Understand and describe in some detail the main changes to an aspect in a period in history - Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	- Examine causes and results of great events and the impact these had on people - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	- Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious - Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports - Plan and present a self-directed project or research about the studied period.
Crime and Punishment through the ages	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	- Find and analyse a wide range of evidence about the past - Start to understand the difference between	Recognise when they are using primary and secondary sources of information to investigate the past	Order an increasing number of significant events, movements, and dates on a timelines using dates accurately	- Use appropriate historical terms such as culture, religious, social, economic and political when describing the past - Examine causes and results of great	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political,

	- Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.	primary and secondary evidence and the impact of this on reliability Begin to evaluate the usefulness of different sources	Select relevant sections of information to address historically valid questions and construct detailed, informed responses	- Accurately use dates and terms to describe historical events - Understand and describe in some detail the main changes to an aspect in a period in history - Understand how some historical events/ periods occurred concurrently in different locations, e.g: Indus Valley and Ancient Egypt	events and the impact these had on people	economic, cultural. religious
Leisure and entertainment	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Regularly address and sometimes device historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that involve thoughtful selection	- Find and analyse a wide range of evidence about the past - Show an awareness of the concept of propaganda - Know that people in the past represent events of ideas in a way that may be to persuade others	- Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites - Select relevant sections of information to address	Understand and describe in some detail the main changes to an aspect in a period in history	- Identify and note connections, contrasts and trends over time in the everyday lives of people - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children	Present, communicate and organise ideas about from the past using detailed discussions and debated and different genres of writing such as myths, <u>instructions</u>, <u>accounts</u>, <u>diaries</u>, <u>letters</u>, <u>information/ travel guides</u>, <u>posters</u>, <u>news reports</u>

	and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.		historically valid questions and construct detailed, informed responses			
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Key vocabulary	
Shang Dynasty	Oracle bones, warriors, Fu Hao, intact, jade, bronze, cowrie shells, King, ruling family, priests, officials, peasants, peasant farmers, craftsmen, merchants, slaves, supreme God, Shang Di, Beijing, China.
Crime and Punishment	The Romans, The Anglo-Saxons, The Vikings, The Normans, The Plantagenets, The Stuarts, The Tudors, The Georgians, The Victorians, bobbies, peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial, the treadwheel, the crank, shot drill, scold's bridle, branding, the rack, mutilation, exile.
Leisure and Entertainment	Broadcast, century, decade, entertainment, invented, leisure, popular, technology, television, communication, computer, revolution, World Wide Web.