

Identifying causes and consequences  
raising questions  
Finding similarities and differences  
Making interpretations  
Explaining significance  
Seeing change and continuity  
Develop a sense of chronology

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# We speak the language of History

## By the time they leave pupils will:

- ⊕ Have a curiosity and fascination about the past
- ⊕ Have a secure understanding of the chronology of the periods/events in history that they have studied
- ⊕ Use factual knowledge to describe past societies, periods and events
- ⊕ Select, gather and organise evidence from a variety of primary and secondary sources to find out about the past
- ⊕ Look closely and methodically when analysing a range of historical sources
- ⊕ Understand the significance of the people and events they have studied
- ⊕ Recognise similarities and differences between the historical periods they have studied
- ⊕ Recognise that some things stayed the same across the historical periods they have studied and how and why some things changed
- ⊕ Explain the possible cause/s of historical events and why people behaved as they did
- ⊕ Understand the consequences of past events and their impact on individuals, groups and society
- ⊕ Give opinions about historical events/periods and reasons for their opinions
- ⊕ Understand some of the different positions from which people see and understand historical events
- ⊕ Understand that explanations, interpretations and opinions of the past can differ and are open to debate

## EYFS links

### **Understanding the World**

Compare and contrast characters from stories, including figures from the past

Recognise that people have different beliefs and celebrate special times in different ways

### **Past and Present ELG**

Talk about the lives of the people around them & their roles in society

Know some similarities & 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 & events encountered in books read in class and storytelling

### **Speaking ELG**

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses

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## Substantive Knowledge

The factual content, domain specific, required vocabulary, concepts and processes.

The **knowledge** of a historian.

At Mill View we use...

- Key Questions
- Curriculum objectives
- Progressive planning of units
- Knowledge Organisers which include key learning for each unit – vocabulary and dates

## Disciplinary Skills

The big ideas across topics, the way history is studied and learned, how we interpret evidence and how we learn about history.

The **skills** of a historian.

At Mill View we use...

- BIG IDEAS/themes
- Key Questions
- Curriculum Objectives
- Key Skills present on each MTP
- Knowledge Organisers - Reflection of sources and big questions

## Powerful Historical Knowledge

When these two areas **combine** effectively, they produce Powerful Historical Knowledge.

This is **emancipatory**.


It explains and complicates the everyday experience, and is fundamental in developing a **critical approach** to life. Pupils begin to understand invisible structures and are able to challenge the world round them effectively. It is political. It allows children to think about the unthinkable and the not-yet-thought. It progresses communities.

At Mill View we encourage deep thought and critical thinking. We do this through careful, progressive planning of units and reflection on 'BIG IDEAS' over a period of time, allowing children chance to develop, then challenge the concept.


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## Curriculum End Points – History

### EYFS – Little Wrens






Milestone I	Milestone II	Milestone III	Final Milestone	
<ul style="list-style-type: none"> <li>Offer comments about their surroundings.</li> <li>Use senses to explore the Natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use new vocabulary to talk about what they see.</li> <li>Begin to show care and concern for living things.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant vocabulary in appropriate context</li> <li>Show care and concerns for living things.</li> <li>Notice similarities and differences between living things.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they see using a wide vocabulary and link to experiences and stories they have heard.</li> <li>Begin to understand how to look after the environment and living things.</li> </ul>	 <p><b>My world and environment</b></p>

### EYFS – Reception Robins

ELG: Past and Present	<p>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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The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

Year 1		
Children can explain the BIG idea: <b>Similarities and Differences</b>		
<b>Toys and Tales – Changes in Living Memory</b> 	<b>Chester Zoo – Significant People and Places</b> 	
Children can.... <ul style="list-style-type: none"> <li>ask questions about the past;</li> <li>make links in their learning;</li> <li>find things which are similar and different with the past;</li> <li>use words associated with history including old, new, modern, past, present;</li> <li>suggest how we know about the past;</li> <li>explain why toys have changed over time;</li> <li>identify some features of the world when their grandparents played with toys.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>ask questions about the past;</li> <li>make links in my learning;</li> <li>find things which are similar and different with the past;</li> <li>use words associated with history including old, new, modern, past, present;</li> <li>explain some ways Chester Zoo changed over time;</li> <li>Explain some things George Mottershead did for the animals at the zoo;</li> <li>Say how Chester Zoo is different to other zoos.</li> </ul>	
Year 2		
Children can explain the big idea: <b>Significance</b>		
<b>Significant People – David Attenborough, John Cadbury, Guy Fawkes</b> 	<b>History of Chocolate</b> 	<b>Great Fire of London</b> 
Children can.... <ul style="list-style-type: none"> <li>describe what kind of person they are and explain how they know this;</li> <li>suggest why these people are significant;</li> <li>name significant events in each person’s life.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>identify how chocolate has changed over time;</li> <li>explain how cocoa got to the UK;</li> <li>suggest why chocolate become a popular food.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>explain what it would be like to live in London at this time;</li> <li>identify how London was the same and different to what it is now;</li> <li>identify how we know what happened;</li> <li>talk about whether all people would say the same about what happened.</li> </ul>

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### Year 3

Children can explain the big idea: **Invasion and Settlement**

<b>Hunter Gatherers of the Stone Age to Iron Age</b> 	<b>Local History Study: Curious About Canals</b> 	<b>Ancient Civilisations – Egyptians</b> 
Children can.... <ul style="list-style-type: none"> <li>• identify how they know about 'Prehistory' and what they can't know;</li> <li>• explain how things changed during and after the Stone Age;</li> <li>• explain why these events should be remembered;</li> <li>• Identify some things which were happening elsewhere in the world;</li> <li>• ask complex questions about the past;</li> <li>• make links in and across my learning;</li> <li>• understand the significance of events and people;</li> <li>• understand why some people might disagree about this time.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>• explain what life was like for the people who built and used the canals;</li> <li>• identify why canals were created in Chester and the UK;</li> <li>• identify what evidence we can see today of how canals have been used, and are used now;</li> <li>• suggest ways we can use sources to tell us information about the past;</li> <li>• ask complex questions about the past;</li> <li>• make links in and across my learning;</li> <li>• understand the significance of events and people;</li> <li>• understand why some people might disagree about this time.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>• use information from a variety of sources to explain how the pyramids were built;</li> <li>• explain why there are different views of Akhenaten;</li> <li>• explain some features of Egyptian life;</li> <li>• show why Rameses II ensured only his version of events remains;</li> <li>• identify some reasons why the civilisation in Egypt ended;</li> <li>• ask complex questions about the past;</li> <li>• make links in and across my learning;</li> <li>• understand the significance of events and people;</li> <li>• understand why some people might disagree about this time.</li> </ul>

### Year 4

Children can explain the big idea: **Invasion and Settlement**




<b>Invasion in Britain -Iron Age Celts and Roman Invasion</b> 	<b>Viking Invasion – Vicious or Victorious;</b> 	<b>Romans - Pompeii Study</b> 
Children can.... <ul style="list-style-type: none"> <li>• Say what was it like in Britain before the Romans arrived;</li> <li>• Explain some reasons why the Romans come to Britain;</li> <li>• Identify some changes the Romans made to life in Britain;</li> <li>• raise complex questions about the past;</li> <li>• make links across and in their learning;</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>• explain some reasons why the Anglo-Saxons settled in Britain;</li> <li>• explain why people have different views of the Vikings;</li> <li>• identify some ways the Vikings changed Britain;</li> <li>• explain how we know about Anglo-Saxon and Viking life;</li> <li>• say how and where the Vikings travelled;</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>• Describe a timeline of events in the eruption of Vesuvius;</li> <li>• Identify what life was like in Pompeii for different groups of Roman people;</li> <li>• use primary sources to find out about life in Roman Pompeii for different groups of people</li> <li>• use primary sources, asking lots of questions, and identifying what the source can and cannot show;</li> </ul>

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<ul style="list-style-type: none"> <li>justify their thinking with evidence;</li> <li>explain why people may think differently about the same event/person.</li> </ul>	<ul style="list-style-type: none"> <li>explain why we need a range of sources when studying history;</li> <li>raise complex questions about the past;</li> <li>make links across and in their learning;</li> <li>justify their thinking with evidence;</li> <li>explain why people may think differently about the same event/person.</li> </ul>	<ul style="list-style-type: none"> <li>raise complex questions about the past;</li> <li>make links across and in their learning;</li> <li>justify their thinking with evidence;</li> <li>explain why people may think differently about the same event/person.</li> </ul>
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### Year 5

Children can explain the big idea: **Empire and Civilisation**

<b>Development of Space Travel</b> 	<b>Childhood in Cheshire – Victorian Children</b> 	<b>Ancient Civilisations – Ancient Maya</b> 
Children can.... <ul style="list-style-type: none"> <li>explain how people want to go in to space and has this changed over time;</li> <li>identify what caused space travel to improve;</li> <li>state who was Katherine Johnson and explain why some people are celebrated over others;</li> <li>identify what an ‘empire’ is and state whether space be ‘conquered’;</li> <li>raise complex questions;</li> <li>make links in and across their learning;</li> <li>justify their thinking with evidence;</li> <li>show that people may think differently about the same event/person;</li> <li>share reasons why some people are remembered over than others.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>explain how the industrial Revolution changed Britain;</li> <li>identify what was life like for a Victorian child and if it was the same for all children;</li> <li>identify how we know about life at this time;</li> <li>explain some features of life in a factory (Quarry Bank Mill) during this time;</li> <li>raise complex questions;</li> <li>make links in and across their learning;</li> <li>justify their thinking with evidence;</li> <li>show that people may think differently about the same event/person;</li> <li>share reasons why some people are remembered over than others.</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>identify what was happening elsewhere in the world at this time;</li> <li>Explain some features of life for the Maya;</li> <li>Identify some reasons the Mayan civilisation died out;</li> <li>raise complex questions;</li> <li>make links in and across their learning;</li> <li>justify their thinking with evidence;</li> <li>show that people may think differently about the same event/person;</li> <li>share reasons why some people are remembered over than others.</li> </ul>

### Year 6

Children can explain the big idea: **Empire and Civilisation**

<b>Hidden Lives – Life in Britain after WW2</b> 	<b>Exploring Our World Through the Ages</b> 	<b>Life in the Extreme – Personal History Project</b> 
Children can.... <ul style="list-style-type: none"> <li>Some key events of World War two and the</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>Name some explorers and of their motivations for</li> </ul>	Children can.... <ul style="list-style-type: none"> <li>raise questions about their chosen person;</li> </ul>

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<p>countries involved;</p> <ul style="list-style-type: none"> <li>• Identify what life was like in Britain after World War 2;</li> <li>• Identify the role of the commonwealth in rebuilding Britain;</li> <li>• explain why the people involved should be remembered;</li> <li>• raise complex questions about the past;</li> <li>• make links in and across my learning;</li> <li>• justify my thinking using evidence from sources;</li> <li>• show that people may think differently about the same event/person.</li> </ul>	<p>wanting to explore the planet;</p> <ul style="list-style-type: none"> <li>• Talk about some of the challenges a person has faced when exploring;</li> <li>• Identify some technological developments which made it easier to explore our world;</li> <li>• raise complex questions about the past;</li> <li>• make links in and across my learning;</li> <li>• justify my thinking using evidence from sources;</li> <li>• show that people may think differently about the same event/person.</li> </ul>	<ul style="list-style-type: none"> <li>• explain how they can be sure their conclusions are accurate;</li> <li>• identify what their person's main achievements were;</li> <li>• articulate if everyone agree with their conclusions;</li> <li>• raise complex questions about the past;</li> <li>• make links in and across my learning;</li> <li>• justify my thinking using evidence from sources;</li> <li>• show that people may think differently about the same event/person.</li> </ul>
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## Progression in History from EYFS to Year 6

### EYFS – Little Wrens



# Little Wrens Curricular Goals



### Milestone I

- Offer comments about their surroundings.
- Use senses to explore the Natural world.

### Milestone II

- Begin to use new vocabulary to talk about what they see.
- Begin to show care and concern for living things.

### Milestone III

- Use relevant vocabulary in appropriate context
- Show care and concerns for living things.
- Notice similarities and differences between living things.

### Final Milestone

- Talk about what they see using a wide vocabulary and link to experiences and stories they have heard.
- Begin to understand how to look after the environment and living things.



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## EYFS – Reception Robins




### RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Talk about what they do with their family - Can draw similarities and make comparisons between other families.</li> <li>Navigate around our classroom and outdoor areas.</li> <li>Make own investigations of the season of Autumn through Outdoor learning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Use photos, discuss how we celebrate Christmas</li> <li>Use world maps to show where some stories, events and festivals are based.</li> <li>Encounter a range of fictional characters and creatures from stories.</li> <li>Identify change in living things – Changes in the leaves, weather, seasons, autumn focus</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and place events in chronological order.</li> <li>Recognise change in seasons - winter focus</li> <li>Discuss own homes identifying what there is to do near their homes</li> <li>Make close observation of the natural world, including animals and plants</li> <li>Comment on what their home is like to draw comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary where appropriate.</li> <li>Use touch, smell and hearing to explore the natural world through during hands-on experiences.</li> <li>Environments – Identify features of local environment using Google Earth, Google Maps and photos –</li> <li>Use texts and artefacts to draw comparisons with homes now and in the past (Grosvenor Museum Visit)</li> </ul>	<ul style="list-style-type: none"> <li>Use the words: recycle, recycling, re-use.</li> <li>Identify ways we can care for the natural world around us.</li> <li>Make comparisons from how they have changed from when they were a baby (past)</li> <li>Make close observation of the natural world, including animals and plants</li> <li>Learn the life cycles of chicks and butterflies</li> <li>Identify change in living things – Changes in the leaves, weather, seasons, Summer focus</li> </ul>	<ul style="list-style-type: none"> <li>Make close observation of objects – use the words float, sink, magnetic</li> <li>Make comparisons between contrasting environments using images, stories, props</li> </ul>
	Black History Month (October)	Diwali Christmas	Valentines Day (14th February) Lunar new Year	Ash Wednesday Shrove Tuesday Holi Palm Sunday Easter Start of Ramadan	Eid (end of April)	

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Theme: Similarities and Differences</b>	<b>Theme: What is 'significant'?</b>	<b>Theme: Invasion and Settlement</b>		<b>Theme: Civilisation and Empire</b>	
<b>Topic Drivers</b>	<p>Toys - Changes within living memory</p> <p>Chester Zoo - Significant historical events, people and places in own locality – Chester Zoo and George Mottershead</p>	<p>Great Fire of London (events beyond living memory that are significant)</p> <p>The History of Chocolate – John Cadbury</p>	<p>Hunter Gatherers of the Stone Age to Iron Age;</p> <p>Local History Study: Curious About Canals</p> <p>Ancient Civilisation - Egyptians</p>	<p>Invasion in Britain -Iron Age Celts and Roman Invasion;</p> <p>Viking Invasion – Vicious or Victorious;</p> <p>Romans - Pompeii Study (How do we know about ordinary Roman Life?)</p>	<p>Childhood In Cheshire – Victorian Children at Styal Mill</p> <p>Ancient Civilisations - Ancient Maya;</p> <p>Development of Space Travel – The last Frontier</p>	<p>Hidden Lives: World War 2 and Changes to Britain including Migration Study (Windrush);</p> <p>Exploring our World through the Ages</p>
<b>Substantive Knowledge</b>						
	<p>Toys - Changes within living memory</p> <p>I can sort some old and new toys;</p> <p>I know some ways toys have changed over time and some ways they used to be played with;</p> <p>I can use words about the past – old, new, recent, long ago.</p> <p>I know what a</p>	<p>Great Fire of London (events beyond living memory that are significant)</p> <p>I know some ways that London was different in the past to today;</p> <p>I know some features of life in Stuart London;</p> <p>I can place the events of the Great Fire in order;</p> <p>I know some reasons why the fire spread so quickly;</p>	<p>Hunter Gatherers of the Stone Age to Iron Age;</p> <p>I know what 'prehistory is' and some ways we can learn about it;</p> <p>I know some ways life changed during the eras of the Stone Age;</p> <p>I know some theories about why Stonehenge was built;</p> <p>I know features of life in the Stone Age;</p>	<p>Invasion in Britain -Iron Age Celts and Roman Invasion;</p> <p>I can compare the life of Romans and Celts;</p> <p>I know why the Romans came to Britain;</p> <p>I know what it might have been like for a Roman soldiers in Britain;</p> <p>I can explain features of Iron Age Celtic life and how it compared with Roman life.</p>	<p>Ancient Civilisations - Ancient Maya</p> <p>I can identify key dates from the Maya Empire;</p> <p>I know how the Maya adapted to settle in their environment;</p> <p>I know that the Maya believed in a number of gods;</p> <p>I know the legacy of the Maya civilisation, e.g. calendar and number</p>	<p>Hidden Lives: World War 2 and Changes to Britain including Migration Study (Windrush)</p> <p>I know some reasons for the break out of World War 2 and the effects it had on people in the UK;</p> <p>I can use the term British Empire accurately;</p> <p>I know some of the reasons people came from the Caribbean on the Empire Windrush, including seeking</p>

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	<p>museum is.</p> <p><b>Chester Zoo - Significant historical events, people and places in own locality – Chester Zoo and George Mottershead</b></p> <p>I can use words from the past to describe old photos;</p> <p>I can identify some ways the zoo was different when it was first built to now;</p> <p>I can describe what it might have been like to visit the zoo when it first opened;</p> <p>I can use words to describe George Mottershead from the sources.</p>	<p>I know some key facts about Thomas Farinor and Samuel Pepys;</p> <p>I know some ways life changed in London after the Great Fire.</p> <p><b>The History of Chocolate – John Cadbury</b></p> <p>I can identify some ways cooking has changed over the years;</p> <p>I can put key events from the history of chocolate on a timeline;</p> <p>I know some ways chocolate has changed over time;</p> <p>I know some facts about the life of John Cadbury;</p> <p>I know some of the ways he has impacted the world today.</p>	<p>I know some heritage sites which can still be seen today.</p> <p><b>Local History Study: Curious About Canals</b></p> <p>I know some uses for canals in the past and today;</p> <p>I can suggest ways life was changed with the introduction of canals;</p> <p>I know some of the challenges faced by Navvies when building canals;</p> <p>I know some facts about the life of Thomas Telford and how his life was different to the navvies;</p> <p>I can identify features of life on canal boats in Chester;</p> <p>I know some reasons why canals stopped being the main form of transport in the UK.</p> <p><b>Ancient Civilisation –</b></p>	<p>I know some ways that the Romans changed life in Britain.</p> <p><b>Viking Invasion – Vicious or Victorious;</b></p> <p>I know why the Anglo Saxons settled in Britain;</p> <p>I know where the Vikings came to Britain from;</p> <p>I can place the Viking invasion of Britain with in my existing knowledge;</p> <p>I know some features of Anglo-Saxon and Viking life;</p> <p>I know some reasons why the Vikings were successful invaders;</p> <p>I can identify some legacies from the Viking and Anglo Saxon times, e.g. place names.</p> <p><b>Romans - Pompeii Study (How do we know about ordinary Roman Life?)</b></p> <p>I know facts about the events of Pompeii;</p>	<p>system;</p> <p>I can explain different theories about the decline of the Mayan Empire;</p> <p>I know that the Maya still exist today.</p> <p><b>Childhood In Cheshire – Victorian Children at Styal Mill</b></p> <p>I know some implications of the industrial revolution;</p> <p>I know how life changed for children during the Industrial Revolution;</p> <p>I know some ways life was different for rich and poor children;</p> <p>I know facts about life as an apprentice at Styal Mill;</p> <p>I can state some reasons why children should have their contribution to the Industrial Revolution recognised.</p> <p><b>Development of Space Travel – The last Frontier</b></p>	<p>a better life;</p> <p>I know some of the problems felt by the passengers including racism discrimination;</p> <p>I can identify the contributions of people from the commonwealth to the rebuilding of the UK.</p> <p><b>Exploring our World through the Ages</b></p> <p>I know a range of explorers and their motivations for exploring;</p> <p>I know that people have explored our world for new land, travel routes, resources, money, freedom, curiosity and their own sense of adventure;</p> <p>I can identify the main achievements of Mary Kingsley and Alexandra David Neal in relation to their experience as women;</p> <p>I know how technological improvements helped people travel further in the world;</p>
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			<p><b>Egyptians</b></p> <p>I know some facts about the Pyramids at Giza;</p> <p>I know some reasons why the Nile river was so important to the Ancient Egyptians;</p> <p>I know about the role of a Pharaoh;</p> <p>I know that Egyptians worshipped many Gods and can name some;</p> <p>I know some ways Rameses II ensured he would be remembered;</p> <p>I can explain how we know about the Ancient Egyptians;</p>	<p>I know how we can use what was found in Pompeii to learn about the life of everyday Romans;</p> <p>I know how life was different for rich and poor Romans;</p> <p>I can give details about Pliny the Younger and what he witnessed;</p> <p>I know some details of artefacts found at Pompeii.</p>	<p>I know some important events from the development of Space travel and can explain why I believe they are important;</p> <p>I can explain some features of the 'Space Race';</p> <p>I know some details of the first moon landing;</p> <p>I know some names and achievements of people involved in the development of space travel e.g. Neil Armstrong, Yuri Gregarin, Katherine Johnson;</p> <p>I can use my historical knowledge to make predictions about the future.</p>	<p>I can describe the Golden Age of Exploration and know some reasons why it is considered this.</p>
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Disciplinary Skills						
<b>Raising questions</b>	Ask questions about things which have happened in the past.	Observe or handle evidence to ask questions and find answers to questions about the past.	Use original sources from the local area to ask and answer questions;	Use primary sources to ask and answer questions; Raise different types of	Use a range of primary and secondary sources to generate and answer questions about the	Independently use a range of primary and secondary sources to generate and answer

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			Ask questions about the past, and with support raise open and closed questioning.	questions about the past, and find answers to questions about the past.	time;  Ask questions and follow a line of enquiry to lead to a conclusion.	questions from the time;  Use a range of sources of information to follow their own line of enquiry about the past.
<b>Sense of chronology</b>	<p>Use words and phrases such as: old, new, long ago, recent, years;</p> <p>Be able to put simple items in a chronological order;</p> <p>Show awareness of the past, showing common words associated with the passing of time.</p>	<p>Place events from one era in order on a time line;</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time;</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>Begin to place events from a range of eras on a timeline, expressing a sense of order things happen in;</p> <p>Use some historical vocabulary to communicate, including: dates; time period; era; change; chronology.</p>	<p>Place events and historical figures on a time line;</p> <p>Develop a sense of chronology of the range of eras studied;</p> <p>With support, use some dates and terms when describing events studied.</p>	<p>Place events, artefacts and historical figures on a time line using dates;</p> <p>Be able to place the era studied in the context of known chronology;</p> <p>Use dates and terms when describing events studied.</p>	<p>Place events, artefacts and historical figures on a time line using dates, and generate their own timelines;</p> <p>Be able to place the era studied in the context of chronology and what was happening in other places round the world;</p> <p>Use dates and terms accurately in describing events studied.</p>
<b>Identifying causes and consequences</b>	<p>Begin to suggest some reasons for changes from the past to now.</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Understand the concept of change over time, and why things change.</p>	<p>Understand some ways that life in Britain changed over time through a range of eras.</p>	<p>Understand the concept of change over time, and identify the consequences of change on the people of that era</p>	<p>Show an understanding of the concepts of 'civilisation' and 'Empire', and how they have changes over time, demonstrate an awareness of why such terms are controversial and how they have</p>

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						contributed positively and negatively to modern society.
<b>Finding similarities and differences</b>	Use the language of 'comparing' and look at how things are similar and different in the past to how they are now; State how things are similar and how they are different.		Describe some characteristic features of the past and think about how the experiences of some people might be different;	Begin to see how this 'era' is similar and different to other areas of history they have studied;  Use terms like 'invasion' and 'settlement' - be able to give examples, be able to explain why people may have different experiences of them, share examples of these through different times in history.	With support can articulate how this 'era' is similar and different to other areas of history they have studied;  Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different;	Can articulate how this 'era' compares to other areas of history they have studied;  Compare and contrast the varying motivations that explorers through the ages have had to explore;  Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of those with protected characteristics might be similar and different.
<b>Explaining significance</b>		Be able to explain why some people might think things are more or less significant than others;  Describe historical events/people and be able to explain why they	Show an understanding of the concept of a nation and a nation's significant history;	Identify people and events which were 'significant' in the era they are studying – Boudicca,	Identify people and events which were 'significant' in the era they are studying – Neil Armstrong, Katherine Johnson,	Show an awareness of the concept propaganda and how historians must understand the social context of evidence studied;  Explain why some

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		are considered 'significant'.				histories are deemed over time to be 'more' or 'less' significant.  Begin to develop their own ideas about what is significant in history.
<b>Seeing change and continuity</b>	Recount changes which have occurred in their own lives;	Be able to consider what it might have been like to be in the past;	Be able to consider what it might have been like in the past, some things which have changed and some which have continued.	Suggest connections, contrasts and trends over time and place;  Understand the concept of change over time, representing this on a time line.	Understand the concepts of continuity and change over time, representing them with evidence on a timeline;  Across and within eras studied identify some things which have changed and some which have continued.	Begin to see that ideas can change and continue over time as well as people, events, styles.  Show an understanding of the concepts of 'civilisation' and 'Empire', and how they might change over time.
<b>Making Interpretations</b>	Be able to say how we know about the past and how some artefacts might tell us things about the past.	Understand some ways in which we find out about the past;  use artefacts, pictures, stories, online sources and databases to find out about the past;  Begin to explain how a source is useful in telling us about the past.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history;  Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ;  Use a range of primary and secondary sources to get an idea of what it was like at that time;  Suggest why historians use lots of sources when	Make conclusions about questions using evidence to justify their thinking;  Being to see that no single source of evidence gives the full answer to questions about the past;  Select and use sources of evidence to deduce	Begin to see that historians make 'interpretations' of the past;  Consider range of sources and assess reliability, consider why some sources are less reliable;  Be able to say what a source can and cannot

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				studying the past;  Explain what a source can tell us and cannot tell us about the time being studied.	information about the past.	reveal about the past, understanding that we need a range of sources to generate a more accurate picture;  Discuss 'bias' and suggest why some sources are created as they are;  Suggest why some sources are more reliable than others.
<b>Communicating my knowledge</b>	I can tell someone what I know about the past.	I can tell someone what I know about the past using evidence	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – think about how to share this clearly with other people.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up.	Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past, consider the 'story' they are telling and how they will share this.
<b>Big Ideas and Key Assessment Questions</b>	I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?					
	<b>Similarities and Differences</b> I can ask questions about the past I can make links in my learning	<b>What is significant?</b> What kind of person they are and explain how you know this?	<b>Invasion and Settlement</b> How do we know about 'Prehistory'? How did things change during	<b>Invasion and Settlement</b> What was it like in Britain before the Romans arrived? Explain some reasons why the	<b>Civilisation and Empire</b> Why do people want to go in to space and has this changed over time?	<b>Civilisation and Empire</b> What was happening elsewhere in the world? How might people see these



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	<p>I can find things which are similar and different with the past          I can use words associated with history          How do we know about the past?          Why have toys changed over time?  <b>What was the world like when my grandparents played with toys?</b>          How has Chester Zoo changed over time?  <b>What did George Mottershead do for zoos and animals?</b>          How is Chester zoo different from other zoos?</p>	<p><b>why these people are significant?</b>  <b>Name significant events in each person's life</b></p> <p>How has chocolate changed over time?          How did cocoa get to the UK?          Why did chocolate become a popular food?</p> <p>What would it be like to live in London at this time?          How was London the same and different to what it is now?  <b>How do we know about what happened?</b>          Would all people say the same about what happened?</p>	<p>and after the Stone Age?          How might people see these events differently?          Why should these events be remembered?</p> <p>What was life like for the people who built and used the canals?          Why were canals created in Chester and the UK?  <b>What evidence can we see today of how canals have been used, and are used now?</b>  <b>How can we use sources to tell us information about the past?</b></p> <p>Can children use information from a variety of sources to explain how the pyramids were built?          Can children explain why there are different views of Akhenaten?          Can children explain some features of Egyptian life?          Can children show why Rameses II ensured only his version of events remains?          Can children identify some reasons why the civilisation in Egypt ended?</p>	<p>Romans come to Britain          What changes did the Romans make to life in Britain?</p> <p>Why did the Anglo-Saxons settle in Britain?          Why do people have different views of the Vikings?          How did the Vikings change Britain?          How do we know about Anglo-Saxon and Viking life?          How and where did the Vikings travel?          Why do we need a range of sources when studying history?</p> <p><b>I can describe a timeline of events in the eruption of Vesuvius</b>  <b>I can identify what life was like in Pompeii for different groups of Roman people</b>          I can use primary sources, asking lots of questions, and identifying what the source can and cannot show me          I can use primary sources to find out about life in Roman Pompeii for different groups of people</p>	<p>What caused space travel to improve?          Who was Katherine Johnson and why are some people celebrated over others?          What is an 'empire'? Can space be 'conquered'?</p> <p>How did the industrial Revolution change Britain?          What was life like for a Victorian child?          Was it the same for all children?          How do we know about life at this time?          What would life have been like a factory?</p> <p>What was happening elsewhere in the world at this time?          Can I explain some features of life for the Maya?          Why did the Mayan civilisation die out?</p>	<p>events differently?          How have historians learnt about this?          Why should these events be remembered?</p> <p>How has exploration changed through the years?          Why have people explored our world?          What developments have enabled people to explore further?  <b>What have been positive and negative impacts of exploration on our world?</b></p> <p>How did my person defy expectations of them?          Can I raise questions about my chosen person?          How can I be sure my conclusions are accurate?          What were my person's main achievements?          Would everyone agree with my conclusions?</p>
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