

Westwoodside C of E Primary Academy

The School Vision within History.

Our History curriculum builds upon our curiosity for learning about people and events from the past. All children are encouraged to investigate sources such as stories, writing and artefacts and answer questions about the past and how this impacts the world we live in today. Through History, we want children to become confident, creative and to **take on challenge**.

We seek to broaden children's real-life experiences, by offering inclusive activities both inside and outside school. Children have the opportunities to **be proud of themselves and their achievements**. We believe that within History lessons, all children acquire a range of knowledge and skills, which help to inspire a continuing **love of learning** as they progress through our wonderful school.



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Westwoodside C of E Primary Academy

Intent - The teaching of history forms an important part of our curriculum at Westwoodside. We aim to provide our children with a knowledge based, immersive and engaging curriculum which inspires them to be inquisitive and to develop a desire to learn about people and events in the past, both in Britain and the wider world. Children will develop their own sense of identity and will be proud to be themselves. We encourage our children to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices and are proud to be themselves. Aligning with our core concepts (chronology, investigating and interpreting evidence, historical significance, similarities and differences, cause and consequence, change and continuity) we teach our children to understand how events in the past have influenced our lives today. Children develop a complex knowledge of local and national history, alongside the history of the wider world. At Westwoodside children will learn about their local demographic and make links to changes over time. We aim to equip children with knowledge of historical facts, an understanding of the methods of historical enquiry, the ability to think critically, ask questions and to be able to explain and analyse historical evidence. Children develop empathy for others, they have opportunities to learn from mankind's past mistakes and will not be afraid to take on challenge. We want to equip our children with the necessary skills and language to confidently express their point of view. We aspire to create a life-long love of learning.

Implementation - In ensuring high standards of teaching and learning in history, we teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. We have adapted Kapow Primary's Scheme of Work as the basis for our medium-term plans, which give details of each unit of work for each term and each year group. We can show clear progression in knowledge, skills, concepts and vocabulary across the whole school. Our school has some single age classes and some mixed-age classes; a rolling programme is in place to ensure that children receive their full curriculum entitlement.

Knowledge and Understanding of the World forms the basis of the Historical learning in the Early Years Foundation Stage where links are made to the early learning goals. Children use information books, pictures, costumes and other artefacts to explore the past. They engage in themed days to promote their understanding of key events in the world. They are introduced to relevant vocabulary.

In Key Stages 1 and 2, each history unit covers six lessons and are organised around an enquiry-based question, where children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions. Lessons are adapted to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. Children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied. Children develop a chronological awareness and build a bank of knowledge about significant events and people. Key vocabulary is referred to throughout each topic. Children will learn about how their school has changed over time, before moving on complete a study on how their local area has changed over time. Links will be made to local agriculture and the Domesday Book. Children are given the opportunity to look at a wide variety of possible sources, including maps, photographs, books and artefacts. Visits to the school by outside agencies and visits to historical sites and museums will be used as a strategy to stimulate children's interest in the past and to support the teaching and learning within a specific historical topic. Sticky knowledge grids will help support learning and the implementation of visual symbols will be used consistently through the year groups to clearly reinforce understanding and to make links to previous learning.

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Westwoodside C of E Primary Academy

Impact - Children are inquisitive about the past, they will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will have developed skills to find their own answers to questions. Children will be critical and analytical thinkers who are able to make informed and balanced judgements based on their previous historical learning and their knowledge of the past. Children will gain an understanding as to how they can make a difference, based on mankind's historical follies. Children will be able to explain how their locality has changed over time and can walk in the footsteps of those that came before. Children develop knowledge of key vocabulary as they progress through the school, their books will reflect their learning and they will be able to recall and talk confidently about their historical knowledge through pupil voice. Year 6 children will have strong historical understanding and the skills required to make them 'secondary school ready' as they enter year 7. We want children to have thoroughly enjoyed learning about history, and feel empowered to undertake new life experiences now and in the future.

Progress and Assessment in History.

EYFS -

Knowledge and Understanding of the World, Elements of Past and Present. End of Reception Goals (ELG):

Past and Present ELG 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;

People Culture and Communities ELG Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

The Natural World ELG Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

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Westwoodside C of E Primary Academy

Key Stages 1 & 2

Formative and summative assessments are used to identify progression and any gaps in learning. Teachers make notes during lessons and address any misconceptions promptly.

Each unit has an assessment quiz and a skills/knowledge catcher which can be used at the start/end of each topic to assess pupil progress. Progress is measured by children knowing and remembering more. Evidence in the form of assessment data, photographs and from pupil voice are part of the progression and assessment mechanism.

Pupil progress is recorded for each unit and contributes to end of year summative assessment.



Westwoodside C of E Primary Academy

SEND Provision in History

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to/or different from this...special educational provision is underpinned by high quality teaching and is compromised by anything less'

'Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement' (SEND Code of Practice 2015)

In the first instance, provision for SEND children should be planned in accordance with their individual support plans, focusing specifically on areas of strength and needs and the use of reasonable adjustments. Additional strategies to support identified areas of need should be taken from The Quality First Teaching booklet. <https://www.sensiblesenco.org.uk/shared-files/1903/send-quality-first-teaching-toolkit.pdf>

The Quality First Teaching booklet includes practical strategies which should be used to support the following four broad areas of need:

Cognition and learning needs - specific learning difficulties (dyslexia, dyspraxia, dyscalculia), moderate learning difficulties, severe learning difficulties, global delay, profound and multiple learning difficulties

Social emotional and mental health needs - behaviour, emotional and social difficulties, mental health difficulties, ADHD, depression, eating disorders, attachment disorders

Communication and interaction needs - Speech, language and communication needs, autistic spectrum disorder, Asperger's Syndrome

Sensory and/ or physical needs - Visual impairment, hearing impairment, multi-sensory impairment, physical disability, cerebral palsy
Additional support and advice regarding individual SEND needs can be sought from the subject leader and SENDCO.



Westwoodside C of E Primary Academy

Core Concepts

Concept – investigating and interpreting evidence.

Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Concept – Similarity and Difference.

To be able to compare two sources.

To identify how chronologically similar periods of history differed, or were the same.

To be able to understand the context of sources and their reliability.

Concept – Cause and Consequence.

Know and understand the history of these islands and how people's lives have been shaped by the nation.

Gain and deploy an historically grounded understanding of abstract terms.

Understand continuity and change, cause and consequence, similarity and difference and use them to make connections. Draw contrasts, analyse trends, frame historically-valid questions and create own structured accounts including written narratives and analyses.

Gain historical perspective – growing knowledge into different contexts – cultural, economic, military, political, religious and social history.

Concept – Chronology.

Know and understand the history of our islands, as a coherent narrative from the earliest times to the present day.

Gain historical perspective – growing knowledge into different contexts – understanding between short-term and long-term timescales.

Concept – Historical Significance.

Know and understand significant aspects of the history of the wider world and subsequent impact.

Understand the lives of significant individuals in the past who have contributed to national and international achievements.

Gain and understanding of significant historical events, people and places in own locality.

Concept – Change and Continuity. (Changes over time/Connections in Local, National and World History.)

Make connections between local and national events.

Understand the impact that a national event/person has had on my local area.

Gain historical perspective between local and national history

Know how Britain has influenced and been influenced by the wider world.

Know and understand significant aspects of history of the wider world.

Know the nature of ancient civilisations, expansion and dissolution of empires, characteristics of non- European societies.

Know and understand achievements and follies of mankind.

Understand continuity and change, cause and consequence, similarity and difference and use them to make connections. Draw contrasts, analyse trends, frame historically-valid questions and create own structured accounts including written narratives and analyses.

Gain historical perspective – growing knowledge into different contexts, understanding connections between local, regional, national and international history.

Westwoodside C of E Primary Academy

Concepts and Enquiry Questions

Nursery	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	I wonder... What make me ME?	I Wonder... Is it OK to be different?	I wonder...What is out there?	I wonder...How can I help my World?	I wonder...What magic can we find in the garden?	I wonder...What will happen next?
Focus	Understanding the World. Elements of Past and Present. To talk about themselves and their immediate family. To discuss and develop an understanding that families are different. To show an interest and talk about a range of different occupations. To talk about bonfire night and Remembrance Day. To understand that you get older every year and you have a birthday to celebrate it.		Understanding the World. Elements of Past and Present. To talk about Chinese New Year and the new animal of the year. To know that some objects are old and new, and look at objects that could be bought in the past (old toys).		Understanding the World. Elements of Past and Present. To begin to understand the language of today, tomorrow and yesterday. To understand that 'now' they attend nursery but soon they will be going to 'big school' or 'reception'. To discuss what they are looking forward to in Reception after visiting the classroom.	
Concept	Change and Continuity. Similarities and differences. Historical Significance Chronology. Investigating & interpreting evidence.		Change and Continuity. Similarity & Difference. Cause and Consequence. Investigating & interpreting evidence Historical significance.		Cause and Consequence. Historical Significance. Change and Continuity. Investigating & interpreting evidence. Chronology	
Vocabulary	Family, Me, brother, sister, mum, dad. Grandparents.	Different job, bonfire, November, birthday, celebrate	New year, Chinese, dragon, celebration, object	World, help, kind	Garden, compare, same, different	Today, tomorrow, yesterday, now, then,

Westwoodside C of E Primary Academy

Reception	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	I wonder... What make me ME?	I Wonder... Is it OK to be different?	I wonder...What is out there?	I wonder...How can I help my World?	I wonder...What magic can we find in the garden?	I wonder...What will happen next?
Focus	Understanding the World. Elements of Past and Present. To identify their family and wider family members, start to think about similarities and differences. To identify similarities and differences between jobs and occupations. To understand that they have changed over their life (the past) and be able to discuss these changes confidently. Be introduced to the class calendar and enjoy adding key pictures to the months, including: harvest festival and bonfire night. To know who Guy Fawkes is and why he is well known. To understand how to stay safe on bonfire night. To understand that your birthday is the day you are born.		Understanding the World. Elements of Past and Present. To understand why Chinese New Year is celebrated and enjoy the experience of a visitor. To know and talk about the story of the great race (something from the past). To start to unpick old features in story books (spinning wheel in sleeping beauty). To know that some objects are old and new, and look at objects that could be bought in the past (old toys).		Understanding the World. Elements of Past and Present. To know that the past is anything before the current day. To know that the word 'present' means now. To know about David Attenborough and why he is important. To use language linked to time - today, tomorrow, yesterday, week, year. To talk about how they have changed over their life. To discuss what they look forward to in their future in Year 1. To set a goal for Year 1.	
Concept	Change and Continuity. Similarities and differences. Historical Significance Chronology. Investigating & interpreting evidence.		Change and Continuity. Similarity & Difference. Cause and Consequence. Investigating & interpreting evidence Chronology		Cause and Consequence. Historical Significance. Change and Continuity. Investigating & interpreting evidence. Chronology.	
Vocabulary	Changes, aunt, uncle, calendar, day, week, month, Jobs,	Harvest festival, bonfire night, Guy Fawkes, safe, birthday	Story, past, old, new,	World, modern, a long time go	History, events, David Attenborough, nature,	Future, before I was born.

Westwoodside C of E Primary Academy

Year 1 & 2 Cycle A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	How am I making History?		How have toys changed? (Teddy Bear focus)		What caused the Great Fire of London? Do the consequences of it still impact us today?	
Focus	Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.		Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. Children learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.		Sequencing the main events from September 1666. Looking at what houses were like. Considering why the fire burnt for so long. Learning about some of the key people at the time (Samuel Pepys, Thomas Farriner, Christopher Wren) What changed after the fire, comparing fire engines.	
Concept	Change and Continuity. Similarities and differences. Historical Significance Chronology. Investigating & interpreting evidence.		Change and Continuity. Similarity & Difference. Cause and Consequence. Investigating & interpreting evidence		Cause and Consequence. Historical Significance. Change and Continuity. Investigating & interpreting evidence.	
Vocabulary	Celebrate, change, event, family, future, timeline.		Living memory, modern, past, present, remember,		Bakery, Cart, Fire, gunpowder, houses, London,	

Westwoodside C of E Primary Academy

Year 1 & 2 Cycle B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	How was school different in the past?		How did we learn to fly?		What is a Monarch?	
Focus	Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.		Developing knowledge of events beyond living memory and reinforcing chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight. Significant people Bessie Coleman, Amelia Earhart, Wright Bros.		Learning about how significant people changed other people's lives. Recognising why people did things, why events happened and what happened as a result. Understanding that events in history may last different amounts of time. Significant people/events: William the Conqueror.	
Concept	Change and Continuity. Cause and consequence. Similarities and differences. Investigating and interpreting evidence. Chronology.		Cause and consequence. Historical significance. Investigating and interpreting evidence. Chronology.		Change and Continuity. Cause and consequence. Similarities and differences. Historical significance. Investigating and interpreting evidence. Chronology.	
Vocabulary	Date, Different, important, Similar, Source,		beyond living memory, decade, evidence, inventor, source.		Battle, conquer, monarch, parliament, rule.	

Westwoodside C of E Primary Academy

Year 3 & 4 Cycle A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (British History 1)		Why did the Romans settle in Britain? (British History 2) Lincoln context		How have Children's lives changed?	
Focus	Looking at the chronology of mankind, children are introduced to Britain's story. Use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.		Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. Using a range of sources to investigate the impact and legacy of the Romans. Significant people: Boudicca.		Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change (work) in more detail, learning about a day in the life of a working child and the significance and impact of Lord Shaftesbury.	
Concept	Change and continuity. Cause and consequence Historical significance. Chronology. Investigating and interpreting evidence. Similarities and difference.		Investigating and interpreting evidence. Historical significance. Cause & Consequence. Chronology Similarities and difference. Change and continuity.		Chronology. Historical significance. Change and continuity. Cause & Consequence. Investigating and interpreting evidence. Similarities & difference.	
Vocabulary	AD, archaeology, BC, Prehistory, Primary source, Stone Age.		Empire, Iceni, inference, invasion, legacy, secondary source, settlers,		Childhood, continuity, chronological order, inference, poverty, reform,	

Westwoodside C of E Primary Academy

Year 3 & 4 Cycle B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	What did the Ancient Egyptians believe?		How hard was it to invade and settle in Britain? (British History 3)		Were the Vikings raiders, traders or settlers?	
Focus	Focussing on Egyptian beliefs. Children make inferences about beliefs including the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.		Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain. Understanding legacy and change. Significant person - Alfred the Great.		Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.	
Concept	Investigating and interpreting evidence. Cause & consequence. Changes and continuity. Historical significance. Chronology.		Change and continuity. Chronology. Historical significance. Cause and consequence. Similarity and difference.		Investigating & interpreting evidence. Change and continuity. Cause & Consequence. Chronology.	
Vocabulary	Canopic jar, civilisation, immortal, papyrus, pharaoh, pyramid.		1066, Christianity, convert, missionary, settlement, Sutton Hoo		Balanced, bias, Cause, Chronicle, consequence, Danelaw.	

Westwoodside C of E Primary Academy

Year 5 & 6 Cycle A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	What was life like in Tudor England? (British History 5)		How has our local area changed? (Domesday Book)		What did the Greeks do for us?	
Focus	Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.		Studying local agriculture over time. Feudalism, strip farming,		Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.	
Concept	Chronology. Similarity & Difference. Historical significance. Changes over time.		Chronology. Historical significance. Cause & Consequence. Similarity & Difference. Changes over time. Investigating & interpreting evidence.		Similarity & Difference. Investigating & interpreting evidence. Cause & consequence.	
Vocabulary	Deduct, inventory, Litter, primary source, Tudor, tyrant,		Agriculture, Archaeologist, Feudalism, local, national, strip farming,		Assembly, constitutional monarchy, democracy, ethics, government, Legacy, oligarchy,	

Westwoodside C of E Primary Academy

Year 5 & 6 Cycle B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	What was the impact of World War 2 on the people of Britain? (Anne Frank)		How did the Maya civilisation compare to the Anglo-Saxons?		Who should feature on the £10.00 banknote? (Unheard Histories)	
Focus	Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources. Significant person: Anne Frank.		Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.		Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00	
Concept	Investigating & interpreting evidence. Cause & Consequence. Historical Significance.		Chronology. Similarity & Difference. Change and continuity. Cause & Consequence. Historical Significance.		Historical Significance. Changes over time. Investigating & interpreting evidence. Chronology.	
Vocabulary	Battle of Britain, The Blitz, evacuation, evacuee, impact, propaganda, reliability		Abandon, City-state, conflict, decline, deforestation, drought, rainforest.		Alan Turing, criteria, historically significant, issuing bank, remarkable, shortlist, watermark,	

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness Knowledge and Skills	Chronology			I know that a timeline shows the order events in the past happened.	To know a decade is ten years.	To know that history is divided into periods of history, e.g. ancient times, middle ages and modern.	To know that history is divided into periods of history, e.g. ancient times, middle ages and modern.	To understand the term 'century' and how dating by centuries works (e.g. the 1500s are known as the 16 th century)	To understand that historical periods have characteristics that distinguish them.
				I know that we start by looking at 'now' on a timeline then look back.	To know that beyond living memory s more than 100 years ago.	To know that BC means before Christ and is used to show years before the year 0.	To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.	To know relevant dates and relevant terms for the period and period labels, e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Maya and Victorians.	To understand how to work out durations of periods and events.
				I know that 'the past' is events that have already happened.	To know that events in history may last different amounts of time.	To know that AD means Anno Domini and can be used to show years from the year 1AD.	To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.	To understand that historical periods have characteristics that distinguish them.	To understand how to represent a scale on a timeline.
				I know that 'the present' is time happening now.	Sequencing six artefacts on a timeline.	To know that prehistory is the period of time before written methods and stretches until the	To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.	To understand how to work out durations of periods and events.	To understand how to create their own timeline selecting significant events.

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Westwoodside C of E Primary Academy

						Roman invasion in AD43.			
			I know that 'within living memory' is 100 years.	Sequencing up to six photographs, focusing on the intervals between events.		To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.	To understand how to represent a scale on a timeline.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
			I can sequence three or four events in my own life.	Placing events on a timeline, building on times studied in Year 1.		To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.	Understanding that history is divided into periods of history e.g. ancient times, middle ages, modern.	To understand how to create their own timeline selecting significant events.	Putting dates in the correct century.
			I can use common words and phrases for the passing of time (eg. Now, long ago, then, before, after)	Beginning to recognise how long each event lasted.		Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.	Using dates to work out the interval between periods of time and duration of historical events or periods.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.	Developing a chronologically secure understanding of British, local and world history across the periods studied.
			I can place events on a simple timeline.	Knowing where people/events studied fit into a chronological framework.		Understanding that history is divided into periods of history e.g. ancient times, middle ages, modern.	Using BC/AD/Century.	Putting dates in the correct century.	Placing the time, period of history and context on a timeline.
			I can record on a timeline a sequence of historical stories heard orally.			Using dates to work out the interval between periods of time and duration of historical events or periods.	Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied	Using the terms AD and BC in their work.	Comparing and making connections between different contexts in the past.

Westwoodside C of E Primary Academy

						Using BC/AD/Century.	Placing the time studied on a timeline	Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.	
						Sequencing eight to ten artefacts, historical pictures or events.	Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.	Developing a chronologically secure understanding of British, local and world history across the periods studied.	
						Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied	Noticing connections over a period of time.	Placing the time, period of history and context on a timeline.	
						Placing the time studied on a timeline	Making a simple individual timeline.	Relating current study on a timeline to other periods of history studied.	
						Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.		Comparing and making connections between different contexts in the past.	
						Noticing connections over a period of time.			

Westwoodside C of E Primary Academy

Making a simple individual timeline.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary concepts knowledge and skills	Change and Continuity			To know that people change as they grow older.	To know that daily life has changed over time but there are some similarities to life today.	To know that change can be brought about by advancements in transport and travel.	To know that change can be brought about by advancement in trade.	Making links between events and changes within and across different time periods / societies.	To know that change can be brought about by conflict.
				To know that throughout someone's lifetime, some things will change and some things will stay the same.	Recognising some things which have changed/stayed the same as the past.	To know that change can be brought about by advancement in materials.	Identifying reasons for change and reasons for continuities.	Identifying the reasons for change and continuity.	Making links between events and changes within and across different time periods / societies.
				I know that everyday objects have changed over time.	Identifying simple reasons for change.	To know that change can be brought about by advancement in trade.	Identifying what the situation was like before the change occurred.	Describing the links between main events, similarities and changes within and across different periods studied.	Identifying the reasons for change and continuity.
				Being aware that some things have changed and some have stayed the same in their own lives.		Identifying reasons for change and reasons for continuities.	Comparing different periods of history and identifying changes and continuity.	Describing the links between different societies.	Describing the links between main events, similarities and changes within and across different periods studied.
				Describing simple changes and ideas/objects that remain the same.		Identifying what the situation was like before the change occurred.	Describing the changes and continuity between different periods of history.	Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.	Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.

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Westwoodside C of E Primary Academy

				Understanding that some things change while other items remain the same and some are new.		Comparing different periods of history and identifying changes and continuity.	Identifying the links between different societies.	Analysing and presenting the reasons for changes and continuity.	Analysing and presenting the reasons for changes and continuity.
						Describing the changes and continuity between different periods of history.			
						Identifying the links between different societies.			

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary concepts and skills	Cause and consequence			To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury)	To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury)	To know that members of society standing up for their rights can be the cause of change.	To know that members of society standing up for their rights can be the cause of change.
				Asking why things happen and beginning to explain with support.	Asking questions about why people did things, why events happened and what happened as a result.	Identifying the consequences of events and the actions of people.	To know that advancements in technology can be the cause of change.	Giving reasons for historical events, the results of historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes.
					Recognising why people did things, why events happened and what	Identifying reasons for historical	Identifying the consequences of events and the actions of people.	Starting to analyse and explain the reasons for, and results of	Starting to analyse and explain the reasons for, and results of

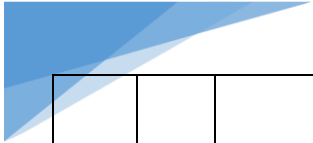
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					happened as a result.	events, situations and changes		historical events, situations and change.	historical events, situations and change.
							Identifying reasons for historical events, situations and changes		

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary concepts knowledge and skills	Similarities and Differences			To know that there are similarities and differences between their lives today and their lives in the past.	To know that there are explanations for similarities and differences between children's lives now and in the past.	Identifying similarities and differences between periods of history.	Identifying similarities and differences between periods of history.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
				To know some similarities and differences between the past and their own lives.	Identifying similarities and differences between ways of life at different times.	Explaining similarities and differences between daily lives of people in the past and today.	Explaining similarities and differences between daily lives of people in the past and today.	Making links with different time periods studied.	Making links with different time periods studied.
				To know that people celebrate special events in different ways.	Finding out about people, events and beliefs in society.	Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing change throughout time.	Describing change throughout time.
				To know that everyday objects have similarities and differences with those used	Making comparisons with their own lives.				

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				for the same purpose in the past.					
				Beginning to look for similarities and differences over time in their own lives.					

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		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary concepts and skills	Historical Significance			To know that some people and events are considered more 'special' or significant than others.	To know that some events are more significant than others.	To know that significant archaeological findings are those which change how we see the past.	To know that significant archaeological findings are those which change how we see the past.	Identifying significant people and events across different time periods.	Identifying significant people and events across different time periods.
				Recalling special events in their own lives.	To know the impact of a historical event on society.	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	Comparing significant people and events across different time periods.	Comparing significant people and events across different time periods.
					To know that 'historically significant' people are those who changed many people's lives.	Recalling some important people and events.	Recalling some important people and events.	Explain the significance events, people and developments.	Explain the significance events, people and developments.
					Discussing who was important in a historical event.	Identifying who is important in historical sources and accounts.	Identifying who is important in historical sources and accounts.		

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary concepts knowledge and skills	Investigating and interpreting evidence			To know that photographs can tell us about the past.	To know that we can find out about how places have changed by looking at maps.	To know that archaeological evidence can be used to find out about the past.	To know that archaeological evidence can be used to find out about the past.	To understand that inventories are useful sources of evidence to find out about people from the past.	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
				To know that we can find out about the past by asking people who were there.	To know that historians use evidence from sources to find out more about the past.	To know that we can make inferences and deductions using images from the past.	To know that we can make inferences and deductions using images from the past.	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.	To understand that there are different interpretations of historical figures and events.
				To know that artefacts can tell us about the past.	To know that the past is represented in different ways.	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.	To know that assumptions made by historians can change in the light of new evidence.	To understand that there are different interpretations of historical figures and events.	Recognising primary and secondary sources.
				To know that we remember some (but not all) of the events that we have lived through.	Using artefacts, photographs and visits to museums to ask and answer questions about the past.	To know that assumptions made by historians can change in the light of new evidence.	Using a range of sources to find out about a period.	Recognising primary and secondary sources.	Using a range of sources to find out about a particular aspect of the past.
				To know that the past can be represented in photographs.	Making simple observations about a source or artefact.	Using a range of sources to find out about a period.	Using evidence to build up a picture of a past event.	Using a range of sources to find out about a particular aspect of the past.	Identifying bias in a source and identifying the value of sources to historical enquiry

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									and the limitations of sources.
				Using artefacts, photographs and visits to museums to answer simple questions about the past.	Using sources to show an understanding of historical concepts.	Using evidence to build up a picture of a past event.	Observing small details when using artefacts and pictures.	Identifying bias in a source and identifying the value of sources to historical enquiry and the limitations of sources.	Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
				Finding answers to simple questions about the past using sources (e.g. artefacts)	Identifying a primary source.	Observing small details when using artefacts and pictures.	Identifying sources which are influenced by the personal beliefs of the author.	Describing how secondary sources are influenced by the beliefs, cultures and time of the author.	Comparing accounts of events from different sources.
				Sorting artefacts from then and now.	Recognising different ways in which the past is represented (including eye-witness accounts)	Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Identifying and giving reasons for different ways in which the past is represented.	Comparing accounts of events from different sources.	Suggesting explanations for different versions of events.
				Beginning to identify different ways to represent the past (e.g. photos, stories).	Comparing pictures or photographs of people or events in the past.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.	Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Suggesting explanations for different versions of events.	Evaluating the usefulness of historical sources.
				Developing their own interpretations from historical artefacts.	Developing their own interpretations from photographs and written sources.	Evaluating the usefulness of different sources.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.	Evaluating the usefulness of historical sources.	Identifying how conclusions have been arrived at by linking sources.

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								Evaluating the usefulness of different sources.	Identifying how conclusions have been arrived at by linking sources.	Developing strategies for checking the accuracy of evidence.
									Developing strategies for checking the accuracy of evidence.	Addressing and devising historically valid questions.
									Addressing and devising historically valid questions.	Understanding that different evidence creates different conclusions.
									Understanding that different evidence creates different conclusions.	Evaluating the interpretations made by historians.
									Evaluating the interpretations made by historians.	

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Posing historical questions			Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts)	Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions.	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live? Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live? Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others.

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Gathering, organising & evaluating evidence			Using sources of information, such as artefacts, to answers questions. Drawing out information from sources. Making simple observations about the past from a source.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source.	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Identifying primary and secondary sources. Identifying the bias of a source.	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of source, (audience, purpose, accuracy, the creators of the source.)	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of source, (audience, purpose, accuracy, the creators of the source.)

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		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Interpreting findings, analysing and making connections			Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence.	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers.	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures and groups. Asking the question "How do we know?"	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures and groups. Asking the question "How do we know?"	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing with a period and across time. Beginning to interpret simple statistical sources.	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing with a period and across time. Beginning to interpret simple statistical sources.

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Evaluating and drawing conclusions			Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Communicating Findings			Communicating findings through discussion and timelines with physical objects/pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussions, drawing or writing.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story. Creating a structured response or narrative to answer a historical enquiry.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story. Creating a structured response or narrative to answer a historical enquiry.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Communicating Findings					Describing past events orally or in writing, recognising similarities and differences with today.	Describing past events orally or in writing, recognising similarities and differences with today.	Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.	Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.

Westwoodside C of E Primary Academy

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Concepts	Achievements & follies of mankind			To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals.	To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different cultures, times and groups (e.g. monarchy) To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. To be aware of the achievements of significant individuals.	To be able to identify achievements and inventions that still influence our lives today from Roman times. To be aware of the achievements of the Ancient Egyptians.	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life in Britain today. To be aware of the achievements of the Ancient Egyptians	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.

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Substantive Concepts	Invasion, settlement and migration.					To know that there were different reasons for invading Britain.	To know that there were different reasons for invading Britain.	To understand that there are increasingly complex reasons for migrants coming to Britain.	To understand that there are increasingly complex reasons for migrants coming to Britain.
						To understand that there are varied reasons for coming to Britain.	To understand that there are varied reasons for coming to Britain.		To understand that migrants come from different parts of the world.
						To know that settlement created tensions and problems.	To know that there are different reasons for migration.		To know about the diverse experiences of the different groups coming to Britain over time.
						To understand the impact of settlers on the existing population.	To know that settlement created tensions and problems.		
						To understand the earliest settlements in Britain.	To understand the impact of settlers on the existing population.		
						To know that settlements have changed over time.	To understand the earliest settlements in Britain. To know that settlements have changed over time.		

Westwoodside C of E Primary Academy

Substantive Concepts	Civilisation (social and cultural)						To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles To know that education existed in some cultures, times and groups.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand that there are differences between early and later civilisations.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.

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Substantive Concepts	Trade					To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.	To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this resulted in new items to be traded in e.g. silk, spices and precious metals. To understand that the expansion of trade routes increased the variety of goods available.	To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this resulted in new items to be traded in e.g. silk, spices and precious metals. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade.

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Substantive Concepts	Beliefs						To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To compare the beliefs in different cultures, times and groups.	To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.	To be aware of the different beliefs that different cultures, times and groups hold. To be able to identify the impact of beliefs on society.