



Primary School History Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

The study of History should inspire children's curiosity about the complexities of the past to enable them to consider the present and look to the future. We use the Connected approach to teaching History at Bearness, which is an enquiry-based approach with both a key question and ancillary questions to pique children's interest. The learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage, both in depth and breadth, is achieved.

Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.

Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

EYFS – History Vocabulary – starting point for staff – amend as necessary for pupils

Chronological vocabulary: adult, after, afternoon, baby, before, calendar, child, day, future, grandparent, life-cycle, long ago, memory, morning, new, next, night, old, parent, seasons, past, present, time, then, yesterday

Disciplinary vocabulary: change, compare, different, fossil, museum, order, sequence, similar, what, when, where, who, why,

Substantive Concepts (introduced in an age-appropriate way): belief, conflict, farming, invention, jobs, money, migration, power, religion, royalty, school, transport

KS1 Vocabulary List – starting point for staff – amend as necessary for pupils

Chronological vocabulary: century, childhood, chronological, decade, future, great-grand parent, lifetime, living-memory, modern, month, period, recent, past, present, timeline, tomorrow, week, year

Disciplinary vocabulary: archaeologist, artefact, cause, change, compare, consequence, continue, diary, evidence, first-hand, historian, history, impact, interpretation, opinion, reason, sequence, significance, similar, source, version

Substantive concepts: farming (agriculture), belief, building design (architecture), city, conflict, communication, education, empire, explorer, fairness (inequality), invention, jobs (employment), law, power, religion, royalty (monarchy), technology, trade, transport, war

	Autumn 1			Spring 1			Summer 1		
Year A	Who is the Greatest History Maker?			Why was Charles sent to prison?			Why is the history of my locality important? (Why was one of Britains largest prisons built in the middle of Dartmoor? (Dartmoor Prison and Napoleonic wars))		
	activist belief boycott charity Crimean War	elect equal government hospital Lady of the Lamp leader	medicine parliament peace protest rights soldier	army code communication crime defence	enemy government manufacture patriotic punish rationing	soldier telegraph telephone trade war	TBA		
Year B	How do our favourite toys and games compare to those of children in the 1960's?			Why do we know so much about where Sappho used to live?			What does it take to become a great explorer?		
	electric electronic century childhood digital	Internet interactive lifetime living memory materials metal	plastic recent safety wood	arena army city emperor empire excavated eyewitness gladiator	merchant mosaic preserved reconstruction Roman slave temple trader	(Great Fire of London) diary rebuild cathedral water pump	discover equality expedition explorer government	inhabitants manufacture merchant mission navigate pioneer	recruit symbol trade transport voyage

Lower KS2 History Vocabulary List – starting point for staff – amend as necessary for pupils

Chronological Vocabulary: AD, BC, chronological, era, generation, period, millennium

Enquiry Vocabulary: anachronism, conclusion, consequence, effect, empathise, estimate, evidence, eye-witness, impact, oral-history, primary evidence, reliable,

reconstruction, representation, secondary evidence, significant, sources

Substantive concepts: belief, farming (agriculture), building design (architecture), city, civilisation, communication, conflict, defence, education, empire, exploration, inequality, invasion, invention, employment, law, migration, peace, power, religion, resource, monarchy, settlement, slavery, society, status, tax, technology, trade, transport, tribal, war

	Autumn 1			Spring 1			Summer 1		
Year A	How did the arrival of the Romans change Britain?			Who were the Anglo-Saxons and how do we know what was important to them?			What did the Vikings want in Britain and how did Alfred help stop them getting in?		
	amphitheatre armour battle civilisation commander emperor empire	fort gladiator invasion mural nobleman retreat Roman rule	slavery spectators taxes toga tunic warrior weapons	abbey Anglo-Saxon armour battle bronze ceremonial Christian defences	helmet manufacture nobleman pagan plunder ruin ruler Saxons	settlement shield spear superstitions thatched trade tribe warrior	battle Christianity climate defend enemy famine fertile	fortress inhabited invasion longships medieval moat Norsemen pagan	peace settlement shield-wall temple tribe Vikings voyage
Year B	How did the lives of the ancient Britons change during the Stone Age?			What is the secret of the Standing Stones? (Bronze Age)			How do artefacts help us understand the lives of people in Iron Age Briton?		
	agriculture ancient belief burial camp caveman ceremonial excavation	harpoon honoured hunter-gatherers monument myth Neolithic New/Old Stone Age	nomadic quern reconstruction remains settlement Skara Brae Stonehenge wattle & daub worship	advancement afterlife archer armlet astronomical belief Bell-Beaker chamber chief	community exchange manufacture midsummer/mid winter urn ornaments peace settlement smelting	spiritual stable standing stones status stone circle Stonehenge theory trade warrior	artefacts barter belief chariot culture customs ditches earthworks constructed	explanation fertile gods/goddesses hill fort hoard Iron Age mound offering population	rampart reconstruction religious remains shield siege surrender tools tribe

Upper KS2 History Vocabulary List - starting point for staff – amend as necessary for pupils

Chronological Vocabulary: AD, BC, chronological, era, generation, period, millennium

Enquiry Vocabulary: authenticity, bias, causes, continuity, evaluate, factual, infer, interpret, interrogate, legacy, motive, primary source, reconstruction, reliability, represent, secondary source, significance, storyboard, synthesise, translation, viewpoint

Substantive concepts: agriculture, architecture, belief, city, civilisation, communication, conflict, conservation, defence, democracy, diversity, economy, education, empire, employment, exploration, inequality, invasion, invention, law, manufacture, migration, military, monarchy, peace, power, religion, resource, settlement, slavery, status, tax, technology, tourism, trade, transport, tribal, war, wealth

	Autumn 1			Spring 1			Summer 1		
Year A	Why did Britain once rule the largest empire the world has ever seen?			Why is the history of Dartmoor significant? Incl Anglo-Saxon			Why did the ancient Maya change their way of life?		
	allegiance British Empire Christian citizen colonise commonwealth convert domination empire	exploit independence military moral monarch nations native raw-material rights	Royal Navy rule slave labour textile tobacco trade transfer power uprising victory	Anglo-Saxons Ashburton Battle of Trafalgar conservation hill fort	Lydford military mining Napoleonic Wars National Park	Neolithic Prison remains soldier tourism training	column defeat depict disease drought famine headdress hieroglyphics	labour Maya nobility ornaments perish priest pyramid religious ritual	sacrifice sculpture slaves temple traditional victorious war warriors
Year B	How did a pile of dragon bones help solve an Ancient Chinese mystery?			Why was winning the Battle of Britain in 1940 so important?			The story of The Trojan Horse: historical fact, legend or classical myth?		
	advisers afterlife ancestors Chinese New Year civilisation commoner culture decipher Emperor	folklore govern hieroglyph illiterate inhabited labourer legend monarch myth natural-disaster	ruler sacrifice seize Shang Dynasty society spiritual tax textile tomb	airborne aircraft carrier air-raid artillery broadcast command diplomatic Dunkirk	evacuation factory Führer invasion Landing-craft Luftwaffe morally Nazi occupied	Parachutists preparation Prime Minister retreat Royal Air Force Second World War speech Spitfire withdraw	archers authentic battering ram capture disease engraving fortifications government	kingdoms legend myth perspective remains ruins sculpture siege tower Sparta	surrender symbolic The Trojan Horse Trojan Troy vase warriors

Curriculum Organisation and Information

Our History curriculum enables all learners to develop their historical perspective progressively as they move through each stage of their education, by acquiring chronologically secure historical knowledge through historical enquiry. This knowledge of people, events and periods, can only be meaningfully acquired when historical terms, including key substantive concepts such as ‘empire’, ‘invasion’ and ‘trade’, are taught in historical context and developed throughout our curriculum. The historical concepts ‘continuity & change’, ‘cause & consequence’, ‘similarity & difference’ and ‘significance’ underpin our enquiry-based learning, with children asking age-appropriate and increasingly nuanced questions, exploring how the past is constructed from a range of sources, appreciating why ‘interpretations’ of history vary and, ultimately, understanding how knowledge of the past is constructed by historians.

The Early Years Foundation Stage (EYFS)

Children in Reception develop an early understanding of history through the knowledge and skills outlined in the EYFS’s area of learning called ‘Understanding of the World’

(UotW) – ‘Past and Present’. However, as with all learning in the early years, children’s understanding of the passing of time permeates into all areas of the EYFS curriculum and is enriched by both specific teaching and broader classroom practises, with opportunities to further understanding of the past and present being made as appropriate to do so - including spontaneous child-led learning moments!

Reception teachers plan engaging lessons that link to their inspiring half-termly topics to develop children’s historical knowledge chronological understanding and emergent enquiry skills. Lessons introduce topic-specific vocabulary, include both adult-led and play-based learning activities and nurture the ‘characteristics of effective learning’. Learning is embedded in the children’s real-life experiences, the experiences of people they know and in the context of the wide variety of texts (stories, non-fiction, rhymes and poems) shared in class. Children explore the meaning of new vocabulary, use language to imagine and recreate roles and experiences in play situations and learn to use past, present and future terminology accurately. They learn to use tenses correctly and, supported by our ‘Oracy’ approach, children develop their ability to clearly articulate their ideas and begin to justify their thinking. The language rich learning environment is purposefully provisioned to further learning and provides opportunities for children to explore and compare aspects of the past with those of the present day. At all times children are encouraged to be curious, to observe closely and to discover for themselves – key skills which are fundamental to the development of our little historians!

Key Stage One and Two

Children in Key Stage One and Key Stage Two must receive the full entitlement of the National Curriculum (NC) and we ensure this is delivered through our enquiry-led history curriculum which is based on the expertise of the Connected History units, which we have carefully crafted into two-year rolling programme to meet the needs of our mixed-age classes. We have purposefully selected and sequenced topics, through and across key stages, to build cumulatively on prior learning and to progressively further skills development. History learning is organised into half-termly topics (that alternate with Geography) which allows students to ‘dive-deeper’ into their learning and limits the time between history topics - helping children to retain their learning. Opportunities for meaningful cross-curricular learning are made whenever appropriate, particularly during half-terms where history is not discretely taught to revisit skills and reinforce key knowledge.

Our history topics are based around an engaging ‘big question’ (shaped by a second-order concept) which captures children’s interests and gives purpose to learning (many of which have a local element). Rather than giving children all the answers through their topic learning, children embark on a journey of exploration! At the beginning of each topic children share questions that they would like to find answers to, and teachers always encourage children to ask their own questions understanding that curiosity is central to historical enquiry. Supported by our whole-school Oracy approach, children learn to articulate their ideas and to justify their thinking with opportunities for partner, group and whole-class discussion and debate being planned into each topic. Studying history in this way inspires children’s curiosity, it encourages them to ask critical questions and develops their characteristics of effective learning.

Teachers use the Link Academy agreed Medium Term planning document to plan a sequence of learning based on their ‘big question’, referring to the Connected History guidance and the Progression in Key Skills document below and the historical terms banks above. Each topic has a clear learning journey, with an ‘elicitation task’ at the start of a topic to identify a child’s prior knowledge. Children are then taught the knowledge and skills they need to answer the over-arching ‘big question’ in small manageable steps, with each lesson having a clear curriculum linked learning objective which is shared with the children - making it clear what and how children are expected to learn. Teachers begin each lesson with a ‘flash-back’ to previous or key learning, in order to address misconceptions, reinforce learning and to support long-term memory connections – helping children retain knowledge. Lessons include a range of teaching approaches, activities are tailored to challenge and support children appropriately and provide opportunities for children to work independently, with a partner or in a group. History lessons are tailored to the needs of each child, with teachers using ‘assessment for learning’ strategies to swiftly pinpoint children’s next steps in learning to identify those who require more support and those who can be challenged to ‘dig deeper’ - maximising progress. Learning is

adapted and personalised to ensure children with SEND or EAL are able to access the full curriculum and have an equal opportunity to take part in every aspect of the History curriculum. A topic ends with a 'time to shine' activity which concludes and celebrates children's learning.

There is an expectation that history learning in books will be the same quality as that in English books. Marking and feedback in history should be the same standard as marking/feedback within other learning across the curriculum, and aimed at furthering learning. Teachers capture 'creative' learning using a SWAY document and promptly mark recorded learning in line with our marking policy, ensuring feedback is purposeful, furthering history learning and addressing misconceptions. Each classroom has a topic display (which includes key vocabulary) and a timeline displayed in our school hall to support children's chronological understanding. Topics always include inspiring 'hooks' to provide memorable learning opportunities, with teachers organising trips to museums and cultural sites, guest speakers, immersion days, ICT and physical resources/artefacts are used where possible.

The subject leader monitors standards through 'book looks' including Sway & Tapestry, pupil conferencing, looking at planning, learning walks and discussions with staff and supports teachers with subject knowledge and continued professional development for example by leading staff meetings and making staff aware of new resources. Beyond curriculum specific learning the subject-lead also oversees the celebration and commemoration of annual significant and local historical events such as Armistice Day, Bonfire Night or the Queen's Platinum Jubilee throughout the school.

Oaks (Early Years)

History in the Foundation Stage is covered in the 'Understanding the world' area of the EYFS curriculum. It is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Below is a short overview of science in EYFS – please see the EYFS Curriculum area for more information

Examples - What might you see?

- Noticing seasonal changes
- Talking about daily or weekly routines
- Role playing special events e.g. coronation
- Using language /vocabulary connected with the passing of time
- Reading stories about how things change or the past
- Recounting personal memories
- Talking about how they have changed since they were a baby

Early Learning Goal – Understanding the World: Past and Present

As part of the Early Years framework, 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.

CHESTNUTS (Yr1 & Yr2)

	Autumn 1	Spring 1	Summer 1
Year A	Who is the greatest history maker? <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally 	Why was Charles sent to prison? <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	Why is the history of my locality important? (Why was one of Britains largest prisons built in the middle of Dartmoor? (Dartmoor Prison and Napoleonic wars) <ul style="list-style-type: none"> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality
	How do our favourite toys and games compare to those of children in the 1960's? <ul style="list-style-type: none"> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality. 	Why do we know so much about where Sappho used to live? <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	What does it take to become a great explorer? <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements
Year B (2022/2023)	How do our favourite toys and games compare to those of children in the 1960's? <ul style="list-style-type: none"> Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality. 	Why do we know so much about where Sappho used to live? <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	What does it take to become a great explorer? <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements

SYCAMORES (Yr3 & Yr4)

	Autumn 1	Spring 1	Summer 1
Year A	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want in Britain and how did Alfred help stop them getting in?
	Pupils should be taught about: <ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	Pupils should be taught about: <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	Pupils should be taught about: <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Year B (2022/2023)	How did the lives of the ancient Britons change during the Stone Age?	What is the secret of the Standing Stones? (Bronze Age)	How do artefacts help us understand the lives of people in Iron Age Britain?
	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age

REDWOODS

	Autumn 1	Spring 1	Summer 1
Year A	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Why is the history of Dartmoor significant? Incl Anglo-Saxon</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A local history study; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<p>Why did the ancient Maya change their way of life?</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
	<p>How did a pile of dragon bones help solve an Ancient Chinese mystery?</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Why was winning the Battle of Britain in 1940 so important?</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>The story of The Trojan Horse: historical fact, legend or classical myth?</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world

The National Curriculum

Pupils are taught:

In Key Stage 1:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

In Key Stage 2:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- a local history study – 'Exeter'
 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Mayan Civilisation
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Progression of Key Skills

Key skills

Strand	Year 1	Year 2	Year 3/4	Year 5/6
Finding Out About the Past (Enquiry)	Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.			
	<p>Can I talk, find out about and share my experiences of the past and present?</p> <p>Can I talk about and describe artefacts from the past and present?</p> <p>Can I ask and answer questions about life for the people and artefacts?</p>	<p>Can I give reasons for and describe changes that have taken place within my experiences?</p> <p>Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past?</p> <p>Can I compare aspects of the present with the past and describe simple similarities and differences?</p>	<p>By the end of year 4...</p> <p>Can I use a range of information to ask and answer questions about the past?</p> <p>Can I use interpretations, pictures and written sources to build a picture about the past?</p> <p>Can I give reasons why peoples account of the same event may be different?</p> <p>Can I talk about sources of information that contain negative views and accounts?</p> <p>Can I ask and answer questions about an archaeological site?</p>	<p>By the end of year 6...</p> <p>Can I answer questions about the past selecting information from a wide range of sources?</p> <p>Can I use appropriate terminology and methods to present information about the past?</p> <p>Can I identify different ways in which people have represented and interpreted the past?</p> <p>Can I talk about and give reasons for an event being interpreted in a range of different ways?</p> <p>Can I talk about why some written sources may give a negative view or account?</p> <p>Can I explore a range of sources of information/accounts about an archaeological site?</p> <p>Can I select, combine and present information from more than one source?</p> <p>Can I give reasons for negative views and accounts in written sources of information?</p> <p>Can I recognise some of the strengths and limitations in terms of archaeological evidence?</p>
Finding Out About the Past (Chronology)	Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods?		Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?	
	<p>Can I talk about my own life and those of people I know?</p> <p>Can I use the terms, 'now' and 'then' when I talk about my experiences?</p> <p>Can I place objects and events within my experience, in time order?</p> <p>Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year?</p>	<p>Can I talk about events, places and people beyond living memory?</p> <p>Can I place objects, people and events beyond my own experiences in time order?</p> <p>Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present?</p>	<p>Can I describe how the past has been divided into different periods of time?</p> <p>Can I explain my reasons for placing objects, people and events in a particular order?</p> <p>Can I use dates and historical terms to describe historical periods?</p> <p>Can I use the terms BC and AD to locate dates of invasion and occupation?</p>	<p>Can I describe the key characteristics and features of a range of different periods of history?</p> <p>Can I describe changes that have taken place within and across historical periods?</p> <p>Can I use historical terms effectively to describe periods within history?</p> <p>Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?</p> <p>Can I compare and contrast features of historical periods identifying similarities and differences?</p> <p>Can I describe and analyse the impact of change within and between periods in the past?</p> <p>Can I analyse and evaluate the cause and effect of changes that took place in the past?</p>

Historical Events	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			Can I describe features of past events and make links between them?
	Can I talk about events in my life and the lives of people I know?	Can I talk about and describe, in simple terms features of events in my past, and that of members of my family?	Can I describe features of historical events beyond living memory? Can I identify common themes and features? Can I compare similar events from the present and past? Can I talk about the impact of events on the lives of the people of the time?	Can I describe a range of different features of key historical events? Can I compare and contrast events from different historical periods? Can I explain and give reasons for events in the present and past? Can I talk about the impact of events on different groups within society at that time? Can I understand and explain the reasons for, and results of, key historical events? Can I interpret and evaluate a key historical event from more than one perspective or view point? Can I support my evaluations with a range of evidence from a range of sources?
Lifestyles of People in the Past	Significant historical events, people and places in their own locality			
	Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc?	Can I talk about and describe my life? Can I talk about similarities and differences between my life and someone I know? Can I talk about my thoughts about life in the past based on first-hand experiences?	Can I compare and contrast the ways of life of people from different historical periods? Can I compare and describe features of life now and in the past beyond living memory? Can I describe and give reasons for the changes and differences in lifestyle in the past and present? Can I compare and describe the characteristics of a range of significant groups from the past?	Can I identify and describe features and characteristics of past societies? Can I compare and analyse the factors that caused change in the past? Can I talk about the impact of change on past societies, e.g. displacement due to war? Can I describe and give reasons for the beliefs held by different societies in the past? Can I compare and contrast the distinctive features of past societies?
Significant Historical People	The lives of significant individuals in the past who have contributed to national and international achievements? Some should be used to compare aspects of life in different periods, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.			
	Can I talk about my own life and those of people I know? Can I use the terms, 'now' and 'then' when I talk about my experiences?	Can I talk about and describe events in the life of a well-known historical person?	Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with? Can I identify and describe key events in their life from a range of sources of information?	Can I use a range of sources of information to find out about significant historical people from a key historical period? Can I compare and contrast a range of information about a significant historical person? Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods?

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge.

Children's progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children's books, dialogue, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.

There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing.