

History Curriculum Knowledge and Progression Map 2023-2024

Class	Autumn <i>(Full Schemes) Keystage History</i>	Spring <i>(Full Schemes) Keystage History</i>	Summer <i>(Full Schemes) Keystage History</i>
Elm / Blossom	<p><i>Early Learning Goals (ELG)</i> <i>Understanding the world</i></p> <p><u>KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</u></p>	<p><i>Early Learning Goals (ELG)</i> <i>Understanding the world</i></p> <p><u>KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</u></p>	<p><i>Early Learning Goals (ELG)</i> <i>Understanding the world</i></p> <p><u>KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</u></p>
Links to ELGs	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and lives of their family members. • 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 	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and lives of their family members. • 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 	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and lives of their family members. • 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	encountered in books read in class and storytelling.	encountered in books read in class and storytelling.
Pine	Teaching Toys at KS1 - Years 1 & 2 Keystage history	Teaching Castles At KS1 - Lessons and Resources Keystage History	Local History Teaching the Seaside at KS1 - Years 1 & 2 Keystage History
Breadth of study	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality.
Threshold concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>
Milestones	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past.

	<ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Place events and artefacts in order on a time line. Use dates where appropriate. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time 	<ul style="list-style-type: none"> Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time
Cedar	Teaching Gunpowder Plot and Guy Fawkes at KS1 - Years 1 & 2 Keystage history	Grace Darling Lessons, Activities and Resources At KS1 Keystage History	Local History - School and surrounding area KS1 Scheme of work
Breath of Study	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality.

Threshold concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p>Investigate and Interpret the past</p> <p>Communicate historically</p>
Milestones	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.

	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. 	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. 	<ul style="list-style-type: none"> Place events and artefacts in order on a time line.
Willow	The Great Fire of London Outstanding Lessons at KS1 Year 1 and Year 2 Keystage History	Teaching Louis Braille at KS1 - Complete Lessons and Planner - Years 1 & 2 Keystage History	Teaching Florence Nightingale at KS1 - Lessons, Activities and Resources Keystage History
Breath of Study	<ul style="list-style-type: none"> Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements.
Threshold concepts	Investigate and Interpret the past Understand chronology	Investigate and Interpret the past Understand chronology	Investigate and Interpret the past Understand chronology

	Communicate historically	Communicate historically	Communicate historically Build an overview of world history
Milestones	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Show an understanding of the concept of nation and a nation's history.

	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. 		
Cherry	Teaching Christopher Columbus At KS1 Keystage History	Teaching The First Moon Landing to KS1 - Years 1 & 2 Keystage history	Teaching The Sinking of the Titanic at KS1 - Years 1 & 2 Keystage history
Breath of Study	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	<ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. 	Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
Threshold concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>
Milestones	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past.

	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. 	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. 	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.
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Maple	Teaching Stone Age to Iron Age at KS2 - Year 5 & 6 Keystage history	Teaching the Roman Empire at And Roman Britain at KS2 - Lessons and Resources Keystage History	Local History - The Beatles
Breath of Study	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> The Roman Empire and its Impact on Britain. 	<ul style="list-style-type: none"> A local history study.
Threshold Concept	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Communicate historically</p>
Milestones	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Place events, artefacts and historical figures on a time line using dates. Describe changes that have happened in the locality of the school throughout history. Understand the concept of change over time, representing this, along with evidence, on a time line.

	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<ul style="list-style-type: none"> • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology.
Holly	Teaching Ancient Egypt at KS2 - Lessons and Resources Keystage history	Teaching Anglo Saxons at KS2 Including Lessons and Resources Keystage History	Local History - The history of Liverpool

Breath of Study	<ul style="list-style-type: none"> • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. 	<ul style="list-style-type: none"> • Britain's settlement by Anglo Saxons and Scots. • The Viking and Anglo Saxon struggle for the Kingdom of England. 	<ul style="list-style-type: none"> • A local history study. • A study of a theme in British history.
Threshold concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Communicate historically</p>
Milestones	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: • dates

	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. 	<ul style="list-style-type: none"> time period era change chronology.
Hazel	Teaching Ancient Greece at KS2 - Years 3,4,5 & 6 History Keystage history	Teaching Life In Tudor Times At KS2 - Lessons and Resources Keystage History	Local History Slavery linked to Liverpool
Breadth of Study	<ul style="list-style-type: none"> Ancient Greece. 	<ul style="list-style-type: none"> A study of a theme in British history. 	<ul style="list-style-type: none"> A local history study. A study of a theme in British history.

Threshold Concepts	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history
Milestones	<ul style="list-style-type: none"> ○ Year 4 • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> • Year 4 • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> Year 4 • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.

	<ul style="list-style-type: none"> • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • Chronology <p>Year 5</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Year 5</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	<p>Year 5</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
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	<ul style="list-style-type: none"> • Refine lines of enquiry as appropriate • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade 	<ul style="list-style-type: none"> • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade
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Chestnut	Teaching Viking Britain at KS2 - Lessons and Resources - Year 5 & 6 History Keystage History	Teaching Early Islam and Baghdad Lesson Plan KS2 - Year 5 & 6 Keystage History Early Islamic civilisation	Teaching Crime and Punishment at KS2 - Years 3,4,5,6 Keystage History
Breath of Study	<ul style="list-style-type: none"> The Viking and Anglo Saxon struggle for the Kingdom of England. 	<ul style="list-style-type: none"> A non- European society that contrasts with British history - Early Islamic Civilization 	<ul style="list-style-type: none"> A study of a theme in British history.
Threshold Concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Communicate historically</p> <p>Build an overview of world history</p>
Milestones	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate Compare some of the times studied with those of the other 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate

	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade 	<p>areas of interest around the world.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade 	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade
Sycamore	Teaching World War 2 (WW2) at KS2 - Outstanding Lessons Keystage history	Teaching Benin at KS2 - including Learning Activities and Lessons - Year 5 & 6 Keystage history	Black and British - Teaching Black British History at KS2 Keystage History

Breath of Study	<ul style="list-style-type: none"> • A study of a theme in British history. 	<ul style="list-style-type: none"> • A non- European society that contrasts with British history chosen from: <ul style="list-style-type: none"> - Early Islamic Civilization - Mayan Civilization - Benin. 	<ul style="list-style-type: none"> • A study of a theme in British history.
Threshold Concepts	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p>	<p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p>
Milestones	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate • Compare some of the times studied with those of the other 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate • Describe the social, ethnic, cultural or religious diversity of past society.

	<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade 	<p>areas of interest around the world.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade 	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade
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