




Temple Sowerby CE Primary School

HISTORY POLICY

2022/2024

Approved by	
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Signed:	
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Living for learning; learning for life.

Our School Vision

Our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Policy Statement

At Temple Sowerby CE Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue their point of view – skills that are prized in adult life.

Intent

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. It helps them place our society and our current way of life in context.

We aim to equip pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. We are proud of how we inspire pupils' curiosity to know more about the past. Our high-quality teaching encourages pupils to ask prospective questions, think critically, weigh evidence sift arguments and develop perspectives. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

We live in a place rich in the history of our nation. From the Neolithic stone circles to the Roman occupation, our location offers a range of hands-on learning experiences. We have designed a curriculum that makes use of these rich resources to give children to have an understanding of how the past has shaped the place in which they now live.

As well as learning about the history of our locality, we also teach children about events in the past both here in the UK and beyond to help them understand how events in the past have shaped our lives and the world we live in. We want to give children a secure knowledge of the chronology of history from the first peoples to now, whilst also enabling them to have deeper learning experiences of some of the more significant turning points in national and global world history.

To enrich children's learning, we aim to provide memorable experiences for the children which deepen their understanding of historical periods, whilst also making the most of our local environment. Examples include developing links to local museums (Tullie House), as well as visits to important historical places in the area, such as Hadrian's Wall and the Beamish Living Museum. We also welcome visitors into school (such as a workshop by a Stone Age elder and a talk by a World War 2 evacuee) or through trips (including York's Jorvik Centre and DIG archaeology adventure).

Aims

- To instil in children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Implementation

At Temple Sowerby CE Primary School, history is taught through a carefully planned series of termly or half-termly topics, following a 4-year rolling programme that ensures complete National Curriculum coverage (see Appendix 1 for a summary of NC objectives). Because of our mixed-age classes, children are not always taught historical events in chronological order; however, through revisiting past topics and making lots of links between them, children are able to establish clear narratives within and across the periods they study. As well as bespoke lessons, other cross-curricular opportunities arise regularly, whether through the use of timelines in maths, to the use of maps and atlases when learning about different world civilisations.

Our Curriculum

The children undertake a broad and balanced program that takes account of abilities, aptitudes and physical, emotional and intellectual development. Throughout history the children learn a range of skills, concepts, attitudes and methods of working. Our history curriculum draws upon prior learning, wherever content is taught. Our curriculum follows CUSP History and this is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

Our History curriculum strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places - the full cycle of units covered are shown in Appendix 2.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning – Quality of Education

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons through quality first. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest (such as Tullie House, Penrith Museum, Beamish)
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- Assemblies with historical experts to introduce historical topics
- They children are encouraged to use high quality reading books – from the library and Curriculum Visions.
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- They get the opportunity to revisit previous learning.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, scaffolded worksheets, expected outcome and/or support from peers or adults, pre-learning and a variety of differentiated resources. We ensure that the knowledge, skills and vocabulary taught are appropriate to the age of the children (as outlined in the Progressions of Knowledge and Vocabulary shown in Appendix 3).

Impact

By the end of EYFS, children will have understanding of the past in relation to their own lives and the topics we have covered. Children should be able to talk about how they have changed over time and their family in the past. They will be able to talk about their own pasts such as events or holidays they have had in the past. They will develop a knowledge of significant individuals from the past, linked to topics, through stories and photographs. Children will be aware that things have changed throughout history such as people wear different clothes now, or that vehicles have changed over time.

By the end of Key Stage 1, children should be able to use words relating to the passing of time and a wide vocabulary of everyday historical terms. They should 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. Children should be able to ask and answer questions, choosing and using parts of stories and other sources. Pupils should understand about changes within living memory and significant national or global events. They should know about the lives of significant individuals in different periods who have contributed to national and international achievements and significant historical events, people and places in their own locality.

By the end of Key Stage 2, children should have developed a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Children should be able to answer and devise historically valid questions about change, cause, similarity, difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Assessment and Recording

At Temple Sowerby School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Formative assessment is carried out at the end of each topic, with teachers' using their own professional judgement to assess an individual's end point. Children's knowledge and retention is regularly assessed with quizzes and recaps of previous learning.

Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations. We also undertake assessment of each child's work based on the skills outcomes of each topic. We have regular visits from foundation governors to discuss our history curriculum, teaching and learning.

Resources

We have a wide range of rich text books and interactive text books and boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community. Children also have the opportunity to use the Chromebooks to access resources supplied by the teacher.

Appendix 1 - National Curriculum Coverage:

EYFS – Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to: Understanding the World</p> <ul style="list-style-type: none"> talk about the lives of people around them and their roles in society. know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. 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. use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about:</p> <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 [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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. significant historical events, people and places in their own locality 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time and develop the appropriate use of historical terms. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 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.

Appendix 2 - Our History Curriculum

At Temple Sowerby CE Primary School, history is a stand-alone subject - individual history units are taught over a half-term or term (alternating with Geography units). Our Key Stage 1 curriculum is carefully planned over a two-year cycle and our Key Stage 2 curriculum is planned over a four-year cycle. We have designed our own history curriculum so it is chronological. This has been done so that there is sequence in our curriculum and that when we revisit topics there is a link between the periods of history. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

History units are highlighted in blue in the tables below.

Early Years Foundation Stage

During their time in the Early Years Foundation Stage the children will cover a range of topics which will form the basis for all of their learning. All of these topics include links to history as outlined in our Early Years Long Term Plan.

Autumn		Spring		Summer	
All About Me	Terrific Tales	Amazing Animals	Come Outside	A Ticket To Ride	Fun at The Seaside

Key Stage 1:

Cycle	Autumn		Spring		Summer	
A	Changes within living memory - Toys (Tullie House)	Where we live (fieldwork)	Castles – Local history (Appleby Castle)	The Seasons	Significant Individuals - Explorers	Life in the City
B	Great Fire of London	Map Makers (fieldwork)	Arctic Adventures (Wilderness Outdoor Workshops)	Significant Individuals - Lady Ann Clifford (local history)	Changes within living memory - shops	Contrasting localities – Africa (Peter Nutsford workshop)

Key Stage 2:

Cycle	Autumn		Spring		Summer	
A	Britain from Stone Age to Iron Age	Caring for our environment (Fieldwork)	Early Civilisations – Ancient Egypt		Coasts (Fieldwork - St Bees)	Ancient Greece
B	Romans in Britain (local history - Vindolanda)		The Americas	Mayan Civilisations	Extreme Earth and the water cycle (Fieldwork)	The Saxons
C	Vikings	Biomes (Fieldwork)	Tudor Monarchs and Discovery (Tullie House - Life in Tudor Carlisle)		Fairtrade	
D	The Victorians (Beamish)	Cumbria - Eden Valley and the Lake District (Lake District Field Study)	The Second World War (Eden Camp)		Our European Neighbours	

Appendix 3 - Progression

Progression of Substantive Knowledge

A EYFS - Reception Historian	Year 1 Historian	Year 2 Historian	Year 3 Historian
<p>Understanding the World</p> <ul style="list-style-type: none"> • I can comment on images of familiar situations in the past. • I can compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • I know about and can name many of the changes that have happened since I was born. • I know how to ask and answer questions about old and new objects. • I use words and phrases like: old, new and a long time ago. • I spot old and new things in a picture. • I use words and phrases like: before, after, past, present, then and now. • I give examples of things that were different when my grandparents were children. • I know about someone famous who was born or lived near our town. • I know why there is a monument to a famous person in the town centre. 	<ul style="list-style-type: none"> • I know about an event that happened before my grandparents were born. • I recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place. • I recount the life of someone famous who lived outside of Britain and explain why they were famous. • I know about the life of a famous person from the past because I know how to research. • I know how to find out things about the past by talking to an older person. • I know about how things were different when my grandparents were children. 	<ul style="list-style-type: none"> • I know how to use books and the internet to find out more information about the past. • I know what certain objects from the past may have been used for. • I know how our locality today was shaped by what happened in the past. • I understand chronology: different historical periods were not isolated.
Year 4 historian	Year 5 historian	Year 6 historian	
<ul style="list-style-type: none"> • I summarise how Britain may have learnt from other countries and civilizations. • I research to find answers to specific historical questions about our locality. • I research what it was like for children in a particular period of history. • I know about the impact that one of these periods of history had on the world. 	<ul style="list-style-type: none"> • I describe events from the past using dates when things happened. • I know how an event or events from the past has shaped our life today. • I draw a timeline with different historical periods showing different historical events or lives of significant people. • I know how crime and punishment has changed over a period of time. • I know how Britain has had a major influence on the world. • I know how the lives of healthy people were different from the lives of poorer people. 	<ul style="list-style-type: none"> • I know that Britain was invaded on more than one occasion. • I research in order to find differences and similarities between two or more periods of history. • I know to place features of historical events and people from the past societies and periods in a chronological framework. • I know about the main events from a period of history explaining the order of events and what happened. • I know that many of the early civilizations gave much to the world. 	

Progression of Disciplinary Knowledge (Skills)

History Skills			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
Reception			<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of 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.

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this unreliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological Understanding</p>	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge /Understanding - Events, People, Changes</p>	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past. f 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presenting, Organising and Communicating</p>	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.

Progression of Vocabulary

EYFS	Year 1	Year 2	Year 3
Old New First Next Long Ago Past	Yesterday Today Tomorrow Same Different Change Before After First Next Present Similar Different Invention King Queen Heir Monarch Calendar	Past Present Future Important Event Era Artefacts Time Order Monument Artefact Primary evidence Secondary evidence Significance Cathedral Eyewitness Sources Change Important	Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation Historical importance Local Chronological Church Artefact Prehistory Archaeology Agriculture Hunter-gatherer Comparison Iron age Bronze age Discovery Metal working Nomad Settler Stone age Gods Goddesses Slave Ancient civilisations Nomad Museum
Year 4		Year 5	Year 6
Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure Empire Migration Invasion Causation Continuity Democracy Interpretation Invasion Chronology Dark ages Emperor Rebellion Revolt Christianity Conquest Invasion Missionary Monastery Excavate Medieval Peasant Decade Crusades Emperor Legacy		Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity Reign Reformation Church Execution Heresy Torture Traitor Treason Dynasty Colonisation Indigenous Colony Oral history Sacrifice Slave Territory Court Explorer Global Missionary Nation Century Expedition Aristocracy Diversity Pope	Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate Propaganda Persecution Chronology Global Parliament Aristocracy Emigrant Significance Reliability Censorship Morale Revolution Biased Treaty Declaration Immigrant International Hierarchy Oppression Prejudice Ideologies Advocate Commemorate Conflict Enemy