

Essential characteristics in our school: Breadth of study Key Stage 1: Pupils should be taught about: An excellent knowledge and understanding of people, places, events and contexts from a range of historical periods, concepts and processes. 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 ability to think critically about history and communicate ideas confidently the lives of significant individuals in the past who have contributed to national and international achievements. in styles appropriate to a range of audiences. Some should be used to compare aspects of life in different periods. Examples could be scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as The ability to consistently support, evaluate and challenge their own ideas Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. and others' views using detailed, appropriate and accurate historical evidence significant historical events, people and places in their own locality and how this shaped the area, such as Matthew derived from a range of sources. Flinders, Margaret Thatcher, Edith Cavell A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements when making **Breadth of study Key Stage 2:** comparisons with life today. Pupils should be taught about: A desire to embrace challenging activities, including opportunities to changes in Britain from the Stone Age to the Iron Age undertake high-quality research across a range of history topics, using a the Roman Empire and its impact on Britain variety of resources. Britain's settlement by Anglo-Saxons etc the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The ability to think, reflect, debate, discuss and evaluate the past, formulating a local history study and refining questions and lines of enquiry. 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 A passion for history and an enthusiastic engagement in depth study of one of the following: learning, which develops their sense of curiosity about the past and their Ancient Greece – a study of Greek life and achievements and their influence on the western world understanding of how and why people interpret the past in different ways. a non-European society that provides contrasts with British history – the Mayan civilization **Threshold Concepts** Investigate and interpret the past Build an overview of world history **Understand chronology** Communicate historically

This concept involves understanding that our	This concept involves an appreciation of the	This concept involves an understanding of how	This concept involves using historical
understanding of the past comes from an	characteristic features of the past and an	to chart the passing of time and how some	vocabulary and techniques to convey
interpretation of the available evidence and to	understanding that life is different for different	aspects of history studied were happening at	information about the past.
question it's validity and what it tells us.	sections of society and different countries.	similar times in different places.	

Hierarchy of Skills: History- Key Stage 1								
Investigate and interpret the past Build an overview of world history Understand chronology Commun					Communicate historically			
Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	



				(Management)			
H1- Skill - Use artefacts, pictures, stories, online sources and databases to find out about the past. (ALL THEMES)	H1 - Skill — Examine an artefact and suggest what it is, where is it from, when and why it was made and who owned it (ALL THEMES)	H4- Skill -: Describe significant historical events, using the key points and facts. (TOWERS, TUNNELS AND TURRETS) (BRIGHT LIGHTS, BIG CITY) (MOON ZOOM) (LAND AHOY) (SUPERHEROES)	H4 – Skill - Describe and explain the importance of significant historical events. (TOWERS, TUNNELS AND TURRETS) (BRIGHT LIGHTS, BIG CITY) (MOON ZOOM) (LAND AHOY) (SUPERHEROES)	H8 - Skill – Order information on a timeline (STREET DETECTIVES) (MOON ZOOM)	H8 - Skill – Sequence significant information in chronological order. (STREET DETECTIVES) (MOON ZOOM)	H 10 - Skill – Create stories, pictures, independent writing and role play about historical events, people and periods. (ALL THEMES)	H10 - Skill – Present historical information in a simple non- chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. (ALL THEMES)
H2 – Skill -Ask and answer historical questions using what, where, when (such as What was it like for people? When did this happen) (ALL THEMES)	H2 – Skill -Ask and answer historical questions using how and why? (such as How did they use this object? Why did they do that? (ALL THEMES)	H5- Skill - Describe significant people from the past who have contributed to national and international achievements (MEMORY BOX) (TOWERS, TUNNELS AND TURRETS) (SUPERHEROES) (LAND AHOY) (SPLENDID SKIES) (BRIGHT LIGHT, BIG CITY) (MOON ZOOM)	H5 - Skill — Describe and explain the importance of significant individual's achievements from the past and how they have impacted on modern day. (MEMORY BOX) (TOWERS, TUNNELS AND TURRETS) (SUPERHEROES) (LAND AHOY) (SPLENDID SKIES) (BRIGHT LIGHTS, BIG CITY) (MOON ZOOM)	H9: Skill - Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, last week, last year, years ago and a long time ago). (ALL THEMES)	H10: Skill - Use the historical terms year, decade and century. (ALL THEMES)		



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H3 - Skill – Use sources to Identify similarities and differences between ways of life within or beyond living memory. (STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)	H3 - Skill — Use a variety of sources to compare and contrast how life has changed within or beyond living memory. Knowledge and Understanding — Identifying similarities and differences help us to make comparisons between life now and in the past. (STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)	H6 - Skill – Identify and explore the importance of local events, people and places, including recalling their own memories. (STREET DETECTIVES)	H6 - Skill – Describe and explain the importance of local events, people and places, including recalling their own memories. (STREET DETECTIVES)			
		(STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)	living memory. (STREET DETECTIVES) (BRIGHT LIGHTS, BIG CITY)			

Hierarchy of Skills: History- Lower Key Stage 2						
Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically			



Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
H1 – Skill - Use evidence to ask historical questions such as 'how', 'why' and 'to what extent' and respond to historically valid questions. (ALL THEMES)	H1 - Skill – Use evidence to ask well composed historically valid questions about changes over time and suggest or plan ways to answer them. (ALL THEMES)	H5: Describe changes that have happened and impacted on the local area (URBAN PIONEERS) (TRADERS AND RAIDERS)	H5: Describe changes that have happened and impacted on the local area (URBAN PIONEERS) (TRADERS AND RAIDERS)	H9 – Skill - Place events, artefacts and historical figures on a time line using dates (ALL THEMES).	H9 – Skill - Chronologically sequence significant historical events on a time line whilst understanding this represents change over time. (ALL THEMES).	H11- Skill -Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. (TRIBAL TALES) (I AM WARRIOR!)	H11- Skill – Use more complex historical terms such as invasion and monarchy to explain and present historical information. (TRIBAL TALES) (I AM WARRIOR!)
H2 - Skill – Explore sources to find evidence for historical enquiries. (ALL THEMES)	H2 – Skill – Analyse a range of sources to find evidence to gain a more accurate understanding of history. (ALL THEMES)	H6- Skill - Give an overview of everyday life and changes in lifestyle for people living in Britain from ancient until medieval times, through Roman Empire, Stone Age & Iron Age. (TRADERS AND RAIDERS) (TRIBAL TALES) (I AM WARRIOR!)	H6 – Skill - Skill – Summarise everyday life and the changes in lifestyle in Britain from ancient until medieval times through Roman Empire, Stone Age & Iron Age. TRADERS AND RAIDERS) (TRIBAL TALES) (I AM WARRIOR!)	H10 - Skill – Use historical terms to describe different periods of time. (ALL THEMES)	H10: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. (ALL THEMES)	H12 - Skill – Present a thoughtful selection of relevant information in a historical report or an in-depth study. (ALL THEMES)	H12 - Skill – Make choices about the best way to present historical accounts and information (ALL THEMES)
H3 - Skill – Make deductions and draw conclusions about the reliability of a historical source or artefact. (ALL THEMES)	H3 - Skill – Identify bias in primary and secondary sources. (ALL THEMES)	H7 – Describe the achievements of significant historical people, leaders and societies. (ALL THEMES)	H7 – Construct a narrative of the achievements of significant historical people, leaders and societies. (ALL THEMES)				
H4 - Skill – Describe how a significant event or person in British history	H4 - Skill – Explain the cause, consequence and impact of historical events.	H8: Describe and explain the social, ethnic, cultural or religious diversity of past.	H8: Analyse the social, ethnic, cultural or religious diversity of past.				



changed or influenced how people live today.

(ALL THEMES)

(ALL THEMES)

(ALL THEMES)

	Hierarchy of Skills: History- Upper Key Stage 2								
Investigate and interpret t	he past	Build an overview of world	d history	Understand chronology	Understand chronology				
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6		
H1 – Ask questions to analyse an artefact or historical source. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H1 - Skill – Ask perceptive questions to evaluate an artefact or historical source. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H4 - Skill – Investigate evidence of invasion and settlement in the locality. (SOW, GROW AND FARM) (A CHILD'S WAR)	H4- Skill – Present an in-depth study of a local town or city, suggesting how to source the required information. (SOW, GROW AND FARM) (A CHILD'S WAR)	H10 - Skill – Sequence and make connections between periods of world history on a timeline. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD) (TOMORROW'S WORLD)	H10 - Skill – Articulate and present a clear, chronological world history narrative within and across historical periods studied. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD) (TOMORROW'S	H12- Skill – Articulate and organise important information and detailed historical accounts using topic related vocabulary (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD) (SOW, GROW AND FARM).	H12- Skill – Use abstract terms to express historical ideas and information. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD) (SOW, GROW AND FARM).		
H2 Skill – Use a range of historical sources or artefacts to build a picture of a historical event or person. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H2 – Skill - Use sources of information to analyse, hypothesise and justify claims about the past. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H5: Skill – Create an in-depth study of life in Britain in a time period beyond 1066. (OFF WITH HER HEAD) (A CHILD'S WAR) (TIME TRAVELLERS)	H5 -Skill – Create an in-depth study of the characteristics, life and importance of a time period in Britain beyond 1066. (OFF WITH HER HEAD) (A CHILD'S WAR) (TIME TRAVELLERS)	H11 – Skill - Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. (ALL THEMES)	H11- Skill - Use a wide range of historical vocabulary to communicate about chronology. (ALL THEMES)	H13- Use literacy, numeracy and IT skills to present information and ideas. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)	H13- Skill - Use original ways to present information and ideas. (A CHILD'S WAR) (PHAROAHS) (OFF WITH HER HEAD)		
H3 - Skill – Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy,	H3 - Skill – Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	H6- Skill – Create an in-depth study of the life in an ancient civilisation or society before 1066.	H6 - Skill – Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics,						



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identify bias and form			hierarchy) before			
balanced arguments.	(A CHILD'S WAR)		1066.			
	(PHAROAHS)					
(A CHILD'S WAR)	(OFF WITH HER HEAD)		(PHAROAHS)			
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(OFF WITH HER HEAD)						
		H7- Skill – Explore and	H7 - Skill – Examine			
		explain how the	the decisions made by			
		religious, political,	significant historical			
		scientific or personal	individuals,			
		beliefs of a significant	considering their			
		individual caused	options and making a			
		them to behave in a	summative judgement			
		particular way.	about their choices.			
		particular way.	about their choices.			
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		(A CHILD's WAR)	(A CHILD's WAR)			
		(PHAROAHS) (OFF	(PHAROAHS) (OFF			
		WITH HER HEAD)	WITH HER HEAD)			
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		H8 - Skill – Describe	H8 - Skill – Analyse			
		and explain the	and evaluate the			
		significance of a	significance of a			
		historical person,	historical person,			
		event, discovery or	event, discovery or			
		invention in history.	invention in history.			
		(PHAROAHS) (OFF	(PHAROAHS) (OFF			
		WITH HER HEAD)	WITH HER HEAD)			
		(TIME TRAVELLERS)	(TIME TRAVELLERS)			
		(DARWIN@S	(DARWIN@S			
		DELIGHTS)	DELIGHTS)			
		,	,			
		H9 -Skill – Compare	H9 – Skill – Compare			
		and contract an aspect	and contrast aspects			
		of history across two	of history across a			
		or more periods	range of time periods.			
		studied.				
		(PHAROAH)	(PHAROAH)			
		(TIME TRAVELLERS)	(TIME TRAVELLERS)			

