

**History Progression skills**

Date	Review Date	Subject Leader
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This document aims to give guidance on the progression of history knowledge and skills across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils). Potential GD pupils should also be encouraged to independently apply their skills and knowledge consistently, confidently and fluently, organising their ideas to make connections with other areas of learning. Their ability to construct and explain historical arguments about why things happened and what its impact or consequences were, at a level appropriate to their year group, and their understanding of history from different viewpoints and sources and why these might be different, at a level appropriate to their year group, should be reflected in their history work.

In History, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In History, the following approaches will be used, and be evident in pupils' books, in order to ensure that the History learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school:

**Teaching Sequence in History**

<b>Big Picture</b>	Each topic that is studied within History should be done so in the chronological context of previous learning and knowledge. Each period studied should be placed on the class timeline, which will be expanded across the school year.
<b>Review</b>	At the end of each week, there should be a brief review of learning that has been covered in previous lessons.
<b>Vocabulary</b>	Vocabulary specific to the topic should be used with its meaning.
<b>Historical Enquiry and Interpretation</b>	All children should be given the opportunity to use a variety of sources and artefacts, and interpret their findings.
<b>Communication</b>	Children should have time to communicate their historical knowledge and understanding appropriately and in different contexts.
<b>Educational Visits</b>	Where possible, children should be given the opportunity to gain a first-hand experience of the period of time they are studying, through museum visits and external visitors.

**Meta-cognition in History**

<b>Activating prior knowledge</b>	The teacher discusses with children the learnt strategies and content in previous reading lessons
<b>Explicit strategy instruction</b>	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan
<b>Modelling of learned strategy</b>	Use initial notes to model one part of the strategy
<b>Memorisation of strategy</b>	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
<b>Guided practice</b>	The teacher models one further example with the whole group, with pupils verbally contributing ideas
<b>Independence practice</b>	Pupils complete their own task
<b>Structured reflection</b>	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.



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**Chronological Understanding**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Knowledge</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>-Order a sequence of up to 5 events.</li> <li>-Use language associated with time</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Sequence events of their life.</li> <li>- Uses words and phrases to describe the passing of time.</li> <li>- Remembers parts of stories and memories about the past.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recount changes in own life over time</li> <li>- Accurately use words and phrases to describe the passing of time.</li> <li>- Uses past and present when telling others about an event.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use dates and terms related to the unit of study and passing of time.</li> <li>- Begin to develop a chronologically secure knowledge and understanding of British, local and World History.</li> <li>- Understands timelines can be divided into BC and AD</li> <li>- Begin to use the terms century and decade.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use terms related to the period being studied and begin to date events</li> <li>- Use words and phrase to describe passing of time: century, decade, BC, AD, after, before, during.</li> <li>- Understand and accurately more complex Historical terms e.g. BC/AD/BCE/Century</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Gain greater Historical perspective by placing their growing knowledge into different contexts.</li> <li>- Use any relevant terms and period labels to describe events.</li> <li>- Identify changes within and across historical periods.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use the key periods previously studied as reference points e.g. Romans, Anglo-Saxon.</li> <li>- Describes main change in a period in history using words such as social, religious, political technological and cultural.</li> </ul>
<b>Skills</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>-Order images into chronological order</li> <li>-sort artefacts into old and new</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Match objects to people of different ages.</li> <li>- Place events on a simple timeline.</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Put 3 people, events or objects in order using a given scale.</li> <li>- Sequence photographs from different periods of their life.</li> <li>- Place events on a simple timeline, adding times previously studied.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>- Sequence several events or artefacts.</li> <li>- Uses timelines to place events in order.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> <li>- Place names and dates of significant events from the past on a timeline.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Place the time studied on a timeline and compare where this fits in to topics previously studied to provide a greater Historical perspective.</li> <li>- Use timelines to place and sequence local, national and international events.</li> <li>- Sequence historical periods.</li> <li>- Make comparisons between different times in the past.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use timelines to place events, periods and cultural movements from around the world.</li> <li>- Uses timelines to demonstrate changes and developments in culture technology, religion and society.</li> <li>- Name the date of any significant event previously studied from the past and place it correctly on a timeline.</li> </ul>
<b>Vocabulary</b>	Old, new, today, tomorrow, yesterday, week, month, year	old, new, young, days, months, a long time ago	recently, before, after, now, later, past, present	Century, decade, BC, AD	Century, decade, BC, AD, after, before, during, 19 <sup>th</sup> century, 20 <sup>th</sup> century, 21 <sup>st</sup> century, timeline	Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance, era, period.	Social, religious, political, technological and cultural, invasion, era, period.

**Knowledge and understanding of significant people from the past**

<p align="center"><b>Knowledge</b></p>	<p><b>Children will be able to:</b> -Learn about the lives of the Royal family</p>	<p><b>Children will be able to:</b> - Understand how significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. - Identify significant individuals within the topics studied.</p>	<p><b>Children will be able to:</b> - Discuss the lives of significant individuals in the past who have contributed to national and international achievements. - Develop awareness of significant historical events, people and places in their own locality. - Begin to understand how the impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements.</p>	<p><b>Children will be able to:</b> - Understand that people become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people.  - Know that significant people are also usually remembered and celebrated during or after their lifetimes.</p>	<p><b>Children will be able to:</b> - Understand that a profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p>	<p><b>Children will be able to:</b> - Understand that beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.</p>	<p><b>Children will be able to:</b> - Understand that decisions of a significant person in history could have been made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. - Identify that decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of significant historical individuals.</p>
	<p align="center"><b>Skills</b></p>	<p><b>Children will be able to:</b> -Talk about the lives of the Royal Family – both in the past and present</p>	<p><b>Children will be able to:</b> - Tell the difference between past and present in other people's lives.</p>	<p><b>Children will be able to:</b> - Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. - Use significant individuals to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong.</p>	<p><b>Children will be able to:</b> - Orally discuss what a person has done to make them a significant person of the time period that is being studied.</p>	<p><b>Children will be able to:</b> - Identify and discuss why a person is significant to the period of time being studied. - Compare a significant person's achievements from the time period being studied, with those of a present-day significant person.</p>	
<p align="center"><b>Vocabulary</b></p>		<p>Royal family, King, Queen, Princesses, Prince, past</p>	<p>The older generation, parents, grandparents, king, queen, famous</p>	<p>Important, famous, eye witness</p>	<p>Archaeologists, British, invaders, historian</p>	<p>Archaeologists, dictated</p>	<p>Monarchy, historians, archaeologists</p>

**Knowledge and understanding of past events.**

<b>Knowledge</b>	<p><b>Children will be able to:</b> -Understand events that have happened in past, present, future</p>	<p><b>Children will be able to:</b> - Understand key features of events.  - Understand that significant historical events include those that cause great change for large numbers of people.  - Identify that key features of significant historical events include the date it happened, the people and places involved.</p>	<p><b>Children will be able to:</b> - Develop awareness of significant historical events in their own locality.  - Understand that significant historical events include those that cause great change for large numbers of people.  - Identify that key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	<p><b>Children will be able to:</b> - Understand that the causes of a significant event are the things that make the event happen and directly lead up to the event.  - Understand that the consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>	<p><b>Children will be able to:</b> - Understand that the consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.  - Awareness that legacies can be created from these events and greatly influence lives for years to come.</p>	<p><b>Children will be able to:</b> - Understand that aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p><b>Children will be able to:</b> - Understand continuity and change  - Know key dates, characters and events of time studied  - Understand how historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p>
<b>Skills</b>	<p><b>Children will be able to:</b> Talk about events that have happened to them in past, present, future</p>	<p><b>Children will be able to:</b> - Identify some similarities and differences between ways of life in different periods.  - Retell some events from beyond their living memory which are significant nationally or globally</p>	<p><b>Children will be able to:</b> - Identify similarities and differences between ways of life during events.</p>	<p><b>Children will be able to:</b> - Demonstrate knowledge of aspects of history significant in their locality.</p>	<p><b>Children will be able to:</b> - Identify key features and significant events of time studied  - Look for links and effects in time studied  - Offer a reasonable explanation for some events</p>	<p><b>Children will be able to:</b> - Examine causes and results of significant events and the impact on people at the time.  - Give some reasons for some important historical events.</p>	<p><b>Children will be able to:</b> - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>
<b>Vocabulary</b>	<p>Past, present future</p>	<p>Event, celebrate, moon landing, important</p>	<p>Moon landing, important, travel, memories</p>	<p>Inventions, effects, impacts</p>	<p>Consequences, achievements, developments</p>	<p>Consequences, effects, impact, change</p>	<p>Propaganda, impact, change, cause and effect</p>

**Knowledge and understanding of changes in the past.**

<b>Knowledge</b>	<p><b>Children will be able to:</b> -Know that different things have happened to families in the past</p>	<p><b>Children will be able to:</b> - Share knowledge of aspects of living memory e.g what kind of toys did your parent and grandparents use.  - Recall some facts about people/ events before living memory.</p>	<p><b>Children will be able to:</b> - Develop awareness of significant historical events, people and places in their own locality.  - Recount the main events from a significant event in history  - Describe the differences between then and now.</p>	<p><b>Children will be able to:</b> - Describe and give reasons for some historical changes  - Identify reasons for and results of people's actions  - Understand why people may have wanted to do something</p>	<p><b>Children will be able to:</b> - Describe similarities and differences between people, events and artefacts studied.  - Describe how some of the things I have studied from the past affect/influence life today.</p>	<p><b>Children will be able to:</b> - Describe similarities and differences between some people, events and artefacts studied.  - Describe how historical events studied affect/influence life today.</p>	<p><b>Children will be able to:</b> - Describe similarities and differences between some people, events and artefacts studied.  - Describe how some of the things studied from the past affect/influence life today.</p>
<b>Skills</b>	<p><b>Children will be able to:</b> -Talk about past and present events in their own lives and in the lives of family members</p>	<p><b>Children will be able to:</b> - Say why people may have acted the way they did</p>	<p><b>Children will be able to:</b> - Use information to describe the past.  - Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p><b>Children will be able to:</b> - Find out and compare everyday lives and how that contrasts to our lives today  - Use evidence to describe the culture and leisure activities from the past.  - Use evidence to describe the clothes, way of life and actions of people in the past.  - Use evidence to describe buildings and their uses of people from the past.  - Compare periods studied with our life today</p>	<p><b>Children will be able to:</b> - Use evidence to describe what was important to people from the past.  - Use evidence to show how the lives of rich and poor people from the past differed.</p>	<p><b>Children will be able to:</b> - Choose reliable sources of information to find out about the past.  - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)  - Compare life in early and late 'times' studied  - Compare an aspect of life with the same aspect in another period  - Give own reasons why changes may have occurred, backed up by evidence.</p>	<p><b>Children will be able to:</b> - Choose reliable sources of information to find out about the past.  - Give reasons why changes may have occurred, backed up by evidence  - Make links between some of the features of past societies. (e.g. religion, houses, society, technology )</p>
<b>Vocabulary</b>	Past, present, events	Succeed, succession, different, rule, materials	Significant, era, modern, ancient	Period, impact, change, may be, sacrifice	Kingdoms, settlements, shape our life, effect	Punishment, role of Britain, transport, weaponry, legislation	British empire, represent, impact, religion, legacy

**Range & depth of historical Study**

<b>Knowledge</b>	<b>Children will be able to:</b> - Recognise the difference between past and present in their own and others' lives	<b>Children will be able to:</b> - Recognise the difference between past and present in their own and others' lives	<b>Children will be able to:</b> - Recognise why people did things, why events happened and what happened as a result	<b>Children will be able to:</b> - Understand why people may have wanted to do something	<b>Children will be able to:</b> - Identify key features and events of time studied	<b>Children will be able to:</b> - Study different aspects of different people	<b>Children will be able to:</b> - Know key dates, characters and events of the time studied.
<b>Skills</b>	<b>Children will be able to:</b> - Know and recount stories about the past	<b>Children will be able to:</b> - Know and recount episodes from stories about the past	<b>Children will be able to:</b> - Identify differences between ways of life at different times	<b>Children will be able to:</b> - Identify reasons for and results of people's actions  - Compare the time studied with our life today  - Find out about everyday lives of people in time studied	<b>Children will be able to:</b> - Use evidence to reconstruct life in time studied  - Look for links and effects in time studied  - Offer a reasonable explanation for some events	<b>Children will be able to:</b> - Examine causes and results of great events and the impact on people  - Compare an aspect of life with the same aspect in another period  - Compare life in early and late 'times' studied  - Identify differences between men and women in the period of time studied	<b>Children will be able to:</b> - Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings  - Compare beliefs and behaviour with another time studied  - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
<b>Vocabulary</b>	Past, present	Date order, past, present	Result, difference, experts, investigate	Importance, impact, change, reason, actions	Accurate, dictated, picture of the past, cause, event, link	Consequences, impression, significance, different experiences, period, cause	Persuade, mistake, attitudes, behaviour, characteristics, feelings, vies



### Interpretations of History

<b>Knowledge</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Make simple observations about different people, events, beliefs and communities.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Make simple observations about different people, events, beliefs and communities.</li> <li>- Relate his/her own account of an event and understand that others may give a different version.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss reliability of photographs /accounts / stories</li> <li>- Recognise some basic reasons why people in the past acted as they did.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Look at representations of the period – museum, cartoons etc.</li> <li>- Recognise that our knowledge of the past is constructed from different sources of evidence.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Look at the evidence available to form their own opinion.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Offer some reasons for different versions of events</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Be aware that different evidence will lead to different conclusions</li> <li>- Give some reasons for contrasting arguments and interpretations of the past.</li> <li>- Recognise that some events, people and change are judged as more significant than others.</li> </ul>
<b>Skills</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use stories to distinguish between fact and fiction</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Compare adults talking about the past – how reliable are their memories?</li> <li>- Use stories to distinguish between fact and fiction.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Compare two versions of a past event</li> <li>- Compare pictures or photographs of people or events in the past</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Distinguish between different sources to compare different versions of the same story</li> <li>- Recognise that different versions of past events may exist.</li> <li>- Describe some of the ways the past can be represented.</li> <li>- Identify and give reasons for different ways in which the past is represented</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recognise how sources of evidence are used to make historical claims.</li> <li>- Begin to evaluate the usefulness of different sources</li> <li>- Use text books and historical knowledge to identify reliability of source</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Compare accounts of events from different sources</li> <li>- Distinguish fact or fiction using different sources</li> <li>- Evaluate sources and make simple inferences.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at</li> <li>- Consider ways of checking the accuracy of interpretations to identify fact or fiction and opinion</li> </ul>
<b>Vocabulary</b>	Fact, fiction, event	Opinion, succeed, memory, remembers, fact, fiction, event	Photograph, event, memory, long ago, account, story	Historical information, significance, continuity, version, evidence	Reputation, source, knowledge, reliable, impact, suggest	Specific features, reliable, effects, impacts, fact or fiction, account, source, infer, version	Interpretation, major influence, accuracy, source, conclusion, motive

### Historical Enquiry

<b>Knowledge</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>-Discuss why some objects are old and new</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Find answers to simple questions about the past using previous knowledge</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Consider why things may change over time.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Observe small details using artefacts, pictures etc.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recognise why some events happened and what happened as a result.</li> <li>- Identify historically significant people and events in different situations.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>- Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>- Describe the impact of historical events and changes.</li> </ul>
<b>Skills</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>-Talk about historical artefacts and sort artefacts into old and new</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use sources to answer simple questions about the past.</li> <li>- Choose parts of stories and other sources to show what they know about the past.</li> <li>- Identify some of the basic ways in which the past can be represented</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Observe or handle sources to answer questions about the past on the basis of simple observations</li> <li>- Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>- Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use a range of sources to find out about a period</li> <li>- Use sources to answer historically valid questions</li> <li>- Select and record information relevant to the study</li> <li>- Begin to use books and the internet for research</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event</li> <li>- Choose relevant material to present a picture of one aspect of life in time past.</li> <li>- Ask a variety of questions</li> <li>- Use books and the internet for research</li> <li>- Use sources to address historically valid questions and hypotheses</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources</li> <li>- Use evidence to build up a picture of a past event</li> <li>- Select relevant sections of information</li> <li>- Use books and the internet for research with increasing confidence</li> <li>- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recognise primary and secondary sources</li> <li>- Use a range of sources to find out about an aspect of time past</li> <li>- Suggest omissions and the means of finding out</li> <li>- Bring knowledge gathered from several sources together to form contrasting arguments</li> <li>- Confidently use books and the internet for research</li> </ul>
<b>Vocabulary</b>	Old, new, used for,	Object, used for, made for, photograph	Source, question, proof, artefact, handle	Evidence, artefacts, similarities, differences, second hand, first hand, museum, sources	Point of view, first hand, second hand, myth, legend, evidence, significant	Primary evidence, secondary evidence, eye witness, artefact, source, research, relevant	Excavate, impact, reliability, primary source, secondary source, variety of sources, insightful, relevant, irrelevant

## Organisation and Communication

<b>Knowledge</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Describe special or significant events.</li> <li>- Communicate their knowledge through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Describe special or significant events.</li> <li>- Communicate their knowledge through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about what / who was significant in simple historical accounts.</li> <li>- Communicate their knowledge through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss some historical events, issues connections and changes.</li> <li>- Communicate their knowledge through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss significant aspects of, and connections between, different historical events.</li> <li>- Communicate their knowledge and understanding through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss and debate historical issues.</li> <li>- Communicate their knowledge and understanding through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>- Communicate their knowledge and understanding through:                             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing/pictures</li> <li>Drama/roleplay</li> <li>Making models</li> <li>Writing</li> <li>Using computing</li> </ul> </li> </ul>
<b>Skills</b>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Retell simple stories or events from the past.</li> <li>- Begin to use simple historical terms</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Retell simple stories or events from the past.</li> <li>- Use simple historical terms</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate simple historical concepts and events through roleplay, drawing and writing.</li> <li>- Use a variety of historical terms and concepts.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Select and organise historical information to present in a range of ways.</li> <li>- Use relevant historical terms and vocabulary linked to chronology.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Select and organise relevant historical information to present in a range of ways.</li> <li>- Use relevant and appropriate historical terms and vocabulary linked to chronology</li> <li>- Recall, select and organise historical information.</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use appropriate vocabulary when discussing and describing historical events.</li> <li>- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>- Choose relevant ways to communicate historical findings.</li> <li>- Recall, select and organise historical information</li> </ul>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>- Choose the most appropriate way of communicating different historical findings.</li> <li>- Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
<b>Vocabulary</b>	Past, present, event	Event, past, present	Timeline, date order, events, investigate, research	Timeline, reason, this suggests, perhaps	Cause, version, impact, chronological	Comparison, influence, extent of change/impact	Advancements, summarise, viewpoints, relevant, structured