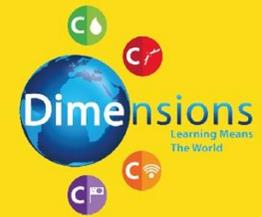




# History



## Knowledge Building

### Perspectives and Interpretation

**Historical interpretation** is the process by which an explanation of **past** events is constructed. **Interpretation** is based on primary and secondary **historical** sources. **Evidence**, contexts and points of view all form the basis of historical interpretation.

Looking at **historical perspective** means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.

### Cause and Consequence

In **historical** terms, every event has a **cause**, and is itself the **cause** of subsequent events, which may therefore be considered its effect(s), or **consequences**. Recognising the relationship between the two is vital to deeper historical understanding and **causal explanation** should be a primary feature in history teaching and learning at all stages within the school curriculum.

### Continuity and Change

**Historical change** is an all-encompassing term used to describe the **changing** of events over the course of time. **Historical change** happens constantly and includes both major events and seemingly insignificant events. **Historical change** takes place through the process of **cause and consequence**. There are sometimes several causes that

**continuity** refers to things that stay the same, relatively unchanged, over time.

### Historical Vocabulary

**Historical vocabulary** can be placed into various categories:- language related to the passing of time e.g. yesterday; language related to the measuring of time e.g. decade; historical roles e.g. monarch; concepts and more abstract terms e.g. democracy. Some of the more abstract terms benefit from being taught through concrete and practical examples to help children to fully understand them. They should then be able to interpret historical language within contexts e.g. questions, concepts.

### Similarities and Differences

Comparison is a tool used by historians to analyse historical events, societal features, and values and beliefs within and across different time periods in order to discover things of historical importance or interest e.g. common causes, stages of development or to demonstrate a larger historical pattern. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.

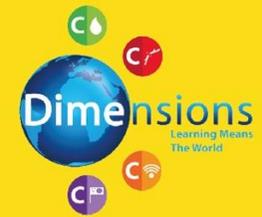
### Chronology

Understanding **chronology** is vital in helping children position their learning within a linear narrative. It involves sequencing, placing and connecting periods of history as part of a framework which should reinforce and increase their depth of knowledge and understanding.

\* **Evidence** is a thread that runs throughout the history curriculum. Evidence can take various forms, including printed sources e.g. documents; physical evidence e.g. artefacts; oral accounts and testimony. Primary sources relate to original, first-hand evidence while secondary sources provide second-hand information that comes from the description, analysis, interpretation and evaluation of primary evidence.



# History



## EXPLORERS

### Knowledge Building

Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Order and sequence familiar events	State examples of change	Know what causes everyday things to happen	Understand and use language related to the passing of time	Identify how things can be done differently	Know and identify similarities and differences between themselves and others

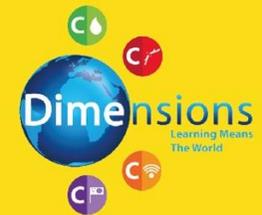
### Learning Progression

3 – 4 years	Reception
<ul style="list-style-type: none"> <li>• Begin to make sense of their life-story and family's history</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Show interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>





# History



## Knowledge Progression

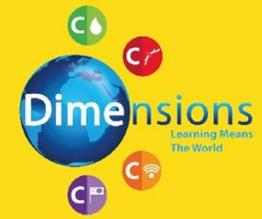
### Explorers 1 / Nursery and Explorers 2 / Reception

<p style="text-align: center;"><b>Come Fly With Me! Asia</b></p> <ul style="list-style-type: none"> <li>To look at photographs of old fashioned forms of transport and notice what is different on modern day equivalents</li> <li>To identify 'odd ones out' when exploring aspects of Chinese culture</li> <li>To identify similarities and differences between their own family and one from India</li> <li>To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times</li> </ul> <p><b>Key Vocabulary</b> - culture, Christmas, Russia, Onam Festival, family, transport, same, different, compare, home</p>	<p style="text-align: center;"><b>Let's Play</b></p> <ul style="list-style-type: none"> <li>To identify similarities and differences between old and new toys through observation</li> <li>To know that Teddy Bears were created a long time ago but we still play with them today.</li> <li>To identify some similarities and differences between old and new Teddy Bears</li> <li>To know that toys still had moving parts before batteries were invented</li> <li>To know some games that their grandparents played when they were small</li> <li>To know that most people have or had a favourite toy and be able to talk about theirs</li> </ul> <p><b>Key Vocabulary</b> - toy, Teddy Bear, old, new, old-fashioned, toy, play, game, moving toys, batteries, special, favourite</p>
<p style="text-align: center;"><b>Happy To Be Me</b></p> <ul style="list-style-type: none"> <li>To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time</li> <li>To identify ways their family celebrates special events such as weddings, christenings, birthdays etc.</li> <li>To identify features about themselves that make them individuals</li> <li>To identify how we are similar and different</li> <li>To know who is in their family and how families can differ</li> <li>To know what a community is and identify the communities and groups they belong to</li> </ul> <p><b>Key Vocabulary</b> - self-portrait, individual, family, community, appearance, diversity, belonging, today, tomorrow, yesterday, past, time, events, festivals</p>	<p style="text-align: center;"><b>Way Back When...Hats Had Brims</b></p> <p><b>Understanding the World – Past and Present ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Key Vocabulary</b> - bowler hat, hard hat, beret, fez, bike helmet, bobble hat, pirate hat, cap, cowboy hat, top hat, nowadays, long ago, in the past, 'at' rhyming words, hatter, tailor, slapstick</p>
<p style="text-align: center;"><b>No Place Like Home</b></p> <ul style="list-style-type: none"> <li>To know that there are many different types of houses and be able to identify some similarities and differences</li> <li>To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle</li> <li>To identify some old and new houses in their local area</li> </ul> <p><b>Key Vocabulary</b> - home, house, same, different, similar, old, new, feature, castle,</p>	<p style="text-align: center;"><b>Tell Us a Story</b></p> <ul style="list-style-type: none"> <li>To know some stories from different cultures and compare with stories that they have been told and know well</li> <li>To identify the changes that happened to Cinderella and then identify changes in their own lives</li> </ul> <p><b>Key Vocabulary</b> - change, different, same, stories, tales, fairy tales, nursery rhymes</p>
	<p style="text-align: center;"><b>What on Earth...?</b></p> <ul style="list-style-type: none"> <li>To identify old things and recognise what can be done to look after them</li> <li>To identify past events and experiences and discuss what happens/happened at them</li> <li>To know who the older people are in their lives and identify similarities and differences between their childhood and their own</li> </ul> <p><b>Key Vocabulary</b> - old, new, things, recycle, events, experiences, artefacts, preserve, look after, grandparents, grandma, grandpa, neighbours</p> <p style="text-align: center;"><b>Blast Off</b></p> <ul style="list-style-type: none"> <li>To know that there have been many attempts to get to different areas of space in the past</li> <li>To be able to talk about how space travel has changed since the early attempts</li> </ul> <p><b>Key Vocabulary</b> - Neil Armstrong, NASA, rocket, moon landing</p>





# History



## Knowledge Progression

### Explorers 1 / Nursery and Explorers 2 / Reception

#### Come and Join the Celebration

- To know when their birthday is and how old they are
- To know what a birthday party is
- To know what a wedding is and understand that different people have different wedding traditions
- To know what a Christening or Baptism is and where they take place
- To know how to order what happens at a christening and/or a wedding
- To know the Nativity story and be able to retell it
- To know about a range of Christmas traditions

**Key Vocabulary** - birthday, birthday party, age, older, younger, wedding, bride, groom, reception, guest, vows, rings, baptism, christening, font, baby, prayers, Nativity, stable, Bethlehem, Mary, Joseph, Jesus

#### Jurassic Park

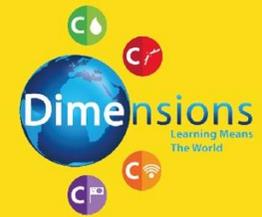
- To know what and where Stonehenge is
- To know that fossils are impressions in rocks of plants and animals that lived a long time ago
- To know that humans existed in prehistoric times and that they lived differently to the way humans do today
- To know that, in the past, fire was needed to cook food

#### Key Vocabulary

Stonehenge, fossils, prehistoric, humans, fire, hunt, gather



# History



## PATHFINDERS

### Knowledge Building

Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Fit people and events into a chronological framework	Identify examples of growth and change over time	Recognise why actions and events happened	Understand and use language related to the measurement of time	Identify different ways in which the past is represented	Know about similarities and differences between societies, including beliefs

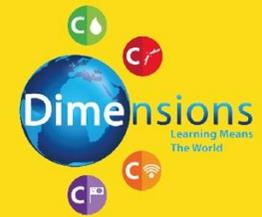
### Skills Progression

History Skills Pathfinders 1 / Y1	History Skills Pathfinders 2 / Y2
Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images	Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi12 Observe and handle a range of sources of information to find out about the past Hi13 Place events and objects in chronological order Hi14 Use a wide vocabulary of everyday historical terms





# History

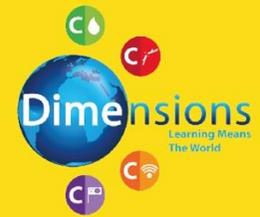


## Knowledge Progression

Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p align="center"><b>Unity in the Community</b></p> <p> Through this theme, pupils will focus on history in their locality. They will explore a range of sources to help them find out more about the past in their local area and make some comparisons with the present. They will order chronologically the dates of significant events and people and look at reasons why places may have changed in their local area, with a particular focus on their school.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about changes within living memory  G. To know about significant historical events, people and places in their own locality (NC)</p>	<p align="center"><b>Inter-Nation Media Station</b></p> <p> Pupils will explore the changes that have occurred over the years in how news is shared. They will use methods of semaphore and coded messages to explore this concept. Pupils will then consider some of the similarities and differences between how news was shared in the past and in modern times, such as through newspapers and radio. Vocabulary such as 'media' and 'broadcasting' are introduced. Pupils will look at perspectives in the recent use of radio in World War II.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements  <b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally  A. To learn about how news was shared in the past  B. To know about the ways in which news is shared today, compared with in the past  C. To learn about the development of the television  D. To learn about the development of radio broadcasting and how radios were used in World War II</p>
<p align="center"><b>Come Fly With Me! Arctic Circle</b></p> <p> Pupils will explore the traditions and customs of the Inuit people. They will find out that the Inuits are an ancient tribal group that have lived in North America for several thousand years and that many of their ways of life have not changed much over that period of time. Pupils will explore what has changed over time and what has remained the same. They will discuss reasons why some traditions have had to change and how historical vocabulary surrounding the Inuits has also changed, with terms such as 'Eskimo' now considered to be offensive.</p> <p><b>Concepts</b>  D. To know about the Inuit people group and their traditions and customs</p>	<p align="center"><b>Zero to Hero</b></p> <p> In this unit, pupils will learn about a range of influential people from both modern times and the recent past. They will explore chronology by recognising that these people were born, lived and, for some, died in different time periods. Pupils will learn about each individual's achievement and reflect on how they have changed the lives of many people across the world. Pupils will start to analyse their work through evidence, for example, animations Walt Disney has left us. Historical language relating to the passing of time; decade, century etc. is introduced.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or Globally  A. To realise that setbacks do not have to be a barrier to achievement - Michael Jordan  B. To learn that perseverance is vital to achievement - Thomas Edison  C. To understand that circumstances do not have to be a barrier to achievement - Malala Yousufzai  D. To learn to overcome rejection in order to go on to succeed - Walt Disney  E. To understand how showing respect for individuals leads to gaining respect - Mother Teresa</p>
<p align="center"><b>Children's Champion</b></p> <p>Pupils will investigate the life of Thomas Barnardo by looking at a range of sources relating to his life and the era in which he lived. Pupils will compare similarities and differences between the lives of children then and now, as well as those who were rich and those who were poor in Victorian times. Pupils will learn about cause and consequence - it was the conditions that poor children were living in that encouraged Barnardo to help them - and that his work still has an impact today with the legacy of Barnardo's charity.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Thomas Barnardo</li> <li>To know what the main achievements of Thomas Barnardo were</li> <li>To understand the contribution Thomas Barnardo made to the care of children</li> <li>To understand the way in which the past impacts on the present</li> </ul>	<p align="center"><b>Going Wild</b></p> <p> With a focus on the Elephant Bird, pupils will explore the chronology of extinction, learning that extinction means the eradication of a whole species, as opposed to the death of one individual animal. Pupils will learn about the human influence in the extinction of the Elephant Bird by looking at evidence to support this, whilst recognising that some may think that other factors are more influential.</p> <p><b>Concepts</b>  G. To know that some animals are endangered, the reasons why and what is being done to preserve these species</p>



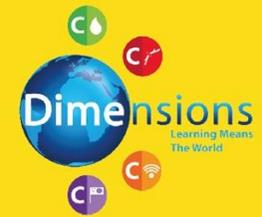
# History



Knowledge Progression	
Pathfinders 1 / Year 1	Pathfinders 2 / Year 2
<p align="center"><b>Royal Patrons</b></p> <p>Using photographs, pupils will embed their understanding of historical vocabulary relating to the passing of time and how people change over time. Pupils will look at the similarities and differences between aspects of Victorian and modern life through playing with toys and then using comparison skills to look at the lives of the two queens, using a range of sources to compare them, particularly their commitment to community and their courage during challenging times.</p> <p><b>Concepts - NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p><b>NC</b> - Pupils should be taught about changes within living memory</p> <ul style="list-style-type: none"> <li>To know about changes in their own lives, their families lives and others around them</li> <li>To know some differences between how people used to live at different times</li> <li>To know who Queen Victoria was and who Queen Elizabeth II is</li> <li>To understand the contribution both Queens have made to British society</li> <li>To understand the way in which the past impacts on the present</li> </ul>	<p align="center"><b>The Wordsmith</b></p> <p>Pupils will explore the life of Ignatius Sancho by finding out about some aspects of the slave trade in the 18<sup>th</sup> - 19<sup>th</sup> century and how Sancho's life changed significantly when he met Sir John Montagu. Pupils will understand that we know about Ignatius Sancho because of what he left behind (evidence), including portraits, and that this was unusual from this time period, as he was both a slave and a black man. Pupils will explore his legacy as an inspirational figure, both as the first black man to vote in England and through his letters regarding the mistreatment of others.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Ignatius Sancho</li> <li>To know what Ignatius Sancho was famous for</li> <li>To understand the contribution Ignatius Sancho made to cross-cultural relationships</li> <li>To understand what makes Ignatius Sancho an inspirational figure</li> </ul>
<p align="center"><b>Jurassic Hunter</b></p> <p>Pupils will study the life and work of Mary Anning, making links between history, geography and science. They will be introduced to the concept of fossilisation and how and where fossils can be found. They will also be made aware of the term 'palaeontology' and how Mary's work as a palaeontologist was not recognised at the time but has had a huge impact on present day palaeontology. This is a good opportunity for pupils to compare the inequality in Mary's life with that of other pioneering women they may have already studied.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Mary Anning</li> <li>To know what the main achievements of Mary Anning were</li> <li>To understand the contribution Mary Anning made to the study of fossils</li> <li>To understand the way in which the past impacts on the present</li> </ul>	<p align="center"><b>The Visionary</b></p> <p>In this unit, pupils will learn about the life of Ada Lovelace. They will review a range of sources to tell them more about her as a person before investigating some of her work in science and computing. Pupils will discuss her courage at working as a woman in science and mathematics in the Victorian era and recognise the importance of her contributions to computer programming in today's world.</p> <p><b>Concepts - NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Ada Lovelace</li> <li>To know what the main achievements of Ada Lovelace were</li> <li>To understand the contribution Ada Lovelace made to computer programming</li> <li>To understand the way in which the past impacts on the present</li> </ul>
<p align="center"><b>Skip of the Dump</b></p> <p> Whilst this unit does not focus on a period of history or an individual, history is the driver for the other subjects in this unit. Pupils look study three objects that the character 'Skip' has found at the local tip. Each object has a story to tell and the pupils will explore whether the item is valuable or useful. They will look at the period it came from and if it can still be used today.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about changes within living memory</p>	<p align="center"><b>Medicine Woman</b></p> <p>Pupils will learn about Elizabeth Blackwell and her contribution to equal opportunities for women at a time when things were very imbalanced. Through drama, debate and source materials, pupils will discuss Elizabeth's courage in becoming a doctor in a period when women could only be nurses. They will explore the impact her work on personal hygiene has had on today's medical progression.</p> <p><b>Concepts - NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Elizabeth Blackwell</li> <li>To know what the main achievements of Elizabeth Blackwell were</li> <li>To understand the contribution Elizabeth Blackwell made to equal rights for women</li> <li>To understand the way in which the past impacts on the present</li> </ul>



# History

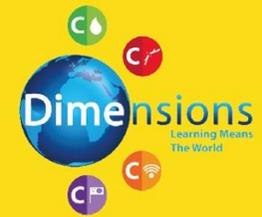


## Key Vocabulary

Pathfinders 1 / Year 1		Pathfinders 2 / Year 2					
<b>Skip of the Dump</b>		<b>Come Fly with Me! Arctic Circle</b>		<b>Inter-Nation Media Station</b>		<b>Going Wild</b>	
antique	jubilee	century	settler	beacon	invention	conservation	
bread maker	souvenir	customs	survive	broadcast	media	dinosaurs	
commemorative cup	useful	Eskimo	years	century	news	endangered	
desk lamp	valuable	globe	modern	communication	newspaper	extinction	
		igloo	long ago	development	semaphore	survival	
		Inuit		decade	smoke signals	past	
		millennium		digital	years		
<b>Unity in the Community</b>		<b>Children's Champion</b>		<b>The Wordsmith</b>		<b>The Visionary</b>	
boundary	source	child evacuee	orphan	abolition	Ignatius Sancho	Ada Lovelace	
city	village	epidemic	pandemic	advocate	past	century	
countryside	years	era	poverty	century	present	discrimination	
era	past	legacy	society	Duke	slave	equality	
local	long ago	lifespan	Thomas Barnardo	Duchess	solidarity	era	
landmark		missionary	Victorian	duty		invention	
		wealthy		historical period			
<b>Jurassic Hunter</b>		<b>Royal Patrons</b>		<b>Medicine Woman</b>		<b>Zero to Hero</b>	
century	Jurassic	century	patron	century	past	brave	failure
coprolite	Mary Anning	duty	portrait	decade	present	Calcutta	
decade	obituary	era	Queen Elizabeth II	discrimination	pioneer	century	
excavate	palaeontologist	invention	Queen Victoria	Elizabeth Blackwell	year	decade	
fossil	pioneer	living memory	reign	emigrate		experience	
geology	theory	monarch	Victorian				



# History



## ADVENTURERS

### Knowledge Building

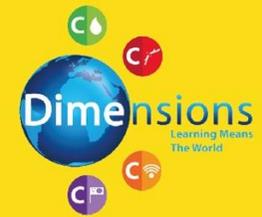
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Establish clear narratives within periods of history	Make links between events and changes across and within periods of history	Identify the results of events, situations and changes	Understand and use a range of historical terminology, some linked to concepts	Understand that different versions of the past may exist, giving reasons for this	Compare and contrast a range of diverse societies

### Skills Progression

History Skills Adventurers 1 / Y3	History Skills Adventurers 2 / Y4
<p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand evidence</p> <p>Hi17 Identify different ways in which the past can be represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi20 sequence several events or artefacts</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p>	<p>Hi23 Ask and answer a variety of preceptive historical questions</p> <p>Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK</p> <p>Hi25 Identify the impact of the movement and settlement of people in different periods of British history</p> <p>Hi26 Identify how significant events, developments or individuals and groups have influences their locality, the UK and beyond in the recent and distant past</p> <p>Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved.</p> <p>Hi28 Place events, people and changes into correct periods of time on a timeline</p> <p>Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p>Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted</p> <p>Hi31 Communicate knowledge and understanding in a variety of ways</p>



# History

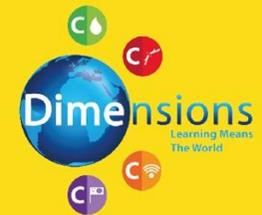


## Knowledge Progression

Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p><b>Athens v Sparta</b></p> <p> Pupils will begin this unit by using inter-disciplinary skills, employing geographical knowledge in locating Greece on a present-day map and noting some its key features, and historical knowledge in comparing it with a map of Ancient Greece. A key focus of this unit is comparing the city states of Athens and Sparta and recognise that their differences meant that they did not live peacefully together. Pupils will explore cause and consequence when learning about key events in Ancient Greek times, such as the Persian Wars. They will also learn about continuity through some Ancient Greek legacies that are still influential today, like democracy and the alphabet.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>A. To know the location of Greece</li> <li>B. To learn about the Greek Empire</li> <li>C. To understand the importance of Athens and Sparta</li> <li>D. To know about some of the important battles e.g. The Persian Wars</li> <li>E. To learn about Greek mythology</li> <li>F. To discover the legacy of the Ancient Greeks e.g. democracy and buildings</li> </ul>	<p><b>Viking Warrior</b></p> <p>Pupils will explore some of the oral history of the Viking period through the tales told about Ragnar Lothbrok. Pupils will discover that stories of events of this time were often not written down until much later and therefore may not be accurate. As historians, pupils will have to explore further evidence to be sure that certain events took place; Ragnar may not have existed! Pupils will use chronology to plot Viking invasions and relating their time in Britain with that of the Romans and Anglo-Saxons. Pupils will also begin to use questioning and research to find out why the Vikings chose to invade Britain. Finally, pupils will assess evidence of what the Vikings left behind and how they still influence our lives today.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>• To know and be able to retell the life story of Ragnar Lothbrok</li> <li>• To know the chronology of invaders and settlers in Britain</li> <li>• To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact</li> <li>• To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions</li> <li>• To understand why the Vikings invaded Britain</li> </ul> <p>To understand the way in which the past impacts on the present</p>
<p><b>Come Fly With Me! Africa</b></p> <p> Pupils will explore the links between the disciplines of history and geography through this African theme, with a historical focus on the Benin from West Africa. Pupils will learn that the kingdom of Benin was incredibly powerful and influential at the time by studying artefacts that have been left behind.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>B. To learn about the Benin Early Period</li> </ul>	<p><b>Lightning Speed</b></p> <p> Pupils will learn about the development of communication over 200 years and then look at the creation of the Internet. They will explore how communication has grown from requiring people to be close by to one another, to sending post to the development of email and the internet as a communication tool. Pupils will learn about Tim Berners-Lee as the creator of the world wide web</p>
<p><b>Under the Canopy</b></p> <p> Using the historical period of the Mayans, pupils will link history and geography together through exploring the roots of two fictional children. They will research the original Mayan meaning of the children's names and then compare these to the origins of their own. Pupils will then collect evidence of how the Mayan people lived in the rainforest in the past, through research, and then share what they find, noting any influences on present day.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>Question 1. To understand where names come from and what they mean  Question 2. To understand the relationship between where we originate from and what our names mean  Question 4. To learn what it would have been like for the Mayans, living in the rainforest</p>	



# History



## Knowledge Progression

### Adventurers 1 / Year 3

#### Lindow Man

In this unit, pupils will explore the changes and developments that took place over several millennia in Ancient Britain. They will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. They will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.

#### Concepts

**NC** - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

- To know when the Stone Age, Bronze Age and Iron Age took place
- To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)
- To know who the Celts were, in particular, Boudicca
- To know how the people living during these three periods of time influenced the locality
- To understand how evidence from the past is used to make historical claims
- To understand the way in which the past impacts on the present

#### "That's All, Folks!"



Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.

### Adventurers 2 / Year 4

#### Saxon King

In this unit, pupils will learn about some aspects of early medieval life in England through the life of a key historical figure, Harold Godwinson. Pupils will have the opportunity to investigate timelines and family trees to understand the chronology of Harold's life and debate his claim to the throne through available evidence. Pupils will use the Bayeux tapestry to note the events of the Battle of Hastings and will start to explore the use of bias in source materials recognising we should always question what we are looking at when working historically.

#### Concepts

**NC** - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots

**NC** - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- To know and be able to retell the life story of Harold Godwinson
- To know what Harold Godwinson was famous for
- To understand what makes Harold Godwinson an inspirational historical figure

#### Operation Pied Piper



In Operation Pied Piper, pupils will learn about the main aspects of how and why World War II began, including the key leaders and countries involved, with some context of World War I. They will then delve deeper into how the war affected families living in Britain with the introduction of Operation Pied Piper, and the evacuation process of sending children away from large towns and cities to the countryside for their safety. They will also look at various measures brought in to protect people from air raids and gas attacks as well as food rationing and the idea of the 'Home Front'.

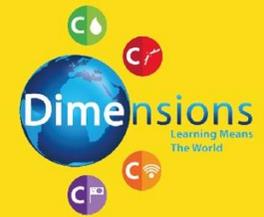
#### Concepts

**NC** – Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- To know where and when WWII took place, who the main leaders were, and which countries were involved
- To identify and locate on a map the counties involved in World War II
- To learn about the evacuation process during World War II
- To learn what the Blitz was and know about the shelters used to protect people from air raids  
To know about the Home Front and understand the reasons for rationing



# History

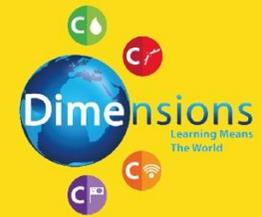


## Key Vocabulary

Adventurers 1 / Year 3				Adventurers 2 / Year 4			
<b>Athens v Sparta</b>		<b>Come Fly With Me! Africa</b>		<b>Operation Pied Piper</b>		<b>Lightning Speed</b>	
amphitheatre	mythology (gods)	AD / CE	plaque	air raid	gas mask	invention	
ancient	Olympic games	trading	restore	air raid shelter	Home Front	present day	
architecture	Persian Wars	artefacts	security	air raid siren	invade	prophecy	
artefacts	Sparta	BC / BCE	gods	ally	Land Army	Tim-Berners Lee	
Athens	temple	Benin	ivory	ARP warden	rationing	causation	
BC / BCE	Zeus	civilisation	merchants	Blitz	World War II	century	
civilisation	democracy	coral	misruling	evacuation		decade	
colonies	empire	elected				development	
Colosseum	leadership	epoch					
Conflict	legacy	era					
Mount Olympus	marathon	exiled					
<b>Under the Canopy</b>		<b>Lindow Man</b>		<b>Saxon King</b>		<b>Viking Warrior</b>	
AD / CE	pyramid	Boudicca	nomadic	battle	invasion	Anglo-Saxon	raid
temple	sacrifice	Bronze Age	Palaeolithic Period	Bayeux Tapestry	monarch	coward	Roman
ancestor	era	Celts	prehistoric	bias	Norman	invasion	saga
ulama	evidence	Iron Age	revolt	claim	patronymics	Jorvik	settlement
BC / BCE	gods	henge	Skara Brae	conquest	Witan Council	legacy	Viking
civilisation	heritage	hunter-gatherer	Stone Age	dynasty		legend	
empire	hierarchy	Mesolithic Period		exile		longship	
hieroglyphs	plaque	Neolithic Period		heir		Norman	
Mayan	plaza	Roman		reign		pitch	
millennia							
<b>"That's All, Folks!"</b>							
flip book	animation	CGI (computer-generated	technology				
stop-motion	cartoon	imagery)	Walt Disney				
discovery		development	zoetrope				



# History



## NAVIGATORS

### Knowledge Building

Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Make connections between periods of history	Explain change and continuity across and within periods of history	Analyse and explain the results of historical events, situations and changes	Interpret historical language in the context of concepts and questions linked to periods of history	Explain how and why different historical viewpoints and interpretations have been constructed	Analyse the diverse experiences, beliefs and attitudes of people in past societies

### Skills Progression

History Skills Navigators 1 / Y5	History Skills Navigators 2 / Y6
<p>Hi32 Investigate the characteristic features of, and changes, within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate for find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>hi36 Recognise primary and secondary sources</p> <p>Hi37 Identify and describe the effect of some economic, technological and scientific developments</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p>	<p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broader chronology of major events in the UK, and some key events in the world, from ancient civilisations to the present day, and locate within this the periods, events and changes they already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p>



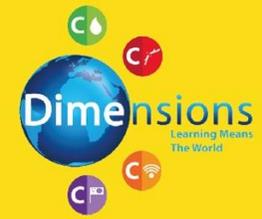


# History

Knowledge Progression	
Navigators 1 / Year 5	Navigators 2 / Year 6
<p><b>You're Not Invited</b></p> <p> In this unit, pupils will take a deeper look at cause and consequence with a focus on Roman invasion and the expansion of the Roman Empire across Europe. Pupils will be expected to think more analytically, giving reasons for invasion and discuss some of the outcomes, recognising that not all outcomes of invasion are negative. Pupils will use timelines to record important battles from the Roman era, noting key people involved. They will also be encouraged to start drawing their own conclusions about historical events, with evidence to support their thinking.</p> <p><b>Concepts - NC</b> - Pupils should be taught about the Roman Empire and its impact on Britain</p> <p>A. To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion</p> <p>B. To know the location of Italy and the Roman Empire</p> <p>C. To understand why the Roman Army was so successful in their invasions</p> <p>D. To learn about some of the famous battles that took place during the Roman era</p> <p>E. To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</p>	<p><b>"I Have a Dream..."</b></p> <p> Throughout the pathways, pupils have been made aware of the injustice and segregation imposed on black communities across the globe and throughout history. This unit allows pupils to look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>A. To learn the definition of apartheid</p> <p>B. To know about the Jim Crow Laws and how they affected black people</p> <p>C. To learn about Martin Luther King and the impact he had on society</p> <p>D. To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa</p> <p>To know about and understand other forms of discrimination e.g. anti-Semitism</p>
<p><b>Mission Control</b></p> <p> Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.</p> <p><b>Concepts</b></p> <p>A. To learn about space exploration and discovery</p> <p>B. To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts</p> <p>C. To learn about the development and role of satellite communication</p>	<p><b>A World of Bright Ideas</b></p> <p> By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A. To learn about important inventions from the past</p>
<p><b>Pharaoh Queen</b></p> <p>Initially, pupils will engage some of their geographical map reading skills by locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. Pupils will then compare a map of modern-day Egypt with that of Ancient Egypt. Pupils will turn their focus to some of the important people and places in Ancient Egypt, particularly focusing on Queen Hatshepsut. They will analyse evidence to find reasons why she became queen when women could not traditionally rule, why the people of Egypt were loyal to her and then, strangely, why almost all evidence of her existence as pharaoh were destroyed. Pupils will write a written account of her life, using all the evidence gathered and conclusions drawn.</p> <p><b>Concepts - NC</b> - Pupils should be taught about an Early Civilization e.g. Egypt</p> <ul style="list-style-type: none"> <li>To know the location of Egypt</li> <li>To know about the significant Ancient Egyptian places and individuals</li> <li>To know about Ancient Egyptian beliefs and practices</li> <li>To understand how evidence is used to make historical claims</li> <li>To understand the importance of the River Nile in Ancient Egyptian times</li> <li>To learn about the third female pharaoh, Hatshepsut</li> </ul>	<p><b>The Rescuers</b></p> <p>In this unit, pupils will learn about the sinking of the Titanic with a focus on two key survivors, turned rescuers. Pupils will begin by exploring changes to methods of communication, both on board ship and on land, since the early 20<sup>th</sup> century. They will look at how the Titanic was built and use inference to imagine how those involved in the design and launch would feel about hearing about the sinking. They will then analyse evidence surrounding the sinking, drawing their own conclusions on who or what was to blame, and discuss sources relating to Molly Brown and Harold Bride's involvement in the event.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>To learn about the sinking of the famous ship, the Titanic</li> <li>To learn about the communication on the Titanic and how communication methods changed in the last one hundred years</li> <li>To learn about the chronology of the relevant events leading up to the sinking of the Titanic</li> <li>To draw conclusions about what led to the sinking of the Titanic</li> <li>To understand the role played by Molly Brown in the rescue effort</li> <li>To understand the role played by Harold Bride in the rescue effort</li> </ul>



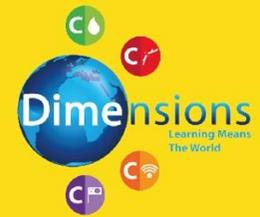
# History



Knowledge Progression	
Navigators 1 / Year 5	Navigators 2 / Year 6
<p><b>Fighting Footballer</b></p> <p>Pupils will begin by looking at campaigns to highlight the issues around racism and other prejudices within football. Then, through the life of footballer and World War 1 soldier, Walter Tull, they will learn about the racism he faced in the early part of the 20<sup>th</sup> century as a footballer and in the military. Pupils will discover that women's football became increasingly popular through WW1 and into the 1920's until the Football Association banned them from playing and they will explore the steps taken to bring women's football back into the forefront of sporting society. Ultimately, pupils should understand that racism and prejudice in sport is not a new issue but it is highly important that it continues to be tackled.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>To know the significant events of Walter Tull's life</li> <li>To understand what makes Walter Tull an inspirational historical figure</li> <li>To understand the way in which the past impacts the present</li> <li>To know that events of the past can have an impact on the actions, prejudices and attitudes of today</li> <li>To understand the importance of courage, commitment and community</li> <li>To know that, whilst there are many different types of prejudice in society today, there have been times in the past when this has been challenged</li> <li>To understand that views and opinions can change over time</li> </ul>	<p><b>British Bulldog</b></p> <p>In this competency unit, pupils will begin by finding out why Winston Churchill is regarded as the UK's most well-known Prime Minister and why his image is still used in popular culture today. They will listen to and study some of his famous speeches during World War 2 and discuss how and why these speeches were so important to the morale of the British people both at home and away fighting. Pupils will investigate the reasons why Winston Churchill is now seen as a controversial figure in British culture due to some of the views that he held. Additionally, pupils will learn that Churchill was an accomplished painter and will study some of his works in order to produce some artwork of their own in a similar style.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>To know who Winston Churchill was and why he is an important figure</li> <li>To know and be able to retell the life story of Winston Churchill</li> <li>To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader</li> <li>To understand how speech and oratory can have both positive and negative effects</li> <li>To know that as well as a politician, Winston Churchill was an accomplished painter</li> <li>To know that his views can now be seen as controversial</li> <li>To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions</li> </ul>
<p><b>Cosmopolitan</b></p> <p>In Cosmopolitan, pupils will study the cities of New York and Sydney both geographically and historically. In history, they will focus on the immigration of people to these cities. They will learn that New York saw the largest influx on migration during the late 19<sup>th</sup> to mid-20<sup>th</sup> centuries, initially driven by Irish immigrants escaping the Irish potato famine. They will also learn that many other nationalities came to New York to make it a truly cosmopolitan city. In Sydney, pupils will learn that the initial colonialists who settled there had a devastating impact on the Aboriginal population due to disease and the takeover of land. Pupils will also learn about the convicts brought to Sydney in the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>A. To understand why people emigrated to New York and the influence they had on the city</p> <p>B. To learn about some of the impacts of colonisation on the indigenous peoples of Sydney</p> <p>To understand why people emigrated to Sydney</p>	<p><b>Time Team</b></p> <p>This is a multi-disciplinary study of the local area. The geographical aspect includes a disciplinary focus on processes and changes, linking with a historical disciplinary focus on continuity and change, helping pupils understand how the events of history shape a locality. They also further develop their mapping skills as part of this project.</p> <p><b>Concepts - NC</b> - Pupils should be taught a local history study</p> <p>A. To identify and research a famous historical figure who lived in your local area</p> <p>C. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</p> <p>D. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time</p> <p>E. To know how to apply their knowledge when giving a guided tour of the local area</p>
	<p><b>Clash of the Titans</b></p> <p>Clash of the Titans looks at clashes between various groups of people from predominantly British history over the centuries. They will learn about the series of battles between England and Scotland for Scotland's right to independence in the 13<sup>th</sup> and 14<sup>th</sup> centuries through to the Act of Union in 1707 and the ongoing debates over independence today. Pupils will study civil war through the Wars of the Roses and religious clashes between Rome and the Church of England. They will learn that clashes throughout history aren't always between countries or royalty, everyday people can have revolts and riots too. This is taught through the Luddites and Industrialists of the early Industrial Revolution and finally, pupils will explore how key battles of WWII helped to end this global conflict.</p> <p><b>Concepts - NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Legacy</p> <p>A. To know about the Wars of Independence between England and Scotland and the continuing debate on Scottish Independence today</p> <p>B. To know about the Wars of the Roses, the rise of the Tudor dynasty and how the Reformation affected life in Britain</p> <p>C. To know about clashes between Luddites and Industrialists at the start of the Industrial Revolution</p> <p>D. To learn about some of the famous WWII battles and understand how the war ended</p>



# History



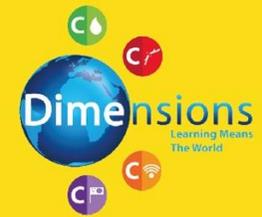
## Key Vocabulary

Navigators 1 / Year 5				Navigators 2 / Year 6			
You're Not Invited		Pharaoh Queen		A World of Bright Ideas		"I Have a Dream..."	
armour	leadership	afterlife	temple	brand		anti-Semitism	segregation
army	legacy	Ancient Egypt		Calculus		apartheid	stereotype
aqueduct	Nero	archaeology		commercial		discrimination	supremacy
Augustus	Roman	architecture		copyright		diversity	tolerance
battle	ruler settlement	era		development		injustice	
borders		Hatshepsut		discovery		Jim Crow Laws	
Boudicca		hieroglyphics		economic		Martin Luther-King	
Caesar		historian		innovation		Nelson Mandela	
census		legacy		invention		oppression	
conquer		mummification		inventor		prejudice	
consequences		Nile		modify		race	
emperor		Pharaoh		printing press		primary source	
empire		regent		scientific		secondary source	
Hadrian		sarcophagus		significant			
invasion		Sphinx		technological			
		Stone Age		vaccine			





# History



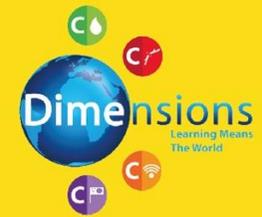
## Key Vocabulary

Navigators 1 / Year 5		Navigators 2 / Year 6	
Mission Control	Fighting Footballer	The Rescuers	Time Team
astronaut	communication	colonist	aftermath
astronomer	secondary source	commission	evidence
causation	technology	Dick, Kerr Ladies	legacy
conspiracy theory	viewpoint	Football Association	Marconi
evidence	primary source	orphanage	survivor
exploration	satellite	prejudice	Titanic
injustice		racism	tragedy
interpretation		sexism	wireless telegraphy
inquisition		shellshock	World War I
Neil Armstrong		The Somme	
Cosmopolitan		British Bulldog	
colonisation	Irish potato famine	Admiralty	MP
Continent	persecution	allies	politics
convict	refugee	aristocrat	Prime Minister
cosmopolitan	settlement	boarding school	
immigration	transportation	Gallipoli	
indigenous			
		Clash of the Titans	
		alliance	industrialist
		allies	Luddite
		civil war	Referendum
		independence	Edward I
		The Reformation	Battle of the Atlantic
		The Act of the Union	VE Day
		Industrial Revolution	Wars of the Roses
			William Wallace





# History



## End Goals

### Explorers / EYFS

Our aim in teaching history in Explorers is to make pupils aware of the world around them and how places and people change over time. By the end of the phase, pupils should have a basic understanding of the passing of time and be able to use vocabulary relating to things that have happened in the recent past. Pupils should be aware that, over time, people change by ageing, and they should be able to identify older people in their lives. As well as people, pupils should know that things also change. They will have had opportunity to observe old and new forms of transport, homes and toys and they should be able to identify those that are from the past and those that are from present day, noting a range of similarities and differences. Pupils should also be able to talk about the roles people have had in society in the past and compare those to present-day occupations.

### Pathfinders / KS1

Our aim in teaching history in Pathfinders is to encourage pupils to think about historical change in the wider world. In this phase, pupils will begin to start thinking more chronologically and will have been introduced to simple timelines and dated information. This not only embeds the knowledge of the passing of time but extends it beyond the most recent history of yesterday, last week etc. Pupils will also be expected to know vocabulary such as century and millennium. Pupils should know that changes occur over time across the globe and are effected by many different people. They should be starting to ask questions about how and why changes have happened, such as 'Why did the Elephant Bird become extinct?' or 'How have methods of communication changed?'. In terms of recognising similarities and differences, pupils should not only be able to talk about objects and artefacts that are the same or different but also be aware that beliefs and societies can be compared, for example, the Inuit tribe with their own culture. The Competency Units in this phase have allowed pupils to study a diverse range of individuals, the places and eras they lived in and how they have influenced our lives today. Pupils should know that it is often the decisions and actions of individuals in the past that change our lives in the future.

### Adventurers / LKS2

Our aim in teaching history in Adventurers is to broaden pupils' historical horizons so they are learning not only about the more recent past but also about ancient civilisations. Pupils should be exploring source materials and begin to look for bias and accuracy. In this phase, pupils should recognise that some aspects of the past can be interpreted in different ways, and it is up to them as present-day historians to be aware that people in the past can tell their stories differently. History in this phase also encourages pupils to, not only explore similarities and differences, but inclusivity across diverse societies. In the unit 'Cry Freedom', pupils will compare how slavery has been imposed on a range of societies and how people from very different backgrounds can work towards a common goal (Sojourner Truth and William Wilberforce). Pupils should also now recognise that they should not only question why changes happen over time, but they should review the consequences of those changes, such as the legacies left by the Ancient Greeks or the development of the United Nations after the Second World War.

### Navigators / UKS2

Our aim in teaching history in Navigators is to deepen pupils' skills in thinking historically and historical comprehension. Pupils should now be confident in using and constructing timelines to organise their findings chronologically and make connections across wider periods of time. They should also be aware that they can not only study objects or artefacts to provide evidence of historical events but that these sources can be split into primary and secondary sources. Pupils should be starting to be more confident in analysing these to provide evidence to support their own thoughts and conclusions about how and why historical events happened. It is important, in this phase, that pupils begin to consider that the way things were done in the past cannot always be viewed through the lens of the present. The same beliefs, values and ideals of the present day are often anachronistic with the past (presentism). In this phase, pupils will also have had the opportunity to link their historical knowledge with other subjects such as geography and they should see how these two areas of learning are closely linked. For example, in Pharaoh Queen, pupils should know that the River Nile is a key geographical feature of Egypt, and was key to the survival of Ancient Egyptians, as well as its importance to those living in Egypt today.

