



History Curriculum

School Vision

We seek to **inspire...**
a love for learning,
curiosity and creativity,
imagination and independence,
each other as individuals,
collaboration within our community and
awe and wonder for God's World.

This document outlines how we live out our school vision through our **history** curriculum

Aims

We believe that History helps our children to understand how past events have influenced our lives today. We aim to teach them to value their own and other people's cultures and by considering how people lived in the past, they are better able to make their own life choices today. Our History curriculum encourages children, through investigation, to develop skills of enquiry, analysis, interpretation and problem solving allowing them to appreciate how things have changed over time.

Objectives

Through high quality teaching, children will build their knowledge and skills year on year, focusing on the following:

- How people's lives have shaped this nation.
- The influence of Britain and how it has been influenced by the wider world.
- Historical concepts of continuity, change, cause and consequence.
- Make connections, draw contrasts, analyse trends and frame historically valid questions.
- Chronologically order events.
- Local historical knowledge and how it has shaped the community.
- Research, analyse evidence and communicate viewpoints in a variety of ways.
- The expansion and dissolution of empires and the impact on the world around them.
- Historical grounded understanding of abstract terms such as empire, civilisation. Parliament and peasantry.
- Methods of historical enquiry

Intent	Implementation	Impact
<p>Our history curriculum aims to inspire and ignite children's curiosity about the past in Britain and the wider world. We want pupils to understand how the past influences the present, that what they learn through history can influence their decisions about personal choices, attitudes and values. We will teach the children a chronological framework for the knowledge of significant events and people to enable them to develop a context for their growing sense of identity.</p>	<p>Our History curriculum is taught through a thematic cross curricular approach throughout the year so that children can make links between different areas of their learning. Key skills and knowledge have been identified for each year group to ensure progression throughout the school. Lessons and practical, relevant and personalised to make it exciting and engaging for the children, starting with a 'hook' to capture their interests. Children are given opportunities to develop their historical skills through research, interpreting evidence, including and primary and secondary sources and arguing for their point of view. All learning styles are catered for as teachers ensure they plan auditory, visual and kinaesthetic activities. Children develop their independence and confidence through individual activities and their co-operative skills during pair and group work. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.</p>	<p>As children progress throughout school, they develop a deep knowledge, understand and appreciation of their local history, the history of Britain and the impact on and of the wider world. Outcomes in History and English books evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge. Pre- and Post-Assessments allow children to demonstrate their knowledge and understanding alongside 'Express' lessons which let children answer open-ended questions that were posed at the beginning of the unit of work.</p>

SMSC

Through History teaching, our children develop knowledge and skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development.

The spiritual development of pupils involves the mystery of how and why events in the past happened and their many consequences. Pupils being to realise that events did not have to happen that way, they could have taken other directions. Exploring the incredible significance that some individuals have had in the past, the distortions that can take place through time and the multitude of different interpretations that can be made about one single event.

The moral development of pupils encourages pupils to comment on moral questions and dilemmas. History is a story of different viewpoints, choices and consequences, and pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

The social development of pupils encourages them to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving. History plays a role in helping children to express themselves clearly and communicate better.

The cultural development of pupils is shown by their understanding of our multicultural society through studying links between local, British, European and world history. This is in addition to their interest in exploring, improving understanding of and showing respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different ethnic and socio-economic grounds in the local, national and global communities.

History Curriculum Skills Overview – Year A

2022-2023 2024-2025	Autumn term	Spring Term	Summer Term
Puffins	<p>Nursery - Begin to make sense of their own life-story and family's history.</p> <p>Reception - Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>		
Robins	<p>All About Me (Family & Toys) NC Links: Changes within living memory</p>	<p>The Famous Five NC Link: Significant people (*To include significant people in black history and women's history)</p>	<p>Fairies, Frogs and Castles NC Link: significant events, people and places in locality.</p>
<p>Knowledge</p> <p>Children will know...</p>	<ul style="list-style-type: none"> • That changes have happened in their life • That their life can be represented on a timeline • That a timeline moves from left to right and the numbers represent dates • That changes happen over time, e.g. toys change • That events have happened in the world while they have been alive and be able to plot them on their timeline. 	<ul style="list-style-type: none"> • A fire started in a bakery on Pudding Lane London in 1666. • The fire spread quickly because the houses were built close together and made of flammable materials. • The timeline of events • How the fire was stopped • What happened after the fire 	<ul style="list-style-type: none"> • Why castles were built • About famous castles in the UK, including Lancaster and Skipton castle. • That castles were built for different reasons including defending against attack • The parts of a castle including portcullis, drawbridge, battlements, moat and bailey • That Arkholme has a motte and bailey and why it was built • That people had different jobs in a castle.

<p>Skills</p> <p>Children will be able to...</p>	<p>Year 1</p> <p>Hi1 Use different sources of information to find out about the past 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</p>	<p>Year 2</p> <p>Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts 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</p>	<p>Year 1</p> <p>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</p>	<p>Year 2</p> <p>Hi7 Ask and answer questions about the past Hi9 Recognise why people did things and why events happened 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</p>	<p>Year 2</p> <p>Hi1 Use different sources of information to find out about the past 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</p>	<p>Year 2</p> <p>Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts 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</p>
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Kingfishers	Ancient Romans NC Links: Pupils should be taught about the Roman Empire and it's impact on Britain.				Stone Age to Iron Age NC Links: Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.	
Knowledge Children will know..	<ul style="list-style-type: none"> Children will learn what life was like in Ancient Rome. Children will learn about the culture, sport, beliefs, Gods, armies and diet of the Ancient Romans. Children will learn to use maps to track the progress of the Roman empire across time. Children will learn about the training, might and spread of the Roman Empire. Children will learn about the structure of the Roman Army. Children will learn about the Roman inventions that still benefit us today. Children will understand that time is split into BC and AD and that dates increase in both directions. 				<ul style="list-style-type: none"> That the Stone Age to Iron Age covers a period of 10,000 years. From the time at the end of the ice-age to the arrival of the Romans. That the Stone Age, Bronze Age and Iron Age were three consecutive periods of time in history. The key differences between life in the Stone Age and our lives today. How people developed and changed over the Stone Age to Iron Age. About daily life in the Stone Age – what people's dwellings were like, what they ate and what they wore etc. That some of the animals alive in the Stone Age are extinct. That people in the Stone Age to Iron Age had their own culture and beliefs e.g. building stone circles. 	
Skills Children will be able to ...	Year 3 Skills Hi 15 Develop their understanding that the past can be divided into different periods of time. Hi 16 Explore the different ways we can find out about the past and how to understand the evidence. Hi 18 Recognise similarities and differences between people's lives during different periods of time. Hi 19 Use dates and vocabulary relating to the passing of time and sequence events. Hi 20 Sequence several events or artefacts. Hi 21 Begin to give reasons for and results of the main events and changes. Hi 22 Use sources of information including ICT to find out about events, people and changes.	Year 4 Skills Hi 23 Ask and answer a variety of perceptive historical questions. Hi 24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK. Hi 25 Identify the impact of the movement and settlement of people in different periods of British history. Hi 26 Identify how significant events, developments or individuals and groups have influence their locality, the UK and beyond in the recent and distant past. Hi 28 Place events, people and changes into correct periods of time on a timeline. Hi 29 Use dates and vocabulary relating to the passing of time including AD/BC.	Year 3 Skills	Year 4 Skills	Year 3 Skills Hi 15 Develop their understanding that the past can be divided into different periods of time. Hi 16 Explore the different ways we can find out about the past and how to understand the evidence. Hi 18 Recognise similarities and differences between people's lives during different periods of time. Hi 19 Use dates and vocabulary relating to the passing of time and sequence events. Hi 20 Sequence several events or artefacts. Hi 21 Begin to give reasons for and results of the main events and changes. Hi 22 Use sources of information including ICT to find out about events, people and changes.	Year 4 Skills Hi 23 Ask and answer a variety of perceptive historical questions. Hi 24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK. Hi 25 Identify the impact of the movement and settlement of people in different periods of British history. Hi 26 Identify how significant events, developments or individuals and groups have influence their locality, the UK and beyond in the recent and distant past. Hi 28 Place events, people and changes into correct periods of time on a timeline. Hi 29 Use dates and vocabulary relating to the passing of time including AD/BC. Hi 30 Use and evaluate sources of information,

		Hi 31 Communicate knowledge and understanding in a variety of ways.					recognising that evidence varies in the extent to which is can be trusted. Hi 31 Communicate knowledge and understanding in a variety of ways
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Owls	World War II		No History taught this term		The Slave Trade in Lancaster	
Knowledge Children will know...	<p>The events that led up to the Second World War. Who were the Allied and Axis powers. What an evacuee is and what happened to them. What rationing is and why it was important. Women's role in the war and how it led to a change of role after the war. What happened in the Holocaust. Key events in the Second World War.</p>				<ul style="list-style-type: none"> • What the slave trade was • What involvement Lancaster had in the slave trade • What goods were traded in Lancaster • Slave owners in Lancaster • How the slave trade ended • The impact of the abolition of the slave trade 	
Skills Children will be able to...	Year 5 Skills Hi32 Investigate the characteristic features of, and changes within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi37 Identify and describe the effects of some economic, technological and scientific developments Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms	Year 6 Skills Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi45 Recognise and understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways	Year 5 Skills Hi32 Investigate the characteristic features of, and changes within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate to find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi37 Identify and describe the effects of some economic, technological and scientific developments Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms	Year 6 Skills Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi45 Recognise and understand the broad 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depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways

History Curriculum Skills Overview – Year B

2021-2022 2023-2024	Autumn term	Spring Term	Summer Term
Puffins	<p>Nursery - Begin to make sense of their own life-story and family's history.</p> <p>Reception - Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>		

Robins	Arkholme: A Victorian School NC Links: Significant Historical events in the local area (To include Remembrance)		Fantastic Women Who Changed the World (Book Link) Women's History Month (March) NC Link: Significant Women		Transport NC Links: Events beyond living memory – first aeroplane flight	
Knowledge Children will know...	<ul style="list-style-type: none"> • That Arkholme School was built in 1867 under the reign of Queen Victoria • That the school has changed over the last 150 years and what signs of change there are in the school • That children learnt different lessons 150 years ago e.g. sewing and technical drawing • That children learnt different e.g. used a chalk and blackboard, sat at individual desks • That the education act brought in education for all children. 		<ul style="list-style-type: none"> • Florence Nightingale was a nurse who changed how nurses looked after people and taught us the importance of hygiene • Mary Seacole was a black nurse from Jamaica who made medicines from herbs and foods • Mary Anning was a palaeontologist who discovered dinosaurs but was ignored by the scientific community because she was a woman • Rosa Parks campaigned for equality for black people • Emmeline Pankhurst campaigned for equality for women. 		<ul style="list-style-type: none"> • The Wright brothers were the first to fly an aeroplane in 1903 • George Stephenson built the first steam train in 1814 • Amelia Earhart was the first woman to fly across the Atlantic • That vehicles and transport has changed over time • That a timeline can help us represent changes in transport • 	
Skills Children will be able to	Year 1 Skills 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	Year 2 Skills 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	Year 1 Skills 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 Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time	Year 2 Skills Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened 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	Year 1 Skills 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	Year 2 Skills 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

Kingfishers	Beatrix Potter NC Links: Pupils should be taught about a local study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Amazing Egyptians NC Links: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Knowledge Children will know...	<ul style="list-style-type: none"> • That Beatrix Potter was a person of significance locally, nationally and globally and that she lived in the lake district. • That Beatrix Potter lived at Hill Top. • That Beatrix Potter wrote and illustrated children's books based on the animals she observed in her daily life. • That Beatrix Potter spent her summer holidays at Wray Castle. • That Beatrix Potter was an artist and an author. • Some of the ways in which Beatrix Potter's daily life was different to our own. • That Beatrix Potter lived in a time when women didn't have equal rights and she had to work hard to get her stories published. • That Beatrix Potter's stories and characters are internationally famous today. • That Beatrix Potter invested her money in land in the lake district, including buying the western shore of lake 	<ul style="list-style-type: none"> • The position of Egypt on a map or globe. • Where significant places of historical interest are located in Egypt including Giza, Luxor, The Great Pyramid, The Valley of the Kings. • That we can study artefacts from the time of the Ancient Egyptians to help us understand them. • About the importance of the River Nile in Egypt for irrigation, farming and trade. • That the River Nile is the only river in Egypt. • About ancient Egyptian beliefs, culture, God and written communication. • That ancient Egypt was ruled by a pharaoh. • That the Ancient Egyptians built pyramids to bury their pharaohs in. • That the Egyptians mummified their dead. • About the construction of the Grand Renaissance Dam on the Blue Nile in Ethiopia and the impact this will have on modern Egypt. 		

	<p>Windermere to save it from development.</p> <ul style="list-style-type: none"> • That Beatrix Potter was responsible for the preservation of the Herdwick Sheep. 					
<p>Skills</p> <p>Children will be able to ...</p>	<p>Year 3 Skills</p> <p>Hi 16 Explore the different ways we can find out about the past and how to understand the evidence. Hi 17 Identify different ways in which the past is represented. Hi 18 Recognise similarities and differences between people's lives during different periods of time. Hi 21 Begin to give reasons for and results of the main events and changes. Hi 22 Use sources of information including ICT to find out about events, people and changes.</p>	<p>Year 4 Skills</p> <p>Hi 23 Ask and answer a variety of perceptive historical questions. Hi 24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK. Hi 26 Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past. Hi 27 Identify different ways in which the past is represented and recognise how history is preserved. Hi 30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted.</p>	<p>Year 3 Skills</p> <p>Hi 15 Develop their understanding that the past can be divided into different periods of time. Hi 16 Explore the different ways we can find out about the past and how to understand the evidence. Hi 18 Recognise similarities and differences between people's lives during different periods of time. Hi 19 Use dates and vocabulary relating to the passing of time and sequence events. Hi 22 Use sources of information including ICT to find out about events, people and changes.</p>	<p>Year 4 Skills</p> <p>Hi 23 Ask and answer a variety of perceptive of historical questions. Hi 27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved. Hi 29 Use dates and vocabulary relating to the passing of time, including AD/BC. Hi 30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted. Hi 31 Communicate knowledge and understanding in a variety of ways.</p>	<p>Year 3 Skills</p>	<p>Year 4 Skills</p>

Owls	Great British Inventions		The Maya	Ancient Greeks		
<p>Knowledge</p> <p>What the steam engine is and how it developed.</p> <p>Children will know....</p> <p>How the steam engine changed Britain over time.</p> <p>How mobile phones have changed over time.</p> <p>The positives and negatives of mobile phone use.</p> <p>How the jet engine developed.</p> <p>How the jet engine has changed Britain and the world.</p> <p>How modern concrete is made.</p> <p>How modern concrete has changed Britain.</p> <p>How televisions have changed over time.</p> <p>How televisions have impacted life in Britain.</p> <p>How antibiotics were discovered.</p> <p>How antibiotics have changed life in Britain.</p> <p>How the fridge has changed life in Britain over time.</p> <p>How to compare the impact each of these inventions had on society.</p>			<p>Where the ancient Maya people lived, some Mayan cities and the key features in them.</p> <p>Know some of the main Maya gods and what they represented.</p> <p>How to read and write some basic Maya numbers, explaining what syllabograms and logograms are.</p> <p>That corn and chocolate were important foods and be able to identify some reasons for this.</p> <p>That masks were important to the Mayans and what they were used for.</p>	<p>Some significant events from ancient Greek times and how to order them on a timeline.</p> <p>The impact of Alexander the Great's Empire.</p> <p>The key features of everyday lives of people living in Ancient Greece.</p> <p>Some differences between the city states of Athens and Sparta.</p> <p>The similarities and differences between the Olympic games then and now.</p> <p>Some key facts about the main Greek Gods and Goddesses.</p> <p>How to compare different sources when investigating the Trojan war.</p>		
<p>Skills</p> <p>Children will be able to...</p>	<p>Year 5 Skills</p> <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 to 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 effects of some economic, technological and scientific developments</p>	<p>Year 6 Skills</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 broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p>	<p>Year 5 Skills</p> <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 to 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 effects of some economic, technological and scientific developments</p>	<p>Year 6 Skills</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 broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p>	<p>Year 5 Skills</p> <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 to 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 effects of some economic, technological and scientific developments</p>	<p>Year 6 Skills</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 broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</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>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>	<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>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>	<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>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>
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