



History Curriculum Progression

Implementation

At Cockwood School we follow the National Curriculum for History. The skills specific to History are taught each and every year. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries.

Children come across substantive concepts repeatedly throughout their education at Cockwood. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As pupils progress through the school, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of their time at Cockwood, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in History to better explain what they mean. Substantive concepts are taught within historical contexts to provide a strong base for children's understanding. Examples that we focus on include: society, monarchy, government, conflict and civilisation, although many others are covered. In the progression maps below, you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding.

Early Years Foundation Stage

The statements that are applicable to the development of children's historical understanding and knowledge are drawn from Understanding the World, where children are guided to make sense of their physical world and their community.

- In the EYFS children will be exposed to a variety of different artefacts, images, and stories about times from the past. This will be the children's first real experience of historical sources within school, and they will be encouraged to make connections between their own lives and the lives of those from the past.
- Children will be making connections between the past and their own lives through thinking about how they have developed within their lifetimes. This will include comparing information such as "when I was a baby I could not write, but now that I am four, I can write in sentences." They will be encouraged to make connections between themselves and their peers when looking at their past and noticing similarities and differences.
- Children will move on from considering history within the context of themselves, to the history of the community around them. They will achieve this through use of scaling. They will look at old photographs of the area of Cockwood and draw comparisons with what they see today.
- Children will be exposed via a range of sources to the ways in which people carried out everyday tasks in the past, e.g. comparing a Victorian day at the beach with their own experiences or comparing the first rockets to current forms of space travel (space tourism etc).. The learning will be linked to their Learning Experiences.

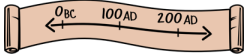





Knowledge, Skills and Understanding Broken Down for History

Class 3 (EYFS & yr1)	Enquiry Question		
	Autumn	Spring	Summer
Year 1 of rolling programme	How have Louis Braille's actions helped people today?	How has transport changed?	How were Mary Seacole and Florence Nightingales' lives different?
Substantive concepts	<ul style="list-style-type: none"> • Society 	<ul style="list-style-type: none"> • Society • civilisation 	<ul style="list-style-type: none"> • Conflict • Society

			<ul style="list-style-type: none"> ● monarchy
<p>Key questions</p>	<p>Why do you think we still remember Louis Braille today? What were the most important moments and people in Louis' life? Why did Louis decide to invent a system of reading for the blind? What changes to people's lives did Louis make? What made Louis so special? What shall we put in our Louis Braille museum?</p>	<p>How did the Vikings travel? How have cars changed since they were first invented? Who was George Stephenson? How did trains change people's lives? How has flight changed the world? How has transport changed?</p>	<p>Why are Florence Nightingale and Mary Seacole remembered today and what did she do in her life? Why do you think Florence took the brave steps to go to the Crimea and who influenced her? How important was Mary's work in the Crimean war? and how do we know? What did Florence do to help the soldiers and did everyone have the same opinion of her? What were the most important achievements of Florence's life? What were the most important moments in Mary's life? How did life change for Mary after the Crimean war? Why have we learnt so much about Florence and so little about Mary Seacole? How should we remember Florence Nightingale and Mary Seacole?</p>
<p>vocabulary</p>	<p>After, Before, Cause, Change, Different time, Effect, Long ago, Modern, Next, Nowadays, Old, Past, Present, Today, Tomorrow, Version, Yesterday, blind, visually impaired, reading, inventor, French, educator, code,</p>	<p>Carriage, travel. Transport, steam engine, electric cars, petrol, railway, motor, longship, penny farthing, sedan chair, petrol, passenger plane, Wright flyer, horse and cart</p>	<p>Nurse, Mary Seacole, Florence Nightingale, hospital, cleaning, charity, Crimean War, Red Cross, soldier, injured, Lady of the Lamp, battlefield, patients</p>

	braille,		
Year 2 of rolling programme	How have our toys and games changed since Victorian times?	Who was Amy Johnson and why is she famous?	How have seaside holidays changed over time?
Substantive concepts	<ul style="list-style-type: none"> • Society • monarchy 	<ul style="list-style-type: none"> • Society • colony 	<ul style="list-style-type: none"> • Society • monarchy
Key questions	<p>What are our toys like today? What are other people's toys like? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? How can we set up a Toy Museum?</p>	<p>Why do you think people still remember Amy Johnson? How did a secretary end up flying solo to Australia? Why was flying to Australia so difficult for Amy? How did people react to Amy at the time and how do we know? How did things change for Amy after her famous flight? How can we solve the mystery of what happened to Amy?</p>	<p>What was going to the seaside like 100 years ago? What kind of things did people do at the seaside 100 years ago? How do we know what holidays were like 100 years ago? Do we go to the seaside for the same reasons that people went 100 years ago? How have seaside holidays changed over the past 100 years? Do all children like the earlier seaside holidays now or would some prefer nowadays'?</p>
vocabulary	Toys, wooden / paper / plastic / metal toys, Victorian, doll houses, tea sets, ball and cup, spinning top,	Amy Johnson, pilot, plane, fly, Australia, Darwin, Moscow, Japan, South Africa, war, record, explorer, aviation, Timeline, significant People, Historical event, Transport, Travel, Pioneer	Sea, Beach, Sand, Ice Cream. Sun, Seagull, Rockpool, Timeline, Past, Source, Victorian Era, Holiday, Seaside, Promenade, Bathing machines, Punch and Judy, deckchair,
Year 3 of rolling programme	Grace Darling: What does it take to be a hero?	Neil Armstrong: What does it take to make a great explorer?	How has Cockwood School changed over time?

Substantive concepts	<ul style="list-style-type: none"> ● Society ● Monarchy 	<ul style="list-style-type: none"> ● Society ● Civilisation 	<ul style="list-style-type: none"> ● Society ● monarchy
Key questions	<p>Who was Grace Darling? Why did Grace Darling act in the way she did? Did Grace Darling really carry out the brave rescue on her own? How do we know about Grace Darling's actions when they happened so long ago? How did sea rescue improve as a result of Grace Darling's story? How should we remember Grace Darling?</p>	<p>Have humans ever been to the moon and how can we know for sure? Why did the astronauts risk their lives going to the moon? How were they able to get to the moon and back safely? What did they do on the moon? How did Neil Armstrong change history? Was Neil Armstrong a great explorer?</p>	<p>When was Cockwood School built? Where does that fit into history? (timeline) Who was the monarch when Cockwood School was built? Who is the monarch now? What jobs did people do in Cockwood when the school was built? What jobs do people do now? What was family life like when Cockwood School was built? How does that compare to my family?</p>
vocabulary	<p>Lifeboat, lighthouse, survivors, tuberculosis, Grace Darling, William Darling, vessel, bow, wreck, rescued, rocks, heroine, grave, sunk, SS Forfarshire, cenotaph, grave, Victorian, Longstone</p>	<p>Columbia command module, orbit, spacesuit, Neil Armstrong, Michale Collins, Edwin "Buzz" Aldrin, Saturn V, Moon, astronauts, Pacific Ocean, Cape Kennedy, Florida, Space race, Eagle Lunar Module, Expedition</p>	<p>After, Before, Cause, Change, Different time, Effect, Long ago, Modern, Next, Nowadays, Old, Past, Present, Today, Tomorrow, Version, Yesterday, Timeline Chronology, Primary Source, Secondary Source. Industry, Impact, Era, Evolve</p>

<p>Chronology</p> 	<p>Interpreting History</p> 	<p>Historical Enquiry</p> 	<p>Change and Continuity</p> 	<p>Cause and Consequence</p> 	<p>Similarities and Differences</p> 
<p>Can describe differences between him or herself as a baby and as he or she is now.</p> <p>Sequences images of themselves as baby, toddler and infant.</p> <p>Can sort pictures and objects, matching them to babies, children and adults.</p> <p>Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales).</p> <p>Realises that images from nursery rhymes are not from nowadays</p>	<p>Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.</p> <p>Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past.</p> <p>Can see that there are different versions of real historical situations eg: different written, spoken and pictorial versions of Grace Darling's rescue.</p> <p>Can spot differences between versions, e.g they see that pictures in books vary in how they</p>	<p>Can find an answer to a question by looking at a simple picture e.g which of these planes did Amy Johnson fly in?</p> <p>Can point to familiar images in pictures of themselves and their own family.</p> <p>Can describe the main features of an artefact.</p> <p>Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.</p> <p>Can make deductions about</p>	<p>identify old and new things across periods of time through pictures, photographs and objects</p> <p>begin to understand that some things change and some things stay nearly the same.</p> <p>Identify the changes within my family and how they affect my life.</p> <p>Recognise the impact that Florence Nightingale and Mary Seacole had on health care.</p>	<p>Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'</p> <p>Can explain why they took the action they did when discussing 'myself'</p> <p>Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Grace Darling acted as she did in rescuing the crew of the Forfarshire.</p>	<p>start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female</p> <p>identify that some things within living memory are similar and some things are different</p> <p>recognise some similarities and differences between the past and the present</p> <p>E.g. make direct comparisons between nursing at the time of Florence</p>

<p>by reference to some period detail, eg: clothes, objects no longer used.</p> <p>Uses simple timelines to sequence processes, events and objects within their own experience,</p> <p>More confident in the use of terms 'old' and 'new'.</p> <p>Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p>Understands that the world was different in the olden days.</p> <p>Can sequence parts of a more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea,</p>	<p>depict details. For example: what Florence Nightingale's lamp looked like.</p> <p>Realises that there may be more than one way of looking at a significant historical person, e.g soldiers loved Florence Nightingale, whereas many of the nurses were critical of her.</p> <p>Understands that grandparents' recollections of their childhood seaside holidays might vary</p>	<p>artefacts, spotting clues to function and use and can talk about, for example: how obvious toys would have been used, possibly through simple role play.</p> <p>Can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'.</p> <p>Can find answers to questions about objects by looking in books.</p> <p>Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books.</p>	<p>Can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'</p> <p>Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.</p> <p>understand that a cause makes something happen and that historical events have causes</p> <p>explain that historical events are caused by things that occurred before them</p>	<p>Nightingale compared to now</p>
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<p>the long period afterwards.</p>		<p>Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or Louis Braille.</p> <p>Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake', 'I don't play with that toy now' or 'my baby brother was just born'.</p>		<p>understand that a consequence is something that happens as a result of something else.</p>	
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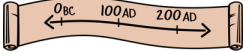





Class 2 (yr 2,3&4)	Enquiry Question		
	Autumn	Spring	Summer

Year 1 of rolling programme	Stone Age to Iron Age: How do we know what this period of history was like when there was no writing?	How did the Romans change Britain?	How has Exeter changed from Roman times to the present day?
Substantive concepts	<ul style="list-style-type: none"> ● Civilisation ● Society ● Trade 	<ul style="list-style-type: none"> ● Empire ● Society ● Conflict 	<ul style="list-style-type: none"> ● Society ● Trade ● Monarchy ● conflict
Key questions	<p>What do we mean by The Stone Age?</p> <p>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p> <p>How different was life in the Stone Age when man started to farm?</p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>Why is it so difficult to work out why Stonehenge was built?</p> <p>How much did life really change during the Iron Age and how do we know?</p> <p>Can you solve the mystery of the 52 skeletons of Maiden Castle?</p>	<p>Why would Julius Caesar want to leave sunny Italy invade cold Britain and what would he have found here?</p> <p>Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of the empire?</p> <p>Why did Boudicca stand up to the Romans and how do we remember her today?</p> <p>How can we explain the power of the Roman army at this time?</p> <p>What can we tell about Roman life from a study of this villa/fort?</p> <p>How did the Romans change the life of people living in Britain after the conquest?</p>	<p>What was Exeter like during Roman times?</p> <p>What happened when the Romans abandoned Exeter? (Anglo-Saxons)</p> <p>When was Exeter cathedral built?</p> <p>What was Exeter like during the reign of Queen Victoria?</p> <p>What does Exeter look like today?</p> <p>How have the events we have learnt about made Exeter the city it is today?</p>
vocabulary	prehistoric, palaeolithic, mesolithic, neolithic, settlement, technology, sources, migration, consequence,	Celts, citizen, empire, emperor, legion, rebellion, conquest, Roman, tribe, Julius Caesar, Boudicca, legacy, Claudius, invade, power, army, Britain,	Change, cause, effect, similarities, differences, Romans, Victorians, Anglo-Saxons, city, blitz, war, cathedral, architect

		villa, excavation, remains, evidence	
Year 2 of rolling programme	How do we know about the great fire of London?	How has Cockwood changed since Victorian times?	How do we know what Ancient Egypt was like over 5,000 years ago?
Substantive concepts	<ul style="list-style-type: none"> ● Monarchy ● Society ● civilisation 	<ul style="list-style-type: none"> ● Society ● Monarchy ● Trade 	<ul style="list-style-type: none"> ● Civilisation ● Empire ● Society
Key questions	<p>How can we work out why the Great Fire started?</p> <p>What actually happened during the Great Fire and how can we know for sure 350 years later?</p> <p>Why did the Great Fire burn down so many buildings?</p> <p>Could more have been done to stop the Fire?</p> <p>How did people manage to live through the Great Fire? How did the third largest city in the world manage to lose just half a dozen citizens in the massive fire?</p> <p>How was London rebuilt after the fire?</p>	<p>What would a day in the life of a pupil at Cockwood Primary School school have been like when our school was first opened?</p> <p>What can we learn about school life from the records relating to our school?</p> <p>How can we reconstruct what a lesson would have been like in Cockwood school 100 years ago?</p> <p>Why did so much change happen in Victorian times?</p> <p>What were the biggest changes that took place in Cockwood during Victorian times?</p> <p>Which of these changes do you think has been the most important?</p>	<p>What do we mean by “Ancient Egypt” and what do we already know about it? (timeline)</p> <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>What did Ancient Egypt have in common with other civilizations from that time?</p>
vocabulary	London, firefighter, Samuel Pepys, smoke, River Thames,	Monarch, Victoria, slate and chalk, abacus, dunce’s hat, deck,	Egypt, sphinx, coffin, pyramid, plough, mummification, tomb,

	bakery, Pudding Lane, leather bucket, King Charles II, diary, Tower of London, fire hooks, water squirt, fire breaks	cane, hoop, chimney sweep, evidence, change, school records, marbles	Nile, sickle, mattock, pharaoh, canopic jars, desert, hieroglyphics, temple, gods,
Year 3 of rolling programme	What made Isambard Kingdom Brunel a great Victorian?	How did the British Empire affect India in Victorian times?	Who were the Anglo-Saxons and the Vikings and how do we know about them?
Substantive concepts	<ul style="list-style-type: none"> ● Monarchy ● Society ● Civilisation 	<ul style="list-style-type: none"> ● Empire ● Monarchy ● Government ● trade 	<ul style="list-style-type: none"> ● monarchy ● civilisation ● conflict ● society ● trade
Key questions	<p>What do we mean by The Victorian era?</p> <p>What were the main changes that took place during this time?</p> <p>Who was Isambard Kingdom Brunel?</p> <p>What were his most significant achievements?</p> <p>How did the railway affect local life?</p> <p>What impact have his achievements had locally?</p> <p>What made IKB a great Victorian?</p>	<p>What was the British Empire?</p> <p>Why was India an important part of the British Empire?</p> <p>What was life like for Indian people under British rule? How do we know?</p> <p>When did the British leave India and why?</p> <p>How did the British Raj change the lives of people in Britain?</p> <p>Was the British Empire a good thing for India?</p>	<p>Why did the Anglo-Saxons invade and how do we know where they settled?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>What image do we have of the Vikings today?</p> <p>Who were the Vikings and Where did they come from?</p> <p>Why have the Vikings gained such a bad reputation?</p> <p>Just how great was King Alfred, really?</p>

<p>vocabulary</p>	<p>Brunel, steamships, period, SS Great Britain, suspension bridge, engineer, Great Western Railway, factory, passenger, Industrial Revolution, dockyard, tunnel, structure, design, British Empire, evidence, chronology, decade, century, Parliament, transport, invention, monarch</p>	<p>Empire, Raj, change, Britain, India, British Rule, East India Company, culture, Bombay, Calcutta, Madras, Pakistan, viceroy, independence, direct rule, Mughal Empire, colonists,</p>	<p>Viking, longship, settler, raider, Angles, Saxons, Jutes, Europe, East Anglia, Mercia, Northumbria, Wessex, Kent, Essex, Sussex, monk, Bayeux Tapestry, Sutton Hoo, chronicles, barrow, Saint Bede, settlement pagan, thatch, Augustine, farming, Christianity, trading, King Athelstan, jewellery, Edward the Confessor, coin,s Beowulf, runes, Grendel iron and bronze, helmet, Offa's Dyke, Alfred the Great</p>
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Class 2					
<p>Chronology</p> 	<p>Interpreting History</p> 	<p>Historical Enquiry</p> 	<p>Change and Continuity</p> 	<p>Cause and Consequence</p> 	<p>Similarities and Differences</p> 

<p>Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</p> <p>Can use phrases such as 'over 300 years ago' in their writing</p> <p>Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.</p> <p>The more able can describe relative lengths of time e.g. when the Romans were in Britain compared with the whole length of the Roman Empire</p> <p>Can confidently spot major anachronisms from most periods studied when compared with today e.g spotting a modern fire engine in a picture</p>	<p>Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.</p> <p>Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly.</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong. This is an important idea.</p> <p>Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events.</p>	<p>Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children extract simple information from text / pictures / objects showing basic comprehension</p> <p>Able pupils make deductions from photographs, going beyond the literal and what can be seen</p> <p>Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'.</p> <p>Children make simple deductions about what</p>	<p>Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age</p> <p>Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age</p> <p>Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles</p> <p>Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled</p>	<p>Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly, e.g. weak fire fighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such as way as to cause the fire.</p> <p>Children's understanding of consequence may lag a little behind that of cause but still expect them to give two main effects of the Great Fire (e.g. 'houses were built of stone or brick and the streets were wider and straighter')</p> <p>understand that a cause is something</p>	<p>identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs</p> <p>identify and give some examples of how life was similar in the past</p> <p>e.g. Discuss similarities and differences between fire management services in 1666 compared to now</p> <p>Discuss similarities and differences in St Paul's Cathedral before and after The Great Fire of London</p> <p>Compare similarities and differences in</p>
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<p>of the great fire of London</p> <p>Can sequence events in simple narrative e.g. Boudicca's revolt</p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification</p> <p>Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman</p>	<p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. biography of Brunel</p> <p>Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. we have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different</p>	<p>text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.</p>	<p>Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population in Victorian times</p> <p>Not all change is welcomed by everyone e.g. Victorian railways. There are winners and losers e.g. factory owners and to workers</p> <p>Sees that some changes lead to others e.g. inventions in power affect transport factories etc.</p>	<p>directly linked to an event and not just something that happened before it</p> <p>start to understand that there are short and long-term causes of events</p> <p>comment on the importance of the different causes for some key events</p> <p>explain a series of directly related events that happened in the lead up to a historical event</p> <p>begin to understand that historical events create changes that have consequences</p> <p>understand that a consequence is something that happens as a direct result of something else</p>	<p>Victorian children's lives compared to our lives now</p> <p>Identify similarities and differences in the roman way of life compared to our lives now</p> <p>Explore how Brunel was successful in an age of invention and discovery. How was life different for Brunel as an engineer in the C19 to that of an engineer today? Does this make his achievements even more astonishing?</p>
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<p>Realises that Ancient means thousands of years ago</p> <p>Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings</p> <p>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt;</p>	views.			<p>understand that historical events have consequences that sometimes last long after the event is over</p>	
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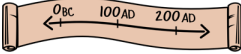





Class 1 (yr4,5&6)	Enquiry Question		
	Autumn	Spring	Summer
Year 1 of rolling programme	Why is Sir Frances Drake a significant Tudor?	How did the Vikings try to take over Britain and how close did they get?	The Changing Power of the Monarchs: Who was Queen Victoria?
Substantive concepts	<ul style="list-style-type: none"> ● monarchy ● conflict ● colony ● Society ● trade 	<ul style="list-style-type: none"> ● Conflict ● Society ● Civilisation ● empire 	<ul style="list-style-type: none"> ● monarchy ● society ● government ● conflict

<p>Key questions</p>	<p>Who and when were the Tudors? What can we tell about Henry VIII from his portraits? How different was life for people at different levels of society living in Tudor times, and how do we know? Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? Who was Sir Francis Drake? Was Sir Francis Drake a significant Tudor and how has history remembered him?</p>	<p>Who were the Vikings and where did they come from? (recap from C2) How have recent excavations changed our view of the Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a study of place name endings? How did the Vikings try to take over the country and how close did they get? How did the Anglo-Saxons finally defeat the Vikings? Raiders or settlers: how should we remember the Vikings?</p>	<p>What do we mean by “Monarch” and who were the kings and queens of Britain? What power did the early kings and queens have? When and why did that change? Who was Queen Victoria? How was Queen Victoria different from Elizabeth I? How has the monarchy changed since Victorian times?</p>
<p>vocabulary</p>	<p>heir, monarch, reign, throne, exploration, armada, discovery, circumnavigate, voyage, dysentery, Spanish, catholic, church of England, divorce, farthingale, doublet, beefeater ruff, kirtle, stockings, breeches, corset, lute, bedwarmer</p>	<p>Viking, longship, settler, raider, axe, shield, spear, coins, Scandinavia, Norway, Sweden, Denmark, slave, archer, runes, Wessex, Danelaw, York, Jorvik, Freyja, Odin, freeman, king, dane, invade</p>	<p>Monarch, parliament succession, coronation, power, reign, king, queen, prince, princess, royal, royalty, palace, castle, ruler, throne, change, continuity, family tree, constitution, republic, sovereign, head of state</p>
<p>Year 2 of rolling programme</p>	<p>Who were the Mayans and why was their civilisation significant?</p>	<p>Who were the ancient Greeks?</p>	<p>What were the significant achievements of the Ancient Greeks and how have they influenced the western world?</p>
<p>Substantive concepts</p>	<ul style="list-style-type: none"> ● civilisation ● society ● Conflict ● empire 	<ul style="list-style-type: none"> ● civilisation ● conflict ● society ● Trade 	<ul style="list-style-type: none"> ● civilisation ● Government ● Society ● empire

		<ul style="list-style-type: none"> ● empire 	
Key questions	<p>Who were the Mayans and why do you think we study them?</p> <p>When the area they lived in was mainly jungle, how were the Maya able to grow so strong?</p> <p>What was life like at the height of the Mayan civilization?</p> <p>How do we know what it was like there 1,000 years ago?</p> <p>If the Maya were so civilised, why then did they believe in human sacrifice?</p> <p>Why did the Mayan empire end so quickly?</p>	<p>Who were the ancient Greeks and when did they live?</p> <p>How do we know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>Theseus and the Minotaur: Is there any evidence for the legend?</p> <p>What can we work out about everyday life in Ancient Athens?</p> <p>What artefacts survived and why?</p> <p>What was life like for women in Ancient Greece?</p> <p>What makes a source reliable?</p>	<p>What do we mean by "Legacy"?</p> <p>What were ancient Greek City-States?</p> <p>What were the most famous City-States?</p> <p>Would You have preferred to live in Athens or Sparta? Why?</p> <p>What did the Greeks do for us?</p> <p>What is ancient Greece's best-ever achievement?</p>
vocabulary	<p>civilisation, drought, scribes, codices, maize, cacao beans, stelae, maize god, maize, hieroglyphic, pyramid, calendar, squash, warrior, priest, king</p>	<p>vase, Olympics, tunic, Athens, columns, lyre, Mount Olympus, myth, Parthenon, Sparta, temple, Evidence, Eyewitness, Myth, Legend, Authenticate, Depiction, Crete, Minotaur, Evidence, enquiry,</p>	<p>Empire, olympics, hippocrates, soldier, helmet, doric column, Homer, pythagoras, alphabet, partanon, architecture, Virgil, Odysseus,</p>
Year 3 of rolling programme	<p>Why was The Battle of Britain a significant turning point in British History?</p>	<p>What was the effect of colonisation on the Aztec civilisation?</p>	<p>Crime and punishment: How has this changed over the last 1000 years?</p>
Substantive concepts	<ul style="list-style-type: none"> ● Conflict ● Society ● government 	<ul style="list-style-type: none"> ● Civilisation ● Conflict ● Society 	<ul style="list-style-type: none"> ● Society ● Government

		<ul style="list-style-type: none"> ● empire 	
Key questions	<p>Why did Britain have to go to war in 1939?</p> <p>Why was it necessary for children to be evacuated and what was evacuation really like?</p> <p>How was Britain able to stand firm against the German threat?</p> <p>How did people manage to carry on normal life during the war and how do we know?</p> <p>Why is it so difficult to be sure what life on the Home Front was really like?</p> <p>What was VE day really like?</p> <p>How were individual families living on the HomeFront affected by the war?</p> <p>Why did Germany lose the Battle of Britain?</p>	<p>Who were the Aztecs?</p> <p>How do we know about them?</p> <p>What were the Aztecs famous for?</p> <p>Who did the Aztecs worship?</p> <p>What was daily life like for the Aztecs?</p> <p>What is colonisation?</p> <p>What impact did colonisation have on the Aztecs?</p>	<p>How were criminals punished 800 years ago, and how do we know?</p> <p>What does the legend of Robin Hood tell us about mediaeval justice?</p> <p>More of the same? How did crimes and punishments change between 1500 and 1750?</p> <p>Why did punishments become so bloody in the 18th century?</p> <p>Why did so much change happen in the 19th century?</p> <p>Has the way we catch and punish criminals improved that much in the last 100 years?</p>
vocabulary	<p>allies, axis, Adolf Hitler, prejudice, invade, artefacts, evacuee children, gas mask, bomb, medal, Nazi flag, Winston Churchill, Spitfire, Blitz, air raid shelter, swastika, Neville Chamberlain</p>	<p>Aztec, gods, goddesses, temples, pyramids, palaces, monuments, statues, tribe, empire, religion, warriors, priests, Mexica, Lake Texcoco, Tlaloc, Huitzilopochtli, Quetzalcoatli,</p>	<p>arson, expelled, freeman, Danelaw, poaching, slander, slave, democracy, parliament, empire, military, monarchy, government,</p>

Class 1

<p>Chronology</p> 	<p>Interpreting History</p> 	<p>Historical Enquiry</p> 	<p>Change and Continuity</p> 	<p>Cause and Consequence</p> 	<p>Similarities and Differences</p> 
<p>Uses more sophisticated time markers within, as well as between periods e.g. “at the start of Victoria’s reign”, “this was in the last 10 years of Henry’s life”, “the causes had been building up for 20 years”</p> <p>Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life</p>	<p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.</p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past</p> <p>Children realise that history is</p>	<p>Children start combining information from more than one source e.g. the internet compared with video text book or oral evidence.</p> <p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p>Children see that some sources are more useful than others and can explain why.</p> <p>Children start to raise questions about what the evidence tells us. They are aware of the</p>	<p>identify why some changes between different periods of time have had more significant consequences than others</p> <p>explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity</p> <p>start to categorise some types of changes into political, economic social and technological</p> <p>understand that there are times in history</p>	<p>examine in more detail the short and long-term causes of an event being studied</p> <p>understand that some causes may be more significant than others and that some causes are less significant</p> <p>begin to understand that historians may not agree on the main causes of an event</p> <p>understand that one event can have multiple consequences that impact on many countries and civilisations</p>	<p>explain and give varied examples of how life was similar and different in the past</p> <p>explain and give examples to show that things may have been different from place to place at the same time</p> <p>start to give reasons for these similarities and differences.</p> <p>e.g. Compare similarities and differences of peoples opinions on the Vikings</p>

<p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz</p> <p>Can successfully match simple iconic images to each of the periods studied</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</p>	<p>continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, Jorvik, Fishbourne.</p> <p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. a novel about evacuation was written with a different purpose and audience in mind.</p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g.</p>	<p>need not to rush to conclusions based on flimsy evidence. Will use phrases such as, <i>We cannot tell for sure. Most evidence suggests.</i></p> <p>Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.</p> <p>Can consider the worthiness of a source by reference to what is known about the topic. e.g. this does not fit in with the picture of the subject I know therefore ... e.g. this portrait of Queen Elizabeth makes her seem far younger than she would have looked at age 67. This piece of evidence must be handled carefully. We need to know who</p>	<p>when change happens suddenly and these moments of change can be referred to as 'turning points' in history e.g. Battle of Britain in context of World War Two</p> <p>understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Identify how crime and punishment changed over time.</p> <p>Identify the changes within our monarchy over the years and identify how the power changes.</p>	<p>understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War</p> <p>address and devise historical questions about cause and consequence</p> <p>Identify the effect of Mayan's developing writing strategies.</p>	<p>Identify similarities and differences in the Mayan culture compared to now.</p> <p>Identify similarities and differences between the Maya and Greek periods.</p> <p>Identify similarities and differences in crime and punishments over a period of time.</p>
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This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.

Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.

Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialisation and

produced it and why. Who was the audience?

Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'

	empire, and more negative if looking at child labour or slavery.				
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Key Skills for History Explained:

Chronology	Chronology is the study of time. It refers to the passing of time and to putting events in the correct order in which they happened. Children will develop an understanding of the chronology of key events studied throughout their time at Preston Primary School and will be able to place these in the correct order
Interpreting History	This refers to creating an explanation of past events. The children interpret historical events through use of sources, data and the opinions of others (for example, through use of textbooks).
Historical Enquiry	Evidence is provided to historians through objects, artefacts, documents, and images amongst other things. Historians use evidence to arrive at their judgement of an event. Sources can be defined as primary (firsthand, created at the time), or secondary (second hand, usually the opinion or judgement of historians and taken from textbooks).
Change and continuity	Change refers to the changes that occur throughout history. It is interlinked with continuity as children need to realise that change is rarely large and decisive all at once. Instead, changes often occur slowly and over long periods of time. Continuity refers to things that stay the same over a long period of time, e.g. the reign of the British monarchy. Change that is sudden, decisive and has a large impact on society is called a 'turning point'.

Cause and consequence	This is the understanding that events sometimes happen because they are triggered by a separate event. It is about looking into the effect of seemingly small events and the effect they have on the topic studied.
Similarities and differences	Looking for similarities and differences between groups of people, periods of time and places can help children to understand the realities of life in the past. When considering similarities and differences, it is important to avoid generalisations and ensure that children are aware that people perceived events in the past in many different ways based on their own contexts.

By the end of EYFS:

Understanding the world

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

By the end of Key Stage One Aged 7: (Taken from the historical association)

Pupils develop their understanding of significant people, places and events in the past **using basic subject vocabulary** through **identifying, selecting, describing** and **sequencing** information from a variety of historical sources to **compare and contrast** and **offer reasons** for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did.

Figure 4: Suggested history benchmarks as an aid to long-term planning

By the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.

By the end of Lower Key Stage Two Aged 9:

Pupils demonstrate a more nuanced understanding ***using more sophisticated subject vocabulary*** of significant people, places, situations, changes and events of British history through ***synthesising*** relevant information from a broad range of historical sources to ***explain through more informed responses*** how and why people lived and behaved at particular times in the past making meaningful links between them.

By the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.

By the end of Upper Key Stage Two Aged 11:

Pupils make ***informed conclusions*** and ***reasoned judgements*** about aspects of wider world history including its earliest civilisations, Ancient Greece and non-European societies, as well an aspect or theme of British history post 1066, through ***selecting*** and ***evaluating, critiquing and justifying*** their use of relevant sources to help them make links between time periods and understand that the past can be interpreted in different ways.

By the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted.
- be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources.
- be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.

Assessing History

Children are assessed at the end of each topic, this may take the form of a quiz, a piece of writing, a more formal test or a presentation. We use Target Tracker to assess pupils against the national curriculum objectives.

Impact

At Cockwood, children use a variety of resources to present learning, children are enabled, no matter their ability, to access the learning that takes place within each Learning Enquiry. Pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

To further enrich and add more value to their learning experience in History, children at Cockwood enjoy school trips and visitors – all of which work to build each individual's cultural capital.