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| **Skill** | **EYFS** | **KS1 Cycle A** | **KS1 Cycle B** | **Lower KS2**  **Cycle A** | **Lower KS2**  **Cycle B** | **Upper KS2**  **Cycle A** | **Upper KS2**  **Cycle B** |
| Constructing the past. | Identifying that things from the past might be different from today – technology, cars, houses etc. | Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains.  Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – the Great Fires of Bearpark, Gateshead and London.  Identifying that there are some themes that link history together – locality, transport etc. | Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Grace Darling.  Identifying that the past is remembered or ‘constructed’ in different ways.  Identifying how the local area has been shaped by history. | Identifying the impact of the Ancient Greeks on the western world and their chronological place in the context of world history, focusing on:   * achievements * trade * society * conflict * beliefs   Building a coherent knowledge of British history from the Iron Age to Roman Britain by focusing on:   * achievements * trade * society * conflict * beliefs | Building a coherent knowledge of the Stone, Bronze and Iron ages by comparing throughout most lessons, focusing on:   * achievements * trade * society * beliefs   Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations, by focusing on:   * achievements * trade * society * beliefs   Building a coherent knowledge of the local area’s industrial and religious history, and the role of conflict, by focusing on:   * achievements * society * impact   And by drawing comparisons to KS1 topics such as Stephenson and Victorian Seaside Holidays | Building an understanding of post-1066 Britain through the Second World War and its impact on today’s world, by comparing and focusing on:   * achievements, * housing, * society, * education * entertainment   Comparing Viking Britain with the Maya civilisation through:   * achievements, * housing, * society, * food, * conflict, * entertainment, * beliefs   and understanding the reasoning for similarities/differences between each civilisation. | Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparing and focusing on:   * achievements, * housing, * society, * food, * conflict, * entertainment, * beliefs |
| Sequencing the past/Chronology | Identifying that things have happened in the past, relating to themselves and within living memory  Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents | Identifying that events and people form the past may have occurred across a greater period of time than just themselves  Identifying that events and changes have happened in order – development of trains  Identifying that there are different periods of time in history – within and beyond living memory. | Identifying and comparing people from different periods of time – Grace Darling and George Stephenson.  Identifying how periods of time can impact on individuals and events  Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – the impact of Grace Darling and why it was important; why coal was mined locally, what it was used for, and how it was aided by railway development. | Placing the Ancient Greeks into the wider context of historical chronology.  Placing Ancient Romans and Roman Britain into the wider context of historical chronology. | Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into chronological context – in-depth Egyptians  Developing an understanding of concurrence of civilisations around the world during these times and their impact on later civilisations.  Placing the Ancient Greeks into the wider context of historical chronology.  Placing Ancient Romans and Roman Britain into the wider context of historical chronology. | Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into context – in-depth Egyptians  Placing Ancient Romans and Roman Britain into wider context  Placing Ancient Maya into chronological context and in direct comparison with other civilisations.  Placing Twentieth Century Britain into chronological context and it’s legacy and impact today  Continued development of concurrent civilisations around the world and their impact on later civilisations | Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into context – in-depth Egyptians  Placing Ancient Romans and Roman Britain into wider context  Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology  Placing the Ancient Greeks into the wider context of historical chronology  Continued development of concurrent civilisations around the world and their impact on later civilisations |
| Continuity and change | Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. | Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays  Identifying that there are reasons for continuities and changes and stating some of these  Identifying that continuity or change can be a good thing or a bad thing | Identifying that changes throughout history have had important consequences – development of railways, the actions of Grace Darling, technological and societal developments in homes.  Identifying WHY some things have stayed the same throughout history – people living in towns/cities, and some things are different – e.g., in homes. | Identifying the continuities and changes of Greek achievements and inventions from then to now through:   * democracy * society, * entertainment, * beliefs   Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:   * housing, * society, * food, * entertainment, * beliefs | Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:   * housing, * society, * food, * entertainment, * beliefs   Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:   * housing, * society, * food, * entertainment, * beliefs   Identifying the continuity and changes to the local area through local history:   * population * jobs * local significance | Identifying the continuity and change from wartime Britain to the modern day through comparison of:   * housing, * society, * education * entertainment   Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:   * housing, * society, * food, * entertainment, * beliefs | Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:   * housing, * society, * food, * entertainment, * beliefs |
| Cause and effect | Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc. | Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.  Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries  Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Great Fires and changes made due to them. | Identifying that certain events and individuals have had major consequences in history – Grace’s Darling’s impact.  Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night  Identifying specific causes and effects from different periods and beginning to establish links between them – coal mines and the development of pit villages. | Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.  Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today | Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally  Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life  Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)  Identifying the causes and effects of industrialisation of Durham – explaining the local, national and international impacts | Identifying why the Second World War changed society in ways still being felt today.  Identifying the effect of the Second World War on today’s world as either positive or negative  Identifying the cause and effect of Spanish explorers on the Maya – positive or negative? | Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.  Identifying that one event can have multiple effects – invasions of Britain by AS and V |
| Significance and interpretation | Understanding that some events and people from history are important because they have achieved something or had an effect | Identifying why certain people/events are significant in history – achievements, impact etc.  Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.  Begin to understand what makes someone or something significant - | Identifying why certain people/events are significant in the wider context of history – Grace Darling’s actions and their impact on the rest of the world etc.  Identifying that certain individuals and events have had an impact locally, nationally and internationally | Using (e.g. Battle of Thermopylae) primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints  Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified  Identify why Boudicca is such a significant individual for both British and Roman British history  Identify why interpretation of these sources is critical to our understanding of the past | Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain  Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence | Identifying the significance of wartime achievements and their impact on today  Understanding why others might choose alternative achievements  Interpreting the Second World War as a turning point in British history in the context of then and now – who felt more of their impact, us or them?  Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive? | Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’  Identifying the significance of Anglo-Saxon and Viking achievements and their impact on today.  Understanding why others might choose alternative achievements. |
| Carrying out a historical enquiry | Starting to ask simple questions about people or events from within living memory | How have railways changed the local area?  How do we find out about important events?  How have seaside holidays changed and what has been the impact on the local area?  Guided enquiry using knowledge from topic | How have homes changed?  What is significant about the local area?  Is Grace Darling important?  Guided enquiry using knowledge from topic  Making semi-independent decisions and using evidence provided to justify | Are the Ancient Greeks overrated?  How much did the Romans really impact Britain?  Small independent enquiry using pre-selected primary and secondary sources  Begin to make independent decisions and use evidence to justify | What changed from the Stone Age to Iron Age?  What are the Ancient Egyptians known for?  What significant things have happened in the local area?  Independent enquiry using a range of primary and secondary sources  Make independent decisions and using evidence to justify | What impact did the Second World War have on the local area?  Were the Ancient Mayans and Vikings similar?  Independent enquiry on the impact of the SWW on Britain.  Independent selection of sources to provide evidence  Making independent decisions using a range of evidence to justify | Independently identifying important impacts and achievements from the Vikings and Anglo-Saxons –  Critical thinking, reasoning, research and debate  Independent selection of sources, arguments and evidence to justify opinion  Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate |
| Using sources as evidence | Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event | Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson’s suitcase  Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. | Understanding the difference between primary and secondary sources  Make reasoned interpretations about individuals and events by using a small selection of focused sources | Identifying primary and secondary sources – artefacts, books, internet etc.  Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio  Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus | Identifying why sources are limited for the Stone, Bronze and Iron ages  Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence | Conducting an enquiry about the greatest impact of the Second World War on today – using sources as evidence in a debate  Identify why viewpoints differ and why bias might skew these viewpoints  Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings | Identify the effectiveness of sources as evidence  Use sources of evidence as the basis for an opinion  Begin to make references to evidence as justification |
| Vocabulary and communication | Simple words to describe the passing of time – e.g.  ‘past’ ‘before’ ‘now’ ‘then’ | Using simple phrases and words to describe the passing of time -  e.g. ‘past’ ‘before’ ‘now’ ‘then’  ‘Long ago’ ‘before I was born’ ‘changes to now’  Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ | Using phrases and words to describe the passing of time -  e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’  ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’  Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘explorer’ ‘pioneer’ | Using phrases and words to describe the passing of time -  e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’  ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’  Using words and phrases to describe events and people from the past – e.g. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’ | Using phrases and words to describe the passing of time -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’  ‘during this time’ ‘previously’ ‘compared to’  Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’ | Using phrases and words to describe the passing of time and context of civilisations -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’  ‘the duration of…’ ‘continuing on from…’  Using words and phrases to describe events and people from the past – e.g. ‘farmer-warrior’ ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’ | Using phrases and words to describe the passing of time and context of civilisations -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’  ‘the duration of…’ ‘the narrative of history’  Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’ |