

## All Hallows Long Term Plan – History

### All Hallows C of E Primary School History Curriculum



*"We are not just makers of history – we are made by history."* Martin Luther King

#### **Intent**

Our vision is that the teaching of history gives pupils an understanding of the past through learning about human achievements and experiences. We will investigate sources such as pictures, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today. We will examine the children's own personal history, and develop their sense of chronology throughout the study of topics through Key Stages 1 and 2. We aim to give our children a history curriculum which enables them to become confident, creative and inquisitive learners. We believe that within history lessons, our children acquire a range of knowledge and skills, which they can then apply to other subjects and in a variety of situations

#### **Key Stage 1**

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They learn to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### **Key Stage 2**

Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They learn to understand how our knowledge of the past is constructed from a range of sources.

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### Implementation

In Reception, History is taught as part of the Understanding of the World strand:

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Know that the past means "before now."</li> <li>• Know that photos show things from the past.</li> <li>• Know how things at school have changed over time (school then/now.)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about recent past events in relation to their own experiences.</li> <li>• Identify simple similarities and differences between past and present.</li> <li>• Talk about difference between past and present based on stories read.</li> <li>• Describe similarities and differences between past and present.</li> <li>• Compare multiple aspects of past and present confidently.</li> <li>• Know similarities and differences between things in the past and now, drawing on experiences and stories read in class.</li> </ul>

In Key Stage 1, subject content is taught via the following:

changes within living memory (Toys & Homes and The Seaside)	Year 1
the lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale & Mary Seacole)	Year 1
events beyond living memory that are significant nationally or globally (The Great Fire of London)	Year 2
the lives of significant individuals in the past who have contributed to national and international achievements (Famous Explorers)	Year 2
significant historical events, people and places in their own locality (Memorial Hall and War Memorial)	Year 2

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In Key Stage 2, subject content is taught via the following:

changes in Britain from the Stone Age to the Iron Age	Year 3
the achievements of the earliest civilizations (Ancient Egypt)	Year 3
the Roman Empire and its impact on Britain	Year 4
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 4
a local history study (All Hallows Church)	Year 4
a non-European society that provides contrasts with British history (Mayan Civilization)	Year 5
Ancient Greece - a study of Greek life and achievements and their influence on the western world	Year 5
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War 2)	Year 6
a local history study (Mining in Gedling)	Year 6

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Year	Autumn	Spring	Summer
1	<p style="text-align: center;"><b>Toys &amp; Homes</b></p> <p>This topic is designed to engage children's senses, fire their imagination and encourage lots of interaction. Here the focus is emphatically on looking at concepts such as similarity and difference, as well as old and new and change through time.</p> <p><i>I know about changes in living memory (last 100 years)</i>  <i>I know how chronology reveals aspects of change in national life.</i></p> <p><b><i>I know how to ask questions about simple artefacts.</i></b>  <i>I know that memories are not always completely reliable</i></p> <p><b><i>I know the months of the year</i></b>  <i>I know the month and year of my birth</i>  <i>I know and use historical vocab to show the passing of time</i></p> <p><b>Vocab:</b> past, present, chronology, artefacts, week, month, year, earlier, later</p>	<p style="text-align: center;"><b>Florence Nightingale and Mary Seacole</b></p> <p>Florence Nightingale and Mary Seacole are taught together, with an equal emphasis on Mary. This allows to focus more on diversity.</p> <p><i>I know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</i>  <i>I know about a significant person from the past and where this sits in a chronological framework</i></p> <p><b><i>I know how the significant person contributed to national and international achievements</i></b>  <i>I know and use historical vocab to show the passing of time</i></p> <p><b>Vocab:</b> significant, Crimea War, lantern, soldier, charity</p>	<p style="text-align: center;"><b>Seaside</b></p> <p>This topic has been designed to be taught in Year 1 Term 3 to link with the literacy. The early key questions focus mainly on establishing the key period features of a seaside holiday 100 years ago before asking how we know, and then exploring how seaside holidays have changed. Finally, pupils are asked which period seaside holidays they would prefer.</p> <p><i>I know about the changes in living memory (last 100 years)</i>  <i>I know how chronology reveals aspects of change in national life</i>  <i>I know that memories are not always completely reliable</i></p> <p><b><i>I know how to distinguish between fact and fiction</i></b>  <i>I know and use historical vocab to show the passing of time</i></p> <p><b>Vocab:</b> fact, fiction, changes in living memory, pier, promenade</p>
2	<p style="text-align: center;"><b>Famous Explorers</b></p> <p>This topic provides great opportunities to look at sequencing and then causes of events. Also links to a broader Antarctic topic integrating Geography.</p>	<p style="text-align: center;"><b>Great Fire of London</b></p> <p>This topic takes pupils back into a different world, contrasting between then and now. It also enables pupils to gain experience of using accessible forms of historical evidence to reconstruct the past, as well as developing pupils' understanding of cause and consequence.</p>	<p style="text-align: center;"><b>Local Study: Gedling Memorial Hall</b></p> <p>A local study that looks at the site of the original school building, why it was rebuilt as the memorial hall, along with the war memorial. This links with KS2 learning about WW1 (Year 5 English) and WW2 (Year 6).</p>

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<p><i>I know how to compare aspects of life in different periods in relation to a significant person from the past</i>  <i>I know what the word significant means and why we remember significant people</i></p> <p><b>I know what sources are</b>  <i>I know how to use primary and secondary sources to find information</i>  <i>I know and use historical vocab to represent the passing of time</i></p> <p><b>I know what a timeline is and how it shows the passing of time</b>  <i>I know my full date of birth</i></p> <p><b>Vocab:</b> Arctic, explorer, North Pole, South Pole, expedition, primary and secondary sources</p>	<p><b>I know about an event beyond living memory that is significant nationally</b>  <i>I know how to ask a range of questions about artefacts and sources from the past</i>  <i>I know how to compare two different versions of the same account</i></p> <p><b>I know how to ask a range of questions about artefacts and sources</b>  <i>I know how to compare two different versions of the same account</i>  <i>I know how to use primary and secondary sources to find information</i>  <i>I know and use historical vocab to represent the passing of time</i></p> <p><b>Vocab:</b> Thames, Christian, monument, fire hook, diary, beyond living memory, , decade</p>	<p><b>I know how my local area is different to the way it was a long time ago.</b>  <i>I know the difference between things that were here 100 years ago and things that were not.</i></p> <p><i>I know how to ask a range of questions about artefacts and sources</i>  <i>I know how to use primary and secondary sources to find information</i>  <i>I know and use historical vocab to represent the passing of time</i></p> <p><b>Vocab:</b> war memorial, Victorian, Edwardian sash window, blackboard</p>
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3	<b>Stone Age to Iron Age</b>	<b>Ancient Egypt</b>
	<p>This unit is taught in Year 3 to develop some chronological sequence to our British history studies. This topic offers lots of great opportunities to explore two major historical concepts: change and continuity. It also allow us to keep posing the at all-important question; how can we possibly know what it was like so many years ago before man recorded his thoughts in writing?</p> <p><i>I know what is meant by 'hunter- gatherers'</i>  <i>I know the impact that farming had in the Stone Age</i> <b>I know the main differences between the Stone, Bronze and Iron ages</b>  <i>I know what was found at Skara Brae and why it is important</i>  <i>I know how, where and when Stonehenge was built</i></p> <p><i>I know how to learn more about a historical period through asking relevant questions</i>  <i>I know that there are different accounts of history</i> <b>I know how to order significant events from the period studied</b>  <i>I know that a timeline can be divided into BC/BCE and AD/CE</i>  <i>I know how to place events in chronological order on a timeline</i>  <i>I know how to use evidence to describe the culture and leisure activities of the past</i>  <i>I know how to use evidence to describe the clothes, way of life and actions of people from the past</i>  <i>I know how to describe buildings and their uses of people from the past</i></p>	<p>Ancient Egypt is a fascinating civilization. The Ancient Egyptians were revolutionary in their thinking and discovery, and they helped the rest of the world learn about maths, farming, and medicine. Not only that, but a lot of the remains of their civilization like the Pyramids of Giza and Tutankhamun's tomb can still be seen today!</p> <p><i>I know the importance of the River Nile to the Ancient Egyptians</i>  <i>I know why the pyramids were built</i>  <b>I know what everyday life was like for men, women and children in Ancient Egypt</b>  <i>I know the importance of the afterlife to Egyptian beliefs</i></p> <p><b>I know how to learn more about a historical period through asking relevant questions</b>  <b>I know that there are different accounts of history</b>  <i>I know how to order significant events from the period studied</i>  <b>I know that a timeline can be divided into BC/BCE and AD/CE</b>  <i>I know how to place events in chronological order on a timeline</i>  <i>I know how to use evidence to describe the culture and leisure activities of the past</i>  <i>I know how to use evidence to describe the clothes, way of life and actions of people from the past</i>  <i>I know how to describe buildings and their uses of people from the past</i></p> <p><b>Vocabulary:</b> agriculture, ancient, gods/goddesses, slave, pyramids, pharaoh, afterlife, evidence, BC/BCE</p>

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	<p><b>Vocabulary:</b> archaeology, artefact, BC/BCE, Bronze Age, century, change, evidence, hunter-gatherer, Iron Age, prehistoric, settlements, Stone Age</p>		
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4	<p style="text-align: center;"><b>Roman Britain</b></p> <p>Deliberately sequenced to flow directly from the topic on Stone Age to Iron Age, this topic develops pupils' chronological understanding and their ability to see clear contrasts between these contiguous but very contrasting periods. It initially focuses on personalities such as Caesar, Claudius and Boudica. The emphasis then</p>	<p style="text-align: center;"><b>Local Study: All Hallows Church</b></p> <p>A study of the history of All Hallows Church, originally built in c1230. There is a focus on the significance of the building now and across its history.</p> <p><i>I know an aspect of history or a site dating from a period beyond 1066 that is significant</i></p>	<p style="text-align: center;"><b>Anglo-Saxons and Vikings</b></p> <p>Anglo-Saxons and Vikings taught together as one long study, beginning with the end of Roman rule, and ending with the enquiry question: How should we remember the Vikings?</p>
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<p>shifts to the changes the Romans brought to Britain, both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence, some of which will be local.</p> <p><i>I know the Iron Age ended with the Roman invasion of AD42</i>  <b><i>I know why, when and how the Romans invaded</i></b>  <i>I know there was British resistance to the Romans (Boudica)</i>  <i>I know why the Roman army was so powerful</i>  <b><i>I know how the Roman occupation advanced British society (roads, money, numerals, Latin, food)</i></b></p> <p><b><i>I know how to ask questions about artefacts/sources of information to question their validity and reliability</i></b>  <i>I know how to look at different versions of the same event and identify differences</i>  <i>I know that people in the past represent events or ideas in a way that persuades others</i>  <i>I know how to choose reliable sources of information to find out about the past</i>  <b><i>I know how to order significant events and dates on a timeline</i></b>  <i>I know how to describe the main changes in a period of history</i>  <i>I know how to use evidence to describe what was important to people in the past</i>  <b><i>I know how to describe similarities and difference between people, events and artefacts studied</i></b></p>	<p><i>in the locality.</i>  <i>I know how to describe the main changes in a period of history</i></p>	<p><i>I know about the Roman withdrawal and the Scots invasion from Ireland and North Britain (now Scotland)</i>  <b><i>I know that Anglo Saxon Britain was divided into seven kingdoms</i></b>  <i>I know where the Vikings originated from and show this on a map.</i>  <b><i>I know that the Vikings and Anglo Saxons were often in conflict (Alfred the Great, Danelaw)</i></b>  <i>I know about Anglo-Saxon religious beliefs</i>  <i>I know how the Anglo Saxons attempted to bring law and order into the country</i>  <i>I know some Saxon and Viking place names</i></p> <p><i>I know how to ask questions about artefacts/sources of information to question their validity and reliability</i>  <i>I know how to look at different versions of the same event and identify differences</i>  <i>I know that people in the past represent events or ideas in a way that persuades others</i>  <i>I know how to choose reliable sources of information to find out about the past</i>  <i>I know how to order significant events and dates on a timeline</i>  <i>I know how to describe the main changes in a period of history</i>  <i>I know how to use evidence to describe what was important to people in the past</i>  <i>I know how to describe similarities and difference between people, events and artefacts studied</i>  <i>I know how some of the things I have studied from the past influence life today</i></p> <p><b>Vocabulary:</b> account, Danelaw, Dark Ages, excavation, justice, kingdom, legend, missionary, monastery, pagan, raid,</p>
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	<p><i>I know how some of the things I have studied from the past influence life today</i></p> <p><b>Vocabulary:</b> ancient, chronological, conquest, consequence, Emperor, Empire, invasion, legacy, rebellion, reliable, sources</p>		
5	<p style="text-align: center;"><b>Mayan civilization</b></p> <p>This non-western unit is taught in Y5 immediately after the Vikings to show how these societies were much more advanced than their western contemporaries. 5 Key Questions on cultural aspects and how they compared with what was happening in Saxon Britain at same time. Topic starts with exploring why it is important to learn about the Maya and ends with riddle of how this powerful empire could have disappeared quite so suddenly.</p> <p><b><i>I know about the impact that the Mayan civilisation had on the world</i></b>  <i>I know what life was like at the height of the Mayan civilization</i>  <i>I know reasons why the Maya grew so strong</i>  <i>I know about some Maya religious practices</i>  <i>I know why the Maya Empire ended</i></p> <p><b><i>I know how to ask questions and find answers about the past</i></b>  <b><i>I know how to identify some primary and secondary sources</i></b>  <i>I know some evidence from the past in opinion or misinformation</i>  <i>I know why there may be different accounts of history</i>  <i>I know how to evaluate evidence in order to choose the most reliable forms</i>  <i>I know how to order significant events,</i></p>		<p style="text-align: center;"><b>Ancient Greece</b></p> <p>This unit helps to show how special life was in Ancient Greece and how much this society influenced the western world, and still influences our lives today.</p> <p><b><i>I know what life was like in Ancient Greece</i></b>  <i>I know how Athens became so powerful</i>  <i>I know about Greek democracy</i>  <i>I know how Ancient Greeks have influenced our lives today</i>  <i>I know how to ask questions and find answers about the past</i>  <i>I know how to identify some primary and secondary sources</i>  <i>I know some evidence from the past in opinion or misinformation</i>  <i>I know why there may be different accounts of history</i>  <i>I know how to evaluate evidence in order to choose the most reliable forms</i>  <i>I know how to order significant events, movements and dates on a timeline</i>  <i>I know how to make comparisons between different times in history</i>  <i>I know how to sequence key events of a time studied</i>  <i>I know how to choose reliable sources of information to find out about the past</i>  <i>I know how to give reasons why changes may have occurred</i>  <i>I know how historical events studied influenced life</i></p>

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	<p><i>movements and dates on a timeline</i>  <b><i>I know how to make comparisons between different times in history</i></b>  <i>I know how to sequence key events of a time studied</i>  <i>I know how to choose reliable sources of information to find out about the past</i>  <i>I know how to give reasons why changes may have occurred</i>  <i>I know how historical events studied influenced life today</i></p> <p><b>Vocab:</b> civilization, empire,</p>		<p><i>today</i></p> <p><b>Vocab:</b> Acropolis, democracy, city state, Parthenon</p>
6	<p style="text-align: center;"><b>World War 2</b></p> <p>A post 1066 thematic study that had a significant impact on Britain, and that still resonates today. Not only does this topic offer scope for using a wider range of resources, including accessible artefacts and oral history, it also links with learning studied in English and RE, and follows on from the children's local history study in KS1 ( war memorial).</p> <p>The learning also contributes to numeracy through the work on evacuation, and citizenship through the treatment of government propaganda. It gives pupils the opportunity to evaluate evidence in terms of propaganda and censorship and to consider the diversity of experience. So, when asked What was it like to have lived through World War Two, pupils should reply, "well, it depends who you were!. Some people..; for others... etc"</p> <p><b><i>I know why Britain went to war in 1939</i></b>  <i>I know why children were evacuated, and what evacuation was really like</i></p>		<p style="text-align: center;"><b>Local Study: Mining in Gedling</b></p> <p>A study of the impact of mining on the local community - including the people and the places. This includes a visit to the 'pit estate', the country park (the original site of Gedling Pit) and a talk from an ex-miner.</p> <p><b><i>I know an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></b></p> <p><i>I know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</i>  <i>I know how to identify primary and secondary sources</i>  <i>I know how to identify and compare changes within and across different periods</i>  <i>I know how to use relevant dates and terms when referring to periods in history</i></p>

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*I know ways in which Britain was able to stand firm against the Nazis*

*I know about some aspects of life on the Home Front*

*I know what VE Day was really like*

*I know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources*

*I know how to identify primary and secondary sources*

*I know that people from the past have a point of view and that this can affect interpretation*

*I know why there may be different accounts of history, linking this to factual understanding of the past*

*I know ways of checking the accuracy of interpretations (fact, fiction, opinion)*

*I know how to identify and compare changes within and across different periods*

*I know how to use relevant dates and terms when referring to periods in history*

*I know how to give reasons why changes may have occurred, backed up by evidence*

*I know how to make links between some of the features of past society*

**Vocabulary:** Home Front, Blitz, propaganda, censorship, evacuation, curator

**All Hallows Long Term Plan – History**

Black History

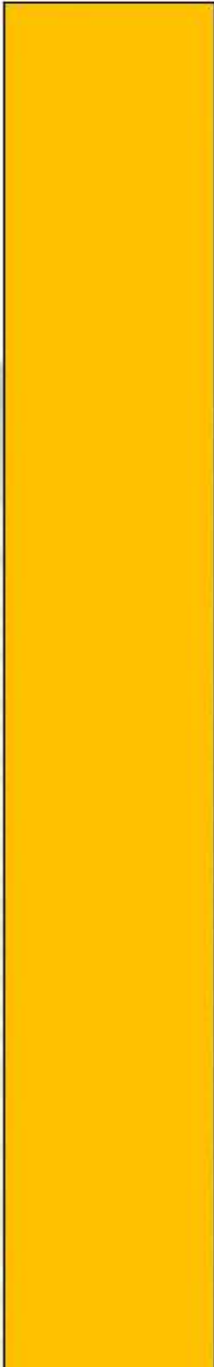



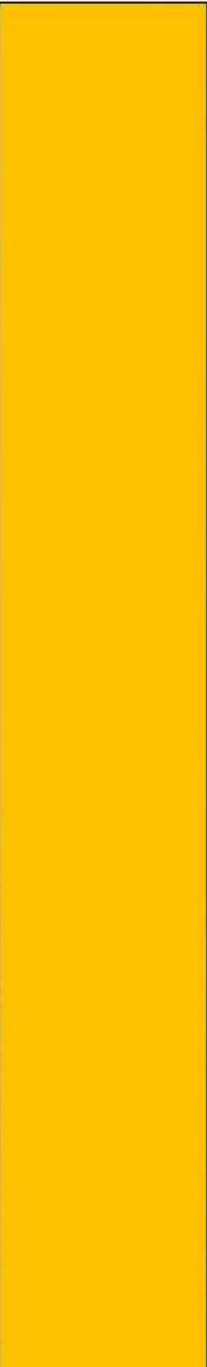

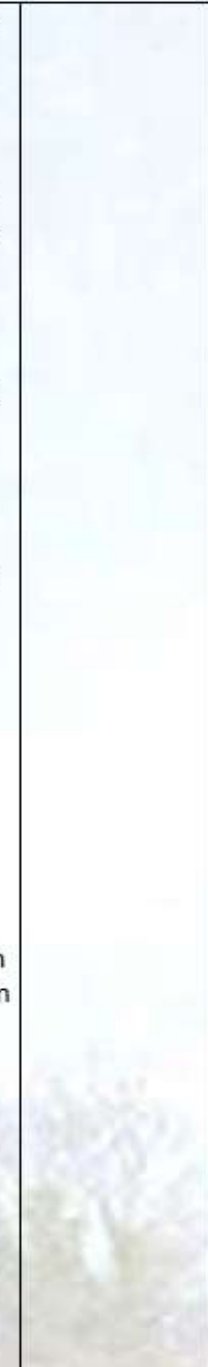


Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
"All are welcome" book	Sheku Kennah-Mason	Matthew Henson	Marcus Rashford and Simone Biles	Harriet Tubman	Hidden Figures	BBC Black History Heroes

**Impact**

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Strand	EYFS	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Year 7
Changes within living memory	I know about and discuss past events in my own life and in the lives of family members. I know some facts about events or people from the past that they recall from stories they have read/heard	I know about the changes in living memory (last 100 years) I know how chronology reveals aspects of change in national life (Toys)							
Beyond living memory	I know how to compare or comment on images of familiar situations in the past, particularly in the books they have read/heard.		I know about an event beyond living memory that is significant nationally. (Great Fire of London)	British History (Stone Age to 1066)	<p>I know what is meant by 'hunter-gatherers'</p> <p>I know the impact that farming had in the Stone Age</p> <p>I know the main differences between the Stone, Bronze and Iron ages</p> <p>I know what was found at Skara Brae and why it is important</p>	<p>I know the Iron Age ended with the Roman invasion of AD42</p> <p>I know why, when and how the Romans invaded</p> <p>I know there was British resistance to the Romans (Boudica)</p> <p>I know why the Roman army was so powerful</p>			<p>I know the sequence and impact of the Norman Conquest</p> <p>(plus a pre-1066 study)</p>

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						<p>I know how, where and when Stonehenge was built</p> <p>I know how the Roman occupation advanced British society (roads, money, numerals, Latin, food)</p> <p>I know about the Roman withdrawal and the Scots invasion from Ireland and North Britain (now Scotland)</p> <p>I know that Anglo Saxon Britain was divided into seven kingdoms</p> <p>I know where the Vikings originated from and show this on a map.</p> <p>I know that the Vikings and Anglo Saxons were often in conflict (Alfred the Great, Danelaw)</p>			
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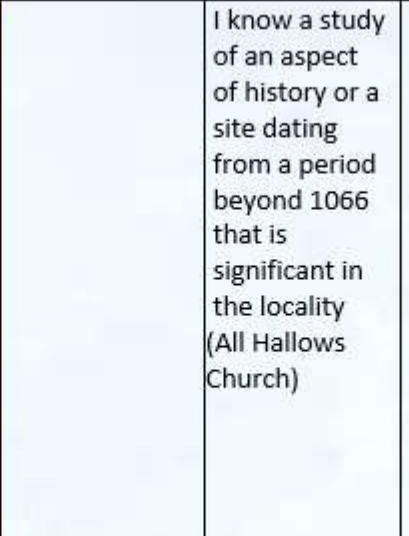
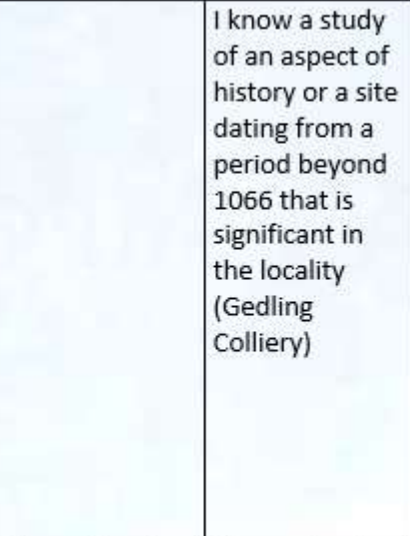

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Lives of significant people	<p>I know the names of people who are familiar to me and I can describe their role.</p> <p>I know about a significant person from the local community. (Our vicar)</p> <p>I know about a significant person from the past</p>	<p>I know about a significant person from the past. (Florence Nightingale and Mary Seacole) and where this would sit in a chronological framework.</p> <p>I know how the significant person contributed to national and international events.</p>	<p>I know how to compare aspects of life in different periods (1666) in relation to a significant person from the past (Samuel Peeps) and understand where it sits within a chronological framework.</p> <p>I know what the word significant means and why we remember significant people from the past.</p>			<p>I know about Anglo-Saxon religious beliefs</p> <p>I know how the Anglo Saxons attempted to bring law and order into the country</p> <p>I know some Saxon and Viking place names</p>			
	Beyond 1066				<p>I know why Britain went to war in 1939</p> <p>I know why children were evacuated, and what evacuation was really like</p> <p>I know ways in which Britain was able to stand firm against the Nazis</p> <p>I know about some aspects of life on the Home Front</p> <p>I know what VE Day was really like</p>	<p>I know the power of medieval monarchs and the challenges to that power</p> <p>I know the ideas and influences of the medieval church</p> <p>I know about the experiences of everyday medieval life</p> <p>I know the impact of the Tudors on Britain's religion and place in the world</p> <p>I know the impact of the Stuarts on the power of the monarchy</p>			

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				<p>Ancient civilisations</p>	<p>I know the importance of the River Nile to the Ancient Egyptians</p> <p>I know why the pyramids were built</p> <p>I know what everyday life was like for men, women and children in Ancient Egypt</p> <p>I know the importance of the afterlife to Egyptian beliefs</p>		<p>I know about the impact that the Mayan civilisation had on the world</p> <p>I know what life was like at the height of the Mayan civilization</p> <p>I know reasons why the Maya grew so strong</p> <p>I know about some Maya religious practices</p> <p>I know why the Maya Empire ended</p>		<p>I know the impact that the Aztecs had on the structure of leadership and monarchy</p> <p>I know the impact of a ruling class on Inca society</p>
				<p>Ancient Greece</p>			<p>I know what life was like in Ancient Greece</p> <p>I know how Athens became so powerful</p> <p>I know about Greek democracy</p> <p>I know how Ancient Greeks have influenced our lives today</p>		

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Local Study	I know about significant events from my own experience.		<p>I know how my local area is different to the way it used to be a long time ago.</p> <p>I know the difference between things that were here 100 year ago <u>and</u> things that were not.</p>	Local Study		I know a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (All Hallows Church)		I know a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Gedling Colliery)	
Historical Enquiry	I know that stories can tell you about the past.	I know how to ask questions about simple artefacts. (Who what why when and where?)	I know how to ask a range of questions about artefacts and sources from the past. (Great Fire of London)	Historical Enquiry	I know how to learn more about a historical period through asking relevant questions	I know how to ask questions about artefacts/ sources of information to question their validity and reliability	<p>I know how to ask questions and find answers about the past</p> <p>I know how to identify some primary and secondary sources</p>	<p>I know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</p> <p>I know how to identify primary and secondary sources</p>	I know how to pursue historically valid enquiries, including some that have been independently framed

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<p>Historical Interpretation</p>		<p>I know that memories are not always completely reliable.</p> <p>I know to distinguish between fact and fiction.</p>	<p>I know how to compare two different versions of the same account. (Great Fire of London)</p> <p>I know what sources are.</p> <p>I know how to use primary and secondary sources to find information.</p>	<p>Historical Interpretation</p>	<p>I know that there are different accounts of history</p>	<p>I know how to look at different versions of the same event and identify differences</p> <p>I know that people in the past represent events or ideas in a way that persuades others</p> <p>I know how to choose reliable sources of information to find out about the past</p>	<p>I know that some evidence from the past is propaganda, opinion or misinformation</p> <p>I know why there may be different accounts of history</p> <p>I know how to evaluate evidence in order to choose the most reliable forms</p>	<p>I know that people from the past have a point of view and that this can affect interpretation</p> <p>I know why there may be different accounts of history, linking this to factual understanding of the past</p> <p>I know ways of checking the accuracy of interpretations (fact, fiction, opinion)</p>	<p>I know how to differentiate between interpretations of primary and secondary sources</p> <p>I know how to make connections between source interpretations</p>
<p>Chronological Understanding</p>	<p>I know the year we are currently living in.</p>	<p>I know the months of the year</p>	<p>I know and use historical vocab to represent the passing of</p>	<p>Chronological Understanding</p>	<p>I know how to order significant events from</p>	<p>I know how to order significant events and</p>	<p>I know how to order significant events, movements</p>	<p>I know how to identify and compare changes within and across</p>	<p>I know how to create timelines of historical events</p>

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	<p>I know the days of the week.</p> <p>I know the year of my birth.</p> <p>I know the words older and younger.</p>	<p>I know the month and year of my birth.</p> <p>I know and use historical vocab to show the passing of time (past, present, year, month, week, earlier, later)</p>	<p>time. (1666, chronology, decade, century)</p> <p>I know what a time line is and how it shows the passing of time.</p> <p>I know my full date of birth.</p>		<p>the period studied</p> <p>I know that a timeline can be divided into BC / BCE and AD / CE</p> <p>I know how to place events in chronological order on a timeline</p>	<p>dates on a timeline</p> <p>I know how to describe the main changes in a period of history</p>	<p>and dates on a timeline</p> <p>I know how to make comparisons between different times in history</p> <p>I know how to sequence key events of a time studied</p>	<p>different periods</p> <p>I know how to use relevant dates and terms when referring to time periods in history</p>	<p>covering a period of 1000 years</p>
				<p>Knowledge &amp; understanding of events, people and changes in the past</p>	<p>I know how to use evidence to describe the culture and leisure activities from the past</p> <p>I know how to use evidence to describe the clothes, way of life and actions of people in the past</p> <p>I know how to use evidence to describe buildings and</p>	<p>I know how to use evidence to describe what was important to people in the past</p> <p>I know how to describe similarities and differences between people, events and artefacts studied</p>	<p>I know how to choose reliable sources of information to find out about the past</p> <p>I know how to give reasons why changes may have occurred</p> <p>I know how historical events studied influence life today</p>	<p>I know how to give reasons why changes may have occurred, backed up by evidence</p> <p>I know how to make links between some of the features of past society (religion, houses, technology, etc)</p>	

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					their uses of people from the past	I know how some of the things I have studied from the past influence life today			
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