



Subject: Curriculum Progression Map

Year group	National Curriculum, key skills and knowledge Blue = National Curriculum Statements (Development Matters in EYFS), Green = Knowledge, Purple = Skills School historical themes (threads through the school) are: diversity, equality, changing attitudes to women, invasion, settlement, education	Key vocabulary
Foundation	<p>Talk about members of their immediate family & community</p> <ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. • Listen to what children say about their own experiences with people who are familiar to them. <p>Comment on images of familiar situations in the past</p> <ul style="list-style-type: none"> • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> • Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. • In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. <p>Chronological Understanding Begin to introduce chronology through visual timetables. Class memory box. Recognise that things happened before they were born – parents, grandparents, etc</p> <p>Knowledge and Understanding of Events, Causation and Change Explain their own knowledge and understanding. Show and tell sessions.</p>	<p>History A long time ago Same/ different Change People/ characters Lives/ life Family history Artefacts/ objects Past Present Modern Old New Events Parents Grandparents Order Compare Importance Bravery Difficult choices Kindness Buildings</p>



	<p>Historical Interpretation Talk about events they have done in the year. Why did they like that event or why did not they.</p> <p>History Enquiry Ask and answer appropriate questions of each other. Show and tell sessions. ‘When did you go on that trip?’ for example.</p> <p>Organisation and Communication Talk about people and things that are not present. Retell a past event in the correct order.</p>	
<p style="text-align: center;">Year 1</p>	<p>NC - Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Enquiry Question: How was day to day life different for my grandparents?</p> <ul style="list-style-type: none"> I can identify objects from the past and what they were used for - Sort photographs of domestic activities and items into old and new and create a timeline I can begin to identify the main differences between old and new objects I can ask questions to gain a deeper understanding. I can give examples of things that are different in their life from that of their grandparents when they were young I know where people and events fit within a chronological framework. I can explore images and accounts of school life in the past and create a timeline I can identify trends and clothes from photographs of people from different eras I can explore methods of washing of clothes, dishes and people past and present I can organise a range of diary entries by era, according to the day-to-day roles described in them I can recall key features of day-to-day life in the 1950s I can compose questions to ask parents, grandparents and great-grandparents about day-to-day life when they were a child I can interview a great-grandparent, grandparent and parent in class about domestic activities when they were children, and the roles different members of their families had I can role play a school day (or morning) as it would have been in the 1950s <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Enquiry Question: Who was Mary Anning and why should we remember her?</p> <ul style="list-style-type: none"> I can sequence pictorial events in the life of Mary Anning I can listen to information about the past and Mary’s life I can recognise differences between Mary’s time and my own I can ask and answer simple questions about Mary’s life I can use artefacts to develop my understanding I can understand what an artefact is and how they can help me find out about the past I can write or draw about Mary’s life I can recall key figures in Mary’s story and their importance I can state why Mary should be remembered today I can use simple historical words and phrases to talk about the past <ul style="list-style-type: none"> significant historical events, people and places in their own locality <p>Enquiry Question: The Story of our High Street – How has it changed over time?</p> <ul style="list-style-type: none"> I can create a pictorial timeline from the 1940’s to today using images from/ photos of the high street I can identify and sort objects/ sources based on old and new I can recognise that evidence can sometimes be misleading (e.g. modern photos in black and white) I can identify objects from the past I can visit my local high street and identify changes from older photos/ pictures I can use a simple map to colour code areas/ features that have changed over time 	<p>History Significance/ significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation Order Compare Fact Opinion Artefact Living memory Parents Grandparents Great grandparents Way of life Technology Materials Investigate Local Homes/ houses Explain Used for</p> <p>Bradford on Avon Town High street Tithe barn Museum Town bridge Shambles</p> <p>Chronology Vocab Modern Past old new a long time ago past changes today now hours tomorrow yesterday then after before weeks year</p>



- I can take photos to record my findings
- I can compare the past to the present and recognise similarities and differences
- I can ask simple questions about the past
- I can offer my own opinions about changes over time using information and evidence

Chronological Understanding

Simple Sequencing e.g. pictures illustrating a story about the past. Gives simple explanations of how their life is different to life in the past
Sorts objects and pictures into old and new. Recounts changes in own life over time. To use common words and phrases relating to the passing of time e.g. today, now, tomorrow,

Knowledge and Understanding of Events, Causation and Change

Listen to information from simple stories about the past. Recount information from stories of the past. Recognise differences between past and present.

Historical Interpretation

See the past through a limited range of ways e.g stories. Begin to recognise that historical sources can be used to find out about the past.

History Enquiry

Talk about the source (story), Begin to ask and answer simple questions about events e.g. what happened? When? What was it like...? Begin to describe simple similarities and differences between artefacts and sort those artefacts from now until then.

Organisation and Communication

Respond to activities through talk and play. Talk draw or write about aspects of the past.

Year 2

NC - Pupils should be taught about:

events beyond living memory that are significant nationally or globally

- the Great Fire of London

Enquiry Question: What happened to London during the fire of 1666?

- I can understand characteristics of Stuart London
- I know who the monarch was at the time
- Was there somewhere local affected by fire? Compare?
- I can create a factual description of the city
- I know what London was like and what it looked like before the fire
- I understand that the past can be interpreted in different ways
- I can recognise that there are different viewpoints of who started the fire
- I know what people did when the fire broke out
- I know that there are reasons as to why people acted the way they did
- I know how the fire spread
- I can compare different peoples accounts of the fire (Pepys, John Evelyn, etc)
- I know what it was like at the height of the fire
- I know what was left of London
- I know what the king did to improve the city of London
- I can explain why certain choices were made in the rebuilding of the city
- I know what an eyewitness is

NC - Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

History
Significance/ significant
Similarity/ similar
Difference/ different
Continuity
Change
Cause
Consequence
Interpretation
Order
Compare
Fact
Opinion
Artefact
timeline
Event
Source
Evidence
Question
Reason
Connections
Continuity
Change
Cause
Consequence
Interpretation
Significant
Diversity
Equality
Bakery
Gunpowder
Boats
Lead



	<p>Enquiry Question: Who was Pocahontas and why should we remember her?</p> <ul style="list-style-type: none"> o I can retell/ sequence the story of Pocahontas o I can relate to people different to myself o I can locate America on a map o I can begin to understand migration and settlement o I can compare my life with the life of Pocahontas (eat, drink, wear, what did they do for fun, what jobs did they do, what was it like where they lived, how did they communicate?) o I can ask questions about the life of native Americans o I know why the settlers left their homes for America o I can understand how the natives and settlers treated each other and why o I can explain why we should remember Pocahontas <p>Chronological Understanding Using terms such as old and new in their explanations. Accurately uses vocabulary relating to past/present and to the passage of time Sequences events using a timeline; can give reasons for order Begins to compile own timeline</p> <p>Knowledge and Understanding of Events, Causation and Change Share knowledge of change in their own life. Give a reason for an event or action. Acquire knowledge of the past from stories and eyewitness accounts.</p> <p>Historical Interpretationsd View the past in a slightly broader range of ways. E.g Artefacts, written accounts. Use sources to explain differences between the past/present. Compare two events and consider why they differ. Compare versions of events and state why things may have happened/changed. Begin to identify similarities/differences between ways of life in the past and present.</p> <p>History Enquiry Answer questions set by the teacher. Finds answers to simple questions about the past using historical sources. Asks and answers questions using an increasing range of historical sources e.g. What was it like for a ...? What happened in the past? How was the past different to today? Uses parts of stories or sources to demonstrate understanding.</p> <p>Organisation and Communication Show awareness and understanding orally. Organise ideas into short sentences and record these ideas by drawing and writing. Speak about how they have found out about the past.</p>	<p>Cause London Consequence Oven Effect Result Eyewitness River Thames Firebreak Squirt Fire hooks Thatch Flames Migration Stereotypes Laws/ rights Settlement</p> <p>Chronological Vocab old new before I was born when I was younger before after past present now</p>
<p>Year 3</p>	<p>NC - Pupils should be taught about:</p> <ul style="list-style-type: none"> o the Roman Empire and its impact on Britain <p>Enquiry Question: Did the native Britons welcome or resist the Romans, and why?</p> <ul style="list-style-type: none"> o I can locate Rome and Italy on a map and begin to understand the term empire o I can locate the Romans in time in relation to previous topics studied in KS1 o I can explain why the Romans came to Britain o I know who was living in Britain at the time o I can understand why some tribes welcomed the Romans and some did not o I know who Boudicca was and what she looked like based on evidence – reliable? o I know what the Romans brought to Britain o I know how Celtic people lived o I can notice differences and similarities between the way the Roams and Celts lived o I can draw evidence together to make my own decisions and opinions <p>NC - Pupils should be taught about:</p> <ul style="list-style-type: none"> o changes in Britain from the Stone Age to the Iron Age 	<p>Significance/ significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation Chronological/ chronology BC/BCE AD/CE Time period Similarities Differences Cause Consequence Evidence Primary/ secondary Sources Ancient Modern Contrasts</p>



Enquiry Question: What was new about the stone age?

- o I know how Britain changed culturally between the beginning of the Stone Age and the Iron Age.
- o I know the main differences between the stone, bronze and iron ages.
- o I can analyse and appreciate Stone Age art.
- o I know what is meant by the term 'hunter-gatherers'.
- o I can describe a typical Stone Age settlement
- o I know how people lived in the stone age from hunter gatherers to farmers
- o I understand that most of our evidence from the stone age comes from archaeologists
- o I understand that archaeologists sometimes disagree with each other

Enquiry Question: Which was better - bronze or iron?

- o I know how bronze was made
- o I know where copper and tin come from
- o I know how bronze tools and weapons were made
- o I know where iron comes from and how it is made
- o I know how bronze tools and weapons were made
- o I know why it took so long for iron to reach Britain
- o I know how life in an iron age village was different to that of the bronze and stone
- o I know how bronze and iron tools changed people's lives
- o I can identify the biggest changes from iron age through the bronze age and into the iron age
- o I can identify what changed and what didn't change that much or at all
- o I can use my own opinions based on evidence to construct a written response
- o I can give a reasoned response to the question – 'was it better to live in the stone age, bronze age, or iron age?'

Chronological Understanding

Sequencing a number of events or objects on a simple timeline. Production of simple timelines. Recognises some of the similarities and differences between periods of time. Begin to develop a secure knowledge and understanding of British and world history.

Knowledge and Understanding of Events, Causation and Change

Demonstrate knowledge of examples of change over time. Recognise differences between ways of life in the past. Begins to describe the features of past societies /periods of time and makes links between them

Historical Interpretation

See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information. To describe changes both within and beyond living memory that are significant nationally and globally.

History Enquiry

Use sources of information e.g. artefacts, photographs, the internet to make statements or judgements. Begin to raise questions for own lines of enquiry linked to cause/change/ similarities/differences and significance of people and events. Draw together information from an increasing range of sources.

Organisation and Communication

Show awareness and understanding verbally and in writing/ drawing. Use a wider range of vocabulary when showing awareness orally.

Trends over time
 Influence
 Significance
 Impact
 Diversity
 Julius Caesar
 Claudius
 Invasion
 Conquest
 Settlement
 Resistance
 Boudicca
 Culture
 Laws
 Justice
 Slavery

Chronological Vocab

before
 after
 past
 present
 now
 BC
 AD
 Decade
 centuries
 stone age
 Neolithic
 Iron age
 Bronze age



Year 4

NC Pupils should be taught about

- Britain's settlement by Anglo-Saxons and Scots

Historical focus: Anglos Saxons & Scots

Enquiry: Why did the Saxons and Scots come to Britain?

- I know how the Roman occupation of Britain ended and how the Anglo-Saxons came to power.
- I know where the Anglo Saxons and Vikings originated from and can represent this on a map.
- I can explain the difference between settlers and invaders
- I understand the challenges that might be met by invaders and settlers
- I can explain why Britain was attractive to invaders and settlers
- I know where the Scots and Anglo Saxons came from and where they settled in Britain and why
- I can build up a picture, using evidence and inference, of what the Anglo Saxons and Scots were like (include different groups – men, women, children)

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Local study connection of battle of Edington

Enquiry: How well did the Anglo Saxons and Vikings get on with each other?

- I know about the conflicts between the Anglo-Saxons and the Vikings.
- I can describe and explain some of the misconceptions about the Vikings.
- I know the key events associated with the Viking raids
- I know why Vikings caused so much fear
- I know how Vikings were able to succeed in their invasion of Britain
- I know what the Saxon responses were to invasion
- I know what events led up to the battle of Edington and how the battle was fought, as well as its impact
- I know about Alfred the Great's legacy and can establish my own opinions through the consideration of sources
- I can look at the impact of the Vikings and Anglo Saxons in my local area
- Whether there are any similarities with today (Ukraine)
- I know how the Anglo Saxon kingdoms have shaped some of our county and shire boundaries today.

NC Pupils should be taught about

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Enquiry: What was life like for women in ancient Greece?

- I can locate ancient Greece in time related to previously taught topics
- I can locate Greece, Sparta and Athens on a map
- I can understand that Greece was made up of city states
- I can identify and discuss some of the similarities between life in Athens and Sparta
- I can begin to develop my understanding of democracy and its origins
- I can begin to show understanding of key terms – democracy, civilisation, culture, laws, justice, slavery (Some of these are continuing from Y3)
- I can note the similarities and differences between the life of men, women, boys, girls and slaves
- I can infer details about Greek life from primary and secondary sources (artefacts - pots, statues, writing, etc)
- I can compare the lives of men and women in Greek society with those in modern Britain

Significance/ significant
 Similarity/ similar
 Difference/ different
 Continuity
 Change
 Cause
 Consequence
 Interpretation
 Chronological/ chronology
 Similarities
 Differences
 Cause
 Consequence
 Evidence
 Primary/ secondary
 Sources
 Ancient
 Modern
 Contrasts
 Trends over time
 Influence
 Significance
 Impact
 Settlements
 Empire
 Diversity
 Viking
 Angle
 Saxon
 Jute
 Frission
 Scandinavia
 Invader
 Settler
 Migration
 Legacy
 Roman
 Kingdom
 Mercia
 Wessex
 Northumbria
 East Anglia
 Essex
 Sussex
 Kent
 Democracy
 Olympic Games
 Athens
 Sparta
 Roles
 City states
 Culture
 Laws
 Justice
 Slavery

Chronological Vocab
 BC
 AD
 Time period
 Continuity
 Before



	<p>Chronological Understanding Use a broader range of terms; before, after, long ago, months, years. Uses a timeline to locate/ chronicle events within and across periods of time. Identifies similarities and differences between periods of time.</p> <p>Knowledge and Understanding of Events, Causation and Change Describe links between different features in past situations. Provide more general and impersonal reasons for events. Produces extended written descriptions of change across time. Begins to make links to other societies/periods of time and can describe some of the similarities/ Differences between them</p> <p>Historical Interpretation Work on a wider variety of interpretations such as history books, museum displays and historical novels. Understand and describes the impact of events/ changes over time. Use a wider range of sources to go beyond simple observations to answer questions about the past.</p> <p>History Enquiry Begin to ask and answer their own questions on sources. Draw together information from sources about the complexity of life in the past. Recognises the difference between primary/secondary sources. To begin to evaluate the usefulness of different sources. Understand that sources can contradict each other. Engage in discussions using evidence.</p> <p>Organisation and Communication Produce structured narratives and descriptions using historical evidence.</p>	<p>After Months years Specific dates</p>
<p>Year 5</p>	<p>NC - Pupils should be taught about:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> o a significant turning point in British history, the Battle of Britain <p>Enquiry Question: What was it like to be a child in World War 2 in Britain?</p> <ul style="list-style-type: none"> o I can examine a timeline of key events from the start of the war and discuss how the Blitz relates to these o I can begin to understand how far the Blitz in Britain was similar or different to the experiences of people in Germany/ USSR/ Japan? (Experience of the Blitz can be compared and contrasted with experiences of civilians in Germany, USSR and Japan during World War2) o I can look at, discuss and compare images of bombing in Britain the Blitz, with Dresden, Stalingrad and Hiroshima. (This could be followed by researching what happened in one or more of these pictures.) o To discuss how similar/different the Blitz was to the other events across the world o I know why the Blitz might be of more significance to people in Britain and its impact o I can understand that there were distinctive characteristics of the Blitz and different experiences related to where people lived in the country. o I know what impact the Blitz had on the people of Bradford on Avon and of any evacuees o I know how much a fictional story can tell us about the effect of war o I can understand the impact of war on women and girls <p>NC - Pupils should be taught about:</p> <ul style="list-style-type: none"> o the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>Enquiry Question: What do Ancient Civilisations have in common? (1 session)</p> <ul style="list-style-type: none"> o To develop a chronologically secure knowledge of world history across all ancient civilisations and previously studied topics o To explain that there are 4 main ancient civilisations that started at different times and were of different durations, but there was one period when all were developing their civilisations at the same point in time o To develop an understanding of comparisons between the ancient civilisations <p>Plus, What can we tell about the Shang Dynasty from Fu Hao's tomb?</p> <ul style="list-style-type: none"> o To locate China on a world map and compare modern and ancient China using a historical atlas 	<p>History Significance/ significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation Chronological/ chronology Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Modern British values Kingdoms Settlement Gender Achievements Influence Scholars Dynasties Renowned Wisdom Merchants Trade Religious Daily life Baghdad Islam Muslim Mosque Caliph Golden Age Civilisations</p>



- o To locate Shang on a timeline (particularly in relation to other history topics studied)
- o To compare Shang with same time period in UK (Bronze age)
- o To understand Chinese dynasties and how these relate to the monarchy in our own country
- o To understand the term archaeology in greater detail and the importance of the significance of archaeology in uncovering the past
- o To categorise and sort artefacts in order to draw inferences about the tomb using evidence
- o To use artefacts to explore what life was like during the Shang dynasty
- o To understand the limitations of artefacts as evidence for life during the Shang dynasty using only one tomb
- o To answer class generated questions and explore own research and ideas
- o To draw own conclusions using a range of evidence
- o To draw evidence based ideas on Fu Hao and her importance and status
- o To understand and demonstrate how and why Fu Hao was a significant historical figure

Chronological Vocab

BC/BCE

AD/CE

NC - Pupils should be taught about:

- o a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Enquiry Question: How different was Baghdad to London around 900AD?

- o I can place Baghdad on a map of the world
- o I can place Baghdad on a timeline of the history they have studied
- o I can suggest reasons for studying Baghdad around 900AD
- o I can identify similarities and differences between life in Baghdad and in London
- o I can explain the importance of learning to the life of Baghdad
- o I can compare education in Baghdad and London
- o I can reach a judgement based on the evidence provided
- o I can compare life in 900 AD to life today – what is the same/ different
- o I know what the House of Wisdom was and its effect on Islamic society
- o I can understand the significance of developments in Baghdad c. 900AD

Chronological Understanding

Placing pictures, artefacts and other sources in the correct chronological order through the application of knowledge. Uses knowledge of the main events within British and world history to compare periods of time. Use dates to order and place events on a timeline. Recognise AD/CE and BC/BCE

Knowledge and Understanding of Events, Causation and Change

Understand that people in past societies had a range of views. Explain the way events or actions have several linked causes and outcomes. Understand that there is both continuity and change in developments.

Historical Interpretation

Give reasons for differences between interpretations. Know that some events in the past have been represented/interpreted in different ways and offers reasons for this Begins to identify/describe change and continuity across periods of time/societies giving some evidence to support this

History Enquiry

Identify why sources are useful for particular tasks - Recognises that some sources of evidence are more reliable than others. Use a range of evidence to build up a picture of the past. Raises valid questions about change/ similarities/ differences and significance of people and events.

Organisation and Communication



	<p>Identify sources that are useful for specific enquiries. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than 1 source.</p>	
<p>Year 6</p>	<p>NC - Pupils should be taught about:</p> <ul style="list-style-type: none"> • a local history study • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Enquiry Question: How has our school changed since Victorian Times?</p> <ul style="list-style-type: none"> ○ I can use maps to infer aspects of the history of BoA and changes over time ○ I can order significant events, movements and dates on a timeline ○ I can map out the timeline of the school and understand its origins and developments over time ○ I can relate history of the school to known events e.g. WW2, Anglo Saxon settlement ○ I can compare education in the Victorian era to today and note changes over time ○ I can use local evidence and a range of sources to inform my opinions ○ I can compare the experiences of school children over time today – how have they changed? ○ I can understand why changes happened and what impact they had on the school ○ I can develop my own inquiry to discover more about a particular aspect of Christ Church and how it has changed over time <p>NC - Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Enquiry Question: Why do we know little about the lives of female explorers?</p> <p>To boldly go – exploring explorers Who are they/ why might we study them – changing attitudes to women</p> <ul style="list-style-type: none"> ○ I can understand the role of an explorer and their impact on the world ○ I can understand and explain the reasons why explorers did what they did and what impact each had ○ I can use images and accounts to identify how an expedition relates to a particular historical context – why were expeditions happening at this particular time? ○ I can note similarities and differences between explorers and their routes in different time periods ○ I can note trends and patterns within a timeline of exploration – was exploration more important at different time periods? ○ I can consider whether our view of certain explorers and their achievements have changed over time – someone who was a hero may be viewed differently – why? ○ I can use accounts of explorations, maps and a range of other sources to further my interpretation of the past ○ I can consider the differences and similarities for male and female explorers and attitudes towards them – are they remembered today? <p>Chronological Understanding Activities that require the correct use of historical terms relating to the passing of time; ancient, modern, BC, AD, century and decade. Place year studies on a timeline in relation to past topics.</p> <p>Knowledge and Understanding of Events, Causation and Change Describe the actions of people in distant and unfamiliar historical settings. Describe cause and consequence in relation to abstract terms such as short and long term. Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc.</p>	<p>History Significance/ significant Similarity/ similar Difference/ different Continuity Change Cause Consequence Interpretation Chronological/ chronology Cause and effect Propaganda Bias Society Empire Point of view Objectivity Subjectivity Consequences Modern British values Legacy Turning point Changes in attitude Achievements Impact Village life Settlement Kingdom Cultural Economic Gender Influence Renowned Civilisation Education Explorer Expedition Journey Changing attitudes</p>



Historical Interpretation

Comment on the accuracy of interpretations by using knowledge and understanding of the topic, and topics taught previously.

History Enquiry

Relate the details of sources to their background knowledge of a topic to develop ideas further. Selects and combines information from a wide range of sources to answer questions. Begins to analyse/evaluate historical sources and their fitness for purpose. Forms own opinions about events from a range of sources in a fluent account.

Organisation and Communication

Use a broad range of historical terms and dates accurately in relation to the periods studied previously. To communicate their knowledge and understanding. Make appropriate use of dates and terms in order to organise information and produce structured written (and otherwise) work