

# EYFS

Skill	Progression-By the end of EYFS if meeting ELG we will	Example Questioning	How I can support this (taken from Development Matters)
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Understand chronology as a linear sequence (first, next, after that)</li> <li>Sequence events or activities linked to their own life or sequence events in a story</li> <li>Know the concept of ‘now’ and ‘the past’ and can identify things in the past linked to their own life or from stories / songs/nursery rhymes</li> <li>Sort known objects, images or other sources of evidence into ‘now’ and ‘the past’</li> </ul>	<p><i>Can you tell me what you do in a day?</i></p> <p><i>Can you order these pictures (baby, infant, child, adult)</i></p> <p><i>Can you tell me something you did last week or the weekend? Was this in the past or now?</i></p>	<p><i>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</i></p>
<b>Enquiry and Sources of Evidence</b>	<ul style="list-style-type: none"> <li>Ask simple questions linked to what we are learning about</li> <li>With support handle sources of evidence and make simple observations on what they see</li> </ul>	<p><i>Does this object look like it is from the past or now? Why do you think that?</i></p>	<p><i>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</i></p> <p><i>Show images of familiar situations in the past, such as homes, schools, and</i></p>
<b>Constructing the Past</b> -Similarity and Difference	<ul style="list-style-type: none"> <li>Notice some similarities and differences when comparing now and the past based on their own life experiences as well as learnt experiences</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><i>Can you tell me how school looks different and the same in this picture? How have these toys changed which is similar to what you play with? What couldn't you do as a baby that you can do now?</i></p>	<p><i>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences</i></p> <p><i>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</i></p>
<b>Constructing the Past</b> -Cause and Consequence/Effect -Change and Continuity -Significance	<ul style="list-style-type: none"> <li>Join in events at school to commemorate and remember significant events and people</li> <li>Know that some things can change and some things can stay the same linked to our own life or learning</li> <li>Know that some things have a cause and a consequence (link to own actions or learning)</li> </ul>	<p><i>Can you tell me what significant event we have been remembering today?</i></p>	<p><i>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p> <p><i>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</i></p>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Know that some people have different views and ways they remember events</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p><i>Can you tell me how this character etc might remember what happened?</i></p>	<p><i>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past</i></p> <p><i>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance</i></p>

Year 1			
Skill	Progression-By the end of Year 1 we will	Example Questioning	Where I will see this
Chronology	<ul style="list-style-type: none"> <li>Know that history can be split into living memory and beyond living memory</li> <li>Identify some periods, events and people studied and if they are in living memory or beyond living memory</li> <li>Place up to 3 to 4 events, objects, people or processes on a timeline for within living memory</li> <li>With support use a simple (blank of dates) timeline to sequence a few (3 or 4) events, objects or processes from beyond living memory and into living memory</li> <li>Sequence some events studied in order</li> </ul>	<p><i>Can you place these artefacts/events/people in living memory or beyond living memory?</i></p> <p><i>Can you order the events of the GFOL/Gun Powder Plot, Amy Johnson life e.t.c?</i></p> <p><i>Can you place these on a timeline from oldest to most recent?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Collaborative large scale timelines used to show living and beyond living memory and some placement of the on a timeline</li> <li>Timeline work in books show objects separated into living memory and beyond with it in correct order</li> <li>Sequencing taught events linked to topic not on a timeline</li> </ul>
Enquiry and Sources of Evidence	<ul style="list-style-type: none"> <li>Ask questions and with support answer some simple historical questions</li> <li>Handle sources of evidence and make observations</li> <li>Make simple comparisons of artefacts from within living memory and beyond</li> </ul>	<p><i>What is it? What is it used for? Do we have something similar now?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Children work shows they have been able to ask questions linked evidence</li> <li>Observations are made of evidence in work</li> <li>Work shows them comparing two pieces of linked evidence (e.g transport) from within</li> </ul>
Constructing the Past -Similarity and Difference	<ul style="list-style-type: none"> <li>Talk about some similarities and differences between ‘now’ and ‘the past’ both within and beyond living memory</li> <li>Discuss ways of life in the past and how it is similar and different to their own</li> </ul>	<p><i>How is this person/period and event similar and different to what we have learnt before or now?</i></p>	<p>Within all history topics</p> <ul style="list-style-type: none"> <li>Reference to what life was like and how it is similar and different to known knowledge will be in every topic</li> <li>Work shows understanding of similarity and difference in work linked to changes in liv-</li> </ul>
Constructing the Past -Cause and Consequence/ Effect -Change and Continuity -Significance	<ul style="list-style-type: none"> <li>Know that there causes of events and with support say what they are</li> <li>Be able to, with support, suggest at least one positive and negative consequence of an event</li> <li>Be able to, with support, suggest at least one change that has happened as a result of an event</li> <li>Be able to identify, with support, at least one way that something has stayed the same (continuity) and changed within living memory</li> <li>Be able to suggest at least one reason why a person or event is seen as historically significant</li> </ul>	<p><i>What are the causes and consequences of this event?</i></p> <p><i>How has life in our local area changed in the last 50 years? How has it stayed the same?</i></p> <p><i>Why is this person/event significant?</i></p>	<p>Within some history topics</p> <ul style="list-style-type: none"> <li>Cause and Consequence when studying the GFol and Gunpowder Plot</li> <li>Significance when study Amy Johnson, Helen Sharman and Grace Darling along with why certain events are significant</li> <li>Change and continuity in chronology work and Grandparents, transport</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>Start to understand some ways that historians find out about the past and represent it</li> <li>Be exposed to the idea of different evidence presenting different interpretations and views of the past</li> </ul>	<p><i>How do we know about this event/person?</i></p> <p><i>Is there different views on this event?</i></p>	<p>Withing every history topic</p> <ul style="list-style-type: none"> <li>Children can tell me some ways we see history represented</li> <li>Work shows they have been exposed to different views of a past event. (e.g Diary entries etc)</li> </ul>

Year 2			
Skill	Progression-By the end of Year 2 we will	Example Questioning	Where I will see this
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory</li> <li>Start to understand the chronological framework (name of period) of what they are being taught</li> <li>Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory</li> <li>Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline (may have some reference to dates)</li> <li>Understand that dates can be used to describe time and events in time</li> <li>Sequence key events of significant people or events studied in order on a timeline using given dates</li> </ul>	<p><i>Can you place what we have learnt in history in KS1 on a timeline? Which came first this/or this?</i></p> <p><i>What period in history is Grace Darling?</i></p> <p><i>Can you order the events of the GFOL/Gun Powder Plot, Amy Johnson life e.t.c?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Collaborative large scale timelines used to show living and beyond living memory</li> <li>Timeline work with living memory and beyond living memory on with objects/events put on</li> <li>Placing of artefacts on large scale timelines independently</li> <li>Reference to periods in collaborative work</li> <li>Sequencing of closer events linked to topic</li> </ul>
<b>Enquiry and Sources of Evidence</b>	<ul style="list-style-type: none"> <li>Ask questions and answer simple historical questions with increasing confidence</li> <li>Handle sources of evidence and make observations of what it tells us about that person/event/period</li> <li>Make comparisons between different types of evidence</li> <li>Be exposed to the terms primary and secondary sources</li> </ul>	<p><i>What does this artefact tell us about....?</i></p> <p><i>How does this evidence compare to this evidence– what do they tell us is it different or the same?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Children work shows they have both asked and answered questions with link to evidence</li> <li>Observations are made of evidence in work and say what it tells us</li> <li>Compare two pieces of evidence and what it shows</li> </ul>
<b>Constructing the Past</b> -Similarity and Difference	<ul style="list-style-type: none"> <li>Identify and talk about some similarities and differences between ‘now’ and ‘the past’ both within and beyond living memory</li> <li>Discuss ways of life in the past and how it is similar and different to their own and other periods studied</li> </ul>	<p><i>How was life similar and different to (this period) studied last term/year?</i></p>	<p>Within all history topics</p> <ul style="list-style-type: none"> <li>Reference to what life was like and how it is similar and different to known knowledge will be in every topic</li> <li>Work shows understanding of similarity and difference in work linked to changes in living memory</li> </ul>
<b>Constructing the Past</b> -Cause and Consequence/ Effect -Change and Continuity -Significance	<ul style="list-style-type: none"> <li>Know that there are different causes and consequences of events and say what some of them are</li> <li>Be able to suggest at least one positive and negative consequence of an event</li> <li>Be able to identify ways that something has stayed the same (continuity) and changed within living memory and start to link to beyond living memory based on topic learnt</li> <li>With support, start to understand what legacy means</li> </ul>	<p><i>What are the causes and consequences of this event?</i></p> <p><i>Why is this person/event significant?</i></p> <p><i>What is the legacy of ....?</i></p>	<p>Within some history topics</p> <ul style="list-style-type: none"> <li>Cause and Consequence when studying the GFol and Gunpowder Plot</li> <li>Significance when study Amy Johnson, Helen Sharman and Grace Darling along with why certain events are significant</li> <li>Change and continuity in chronology work and Grandparents, transport</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Start to understand historians find out about the past and represent it in different ways</li> <li>Begin to understand about trust in terms of evidence and that not all representations of the past are the same.</li> <li>Use parts of stories and other resources to show their understanding and interpretation of the past</li> </ul>	<p><i>How do we know about this event/person?</i></p> <p><i>Can we trust what they say?</i></p> <p><i>Is there different views on this event?</i></p>	<p>Withing every history topic</p> <ul style="list-style-type: none"> <li>Children can tell me ways we see history represented</li> <li>Work shows an understanding of the past and how it can be viewed and that there might be different views</li> </ul>

Year 3			
Skill	Progression-By the end of Year 3 we will	Example Questioning	Where I will see this
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Start to identify that history is split into periods and identify main periods linked to learning</li> <li>Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught</li> <li>Know history can be split into AD and BC and begin to know what they mean</li> <li>Sequence events, objects or processes within a period/topic studied on a prepared timeline using dates</li> <li>Start to understand that timelines show scale and duration and this can be different</li> </ul>	<p><i>What period came before the Romans, what came after?</i></p> <p><i>AD and BC mean....?</i></p> <p><i>Can you use the dates to order these events in the trawling industry?</i></p> <p><i>What scale has been used on this timeline?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Collaborative large scale timelines used to show concurrent periods of history</li> <li>Timelines with dates and events given are placed on pre-prepared timelines</li> </ul>
<b>Enquiry and Sources of Evidence</b>	<ul style="list-style-type: none"> <li>Know what a primary and secondary source can be</li> <li>Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions</li> <li>Start to understand some sources of evidence are more reliable than others</li> </ul>	<p><i>Can you tell me if this is a primary source or secondary source? What questions do you have about this artefact, what do these pieces of evidence tell us about.....?</i></p> <p><i>Do you think this piece of evidence is reliable?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Pieces of evidence referred to in work to answer questions</li> <li>Creation of questions linked to evidence given</li> <li>Primary and secondary taught to kids who can explain what they are</li> </ul>
<b>Constructing the Past</b> -Similarity and Difference	<ul style="list-style-type: none"> <li>Identify similarities and differences between certain aspects of the period studied</li> <li>With support, start to identify similarities and differences across different periods studied</li> </ul>	<p><i>Can you identify ways that the Romans and Ancient Egyptians might have been similar and different?</i></p> <p><i>How was housing the same and different in pre-historic Britain?</i></p>	<p>Within some history topics</p> <ul style="list-style-type: none"> <li>In Stone Age to Iron age explore similarities and difference</li> <li>When studying Romans they will make links to previous learning of Ancient Egypt</li> </ul>
<b>Constructing the Past</b> -Cause and Consequence/Effect -Change and Continuity -Significance	<ul style="list-style-type: none"> <li>Identify different causes and consequences of events or periods studied</li> <li>Identify the lasting legacy of certain periods of history have on society today</li> <li>Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and start to identify why things change or stay the same</li> <li>Identify significant people and periods and start to understand why some of these are seen as significant</li> </ul>	<p><i>What are the causes of Roman invasion on Britain? What were the consequences? How has the trawling industry stayed the same how has it changed? Why is Lillian Bilocca a significant individual? Why was Ancient Egypt a significant period in history?</i></p>	<p>Within some history topics</p> <ul style="list-style-type: none"> <li>Cause and consequences in Romans, in Triple Trawler Tragedy and downfall of Ancient Egypt</li> <li>Change and continuity in relation to Trawling industry and Ancient Egypt and Romans</li> <li>Use of criteria for significance in evaluating learning in all topics</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Know how historians find out about the past and how it can be represented and recorded in different ways</li> <li>Start to understand that some historians evidence of a person/event/period can be more reliable than another</li> <li>Use given sources of evidence and learning to interpret what that period was like.</li> <li>Be exposed to the idea that interpretations of a period can change when new evidence is found</li> </ul>	<p><i>Which evidence do you think is most reliable? Why?</i></p> <p><i>What does it tell us about this period?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Evidence is used to make interpretations of a period or event</li> <li>Can talk about reliability in relation to learning linked to evidence given</li> </ul>



Year 4			
Skill	Progression-By the end of Year 4 we will	Example Questioning	Where I will see this
<b>Chronology</b>	<ul style="list-style-type: none"><li>Identify that history is split into periods and identify main periods linked to learning</li><li>Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught</li><li>Know history can be split into AD and BC and know what they mean</li><li>Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work</li><li>Understand that timelines show scale and duration and that these can be different on different timeline</li><li>Start to work out small durations linked to key events of periods studied</li></ul>	<i>What period came before the Romans, what came after/ Why might the Roman empire and ancient Greece had contact?</i>  <i>What does AD and BC mean?</i>  <i>Can you idneitfy the scale on this timeline? Why would they use that large scale? Can you use the dates to order these events in the trawling industry on your own time-line? What scale would you use?</i>  <i>How long did it take to build Romans roads can you work out the duration?</i>	Within every history topic <ul style="list-style-type: none"><li>Collaborative large scale timelines used to show concurrent periods of history</li><li>Timelines with dates and events given are placed on pre-prepared timelines</li><li>Children use timelines to work out duration of events</li></ul>
<b>Enquiry and Sources of Evidence</b>	<ul style="list-style-type: none"><li>Know what a primary and secondary source can be and identify some sources of evidence used as primary or secondary</li><li>Use different sources of evidence to formulate questions</li><li>Use evidence to answer questions about the past</li><li>Understand some sources of evidence are more reliable than others</li></ul>	<i>Can you give me an example of a primary source and secondary source? What questions do you have about this artefact, what do these pieces of evidence tell us about.....?</i>	Within every history topic <ul style="list-style-type: none"><li>Pieces of evidence referred to in work to answer questions</li><li>Identify evidence as primary or secondary in some work</li><li>Create questions linked to evidence given</li></ul>
<b>Constructing the Past</b>  -Similarity and Difference	<ul style="list-style-type: none"><li>Draw out independently some similarities and differences within aspects of the period studied</li><li>Identify some similarities and differences between certain aspects of the periods studied</li><li>With support, start to make links between different periods of the past</li></ul>	<i>Can you identify ways that the Romans and Ancient Egyptians might have been similar and different?</i>  <i>How was housing the same and different in pre-historic Britain?</i>	Within some history topics <ul style="list-style-type: none"><li>In Stone Age to Iron age explore similarities and difference</li><li>When studying Romans they will make links to previous learning of Ancient Egypt and pre-historic Britain</li></ul>
<b>Constructing the Past</b>  -Cause and Consequence/ Effect  -Change and Continuity  -Significance	<ul style="list-style-type: none"><li>Identify different causes and consequences of events and say why consequences can be different</li><li>Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today</li><li>Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and identify why things change or stay the same</li><li>Identify significant people and periods and start to understand why some of these are seen as significant linking some significant events and people across periods studied in Year 3 and KS1</li></ul>	<i>What are the causes of Roman invasion on Britain? What were the consequences? How has the trawling industry stayed the same how has it changed? Why is Lillian Bilocca a significant individual? Why was Ancient Egypt a significant period in history?</i>	Within some history topics <ul style="list-style-type: none"><li>Cause and consequences in Romans, in Triple Trawler Tragedy and downfall of Ancient Egypt</li><li>Change and continuity in relation to Trawling industry and Ancient Egypt and Romans</li><li>Use of criteria for significance in evaluating learning in all topics</li></ul>
<b>Interpretations</b>	<ul style="list-style-type: none"><li>Identify how historians have found out about the past and how they have represented and recorded in different ways</li><li>Understand that some historians evidence of a person/event/period can be more reliable than another</li><li>Use some chosen sources of evidence and learning to interpret what that period was like.</li><li>Understand evidence of a period can change when new evidence is found</li></ul>	<i>How has this historian recorded their information? Why?</i>  <i>What does this evidence tell us about this period?</i>  <i>Is a Romans view on Boudicca reliable? Why not?</i>  <i>What has this new evidence changed about how historians view pre-historic Britain?</i>	Within every history topic <ul style="list-style-type: none"><li>Evidence used to show how they have interpreted a period or event</li><li>Can talk about reliability in evidence after learning about it</li></ul>

Year 5

Skill	Progression-By the end of Year 5 we will	Example Questioning	Where I will see this
<b>Chronology</b>	<ul style="list-style-type: none"><li>Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6</li><li>Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught</li><li>Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates</li><li>Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used</li><li>Work out larger durations linked to key events on periods studied from a timeline</li></ul>	<p><i>What other periods of history were around at the same time as the Ancient Greece? How might they have had contact with the Romans?</i></p> <p><i>What scale has been used for the time-line and what duration and why?</i></p> <p><i>Can you see a link between local and national events on your WWII timeline?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"><li>Collaborative large scale timelines created by the children within given scale and duration</li><li>Timelines created by children in books with scale and duration given</li><li>Children use timelines to work out duration of events</li></ul>
<b>Enquiry and Sources of Evidence</b>	<ul style="list-style-type: none"><li>Know what a primary and secondary source can be and identify sources of evidence used as primary or secondary and group sources accordingly</li><li>Use different sources of evidence to formulate historical valid questions linked to one of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference)</li><li>Use more than one source of evidence to answer questions about the past and make interpretations</li></ul>	<p><i>Can you group the evidence into primary and secondary? What type of evidence do we have? Why are there different interpretations of this event? Why might history have written the Vikings a viscous? Is this accurate? Can you tell me from the evidence how the local area changed and stayed the same during WWII?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"><li>Pieces of evidence referred to in work to make interpretations and answer key questions</li><li>Sorting activity of evidence into primary and secondary</li></ul>
<b>Constructing the Past</b> -Similarity and Difference	<ul style="list-style-type: none"><li>Be able to make connections between different periods of the past and identify similarities and differences between certain aspects of these periods</li><li>Discuss independently ways aspects of a period of history may be similar or different to present time</li></ul>	<p><i>Can you tell me how the Maya and Saxon-Viking period of Britain of 900 AD are similar and different?</i></p> <p><i>What ways will life for children in WWII be similar and different to our experience living through the pandemic?</i></p>	<p>Within some history topics</p> <ul style="list-style-type: none"><li>Comparison of Maya and Saxon-Viking period, WWII then and now, Athens and Sparta</li><li>Links will be made with other periods studied across school</li></ul>
<b>Constructing the Past</b> -Cause and Consequence/Effect -Change and Continuity -Significance	<ul style="list-style-type: none"><li>Start to evaluate how a period/event has impacted Britain using one or more areas of historical focus (cultural, economic, military, political, religious and social history )</li><li>Understand the idea of short and long term consequences of event</li><li>Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</li><li>Be able to identify ways that something has stayed the same (continuity) and changed across a larger chronological period that extends beyond periods.</li><li>To know how important the consequences a person or event was on a local, national and international scale and why it would be considered significant</li></ul>	<p><i>Can you identify the impact Ancient Greece has had on modern British history? Why do you think it has impacted?</i></p> <p><i>What were the causes of WWII? What were the consequences of WWII on the local and national area?</i></p> <p><i>What makes this event, person significant? Why? Are there other significant people we should remember? Is it right to remember them/this event?</i></p>	<p>Within some history topics</p> <ul style="list-style-type: none"><li>Cause and consequences in WWII for both local and national, Athens and Sparta wars, decline of periods studied</li><li>Change and continuity in relation to Saxon-Viking settlements and WWII in the local area to now</li><li>Use of criteria for significance in evaluating learning in all topics</li></ul>
<b>Interpretations</b>	<ul style="list-style-type: none"><li>Understand some sources of evidence are more reliable than others and some evidence is fact, opinion and with support help them identify those</li><li>Use sources of evidence and learning to draw their own interpretations of a period/event/person</li><li>Examine evidence across history to look at how interpretations of history can change</li></ul>	<p><i>Why do you think the information is fact or opinion? Is that opinion or bias? Should we believe that this historians representations are accurate? How has the evidence on what the Vikings like changed?</i></p>	<p>Within every history topic</p> <ul style="list-style-type: none"><li>Work showing understanding of fact and opinion and bias when looking at evidence</li><li>Evidence used to understand change</li></ul>

Year 6			
Skill	Progression-By the end of Year 6 we will	Example Questioning	Where I will see this
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Construct and compare their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations</li> <li>Construct and compare more complex timelines for the period studied and where applicable reference to local history and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates.</li> <li>Justify their use of scale and duration on their timelines</li> <li>Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted</li> <li>Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used and choose which to use in their timelines</li> </ul>	<p>What other periods of history were around at the same time as the Ancient Greece? How might they have had contact with the Romans?</p> <p>What scale would you use for your timeline and what duration and why?</p> <p>Can you see a link between local and national events on your WWII timeline?</p> <p>Where might you put this image? Do you think it is from this period?</p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Collaborative large scale timelines created by the children</li> <li>Timelines created by children in books and children can justify why they have used a set scale and duration</li> <li>Use of AD/BC or BC and BCE and children can justify why</li> </ul>
<b>Enquiry and Sources of Evidence</b>	<ul style="list-style-type: none"> <li>Link their own sources of evidence using their own criteria but also criteria such as primary, secondary, fact, opinion, bias, reliable and unreliable and justify how they will use these sources to understand a period of history</li> <li>Be aware that different evidence will lead to different conclusions and understand that when making interpretations</li> <li>Use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) as well as challenge historical viewpoints with questioning</li> </ul>	<p>Can you group the evidence into primary and secondary? What type of evidence do we have? Why are there different interpretations of this event? Why might history have written the Vikings a viscous? Is this accurate? Can you tell me from the evidence how the local area changed and stayed the same during WWII?</p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Pieces of evidence referred to in work to justify interpretations of an event/period</li> <li>Questioning in work throughout the unit that is then answered</li> <li>Written justifications of why they have interpreted history that way</li> </ul>
<b>Constructing the Past</b> -Similarity and Difference	<ul style="list-style-type: none"> <li>Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied along with the period studied at the time and now.</li> </ul>	<p>Can you tell me how the Maya and Saxon-Viking period of Britain of 900 AD are similar and different?</p> <p>What ways will life for children in WWII be similar and different to our experience living through the pandemic?</p>	<p>Within some history topics</p> <ul style="list-style-type: none"> <li>Comparison of Maya and Saxon-Viking period, WWII then and now, Athens and Sparta</li> <li>Links will be made with other</li> </ul>
<b>Constructing the Past</b> -Cause and Consequence/Effect -Change and Continuity -Significance	<ul style="list-style-type: none"> <li>Evaluate how a period/event has impacted Britain or another history both in the short and long term using one or more areas of historical focus (cultural, economic, military, political, religious and social history )</li> <li>Identify the short- and long-term causes of an event/period studied and understand how historians may interpret different causes as more important than others.</li> <li>Identify and explain continuity and change across a larger chronological period that extends beyond periods studied.</li> <li>Evaluate the significant historical events/periods and people from one or more periods of times and how they impacted life then and the impact on life now drawing comparisons with other significant events/people/periods studied previously.</li> </ul>	<p>Can you identify the impact Ancient Greece has had on modern British history? Why do you think it has impacted?</p> <p>What were the causes of WWII? What were the consequences of WWII on the local and national area?</p> <p>What makes this event, person significant? Why? Are there other significant people we should remember? Is it right to remember them/this event?</p>	<p>Within some history topics</p> <ul style="list-style-type: none"> <li>Cause and consequences in WWII for both local and national, Athens and Sparta wars, decline of periods studied</li> <li>Change and continuity in relation to Saxon-Viking settlements and WWII in the local area to now</li> <li>Use of criteria for significance in evaluating learning in all topics</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past</li> <li>Use various sources of evidence and learning to draw their own interpretations of a period/event/person and say why</li> <li>Examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change</li> </ul>	<p>Can you identify whether the information is fact or opinion? Is that opinion bias? Should we believe that this historians representations are accurate? How has the evidence on what the Vikings like changed?</p>	<p>Within every history topic</p> <ul style="list-style-type: none"> <li>Enquiry work will highlight how they have interpreted the period/event and link to other historians and how changes in how periods are viewed over time</li> </ul>