



“A people without the knowledge of their past history, origin and culture is like a tree without roots.”

Marcus Garvey

At Parkgate Junior School, we want our pupils to love history. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, pupils understand how the past influences the present.

History helps pupils to develop a context for their growing sense of identity and a cultural understanding based on their knowledge of significant events and people. This enables our pupils to learn to value their own and other people's cultures in a modern multicultural United Kingdom as well as maximising their potential; intellectually, socially, morally, emotionally and culturally.



Year 4 Egyptian Day



Year 5 Viking Day



Year 3 Prehistory Day

History policy on a page

Purpose and Aims

Purpose

To encourage a love of history and develop an understanding of the past of both Britain and the wider world. To ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

Aims

To develop a sense of the past and to develop a chronological framework for learning about life, events, people and societies in past times, in order to gain a better understanding of the present.

To develop skills as historians to enable them to research and discover the past in a variety of ways, using a cross curricular approach including the development of the use of literacy skills within the subject.

To learn about famous people and their impact on our lives.

To develop knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.

To inspire curiosity to know more about the past.

Provision

Our curriculum is categorised in two ways:

- **Breadth** - which fosters an interest in the past to develop an understanding that enables them to enjoy all that history has to offer.
- **Depth** – which helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum enables pupils to think as historians. With an emphasis on using a range of sources including artefacts, pictures and photographs, stories, myths and legends, written sources including documents and printed sources such as computer-based materials. These enable us to make cross-curricular links within the topic. We bring history to life through theme days using visiting adults to talk about the past and engage the children in a variety of activities. We also take the children on educational visits to museums or relevant places of interest linked to their topic. In our school, History makes a significant contribution to British Values education by teaching about how Britain developed as a democratic society.

Progression

Progression

Term topic maps outline what is to be taught across the school. We also follow the National Curriculum to ensure children meet age related expectations by the end of KS2.

Assessment and reporting

We assess at the end of each topic using the criteria below (age-related expectation), ARE or above ARE for the key history objectives. Teachers also use the school's AFL policy and this progress is recorded on the end of year report.

Monitoring, evaluation and improvement

Leadership involves monitoring pupils' outcomes and the quality of teaching and learning. Strengths and limitations are then examined in order to create action plans and improve achievements.

History

Intent	Aims/ Statement of Intent: Through our History we learn about ourselves, our past and the future. History comes to life here at Parkgate in our one-hundred-and-twenty-year-old building. From our Edwardian School Days to experiencing life as a World War II evacuee and digging up Ancient Egyptian artefacts we try to make History relevant and real. In History lessons we try to ask and answer the questions; Why did people act that way? What did it feel like? What do we know? What would we do differently? Come and join us in the past – a very exciting place to be.							
	Knowledge: We develop an understanding a history of our Islands from earliest times to present day. Understanding the significance of Ancient civilizations and exploring trends over time. Skills: Historical terms and concepts, Chronology, enquiry skills, use of evidence and perspective, making connections to the past, collaborative learning, contrasting arguments and interpretations.							
Implementation	Approaches to learning/How our pupils learn: History is sequenced chronologically, interleaving where skills are developed alongside knowledge of a period of time. We make experiences as real and relevant as possible through the use of artefacts, visitors, experts and trips. Pupils are involved in the planning and lessons are influenced by pupil interest. Pupils work together to research and develop their own knowledge and share this with their peers. We use questioning and links between subjects to deepen understanding and knowledge. A range of teaching styles are used to build confidence through practice. We also teach pupils to reflect on their learning and question what they have learned. We use subject specific vocabulary and revisit on a regular basis to deepen understand of the history we learn.							
	Support Scaffolded work, LILAC activities, Small groups, practical experiences, VAK teaching, signposting to resources, alternative ways to record work, Vocabulary focus.							
	Enrichment (including link and opportunities): Trips and visitors, use of artefacts, use of different sources of information, technology to support learning, theme days, virtual visits,							
Impact	Skills: At the end of each year pupils will have a deepening understanding of British History and a History of the wider world. They will have an understanding of chronology, historical vocabulary and knowledge of particular periods of time. Pupils will be able to use a range of sources to find out about the past and will know how attitudes change over time.				Attitudes/ wellbeing and personal development: Self reflection, respect for the past, equality and equity, challenging attitudes of the past, learning from our mistakes, awe and wonder, ignite love of learning History , preparation for the next stages of learning, understanding our place in time.			
	Book study method	SDS	Pupil Voice	AfL	Learning walks	Events	Assessment	Homework/ projects
	Marking and feedback		LILAC		Trips		Planning	

Curriculum Overview - History

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Lower Key Stage 2	Year 3	The Stone Age, Bronze Age and Iron Age		Watford – A local study		Rainforests – South America		Year 3	Lower Key Stage 2
	Year 4		Egyptians.		The Roman Empire and its impact on Britain			Year 4	
Upper Key Stage 2	Year 5				Vikings and Anglo-Saxons	Ancient Greeks		Year 5	Upper Key Stage 2
	Year 6	World War II – a turning point in British History	Geography map work – map symbols and borders (WW2)	Ancient civilisations / non-European society; The Silk Road and Early Islamic civilisation				Year 6	

History - Progression of knowledge and skills

Topic/areas to be covered	Skills to be taught	Learning objectives	Historical concepts, whole school links and links with other areas
<p>Year 3</p> <p>Autumn – The Stone, Bronze and Iron Ages.</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. <p>Spring – Local study – Watford History (linked to Geography) Maps and Field work skills</p>	<ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British, local and world history. To show awareness that the past can be divided into different historical periods. To begin to understand how our knowledge of the past is constructed from a range of sources. To suggest methods of finding answers by using historical sources To begin to develop knowledge and understanding of British, local and world history. To begin to give a few reasons for, and results of, the main events and changes. 	<ul style="list-style-type: none"> To understand how evidence is used to give us a picture of life in the past. To understand why contrasting interpretations of the past have been constructed. To describe how timelines are used and identify short- and long-term To locate the different periods of the Stone Age on a timeline. To describe the hunter-gatherer life of the late Neolithic period. To describe Stone Age tools and weaponry. To consider how Skara Brae gives us a picture of Stone Age life. To describe the development of early farming in Britain. To compare the hunter-gatherer and farming lifestyles. To show the relationship between the Stone, Bronze and Iron Ages on a timeline. To describe how technology helps historians study the past. To use evidence to make inferences about the Bronze Age. To describe why Stonehenge is a significant landmark. To identify the main changes in Britain from the Stone Age to the Bronze To identify some of the main Celtic tribes. To describe Celtic warfare and weaponry. To describe Iron Age dwellings and Iron Age hill forts. To describe the benefits of Iron Age advances in technology. To describe Iron Age farming and trade. To describe changes in Britain from the Stone Age to the Iron Age. <ul style="list-style-type: none"> To frame historically relevant questions about an aspect of local history. To identify a range of sources they could use to find out the answers to their questions. To evaluate evidence from a range of sources. To use interviews and/or surveys to gather historical evidence. To use buildings to gather historical evidence. To use old newspapers to gather historical evidence. To use old maps to gather historical evidence. To use old photographs to gather historical evidence. To make connections between their locality's past and present. To make connections between local history and British history. 	<p>Develop a chronologically secure knowledge and establishing clear narratives within and across the periods they study.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Develop the appropriate use of historical terms.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Art – early painting and cave art</p> <p>Literacy – Instructions (How to wash your woolly mammoth, Ugg)</p> <p>Geography – local study, mapwork</p> <p>D&T – Mammoths, using recycled materials, Pinch pots and beakers -clay</p> <p>RE – religious beliefs, Stonehenge, burial rituals</p> <p>Science – rocks and fossils</p> <p>Local History – English Heritage maps and school specific training</p> <p>Topic Day – Pre History Day</p>

<p>Year 4</p> <p>Autumn – Egyptians -</p> <p>Summer – Romans</p>	<p>To build on Year 3:</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British, local and world history. To increasingly recognise that the past to be divided into different periods of time. To understand how our knowledge of the past is constructed from a range of sources. To find answers to questions about the past by using sources of information. To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To give reasons for and/or results of the main events and changes. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To use their knowledge and understanding to describe the characteristic features of past societies and periods. 	<ul style="list-style-type: none"> To use maps to identify where the earliest civilisations appeared. To use timelines to identify when the earliest civilisations appeared. To describe Egyptian social structure. To understand how the discovery of the Rosetta Stone led to the deciphering of Egyptian hieroglyphics. To describe what is known about why and how the great pyramids were built. To describe the achievements of some famous Egyptians. To describe the significance of Howard Carter's discovery of Tutankhamen's tomb. To describe artefacts from Tutankhamen's burial treasure and how they were used. To describe some of the different gods and goddesses worshipped by the Egyptians. To describe Egyptian beliefs about life after death. To describe the mummification process. To describe some of the features of Egyptian art. To create their own examples of Egyptian pictures. To describe why the Nile was important to ancient Egyptians. <ul style="list-style-type: none"> To know when and where the Roman Empire took place. To describe what life was like for a Roman soldier, describing some of the army tactics used. To compare and contrast the Celtic warriors with the Roman army - Boudicca To create a timeline showing important events in Roman Britain. To identify reasons why the Romans invaded Britain. To describe the main events of Julius Caesar's invasions of Britain in 55BC and 54BC. To describe the main events of the Roman invasion of AD43. To identify where the Romans settled in Britain. To describe how written evidence has helped us to understand what Queen Boudica was like. To list the main events of Boudica's rebellion. To describe the way that Roman Britain was organised. To describe the beginnings of early Christianity in Britain. To understand how archaeological sites like Verulamium give us information about the Roman period. To describe why Hadrian's Wall was built. 	<p>Develop a chronologically secure knowledge and establishing clear narratives within and across the periods they study.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Develop the appropriate use of historical terms.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Art – Egyptian death masks</p> <p>Literacy- Myths</p> <p>Geography</p> <p>D&T – Textiles – weaving and sewing project</p> <p>Science</p> <p>Topic – Egyptian Day</p>
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<p>Year 5</p> <p>Spring – Vikings and Anglo Saxons</p> <p>Settlements and struggle for Kingdom – Edward the Confessor</p> <p>Summer – Ancient Greece</p>	<p>To build on Year 3 and Year 4:</p> <ul style="list-style-type: none"> To continue to develop a chronologically secure knowledge and understanding of British, local and world history. To make appropriate uses of dates and terms. To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information. To begin to select and combine information about the past in order to find answers to historical questions and test hypotheses. To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> To describe the appearance of Anglo-Saxon men, women and children at various levels of society. To describe in general terms how Britain was ruled in Anglo-Saxon times. To identify some place names of Anglo-Saxon origin, explain that some of them mean, and discuss what these meanings tell us about Anglo-Saxon life. To describe a typical home in Anglo-Saxon Britain. To identify and classify some of the sources of evidence we have for what life was like in Anglo-Saxon Britain, and to suggest what these sources tell us. To explain what the Sutton Hoo ship burial tells us about the person buried there and about life in Anglo-Saxon Britain. To identify differences between daily life in Anglo-Saxon times and daily life today; can express and justify their opinions about these differences. To describe Anglo-Saxon food and express their opinions about it. To describe some important features of Anglo-Saxon childhood and distinguish between the lives of boys and girls. To name some modern English words of Anglo-Saxon origin and compare their present day form with their original form. To explain the link between Anglo-Saxon gods and the modern days of the week. To create a timeline of Viking Britain. To debate the importance of various aspects of the Anglo-Saxons' and Vikings legacy. <ul style="list-style-type: none"> Know when and where the civilisation of ancient Greece took place. To describe Greek clothing and hairstyles. To compare Greek domestic life with today. To compare the Greek alphabet to our own. To compare the lives of people in Athens and Sparta. To describe some main events of the Persian Wars. To describe the achievements of some famous Greeks. To debate which Greek made the biggest impact. To describe some of the different gods and goddesses worshipped by the Greeks. To consider the characteristics of the Greek gods and goddesses. To discuss the moral of some of Aesop's fables. To describe ancient Greek pottery artefacts. To describe some Greek contributions to science and medicine. To describe how democracy began in ancient Athens. Know some of the ideas of ancient Greek philosophers. To name English words that are derived from ancient Greek. To describe the Olympic Games in ancient Greece. To compare the ancient Greek Olympics with those in the modern day. 	<p>Develop a chronologically secure knowledge and establishing clear narratives within and across the periods they study.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Develop the appropriate use of historical terms.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Art – Green clay pots</p> <p>DT – Viking jewellery</p> <p>Literacy – Myths and LILAC work</p> <p>Geography – UK and Europe- mapwork skills</p> <p>Geog – Viking place names</p> <p>RE – beliefs, different from our own</p> <p>Maths –Pythagoras</p> <p>Spanish – Greece and The Olympics</p> <p>Topic day - Vikings</p>
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<p>Year 6</p> <p>Autumn - WW2 An aspect of Britain since 1066 – a Turning point in British history.</p> <p>Summer – The Silk Road</p> <p>A study of A non-European Ancient civilisation, including a study of Bagdad</p>	<p>Build on year 3, 4 and 5:</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <ul style="list-style-type: none"> To understand chronology, and sequence British, local and world history using appropriate terms related to the passing of time. To begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information. To select and combine information about the past in order to support a historical enquiry, test hypotheses and evaluate success. To develop secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To use their knowledge and understanding to describe the characteristic features of past societies and periods. 	<ul style="list-style-type: none"> To give a general description of the Battle of Britain, and show where it fits on a timeline. To identify some of the main sources of evidence we have for the Battle of Britain, and explain what each source tells us about To put the Battle of Britain within the wider context of World War II, and To describe the most significant events leading up to the battle. To name and describe the roles of the Allied and German leaders most directly involved in the Battle of Britain. To explain the significance of Churchill's famous quotation, explaining why 'so many' owe 'so much' to 'so few'. To describe and order the main events of the Battle of Britain. To identify and compare the principle aircraft in the Battle of Britain. To explain the strategy behind the bombing of London and other British cities, and evaluate whether or not it was successful. To identify some of the roles played by people on the ground in the Battle of Britain (radar operators, ARP wardens, rescue services, intelligence operatives, and so on). To describe what life was like in air raid shelters. To explain how the Battle of Britain ended. To evaluate the significance of the Battle of Britain within the wider context of World War II. To locate the ancient Islamic civilisations and Bagdad in particular on a map of the world and on a timeline. To explain the route of the 'Silk Road' travelled. To describe some of the evidence left behind by the Silk Road development To explain the development of buildings along the Silk Road To explore the linking of the Roam empire, the Islamic civilisations and the Chinese dynasties. To explore which goods were traded and the spread of goods along the Silk Road To discuss the spread of religion and ideas along the Silk Road To discuss how settlements were established. To explore the range of food and spices used in this time along the Silk road and the spread of recipes and foods. To compare the art of the Chinese, Roman and Islamic civilisations To explain the impact of this trade on all 3 civilisations and the areas between them. To explore the Geography of the Silk Road, with specific focus on river and mountain borders, the systems of transport, weather conditions and changing Human Geography of the area. 	<p>Develop a chronologically secure knowledge and establishing clear narratives within and across the periods they study.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Develop the appropriate use of historical terms.</p> <p>Understand that different versions of past events may exist, giving some reasons for this.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Geography – European maps and how these changes during world war II</p> <p>Art – Watercolour, mixed media and use of maps in artwork</p> <p>Art – Architecture across the Silk Road</p> <p>Computing – podcasting and e-twinning project</p> <p>Literacy – LILAC work and Ann Frank</p> <p>Trip – Lincolnsfield 1940's experience</p>
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History vocabulary ladder

Year 3	Year 4	Year 5	Year 6
BC/AD Decade Ancient Century Period Settlers Settlement Invaders/invasion Conquer(ed) Archaeologists Excavate Evidence Information Historical Neolithic Palaeolithic Mesolithic Chronology Tribal Hunter-gathers Skara Brae Stonehenge Bronze Age Prehistory Pelt Beaker Smelting	Recent Time difference Shape our lives Religious differences Wealthy/poor Items Accurate Version Historical argument Point of view Way of life Dictated Inventions Impact Aspect Centurion Emperor Aqueduct Gladiator Londinium Britannia Romanisation Senate Roman baths Pharaoh Tomb Pyramid Hieroglyphs Scribe Sarcophagus Mummy	Comparison Role of Britain Religious values Crime Punishment Hypothesis Influence Specific features of s time-period Philosophy Athenians Spartans Democracy Olympics Plague Truce	Role of Britain Societies Summarise Major influence World history Civilizations Changes/continuity Persuade Viewpoint Propaganda Significant Interpretations Advancements Causes in history British Empire Relationships Mono-cultural/multicultural society. Allies Nazi Evacuation Evacuee Blitz Holocaust Luftwaffe Refugees Battlefield Gas mask Air raid invade

	Papyrus Scarab Amulet Canopic jar After-life Irrigation Sphinx Egyptologist		
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Resources we use

- Internet resources
- Purple mash
- Quality texts; fiction and non-fiction

Learning outside the classroom

- School trips
- Outside speakers/workshops

History Endpoints

Year 3	Below Expected	Expected	Above Expected
Chronological understanding	<ul style="list-style-type: none"> Pupils can accurately order events they have learnt about from furthest away to most recent Pupils can draw timelines, beginning to place areas of study on them Pupils can make a few comparisons between areas of study, identifying similarities between them Pupils can make a few comparisons between areas of study, identifying differences between them 	<ul style="list-style-type: none"> Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them 	<ul style="list-style-type: none"> Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use a few names and words specific to areas of study Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils can ask simple questions to develop their understanding Pupils are able to answer some simple questions related to an area of study Pupils can sometimes justify their answers using sources or stories 	<ul style="list-style-type: none"> Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding Pupils are generally able to answer questions accurately related to the area of study Pupils can generally use sources to justify their answers 	<ul style="list-style-type: none"> Pupils are beginning to ask more in depth questions for their age to develop their understanding Pupils are able to answer questions accurately related to the area of study Pupils can use sources to justify their answers
Knowledge	<ul style="list-style-type: none"> Pupils can remember a few key events about the areas they have studied Pupils can begin to identify how we know about past events Pupils can identify different representations of history e.g. books, visual clips, letters 	<ul style="list-style-type: none"> Pupils remember key facts and information from areas of study in Year 3 Pupils can identify at least one way we gather information Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence 	<ul style="list-style-type: none"> Pupils remember a range of key facts and information from areas of study in Year 3 Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently

Year 4	Below Expected	Expected	Above Expected
Chronological understanding	<ul style="list-style-type: none"> Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline Pupils are beginning to make links between areas of history they have studied, identifying similarities between them Pupils are beginning to make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Pupils can make links between areas of history they have studied, identifying similarities between them Pupils can make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Pupils can confidently make links between areas of history they have studied, identifying similarities between them Pupils can confidently make links between areas of history they have studied, identifying differences between them
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils are beginning to ask more in depth questions to develop their understanding Pupils are able to answer some questions accurately related to the area of study Pupils can generally use sources to justify their answers 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding Pupils are able to answer questions accurately most of the time related to the area of study Pupils can use sources to justify their answers and are beginning to organise their responses 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding Pupils are beginning to challenge sources of information Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions
Knowledge	<ul style="list-style-type: none"> Pupils remember some key facts and information from areas of study in Year 4 Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently 	<ul style="list-style-type: none"> Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Pupils can identify at least two ways we gather information Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips 	<ul style="list-style-type: none"> Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Pupils are beginning to understand how our knowledge of history is developed through a range of sources Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips

Year 5	Below Expected	Expected	Above Expected
Chronological understanding	<ul style="list-style-type: none"> Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline Pupils can draw their own timeline, and add to it as they learn about new periods of history Pupils are beginning to make comparisons between historical periods, identifying similarities between them Pupils are beginning to make comparisons between historical periods, identifying differences between them 	<ul style="list-style-type: none"> Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history Pupils can make some comparisons between historical periods, identifying similarities between them Pupils can make some comparisons between historical periods, identifying differences between them 	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history Pupils can compare historical periods, identifying similarities between them Pupils can compare historical periods, identifying differences between them Pupils are beginning to identify trends over time
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding Pupils are beginning to challenge sources of information Pupils are beginning to show some purposeful selection about information they wish to include in responses Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said Pupils are increasingly challenging sources of information Pupils show some purposeful selection about information they wish to include in responses Pupils show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> Pupils can ask questions to develop their understanding and also ask questions of what people have said Pupils can challenge sources of information Pupils are beginning to make purposeful selection about information they wish to include in responses Pupils can organise information purposefully when responding to or asking questions
Knowledge	<ul style="list-style-type: none"> Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study Pupils are beginning to understand how our knowledge of history is developed through a range of sources Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips 	<ul style="list-style-type: none"> Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils are confident in using two different sources to gather information e.g. books, internet, film clips 	<ul style="list-style-type: none"> Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

Year 6	Below Expected	Expected	Above Expected
Chronological understanding	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is Pupils can compare historical periods, identifying differences between them Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is Pupils can compare a range of historical periods, identifying differences between them Pupils can identify some trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is Pupils can compare a range of historical periods, identifying differences between them Pupils can identify trends over time, identifying how ideas have been continued/ developed
Vocabulary	<ul style="list-style-type: none"> Pupils can remember and use some names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Pupils can remember and use a range of names and words from the areas they have studied over the years Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Questioning	<ul style="list-style-type: none"> Pupils can ask questions, creating questions that develop understanding Pupils can challenge sources of information Pupils begin to make purposeful decisions about information to include when forming responses to questions Pupils begin to organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> Pupils can ask questions, creating questions that develop understanding about change, cause and significance Pupils can challenge sources, questioning the validity of these Pupils can make purposeful decisions about information to include when forming responses to questions Pupils can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda Pupils can purposefully select information when forming responses to questions Pupils can organise information purposefully when responding to or asking questions
Knowledge	<ul style="list-style-type: none"> Pupils show knowledge about historical events, from local history to world history Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> Pupils have a strong knowledge about historical events, from local history to world history Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> Pupils have a wide ranging knowledge about historical events, from local history to world history Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.