

## History Progression





**Vision: To teach pupils to love, learn and live as a global citizen in an ever-changing world.**

**History strap line: to investigate and interpret how innovations have helped change and civilisations through time.**

Throughout the History units pupils will learn to:

- Investigate and interpret the past through quality primary and secondary sources,
- Become critical thinkers when analysing sources for possible biases and reputability,
- Understand the importance of using evidence to justify opinions on historical events and civilisations
- Gain **knowledge** of how significant **innovations** have helped shape and change civilisations.
- Explore past civilisations and whether they were just, linking to **equality** for different groups within societies,
- Explore the **legacy** significant historical figures and past civilisations have left on our world,
- Develop their understanding of historical concepts such as similarities and differences, cause and consequence and significance in order to compare periods covered,
- Think about the **legacy** they will leave behind and become history makers of the future.

	EYFS	Key Stage 1	Key stage 2
<b>National curriculum</b>	<p>Past and Present:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People and Communities:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• 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.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> <li>• Roman Empire and its impact on Britain.</li> <li>• Britain’s settlement by Anglo-Saxons and Scots.</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• A local history study.</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li> <li>• The achievements of the earliest civilizations – ancient Egypt.</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• non-European society that provides contrasts with British history – early Islamic civilisation.</li> </ul>

	<p>conjunctions, with modelling and support from their teacher.</p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>						
<p>United nations sustainable Development Goals</p>		<p>They understand that women have been treated differently in the past and still are in many countries, jobs and lifestyles. Women and girls need to be treated equally to men and boys across the globe. Women feel valued and empowered to do whatever they have a passion to do.</p>					
		<p>Understand how important infrastructure is to a community To develop an understanding of how infrastructure and innovation from the past and present can inform future choices. To know how to expand and improve infrastructure.</p>					
		<p>Disadvantaged and vulnerable people must be protected. The human rights of all people are protected and what we must do to ensure this happens. Overcome barriers to ensure an equal opportunity for all. Understand how the law works and that no law will discriminate against anybody.</p>					
		<p>To understand the importance of democracy.</p>					
	<p>EYFS</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p><b>To investigate and interpret the past</b></p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions. (LA&amp;U)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (C)</p> <p>Talk about the lives of the people around them and their roles in society. (P&amp;P)</p> <p>Know some similarities and</p>	<p>Build on previous year with: <b>To know what past means.</b> <b>To know what investigation means.</b></p> <p><b>To know that history is the investigation of the past.</b></p> <p><b>To know what sources mean in history context.</b></p> <p><b>To know what artefacts are.</b></p> <p><b>To know what compare means.</b></p> <p><b>To know that the past can be represented in different ways.</b></p> <p><b>To know what hypothesis means.</b></p>	<p>Build on previous year with: To be able to identify different ways the past has been represented (books, newspaper articles, stories, buildings, visits and eye-witness accounts).</p> <p>To be able to explore a number of representations of the past.</p> <p>To be able to retrieve facts from different representations of the past independently.</p> <p><b>To know that some representations are more useful to historians than others.</b></p>	<p>Build on previous year with: <b>To know what the term interpretations means in history.</b></p> <p>To be able to use a range of sources to find different interpretations of a past event.</p> <p>To be able to interpret information from different representations of the past.</p> <p><b>To know that history is often incomplete, depending on what evidence has survived; sources may miss information.</b></p> <p><b>-To begin to understand why</b></p>	<p>Build on previous year with: To be able to suggest reasons how and why key pieces of evidence from the past still exist thousands of years later.</p> <p>To be able to suggest why there may be different interpretations of the same event/time period.</p> <p>To be able to use different interpretations to gain a wider picture of key people and time periods.</p> <p><b>To know that different evidence</b></p>	<p>Build on previous year with: To be able to debate how and why key pieces of evidence from the past still exist thousands of years later.</p> <p>To be able to identify primary and secondary sources.</p> <p><b>To know that people (now and in past) can represent events or ideas in ways that persuade others.</b></p> <p><b>To know that people's opinions can shape their view of a historical event.</b></p> <p>To be able to compare accounts of events from different sources confidently,</p>	<p>Build on previous years with: To be able to use a range of sources of evidence to deduce information about the past.</p> <p>To be able to use the library etc. confidently for research to select a broad range of evidence.</p> <p><b>To know what the word propaganda means.</b></p> <p><b>To know and understand that some evidence is propaganda, opinion or misinformation.</b></p> <p><b>To know what is meant by</b></p>

<p>differences between things in the past and now, drawing on their experiences and what has been read in class. (P&amp;P)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (P&amp;P)</p>	<p><b>To start to understand why historians use hypothesis for historical enquiries.</b></p> <p>With support, to begin to identify different ways the past has been represented (books, newspaper articles, stories, modes of transport and eye-witness accounts).</p> <p>To be able to identify similarities and differences between artefacts.</p> <p>With support, begin to start asking historical questions using artefacts and sources.</p> <p>To begin to think why people in the past did things.</p> <p><b>To know what the word retrieve means.</b></p> <p>To be able to retrieve facts from different representations of the past with support.</p>	<p><b>To know what class means within a historical context (Titanic).</b></p> <p>To understand different classes within society (Titanic).</p> <p><b>To know that sources can be separated into primary and secondary resources.</b></p> <p><b>To know what a portrait is.</b></p> <p>To be able to understand and explain why portraits of people were made in the past.</p> <p>To begin to explore why some information represented is more useful for historians than others.</p> <p>With growing confidence, use different representations of the past to ask and start to answer historical questions. (e.g why did the great fire of London spread so quickly? I think there were several reasons such as..... from looking at the evidence, I think .... Is the most important).</p> <p><b>To know what the term justify means.</b></p> <p>To start (with guidance) to be able to use evidence verbally to justify their opinions).</p>	<p>there may be different interpretations of the same past event.</p> <p><b>With support, to begin to know the difference between primary and secondary sources.</b></p> <p>Independently, to be able to identify similarities and differences in the way an event, period, settlement or person has been represented.</p> <p>To be able to start to use evidence to justify their opinions.</p>	<p>will lead to different conclusions.</p> <p><b>To know the difference between primary and secondary sources.</b></p> <p>To be able to use evidence to justify their opinions</p>	<p>e.g. fact, fiction or opinion.</p> <p>To be able to give thoughtful suggestions on causes and consequences of main events in history.</p> <p><b>To know that a broad range of evidence is needed to create a clearer picture of history (archaeological digs re Vikings/Anglo Saxons).</b></p> <p>Start to examine a range of evidence is selected in order to discover historical knowledge.</p> <p>To be able to use evidence confidently to justify their opinions.</p>	<p><b>the social context in history.</b></p> <p><b>To know why historians, have to take this into account when looking at sources.</b></p> <p>To be able to suggest ways that we can check the accuracy/bias of sources.</p>
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			With support, to begin to identify similarities and differences in the way an event, period, settlement or person has been represented.				
<b>To build an overview of world history</b>	<p>Talk about the lives of the people around them and their roles in society. (P&amp;P)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (P&amp;P)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (P&amp;P)</p> <p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. (PC&amp;C)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (PC&amp;C)</p>	<p>Look at society/community through time covered and if it was fair or not.</p> <p>Look at the significant historical figures from those times and the legacies they have left behind: Florence Nightingale, M Henry Ford, Nils Bohlin and Elon Musk (transport). Wright Brothers, Amelia Earhart</p> <p>Look at significant innovations: seatbelt, electric cars, self-driving cars, nursing practices, aeroplanes, spacecraft.</p> <p>Look at the first flight and the subsequent development of flight.</p> <p>Pose the question of how the moon landing of 1969 has led to the universe becoming smaller.</p>	<p>Look at the Great Fire of London.</p> <p>Look at society/community through time covered and if it was fair or not - link to class within society (Titanic).</p> <p>Look at significant historical figures through time and the legacy they left behind: Elizabeth II and Queen Victoria, Charles I, Samuel Pepys, Thomas Farriner. Mary Macarthur and</p> <p>Thomas Andrews (Titanic),</p> <p>Look at significant innovations: fire brigade, non-wooden housing, spaced housing, ice patrols, lifeboats.</p>	<p>Look at Stone Age in Britain.</p> <p>Look at society/community through time covered and understand why we don't know much about it.</p> <p>Understand why we don't have significant historical people from this time period.</p> <p>Look at significant innovations: farming, flint mines.</p> <p>Look at ancient Egypt- the community and way of life as well as the legacy they've left behind.</p> <p>look at society/community and if it was fair or not.</p> <p>Look at the significant historical figures from those times and the legacies they have left behind.</p> <p>Look at significant innovations: paper, hieroglyphics, mathematics and geometry, ox drawn plough.</p> <p>Look at Bronze age and Iron age: the community and way of life.</p>	<p>Look at society/community through time covered and if it was fair or not.</p> <p>Look at the Roman Empire and its effect on Britain - the community and way of life as well as the legacy they've left behind.</p> <p>Look at ancient Greece - the community and way of life as well as the legacy they've left behind.</p> <p>Look at Early Islamic civilisation - the community and way of life as well as the legacy they've left behind.</p> <p>Look at the significant historical figures from those times and the legacies they have left behind: Romans - Septimius Severus, Claudius, Boudica (considered father of Western medicine), Euclid of Alexandria (Father of Geometry), Alexander the Great</p> <p>Early Islamic - Al-Jazari (inventor, wrote the Book of Knowledge of Ingenious Mechanical Devices),</p>	<p>Look at society/community through time covered and if it was fair or not.</p> <p>Look at Anglo-Saxon and Viking Britain and how the struggle for dominance affected/shaped Britain.</p> <p>Look at the significant historical figures from those times and the legacies they have left behind: Anglo Saxons/Vikings: Alfred the great, Athelstan (first king of England), Edward the confessor, St Augustine.</p> <p>Henry VIII, his wives, his children, Thomas More, Luther, Pope.</p> <p>Victorian Britain: Brunel, Queen Victoria</p> <p>Noah Hingley – local chainmaker/Titanic anchor</p> <p>James Watt - steam engine</p> <p>Richard Trevithick - steam locomotive.</p> <p>Look at significant innovations: Anglo/Viking-language/words, <b>plough</b>, legal system <b>codex</b> .</p> <p>Henry VIII - invention of the printing press 1440, link to church of England.</p>	<p>Look at society/community through time covered and if it was fair or not.</p> <p>Look at WW2 and its impact on the school's locality and local community..</p> <p>Look at the Benin the community and way of life as well as the legacy they've left behind.</p> <p>Look at the Transatlantic Slave Trade between Britain, Africa and the Americas and its impact on society.</p> <p>Look at the Civil Rights Movement and its impact on society.</p> <p>Look at the changing role in woman through history including Suffrage and Equal Pay.</p> <p>Look at the significant historical figures from those times and the legacies they have left behind.</p> <p><a href="#">WW2 local link</a></p> <p>Black history: Martin</p>

				<p>Understand why we don't have significant historical people from this time period.</p> <p>Look at significant innovations: metal tools, bronze and iron, wheel and axle, hilltop forts and weaving.</p>	<p>A-Mas'udi (explorer)</p> <p>Look at significant innovations: Romans - roads, concrete, aqueduct, Julius calendar, Welfare (subsidized food, education and other expenses – law <b>frumentaria</b>)</p> <p>Greeks- medicine, geometry, cartography (maps), watermill, Olympics, democracy.</p> <p>Early Islamic: water pumps for farming, fountains.</p>	<p>Victorian Britain – welfare, Idea of Capitalism (beginning of middle class)</p> <p>GWR, tunnels, steam engine to power industry, locomotives and ships.</p>	<p>Luther King, Rosa Parks, Barack Obama, Abraham Lincoln, James Somerset, Harriet Tubman</p> <p>Role of Woman: Emmeline Pankhurst, Emily Davison.</p>
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<p><b>To build an overview of the equality and diversity within history.</b></p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. (PC&amp;C)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (PC&amp;C)</p> <p>Show sensitivity to their own and to others’ needs. (BR)</p>	<p>To know that Florence Nightingale was an advocate of women’s rights and argued for equality of career opportunity for women.</p> <p>Through discussion talk about whether it was fair for women to not have the same career opportunities as men</p>	<p>To know that Queen Victoria was also the Empress of India.</p> <p>To know the scale of the Empire (1/5 of the Earth’s surface or 23%).</p> <p>To know the Empire started before Queen Victoria’s reign and continued after her death.</p> <p>Through discussion talk about if it was fair for Britain to claim sovereignty of other countries and to claim those countries’ natural resources for their own.</p> <p>To know that society was split into classes based on wealth, gender and colour.</p> <p>To know that third class passengers were locked below deck and prevented from boarding early on.</p> <p>To know that women and children were invited to board lifeboats before men.</p> <p>To know that classes were separated and restricted from areas of the ship.</p> <p>Through discussion talk about if it was fair for third class passengers to be locked below deck whilst first- and second-class passengers were able to</p>	<p>To know the terminology ‘meanwhile’ and ‘elsewhere’ with regard to concurrent civilisations (Stone Age, Egypt).</p> <p>To use the terminology ‘meanwhile’ and ‘elsewhere’ to build knowledge of how different civilisations were evolving at the same time.</p>	<p>To know the terminology ‘meanwhile’ and ‘elsewhere’ with regard to concurrent civilisations (Greek, Romans,).</p> <p>To use the terminology ‘meanwhile’ and ‘elsewhere’ to build knowledge of how different civilisations were evolving at the same time.</p> <p>To identify that the concept of slavery was present even in ancient times - explore the idea of a stronger force giving you the right to enslave them (Romans).</p> <p>To know that during the Roman reign of Britain there was believed to be the first black Emperor of Rome called Septimius Severus.</p> <p>To know that Severus travelled to Britain to reinforce Hadrian’s Wall with the intention of conquering modern day Scotland.</p> <p>To know that Severus lived and died in York.</p> <p>To know that as much as 1/5 of the Empire were slaves and it was an accepted reality.</p> <p>To know slaves were taken from the losers of battles.</p>	<p>Autumn – to know that the industrial revolution ushered in the rise of capitalism.</p>	<p>Spring term- explicitly taught.</p> <p>Summer term - explicitly taught.</p>
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board lifeboats.

To discuss whether it was fair for women and children to board before men.

To know that poor children could not go to school in the Islamic civilization and that girls usually left school at 12.

<p><b>To understand chronology</b></p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. (PC&amp;C)</p>	<p><b>To know what the word chronology means.</b></p> <p><b>To know and understand the following terms: past, present, modern, old, city, buildings, change, transport, new, young, year.</b></p> <p><b>To know the difference between a day, a month and a year.</b></p> <p>To be able to use the following terms in the correct context: past, present, modern, old, city, buildings, change, transport, new, young, year.</p> <p><b>To know what sequence means.</b></p> <p>To be able to sequence a small number of images from past and present, including people and objects.</p> <p>With support, to be able to physically sequence some events from the life of the historical figures looked at.</p> <p>To be able to use words and phrases relating to the passing of time.</p> <p><b>To know that hospitals have</b></p>	<p>To build on previous years with:</p> <p><b>To know the key events of the Great Fire of London, Titanic sinking and the reigns of Queen Victoria and Queen Elizabeth II.</b></p> <p>To be able to place key events of the Great Fire of London, Titanic sinking and the reigns of Queen Victoria and Queen Elizabeth II in chronological order.</p> <p><b>To know the date of the Great Fire of London, Titanic sinking, first flight and the reigns of Queen Victoria and Queen Elizabeth II.</b></p> <p>With support, to be able to locate the dates of key events on a historical timeline.</p> <p><b>To know the meaning of the words recently, before, after, now, later.</b></p> <p>To be able to use words and phrases relating to the passing of time such as recently, before, after, now, later.</p> <p>To be able to use these words and phrases to describe some changes in fire safety since the great fire of London, Titanic sinking and reign of Queen Victoria.</p> <p>To be able to use past and present when telling others</p>	<p>To build on previous years with:</p> <p><b>To know that people lived very differently in the past.</b></p> <p>To begin to use timelines to place a small number of key changes during early human development in Britain.</p> <p>To use known dates related to the passing of time.</p> <p><b>To know when Stone Age, ancient Egypt, Bronze Age and Iron Age were.</b></p> <p><b>To know the key events within periods covered - Stone Age, Ancient Egypt, Bronze Age and Iron Age.</b></p> <p>To be able to sequence key events within a timeline of a period covered.</p> <p>To be able to sequence artefacts from Stone Age, ancient Egypt, Bronze Age and Iron Age.</p> <p>To be able to identify changes within a period of time.</p> <p>With support, be able to identify some similarities and differences between periods/ artefacts/ people across these periods.</p> <p><b>To know words and phrases relating to the passing of time such as century,</b></p>	<p>To build on previous years with:</p> <p>To be able to use a class timeline and maps to locate periods in time and place</p> <p><b>To know when Roman Britain, ancient Greece and early Islamic civilisation were.</b></p> <p><b>To know what is happening in different areas of the world at the same time as the period in time they are covering. E.g what was happening in Europe during the Roman invasion of Britain.</b></p> <p>To be able to identify some similarities and differences between periods/ artefacts/ people across these periods.</p> <p>To explore what is meant by 'ancient' and 'modern' in depth, what is the difference? What is an ancient civilisation?</p> <p>To relate current studies to previous studies. E.g what do we already know about the Celts and the Roman invasion from studying the Iron Age.</p> <p>With guidance, to be able to compare periods in time.</p> <p>To be able to begin to date</p>	<p>To build on previous years with:</p> <p>To be able to divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>To be able to use timelines to place the key events in history.</p> <p><b>To know when Anglo Saxon and Vikings were in Britain, when Henry VIII ruled Britain and when Victorian Britain was.</b></p> <p>To explore concurrent timelines with events in another place in the world.</p> <p><b>To know what was happening in different parts of the world during Anglo Saxon and Viking Britain, Henry VIII's reign and Victorian Britain.</b></p> <p>To be able to identify similarities and differences between periods/ artefacts/ people across these periods.</p> <p>To be able to describe events using words and phrases such as dates, time periods, era, chronology and change.</p>	<p>To build on previous years with:</p> <p>To be able to identify the historical time period on a full timeline of Britain with both historical and newer events.</p> <p><b>To know the key events within World War 2.</b></p> <p>To be able to sequence key historical events of WW2 on a timeline.</p> <p><b>To know the key historical events and developments in the changing roles of women in Britain.</b></p> <p>To be able to sequence key events in the changing role of women in Britain on a timeline.</p> <p>To be able to use timelines to demonstrate some changes and developments in cultures, technology, religion and/or society.</p>
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		<p>changed over time.</p> <p>To know that transport has changed over time.</p> <p>To be able to describe some changes in transport from 1900s.</p> <p>To be able to describe some changes in hospitals and nursing from Florence Nightingale's time to modern day.</p> <p>To think about what changes have occurred within their own lives.</p> <p>o know that aeroplanes and humans' ability to fly has changed over time.</p> <p>To be able to describe some changes in flight from the Wright brothers' time to modern day.</p>	<p>about the changes.</p> <p>T</p> <p>To know that UK and England have been ruled by kings and queens for many years.</p> <p>To be able to identify some characteristics of images of kings and queens of the past.</p> <p>To know what the word nation means.</p> <p>To understand that our nation's history has changed over time.</p> <p>To know that boats and transatlantic travel have changed over time.</p> <p>With support, to be able to physically sequence some events from the journey of Titanic.</p> <p>To know where Titanic fits at the edge of their 100 years of transport timeline.</p>	<p>decade, period.</p> <p>To be able to use words and phrases relating to the passing of time such as century, decade, period.</p> <p>To know that we use BC and AD.</p> <p>To know where these sit on a timeline.</p> <p>To know that the bigger the BC date the older it is and the smaller the AD date the older it is.</p> <p>To be able to consider where periods covered fit in comparison to BC/AD.</p> <p>To begin to understand where the people/period being studied fit into a wider chronological framework (timeline).</p>	<p>events and use these alongside the phrases relating to time they've learnt.</p> <p>To know words and phrases such as century, decade, BC, AD, after, before, during, Romans, Ancient Greeks, era, period.</p> <p>To know when to use BC and AD.</p> <p>To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period.</p>		
<p><b>To communicate historically</b></p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group</p>	<p>Build on previous year with:</p> <p>To be able to sort a small number of transport pictures into past and present.</p> <p>To be able to label a</p>	<p>Build on previous year with:</p> <p>To be able to retrieve information from relevant sources and share information with the class</p> <p>With support, to be able to</p>	<p>Build on previous year with:</p> <p>To be able to describe events from different people's perspectives.</p> <p>To be able to research historical events using the</p>	<p>Build on previous year with:</p> <p>To be able to research and develop understanding about life and death in different time periods using ICT and library.</p>	<p>Build on previous year with:</p> <p>To be able to investigate and explore different elements of a time period.</p> <p>To be able to use dates and times accurately when</p>	<p>Build on previous year with:</p> <p>To be able to research and debate key enquiry questions using ICT and library.</p>

<p>interactions. (LA&amp;U)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (LA&amp;U)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (S)</p> <p>Talk about the lives of the people around them and their roles in society. (P&amp;P)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (C)</p>	<p>drawing with the features of past and present (e.g. horse vs engine, pedal vs engine)</p> <p>To be able to sort a small number of hospital buildings/equipment pictures into past and present.</p> <p>To be able to sort a small number of ship pictures into past and present.</p> <p>To be able to label a drawing with the features of past and present (hygiene comparisons etc).</p> <p>To be able to label a drawing with the features of past and present (lifeboats, class distinctions etc).</p> <p>To be able to read and hear first-hand accounts (Florence Nightingale Notes on Nursing, soldiers' letters).</p> <p>To be able to read and hear first-hand accounts. (survivor accounts, inquiry outcomes).</p> <p>To be able to use ICT to find pictures/ photographs of past and present.</p> <p>When presenting</p>	<p>research historical events using the library and e-learning.</p> <p>To be able to present findings about past using speaking, writing, ICT and drawing skills.</p> <p>When presenting information, to use words and phrases identified in the chronology section confidently.</p> <p>To be able to sort a small number of ship pictures into past and present.</p> <p>To be able to label a drawing with the features of past and present (lifeboats, class distinctions etc).</p> <p>To be able to read and hear first-hand accounts. (survivor accounts, inquiry outcomes).</p>	<p>library and e-learning.</p> <p>To be able to compare historical evidence.</p> <p>To be able to investigate key events in periods covered and suggest some causes and consequences for them.</p> <p>To be able to present findings about the past independently.</p> <p>When presenting information, to use words and phrases identified in chronology section confidently.</p>	<p>To be able to work independently and in groups to research, select and present findings about the past.</p> <p>To be able to investigate key events in periods covered and suggest some causes and consequences for them using evidence.</p> <p>To be able to present findings about the past in a variety of ways.</p> <p>When presenting information, to use words and phrases identified in chronology section confidently.</p>	<p>discussing this time period.</p> <p>To be able to research and discuss, using ICT and library.</p> <p>To be able to debate which invention has had the largest impact on the time period it was invented in and modern times.</p> <p>To be able to investigate and compare architecture and ways of life.</p> <p>To be able to start to present findings about the past in a range of interesting ways.</p> <p>When presenting information, to use words and phrases identified in chronology section confidently.</p>	<p>To be able to carry out an individual investigation into a hypothesis, using ICT and library.</p> <p>To be able to research and recount experiences supported by historical facts.</p> <p>To be able to discuss and debate the impact of WW2 on life today.</p> <p>To be able to investigate and compare ways of life. Before and after WW2 as well as for women throughout history.</p> <p>To be able to choose the most appropriate way to present information to an audience.</p> <p>To be able to use appropriate historical vocabulary fluently across widespread situations.</p>
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		information, starting to use words and phrases identified in chronology section.					
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