



Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

History Knowledge: Key Stage 1

	Chronology	Evidence and interpretation	Cause and Consequence	Change and Continuity	Similarities and Difference	Historical Significance
<p>Toys</p> <p><i>Substantive Concept:</i> trade civilisation industry</p>	<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?"</p> <p>"What happened?"</p> <p>"What was this used for?"</p> <p>"How long ago?"</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed overtime.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
<p>Explorers</p> <p><i>Substantive Concept:</i> exploration trade</p>	<p>I can place explorative events on a timeline.</p>	<p>I can use evidence of explores lives to ask questions about the past.</p>	<p>I can discuss the causes of exploring what we found out from exploration/</p>	<p>I can describe changes over a period of time.</p>	<p>I can use pictures and stories to find out about the past and compare different explorations.</p>	<p>I can name significant explorers from the past.</p>
<p>The Great Fire of London</p> <p><i>Substantive Concept:</i> monarchy civilisation</p>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>
<p>Technology</p> <p><i>Substantive Concept:</i> trade industry civilisation</p>	<p>I can place events and artefacts on a timeline.</p>	<p>I can observe or handle some evidence to ask questions and find answers to questions.</p>	<p>I can explain some reasons why certain technology was manufactured.</p>	<p>I can describe how technology has changed and how it has continued over time.</p>	<p>I can use pictures and filmed footage to find out about technology in the past compared to now.</p>	<p>I can describe and begin to talk about key events of a significant person/time.</p>
<p>Kings, Queens and Castles</p> <p><i>Substantive Concept:</i> empire monarchy</p>	<p>I can place events and some artefacts on a timeline.</p>	<p>I can observe or handle some evidence to ask questions about the past.</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were.</p>	<p>I can describe changes and historical events.</p>	<p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to talk about key events of a significant king/queen or castle.</p>
<p>Hospitals and Healthcare</p> <p><i>Substantive Concept:</i> empire industry civilisation</p>	<p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>		<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>

History Knowledge: Lower Key Stage 2

	Chronology	Evidence and interpretation	Cause and Consequence	Change and Continuity	Similarities and Difference	Historical Significance
<p>Invaders and Settlers (Romans)</p> <p><i>Substantive Concept:</i> civilisation trade settlement empire monarchy rebellion</p>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can begin to explain the concept of change over time. When the Romans arrived in Britain.</p>	<p>I can begin to describe some of the social, ethnic, cultural and religious diversity of the past.</p> <p>I can begin to describe different accounts of a historical event. Explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.</p>
<p>Stone Age to Iron Age</p> <p><i>Substantive Concept:</i> migration settlement trade civilisation industry</p>	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within the correct age.</p> <p>I can use BCE.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest and evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers.</p>	<p>I can explain the concept of change over a long period of history, and represent this with evidence.</p>	<p>I can describe similarities and differences between Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p>
<p>Ancient Greece</p> <p><i>Substantive Concept:</i> civilisation trade settlement empire monarchy</p>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece.</p>	<p>I can begin to explain the concept of change over time.</p>	<p>I can begin to describe some of the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.</p>
<p>Ancient Egypt</p> <p><i>Substantive Concept:</i> civilisation trade settlement empire monarchy rebellion</p>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers.</p>	<p>I can explain the concept of change over a long period of history and represent this with evidence.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt, and use evidence in my answer.</p>	<p>I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>

History Knowledge: Upper Key Stage 2

	Chronology	Evidence and interpretation	Cause and Consequence	Change and Continuity	Similarities and Difference	Historical Significance
<p>Ancient Maya</p> <p><i>Substantive Concept:</i> civilisation trade settlement empire monarchy</p>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>I can describe causes of events and their consequence in Ancient maya and use multiple sources of evidence to support my answers.</p>	<p>I can identify periods of rapid change in history and contract them with times of relatively little change.</p> <p>I can explain concepts of continuity and change over time. I can analyse why these changes happened using terms such as: social, religious, political, technological and cultural.</p>	<p>I can use appropriate vocabulary to compare similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs, attitudes and experiences of men, women and children.</p>
<p>World War II</p> <p><i>Substantive Concept:</i> empire monarchy civilisation rebellion</p>	<p>I can use dates and terms when describing events.</p>	<p>I can use sources of information to form conclusion about the past.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe some of the causes and consequences of World War 2, and use evidence to support my answers.</p>	<p>I can identify periods of rapid change in history,</p>	<p>I can compare and contrast key people/events/artefacts in history.</p>	<p>I can describe key features of the past, including ideas and beliefs.</p>
<p>Saxons and Vikings</p> <p><i>Substantive Concept:</i> migration trade monarchy settlement rebellion</p>	<p>I can use dates accurately in describing events and people.</p> <p>I can describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural.</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe causes of invasion in Britain and what the consequences were, and use multiple source of evidence to support my answer.</p>	<p>I can identify periods of rapid change in history and contract them with times of relatively little change.</p> <p>I can explain what change and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>I can use appropriate vocabulary to compare similarities and differences between Anglo Saxon and Viking culture, and the present day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p>
<p>Crime and Punishment</p> <p><i>Substantive Concept:</i> empire monarchy civilisation rebellion</p>	<p>I can use dates and terms when describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can refine lines of enquiry as appropriate.</p> <p>I can use sources of evidence to deduce information about the past.</p>	<p>I can describe the social causes of crime and punishment.</p> <p>I can describe the consequences of crimes, and use evidence to support my answers.</p>	<p>I can identify changes in crime and punishment.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and difference in crime and punishment over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the characteristics features of the past, including ideas and beliefs.</p> <p>I can describe the social and cultural significance of a past society.</p>