

**Bold: Children should be able to.** *Italics: Examples of questions/tasks to see if this has been achieved. These are suggestions only. Vocabulary list is not exhaustive.*

Step	Historical Knowledge			Explain/analysis (2 <sup>nd</sup> order concept)	Primary Source Use	Interpretations
	Applying Knowledge	vocabulary	Chronology			
Early Years P8	Pupils indicate if personal objects belong in past or present.	Pupils <b>begin</b> to use some common words, signs or symbols to indicate the passage of time.  e.g. now/then today/yesterday	Can sort according to old/new or now/then.	<b>Beginning to understand present/past and old/new.</b>  <b>Beginning to look for clues to discern old/new and past/present.</b>  <i>What do you notice about this toy?</i>  <i>How do we know if it is old/new?</i>	Pupils answer <b>simple</b> deductive questions about historical stories and artefacts.  Artefacts People Photographs  <i>What can you see in the photograph?</i>  <i>What did (person) do?</i>	
Y1	Will know and remember <b>some</b> changes in their own lives, homes and of an important person.  <b>Tell me about Beatrix Potter/Norman Cornish. Why were they famous? What did they do?</b>	<b>Increasing</b> vocabulary of words relating to the passage of time. Some words connected to enquiry.  past/ present change same/different important/importance clues timeline date before/after memory evidence source interview 50s,60s etc Victorian Edwardian Century decade Technology  <i>Include when they were around.</i>	Can place 3 to 5 maximum events/artefacts in order giving a simple explanation of what they have done. Use class timeline as aid to order them.  <i>Look at these 3 events/artefacts from our timeline. Put them in date</i>	<b>Beginning to notice similarities and differences.</b>  <b>Beginning to understand and look for evidence of continuity and change.</b>  <i>Look at the toy/building/room/artefact from 1950 and the one from 2019.</i>  <i>What is the same?</i> <i>What is different?</i>	Oral history Photographs Stories Cards Books Buildings Maps (Other written sources can be used)  <i>Look closely at the photograph.</i>  <i>What do you notice about what kitchens were like in the 1950s?</i>  <i>What do you notice about the buildings in our area?</i>	<i>How does the artist's painting make you feel about .....?</i>

			<i>order on your timeline.</i>			
Y2	<p><i>What can you remember about the special buildings/people/events we studied?</i></p>	<p><b>Increasing vocabulary of words relating to the passage of time.</b></p> <p>Long ago Recent Modern Century Decade Leisure Transport Inventor Invention Significance chronology</p> <p><i>Try to include some dates.</i></p>	<p><b>Order events, buildings and artefacts in time order.</b></p>	<p><b>Developing sense of similarity/difference and continuity/change.</b></p> <p>Making <u>simple</u> connections between cause and consequence.</p> <p><b>Beginning to realise significance.</b></p> <p><i>How did people's lives change after ..... (telephone/scientific discoveries).</i></p> <p><i>Why do you think the moon landing was such an important event?</i></p>	<p><b>Photographs Buildings (field visits) Maps Artist representations Postcards Newspaper reports Other written sources can be used</b></p> <p><i>Look closely at the photographs of South Shields, what can you see? What can you work out about the seaside in Victorian times?</i></p>	<p><i>Think about all the things we have studied. What do you think should be included in a painting of a Victorian seaside?</i></p>
End KS1	<p>Pupils can use some <u>very simple</u> historical details about events, places or people studied in their work.</p>	<p>Use words to refer to the passage of time within their own and beyond living memory.</p>	<p>Can order <u>some</u> of the main buildings, events and periods of history including their own lives.</p> <p>Can explain what they have done and explain</p>	<p>Pupils comment upon a simple cause/consequence, change or the importance of an event/person or place.</p> <p>Pupils comment upon similarities and differences between people/places/events/features at different times.</p>	<p>Pupils <u>sometimes</u> identify a primary source and comment on what it shows.</p> <p>They <u>suggest simple questions</u> to ask about a primary source or artefact and <u>suggest simple answers</u> to questions about artefacts.</p>	<p>Pupils <u>sometimes</u> identify a historical representation/interpretation and comment upon the message it gives.</p>

			it's in time order.			
Y3	Describe one of the important buildings in Bronze Age Britain that we have looked at.	<p>Mesolithic Neolithic Stone/Bronze/Iron Age                      Archaeology Ice Age                      Nomadic tribe                      Hunter-gatherer                      Millennia settlement                      Civilisation belief                      ruler Irrigation                      artefact Citizen                      democracy Ancient                      invasion trade                      Trade Empire                      Conflict war beleifs                      Slaves money                      legacy                      chronology</p> <p>Use key words that we have learned in your description/account/letter.</p>	Tell me when and where this building fits chronologically.	Why was Stonehenge built? Try and think of 2 reasons.	<p>Children <b>make deductions</b> from a source <b>with adult direction</b> through specific questions and instructions.</p> <p>Aerial maps                      Photographs                      Artist representations                      Internet sites                      Artefacts                      Visits                      Maps                      Reproductions of artefacts                      Newspaper reports                      Diary entry                      Other written sources can be used</p> <p>Look at the 2 artefacts found in the pyramid. What can you work out about the Ancient Egyptians? (Think about their beliefs or clothes).</p>	Write a letter to Disney telling them why you disagree with how 'The Croods' shows the Stone Age.
Y4		<p>Interpretation senate                      Primary source                      weapons civilisation                      Key features invasion                      settlement                      Technology Britannia                      Ancient Briton Celt</p>			<p>Children <b>become more able to use sources of evidence</b> for particular enquiries and research.</p> <p>Artefacts                      Maps</p>	

	<p><i>Write a factual account of the rebellion of Boudicca. Include lots of great facts and tell me who was involved.</i></p>	<p><b>Angles Saxons Jutes Conflict invaders chronology governors</b></p> <p><i>Use <u>some</u> of the vocabulary you have been learning.</i></p>	<p><i>Make sure that your report is in chronological order and include some dates.</i></p>	<p><i>Describe <u>one or two</u> reasons why the Roman army was so successful.</i></p>	<p><b>Artist representations Film representations Written sources Information texts</b></p> <p><i>Look at the piece of glass found at Vindolanda. What does it tell you about the Romans? What else would you like to know about the Romans now that you have looked at the glass?</i></p>	<p><i>Look at the two paintings of Roman towns. What differences can you spot? Why might the paintings show differences?</i></p>
<p><b>End lower KS2</b></p>	<p><b>Pupils can <u>use some basic</u> historical knowledge about an event/person in their writing.</b></p>	<p><b>Can use <u>some</u> of the key historical terms.</b></p> <p><i>(see history glossary for all terms)</i></p>	<p><b>Can order <u>most</u> of the main periods in history on a simple timeline.</b></p>	<p><b>Pupils can produce some <u>generalised answers</u> about some of the concepts we use in history: cause/consequence; change; importance of an event/person.</b></p> <p><b>They comment in <u>general</u> ways on similarities/differences between people/places/events/features in different time periods.</b></p>	<p><b>Pupils can find information from a primary source and put it in their own words.</b></p> <p><b>Pupils can suggest some strengths/weakness of a source for a particular enquiry and the questions they have about the source.</b></p> <p><i>What can this source tell us? Does it answer our questions? What questions do we need to ask?</i></p>	<p><b>Pupils <u>sometimes</u> identify a historical interpretation/representation and comment upon the message it gives.</b></p>
<p><b>Y5</b></p>		<p><b>Significant event Significant person Significance Work Chronology Mining</b></p>			<p><b>Maps Census Historic environment artefacts Paintings Photographs</b></p>	

	<p>Describe two of the important features of Viking longboats.</p>	<p><b>Architecture</b>  <b>Locality</b>  <b>Community</b>  <b>Contrast</b> Maya  <b>Mayan millennium</b>  <b>Continent</b> Empire  <b>Temple</b>  <b>Enquiry</b>  <b>interpretation</b>  <b>Representation</b></p> <p>Remember to use the key words we studied.</p>	<p>Include key dates in an account of the Viking raids.</p>	<p>Describe one similarity and one difference between the Vikings and Anglo Saxons.</p> <p>You could think about their jobs and their religion.</p>	<p><b>Lindisfarne gospels</b>  <b>Pit records</b>  <b>Other written sources</b>  <b>Reconstructions</b>  <b>reproductions</b>  <b>video</b>  <b>contrasting sources of evidence</b></p> <p>Look at 2 of the primary sources from the Mayans. Which would be most useful if you were investigating about Mayan ideas about religion? What types of primary sources could we use to find out more about the Mayans?</p>	<p>Look at Alcuin's account of the Viking raid. It is his view on what happened. Do you think Alcuin's view can be trusted as a factual account of what happened? Tell me your reasons.</p> <p>Were the Vikings vicious? Compare a source written from a different viewpoint with that of Deary? What do you think? Why?</p>
<p>Y6</p>		<p><b>Cause consequence</b>  <b>Conflict</b>  <b>War</b>  <b>Memorial</b>  <b>Utility</b>  <b>Source</b>  <b>Chronology</b>  <b>Names for all eras</b>  <b>Romans to now</b>  <b>Leisure</b>  <b>Change continuity</b>  <b>Similarity difference</b>  <b>Technology pastimes</b></p>			<p><b>Maps Diaries</b>  <b>Census War records</b>  <b>Timeline Photographs</b>  <b>Poetry Letters</b>  <b>War medals Ration books</b>  <b>Call up notices Film</b>  <b>Oral retellings</b>  <b>Other official documents</b>  <b>schools/hospitals/workhouses</b>  <b>Newspaper reports</b></p>	

	<p><i>Describe two of the main features of the work children did in Victorian pits)</i>  <i>Write an account of ....</i></p>	<p><i>Use key history words.</i></p>	<p><i>Remember to use dates to tell me what happened when.</i></p>	<p><i>Describe 2 of the main changes that took place in (leisure/fun/our town) since the Romans.</i>   <i>You could think about ..... or .....</i></p>	<p><i>Design a web page for a new museum to show the part played by Durham people in the First World War.</i>   <i>Choose 5 primary sources to include and explain to browsers why you have chosen to include them.</i></p>	<p><i>Look at the 2 accounts of (life in a Victorian town). What are the main messages of each account?  Why are there such differences in each account?</i></p>
<p><b>End KS2/Secondary ready</b></p>	<p>Pupils can use <b>generalised</b> historical knowledge using everyday language to show <b>basic understanding</b> of key features and characteristics.</p>	<p>Pupils use a <b>range</b> of key historical terms <b>with accuracy</b>.</p>	<p>Pupils can <b>order the main periods</b> of history and <b>link</b> them to <b>some</b> important developments</p>	<p><b>Pupils can begin to make general comments about cause/consequence, similarity/difference and significance in their work.</b></p>	<p>Pupil can use <b>different types</b> of primary sources to investigate a historical issue.   Can make a <b>supported inference</b> and make a <b>general comment upon the utility</b> of a source for enquiry.   <b>Begin to think</b> about the <b>reliability</b> of a source.</p>	<p><b>Pupils can use and compare 2 historical interpretations to identify the main similarities and differences between the two.</b></p>
<p><b>Next Steps (Year 7+)</b>   <b>HAPs</b></p>	<p>Pupils <b>use increasingly specific</b> knowledge to write about key features, events and people.   Pupils use knowledge about <b>the main periods of history</b> in their work.</p>	<p>Pupils use key historic terms in their work.   <i>Use key history words.</i></p>	<p>Pupils can order the main periods of history and link them to some important developments</p>	<p>Pupils can give simple or undeveloped explanations to support their ideas about the named concepts with specific historical knowledge.   <i>Explain two consequences of the Norman invasion of England.</i></p>	<p>Pupils can make <b>2 inferences</b> from a primary source with clear support from the sources.   They can suggest further questions to investigate based upon a source.   <b>Can comment upon the utility of 2 sources by looking at the content or provenance.</b></p>	<p>Pupils can use 2 historical interpretations to identify the main similarities and differences between the views and support an answer with examples from the interpretations.   <i>Look at the 2 historians' accounts of (John's reign). In what ways are they different?</i></p>

	<p><i>Describe two of the main features of .....</i> <i>Write an account of ....</i></p>		<p><i>Remember to use dates to tell me what happened when.</i></p>	<p><i>Explain 2 changes that took place in the design of castles.</i> <i>Why did the Normans win the Battle of Hastings?</i></p>	<p><i>What can you infer from ....(extract/piece of writing) ?</i> <i>What else would you like to know about ....?</i> <i>What types of primary sources could you use to find out about ....?</i> <i>How useful is (source/building/artefact)?</i> <i>To a historian finding out about .....</i></p>	<p><i>Why do you think they have different views?</i> <i>Which of the accounts/interpretations do you think is the most convincing?</i></p>
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