



CHERRY TREE ACADEMY

HISTORY INTENT

2022 – 2023

Chronology	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
Interpretation	This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.
Continuity and change	There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.
Cause and consequence	This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.
Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

EYFS

Past and Present

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

Focus	Chronological Understanding	Historical Enquiry	Interpretations of History	Organisation and Communication	Knowledge and understanding of events in the past
Skills	Begin to distinguish between 'now' and 'then'.	Children talk about past and present events in their own lives and in the lives of family members.	Children know about similarities and differences between themselves and others.	Children talk about past and present events in their own lives and in the lives of family members.	Children talk about past and present events in their own lives and in the lives of family members
Reception Knowledge	Autumn		Spring		Summer
	I can draw my family. I can tell you who each person I have drawn is. I can share a family photo that is a happy memory and begin to talk about it. I know who I can ask to help me in school. I can explore old artefacts. I am beginning to listen and learn traditional stories from the past. Guy Fawkes, Christmas story.		I can draw a picture of my family and tell you about each person. I can share something from home to tell you more about my family. I know the name of the head teacher and what they do. I can tell you 'this is old' or 'this is new'. I can tell you if a character in a story is old. I can tell you if this story is about the past. I can tell you a fairy tale. I know about the Easter story.		I can tell you what my family likes and dislikes. I can tell you what they do when I'm at school. I can answer questions about my family life. I know lots of members of staff and I can tell you their name and role. I can tell you what people in our community do to help us. I can explore old artefacts and tell you why they are old. I can tell you about the present. I can tell you a story from the past. I can tell you the theme from a fairy tale. I can tell you a traditional tale from another culture.

EYFS- Year A

Year A – End points		
Great Fire of London	<ul style="list-style-type: none">• Children know events can happen within living memory (people are still alive today who remember the event)• Children know London is the capital city of England.	
Gunpowder Plot	<ul style="list-style-type: none">• Children know events can happen within living memory (people are still alive today who remember the event)• Children know London is the capital city of England and recognise parliament	
Remembrance Day	<ul style="list-style-type: none">• Children know events can happen within living memory (people are still alive today who remember the event)	
Toys	<ul style="list-style-type: none">• Children understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain• Children are aware of growth, change and decay over time and describe and comment on what they have seen/ experienced• Children can recognise how occupations have changed over time ie technology, equipment uniforms	
Experiences		
Links		
<u>SMSC</u> Cultural and social – understanding how past communities were based around local shops and how this has changed over time with the introduction of new cultures (other nationalities moving into area) Moral – consequences of poor planning on human life. The necessity to ensure improvements are made after disaster.	<u>British values</u> The rule of law – fire regulations were introduced after the GFoL to safeguard people's lives. Individual liberty – the right to a safe home.	<u>School values</u> We are kind and show we care- is discussed when the children are learning about how city planning changed after GFoL.

EYFS- Year B

Year A – End points		
Charles Waterton	<ul style="list-style-type: none">Children understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explainChildren know we remember significant people in different ways including statues, names of buildings etc	
Explorers	<ul style="list-style-type: none">Children understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain	
Ibn Battuta	<ul style="list-style-type: none">Children know an explorer is someone who explores an area that is not knownChildren know Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyagesChildren know Ellen McArthur is significant because she set a world record for the fastest solo voyage around the worldChildren know Neil Armstrong is significant because he was the first person to step on the moon	
Experiences		
Links		
<u>SMSC</u> Moral – children learn about Columbus' discovery of America. Was it his to discover? Indigenous people already lived there with their own ways of life. Cultural – the moon landing was a global event inspiring many films and books. Cultural – children learn about local links to Waterton and his link to Wakefield's history	<u>British values</u> Democracy – comparison of Columbus to MacArthur. MacArthur could be an explorer because of the fight for equality. Female explorers were not socially acceptable in Columbus' time.	<u>School Values</u> We celebrate people's differences- discussed when looking at the strength of each explorer (particularly MacArthur as she was on her own). This is also taught when looking at how the moon landing crew worked together. We work hard- discussed when looking at Neil Armstrong. Whilst he took the first step, he was a part of a very skilled team on the shuttle and at home.

KS1- Year A

Disciplinary concepts: chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

KS1 – Year A: History skills progression	
<p><u>KS1: POS</u></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally. • 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 • Significant historical events, people and places in their own locality. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members • Recognise the distinction between past and present • Order and sequence some familiar events and objects • Identify some similarities and differences between ways of life at different times • Use some terms about the passing of time correctly
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Recognise the difference between the past and the present in their own and others' lives. • To know and recount episodes from stories about the past • Recognise why people did things, why events happened and what happened as a result. • Identify similarities and differences between ways of life at different events. 	<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Uses stories to encourage children to distinguish between fact and fiction. • Compare adults talking about the past – how reliable are their memories? • Compare two versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photographs / accounts / stories • Recognise some basic reasons why people in the past acted as they did.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts • Use sources to answer simple questions about the past. • Choose parts of stories and other sources to show what they know about the past. • Identify some of the basic ways in which the past can be represented. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observation • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe special or significant events. • Retell simple stories or events from the past. • Use simple historical terms • Communicate their knowledge through: discussion, drawing pictures, drama / roleplay, making models, writing, using computing • Talk about what/who was significant in simple historical accounts. • Demonstrate simple historical concepts and events through roleplay, drawing and writing. • Use a variety of historical terms and concepts.

- Choose parts of stories and other sources to show what they know about significant people and events.

- Communicate their knowledge through: discussion, drawing pictures, drama / roleplay, making models, writing, using computing



Year A – End points		
Toys Changes within Living memory	<ul style="list-style-type: none">Children know living memory means people are alive today who can remember the changes/ eventChildren will be able to develop an understanding of the terms same and different and begin to use them.Children will be able to identify what toys parents and grandparents played with.Children will know what toys were like at different times in the past.Children will be able to identify toys that are old and toys that are new.	
Great Fire of London Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">Children know events can happen beyond living memory and understand this means nobody alive today can remember the event.Children know a large section of London was destroyed by the fire including St. Paul's CathedralChildren know the fire spread quickly because the buildings were built close together and they were made of wood.Children know there was no trained fire- fighting service at the time.Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GFoL.	
Gunpowder Plot Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">Children know The Gunpowder plot was a plot to blow up the Houses of Parliament and kill James IChildren know that Bonfire Night is a celebration linked the Gunpowder plotChildren know we celebrate Bonfire Night because the plot failedChildren know the event was significant because a king could have been killed and parliament destroyed.	
Remembrance Day Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none">Children can explain the significance of Remembrance Day and why it's important that we celebrate it.Children can identify the Cenotaph, Flanders Field and the Poppy as a key features of Remembrance.	
Experiences		
<ul style="list-style-type: none">- Visit local war memorial- Talking to older members of the community about changes to shops/ local area- Great fire of London workshop.- Exposed to careers – shop keeper, city planner, architect		
Links		
SMSC Cultural and social – understanding how past communities were based around local shops and how this has changed over time with the introduction of new cultures (other nationalities moving into area) Moral – consequences of poor planning on human life. The necessity to ensure improvements are made after disaster.	British values The rule of law – fire regulations were introduced after the GFoL to safeguard people's lives. Individual liberty – the right to a safe home.	School values We are kind and show we care- is discussed when the children are learning about how city planning changed after GFoL.

KS1- Year B

KS1 – Year B: History skills progression	
<u>KS1: POS</u> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally. • 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 • Significant historical events, people and places in their own locality. 	<u>Chronological understanding</u> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members • Recognise the distinction between past and present • Order and sequence some familiar events and objects • Identify some similarities and differences between ways of life at different times • Use some terms about the passing of time correctly
<u>Knowledge and understanding of events, people and changes in the past</u> <ul style="list-style-type: none"> • Recognise the difference between the past and the present in their own and others' lives. • To know and recount episodes from stories about the past • Recognise why people did things, why events happened and what happened as a result. • Identify similarities and differences between ways of life at different events. 	<u>Interpretations of History</u> <ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Uses stories to encourage children to distinguish between fact and fiction. • Compare adults talking about the past – how reliable are their memories? • Compare two versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photographs / accounts / stories • Recognise some basic reasons why people in the past acted as they did.
<u>Historical enquiry</u> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts • Use sources to answer simple questions about the past. • Choose parts of stories and other sources to show what they know about the past. • Identify some of the basic ways in which the past can be represented. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observation • Ask and answer simple questions about the past through observing and handling a range of sources. • Consider why things may change over time. • Choose parts of stories and other sources to show what they know about significant people and events. 	<u>Organisation and communication</u> <ul style="list-style-type: none"> • Describe special or significant events. • Retell simple stories or events from the past. • Use simple historical terms • Communicate their knowledge through: discussion, drawing pictures, drama / roleplay, making models, writing, using computing • Talk about what/who was significant in simple historical accounts. • Demonstrate simple historical concepts and events through roleplay, drawing and writing. • Use a variety of historical terms and concepts. • Communicate their knowledge through: discussion, drawing pictures, drama / roleplay, making models, writing, using computing

Year B – End points		
Explorers The lives of significant individuals who have contributed to national and global achievements	<ul style="list-style-type: none">Children know an explorer is someone who explores an area that is not knownChildren know Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyagesChildren know Ellen McArthur is significant because she set a world record for the fastest solo voyage around the worldChildren know Neil Armstrong is significant because he was the first person to step on the moon	
Explorers – Ibn Battuta The lives of significant individuals who have contributed to national and global achievements	<ul style="list-style-type: none">Children can place Ibn Battuta on a timeline alongside other explorers which they have learnt aboutChildren know Ibn Battuta was from Morocco and is a significant person in MoroccoChildren know we know about his travels because they were recordedChildren know we remember significant people in different ways including statues, names of buildings etc	
Local Person- Charles Waterton Significant people, events and places in own locality	<ul style="list-style-type: none">Children know that Charles Waterton is a significant person in Pontefract.Children understand the chronology of the life of Charles WatertonChildren know there is a Charles Waterton exhibit in Wakefield Museum.Children know we remember significant people in different ways including statues, names of buildings etcChildren know how Charles Waterton contributed to life in Wakefield.	
Experiences		
Wakefield Museum- Charles Waterton workshop Exposed to careers – author, astronaut, astronomer, mathematician, navigator, photography, sailor		
Links		
<u>SMSC</u> Moral – children learn about Columbus' discovery of America. Was it his to discover? Indigenous people already lived there with their own ways of life. Cultural – the moon landing was a global event inspiring many films and books. Cultural – children learn about local links to Waterton and his link to Wakefield's history	<u>British values</u> Democracy – comparison of Columbus to MacArthur. MacArthur could be an explorer because of the fight for equality. Female explorers were not socially acceptable in Columbus' time.	<u>School Values</u> We celebrate people's differences- discussed when looking at the strength of each explorer (particularly MacArthur as she was on her own). This is also taught when looking at how the moon landing crew worked together. We work hard- discussed when looking at Neil Armstrong. Whilst he took the first step, he was a part of a very skilled team on the shuttle and at home.

LKS2- YEAR A

Disciplinary Concepts: chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

LKS2 – Year A: History skills progression	
<p><u>LKS2: POS</u></p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Order and sequence events and objects • Recognise that their own lives are similar and / or different from the lives of people in the past. • Use common words and phrases concerned with the passing of time correctly • Understand where the time studied fits on a time line Demonstrate awareness that the past can be divided into different periods of time. • Use some dates and historical terms when ordering events and objects. • Sequence several events or artefacts • Explore trends and changes over time.
<p><u>Knowledge and understanding of the past</u></p> <ul style="list-style-type: none"> • Compare periods studied with our life today. • Identify reasons for and results of people's actions. • Understand why people may have wanted to do something • Identify key features and significant events of time studied. • Look for links and effects in time studied. • Offer a reasonable explanation for some events. 	<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Describe some of the ways the past can be represented. • Look at the evidence available • Recognise how sources of evidence are used to make historical claims. • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use books and the internet for research • Use sources to answer historically valid questions • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past. 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Discuss some historical events, issues connections and changes. • Select and organise historical information to present in a range of ways. • Use relevant historical terms and vocabulary linked to chronology. • Discuss significant aspects of, and connection between, different historical events. • Select and organise relevant historical information to present in a range of ways.

<ul style="list-style-type: none"> • Ask a variety of questions • Use books and the internet for research • Use sources to address historically valid questions and hypotheses. • Recognise why some events happened and what happened as a result. • Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> • Use relevant and appropriate historical terms and vocabulary linked to chronology • Recall, select and organise historical information.
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Year A – End points		
Stone Age to Iron Age Changes in Britain from Stone Age to Iron Age	<ul style="list-style-type: none">• Children know prehistory is the time before written records.• Children know the period of prehistoric Britain includes The Stone Age, The Bronze Age and the Iron Age.• Children understand historians use archaeology to interpret the past• Children know The Stone is split into three periods: Palaeolithic, Mesolithic and Neolithic• Children know the period of prehistoric Britain ends with the Roman invasion	
The Roman Empire and its impact on Britain	<ul style="list-style-type: none">• Children know the Romans attempted to invade twice before they were successful on their third attempt• Children know Caesar and other emperors wanted to conquer Britain for its resources• Children can describe the impact on Britain and the trade industry through the development of trade links and road developments.• Children know the Roman influenced Britain: urban life, roads, sanitation, centralised government, taxation, language• Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome	
Local History Study- Pontefract Castle	<ul style="list-style-type: none">• Children will know why there is a castle in Pontefract and why it was built.• Children will know how Pontefract Castle has been used throughout history.• Children will know why Pontefract Castle has a reputation as 'Britain's Most fearsome Fort'.• Children will know why Pontefract Castle is named in Shakespeare's works and what this tells them about the castle.• Children will know why the architecture of the castle was so grand.	
Experiences		
Herd Farm- Stone Age to Iron Age Murton Park- Romans Exposed to careers – archaeologist, historian		
Links		
<u>SMSC</u> Spiritual – religious practices of Britons pre-Christianity (paganism) and its link to stone circles. Religious practices of Romans and their impact on Britons after their invasion. Moral – was Britain the Romans to invade? Discussion about Romans keeping slaves. Cultural – importance of historical sites such as Stone Henge and Hadrian's wall to national	<u>British values</u> Democracy – discussion about how Empires are undemocratic to states they control. Rome had once been a republic where people voted in senates but the power of the Emperor grew. It later became an autocracy. Rule of Law – In Roman Britain there were laws and courts gave consequences for crimes. They also had a system of taxation. How is this similar or	<u>School Values</u> We work hard- discussed when children learn how early humans adapted to their environment. It is also discussed when children learn about how tribes in Scotland and Boudicca resisted against the power of the Romans.

culture.	different to today?	
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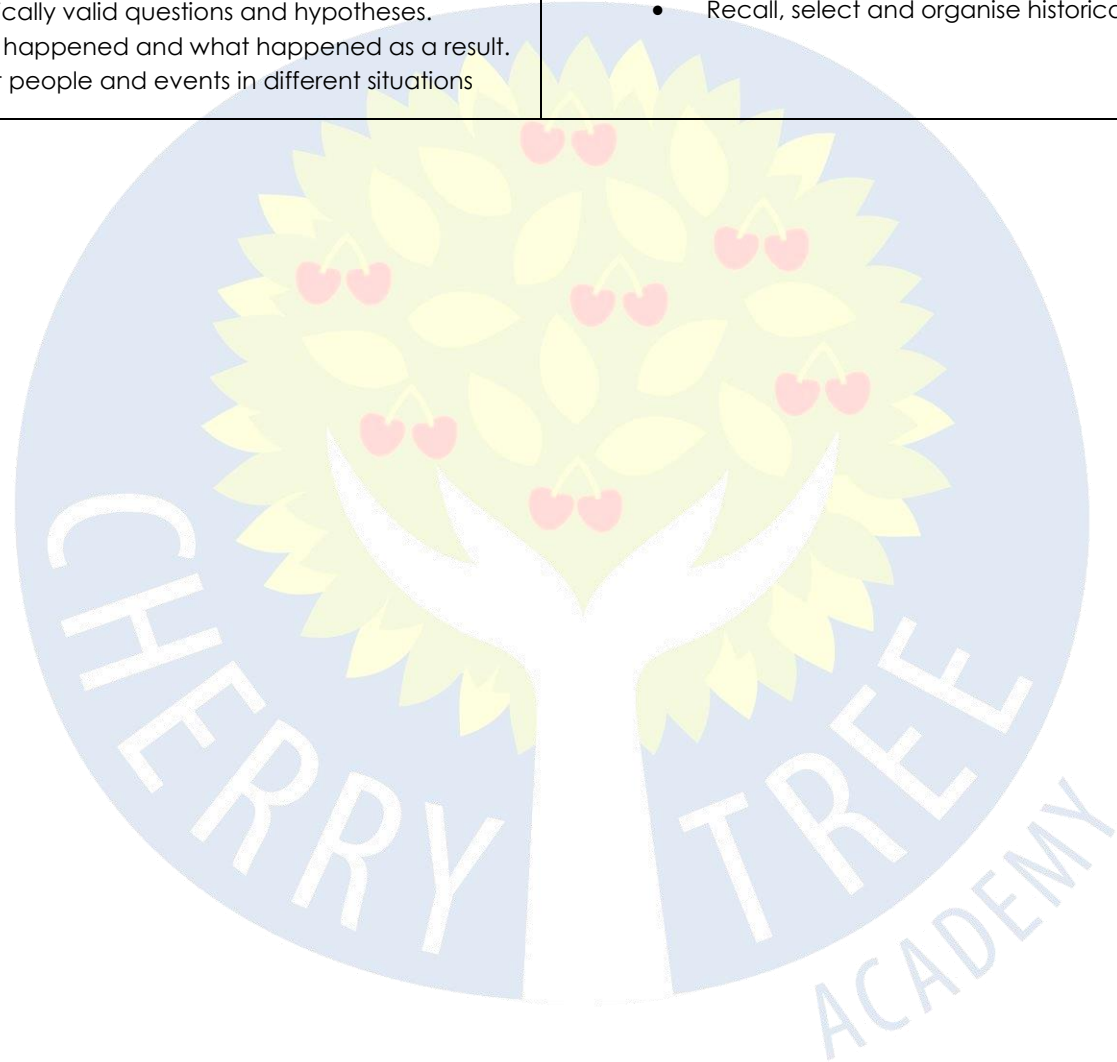
LKS2- YEAR B

Disciplinary Concepts: chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

LKS2 – Year B: History skills progression	
<p><u>LKS2: POS</u></p> <ul style="list-style-type: none"> The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece- a study of Greek life and their achievements on the western world 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Order and sequence events and objects Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time correctly Understand where the time studied fits on a time line Demonstrate awareness that the past can be divided into different periods of time. Use some dates and historical terms when ordering events and objects. Sequence several events or artefacts Explore trends and changes over time.
<p><u>Knowledge and understanding of the past</u></p> <ul style="list-style-type: none"> Compare periods studied with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something Identify key features and significant events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. 	<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented. Look at the evidence available Recognise how sources of evidence are used to make historical claims. Begin to evaluate the usefulness of different sources Use text books and historical knowledge
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use books and the internet for research Use sources to answer historically valid questions Use evidence to build up a picture of a past event 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Discuss some historical events, issues connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Discuss significant aspects of, and connection between, different historical events.

- Choose relevant material to present a picture of one aspect of life in time past.
- Ask a variety of questions
- Use books and the internet for research
- Use sources to address historically valid questions and hypotheses.
- Recognise why some events happened and what happened as a result.
- Identify historically significant people and events in different situations

- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology
- Recall, select and organise historical information.



Year B – End points		
Early Civilisation where and when the civilisations appear	<ul style="list-style-type: none">• Children know early civilizations formed when people began peacefully living together in larger organized settlements• Children know ancient means belonging to the very distant past and no longer in existence• Children can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty and know some of these overlapped.• Children know all four civilisations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport,• Children know achievements such as the wheel (Ancient Sumer), town planning (Indus Valley), irrigation (Ancient Egypt) and paper (Shang Dynasty) impact our lives today.	
In depth study of Ancient Egypt	<ul style="list-style-type: none">• Children know the Egyptians had many gods and had their own creation story• Children know the Ancient Egyptians believed many animals were sacred and God were represented as half human, half animal.• Children know the Ancient Egyptians built temples as places of worship• Children know the Ancient Egyptians mummified people for religious reasons linked to their belief in an afterlife• Children know the Ancient Egyptians had social classes including the pharaoh, high priests, nobles and priests, scribes and soldiers, craftsmen, farmers and slaves	
Ancient Greece A study of Greek life and the achievements and influences on the Western World.	<ul style="list-style-type: none">• Children know the Classical Golden Age of Ancient Greece came after the four earliest civilizations• Children understand Greece's location helped them trade across Europe, North Africa and the Middle East• Children know Ancient Greece was made of city states and the most famous were Athens and Sparta• Children know democracy originated from Ancient Greece and can make comparisons to modern democracy• Children understand that the Ancient Greeks enjoyed leisure time (theatres and Olympic games)	
Experiences		
Leeds City Museums- Ancient Greece Workshop Bagshaw Museum- Ancient Egyptians Exposed to careers – archaeologist, historian		
Links		
SMSC Spiritual –Religious beliefs and practices of the ancient civilisations. Children explore how these are similar and different. Moral – Many of the ancient civilisations had slaves. There is proof the pyramids were built by slaves. Cultural – importance of historical sites such as the pyramids and Mohenjo-Daro to modern day countries they are in. Cultural – the global legacy of the Olympics	British values Democracy – discussion about how Greece was the first recorded democracy but this had its restrictions. Was it a true democracy if slaves and women couldn't vote? Was it a democracy if it allowed slavery? Rule of Law – In Ancient Greece agreed laws were followed by citizens and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today?	School Values We work hard- discussed when children learn about the inventions of the early civilisations and how it helped them become successful. We look after property- discussed when children learn about city planning and irrigation. The leaders of these civilisations had a responsibility to care for the people there.

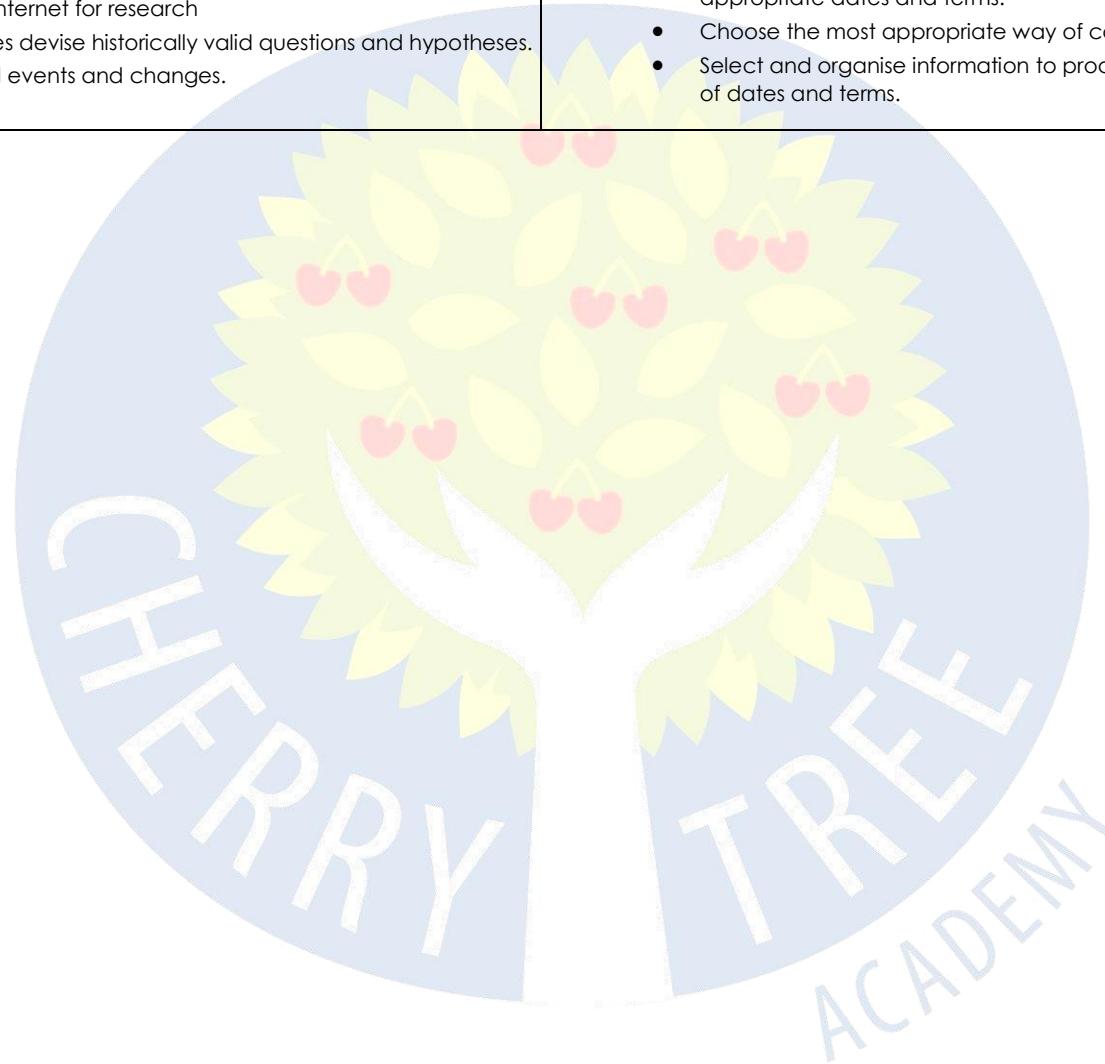
UKS2- Year A

Disciplinary Concepts: chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

UKS2 – Year A: History skills progression	
<p><u>UKS2: POS</u></p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor • Non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Use dates and a wide range of historical terms when sequencing events and periods of time. • Develop chronologically secure knowledge of the events and periods of time studied. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Examine causes and results of significant events and the impact on people. • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period. • Compare beliefs and behaviour with another time studied. • Understand continuity and change. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied. 	<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Evaluate sources and make simple inferences. • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged as more significant than others.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use books and the internet for research with increasing confidence • Use a wider range of sources as a basis for research to answer questions and to test hypotheses • Recognise how our knowledge of the past is constructed from a range of sources. • Choose relevant sources of evidence to support particular lines of enquiry. • Recognise primary and secondary sources 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events. • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Choose relevant ways to communicate historical findings. • Recall, select and organise historical information • Acknowledge contrasting evidence and opinions when discussing and debating historical issues.

- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together to form contrasting arguments
- Confidently use books and the internet for research
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Describe the impact of historical events and changes.

- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
- Select and organise information to produce structured work, making appropriate use of dates and terms.



Year A – End points		
Vikings and Saxons The struggle for the Kingdom on England.	<ul style="list-style-type: none">Children know the Angles and Saxons continuously fought over land in England and it was divided into four kingdoms (Mercia, Wessex, Northumbria and East Anglia). This lasted for approximately four hundred years.Children know King Alfred the Great was a Saxon King of Wessex. He reigned from 871-899AD. He fought many battles against the Vikings defeating them in the Battle of Edington in 878AD.Children know Alfred the Great negotiated a peace treaty with the Vikings known as Danelaw which gave the Vikings control of much of the North and East of England.Children know points when Romans, Anglo-Saxons and Vikings came.Children know this period ends with Edward the Confessor and his death in 1066.	
Mayans A non-European society that provides a contrast with British history	<ul style="list-style-type: none">Children know the Mayans were a civilisation who lived in an area known as MesoamericanChildren know Mayan society was organised into city statesChildren know each state used trade as power and this often caused war to gain powerChildren know the Mayans developed writing in the form of hieroglyphics and achievements in mathematics, astronomy, and architectureChildren know there are many theories that explain the decline the Mayan civilisations	
Local History Study-Sweets	<ul style="list-style-type: none">Children know what sweets evolved from PontefractChildren know how the development of sweets in Pontefract shaped the trade within the areaChildren know key people who contributed to the development of sweets over time in Pontefract.Children know that Pontefract was once a main location for the production of liquorice in England.Children know that over time the use of liquorice changed from a purely medicinal ingredient to that of a flavour in sweets for mass production	
Experiences		
Danelaw- Murton Park – Anglo-Saxon and Vikings Mayan Workshop/ Cadbury World Haribo/Farmer Copleys/ Wakefield Museum workshop- Sweets Exposed to careers – archaeologist, historian		
Links		
<u>SMSC</u> Spiritual –Religious beliefs and practices of the Anglo-Saxons and Vikings. Children explore Norse Gods. Moral – Morality of raiding and pillaging by the Vikings. Moral – Children discuss human sacrifices in the Mayan civilisation. Cultural – Norse mythology as inspired many films and stories globally including the popular Marvel character Thor.	<u>British values</u> Democracy – discussion about how kingdoms are undemocratic as one person rules. Democracy – The Mayans civilisation was organised into city states with a ruler and a social class. Rule of Law – Anglo-Saxon and Vikings Kingdoms had their own systems of crime and punishment. How is this similar or different to today?	<u>School Values</u> We work hard- discussed when children learn about the inventions of the Mayan civilisation and how it helped them become successful. We are kind and show we care- discussed when children learn about how the Anglo-Saxon kingdoms came together to resist the Vikings. This is also discussed when children look at Anglo-Saxon Kings like Alfred the Great who wanted to protect his people.

UKS2- Year B

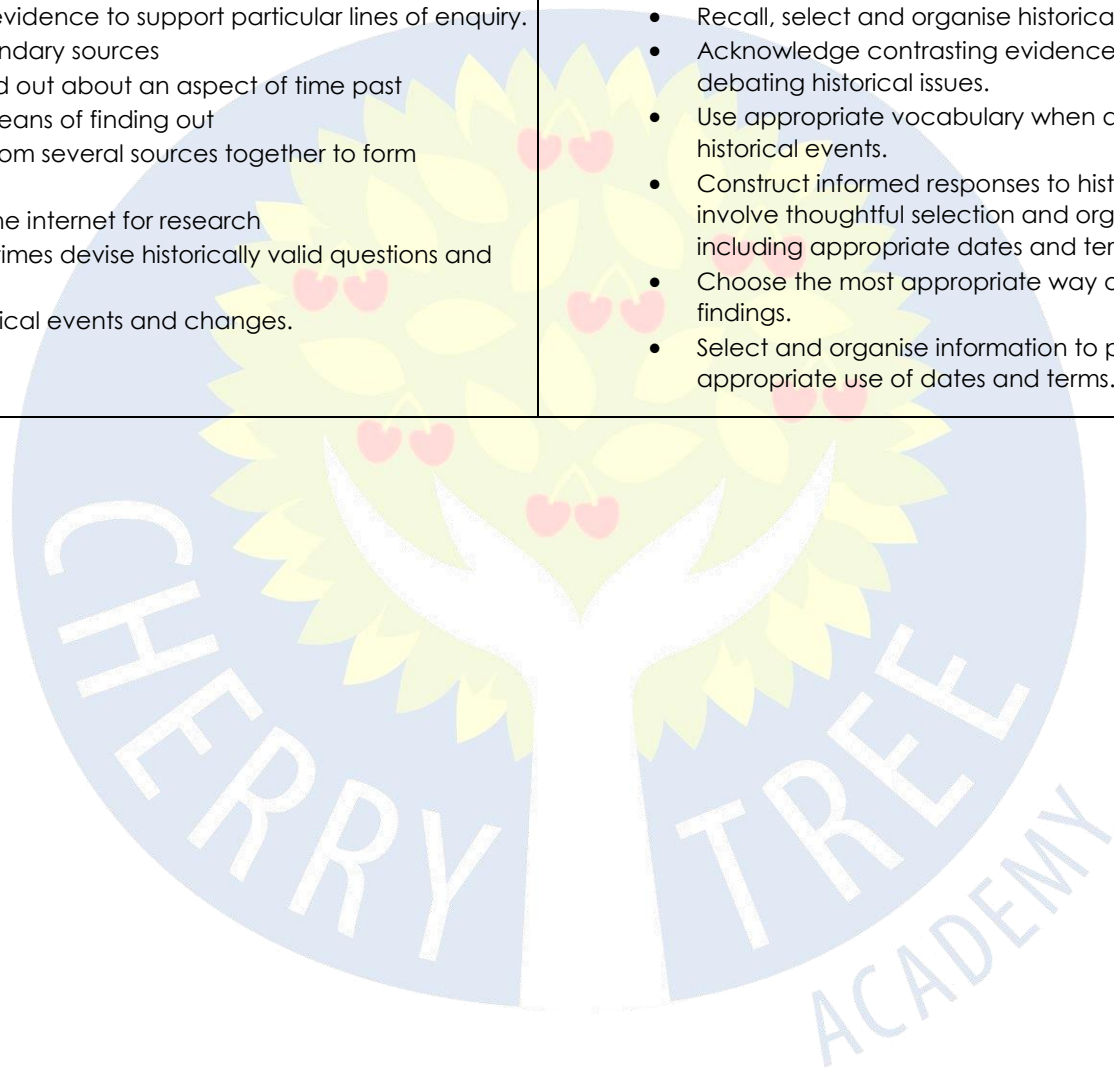
Disciplinary Concepts: chronology, cause and consequence, interpretation, change and continuity, similarity and difference, significance.

UKS2 – Year B: History skills progression

<p><u>UKS2: POS</u></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A Local History Study 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Use dates and a wide range of historical terms when sequencing events and periods of time. • Develop chronologically secure knowledge of the events and periods of time studied. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Examine causes and results of significant events and the impact on people. • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period. • Compare beliefs and behaviour with another time studied. • Understand continuity and change. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied. 	<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Evaluate sources and make simple inferences. • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged as more significant than others.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use books and the internet for research with increasing confidence 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events.

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses
- Recognise how our knowledge of the past is constructed from a range of sources.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together to form contrasting arguments
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- Regularly address and sometimes devise historically valid questions and hypotheses.
- Describe the impact of historical events and changes.

- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Recall, select and organise historical information
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
- Select and organise information to produce structured work, making appropriate use of dates and terms.



Year B – End points

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Wars through time	<ul style="list-style-type: none"> Children know Britain has been involved in many wars since 1066 including WWI and WII Children know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops Children know The Treaty of Versailles was a peace agreement which ended WWI and it punished Germany heavily for WWI Children know Adolf Hitler was elected as the leader of Germany but he later became a dictator Children can describe the impact on Britain including women/ children/ food/ rationing/ evacuation Children can give valid opinions supported by evidence as to if war can ever be justified, with an understanding of equality
A study of an aspect or theme in British History that extends pupils knowledge beyond 1066 Crime and Punishment	<ul style="list-style-type: none"> Children will know when capital punishment was abolished in the UK. Children will be able to speculate possible reasons from the rise and fall in the crime rate. Children will be able to discuss the changes in punishment over the last 100 years. Children will know the differences in punishment of certain crimes throughout the last 100 years. Children will know how attitudes towards prisons has changed during this period of time.
Local History Study- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) The History of Pontefract	<ul style="list-style-type: none"> Children will know when Pontefract first appears in History Children will know when significant places started to appear in Pontefract throughout History (race course, castle) Children will know that Pontefract features in the Domesday book. Children will know that Pontefract was originally 2 separate villages before merging to become Pomfret around the 12th century. Children will look at maps that depict Pontefract through time and notice key changes to the local area, particularly around the school site.

Experiences

Yorkshire Air Museum
 Prison and Police Museum Ripon (local history study)
 Exposed to careers – archaeologist, historian, armed forces, politician, civil service

Links

<u>SMSC</u> Moral – Children explore the morality of wars. In WWI, the Black Hand were resisting Austro-Hungarian rule. In WWII, the allied forces were against the rise of fascism. Social – Children explore how society changed due to the change in jobs during and after the wars. Progress was made for women's equality due to them entering the work force.	<u>British values</u> Democracy – Children learn about the dictatorship of Hitler and erosion of democracy in Germany. How did democracy at the time of WWI in the UK differ from now? How did it differ from WWII? All women over 21 got the vote in 1928 in the UK. The rule of law – Children learn how this can change due to circumstances e.g rationing (people could be penalised for breaking rationing)	<u>School Values</u> We are kind and show we care- discussed when the children learn about the allied forces and their determination to win the wars. We work hard- discussed when the children learn about how roles change due to the wars. We celebrate people's differences- discussed when children learn about stories of soldiers (Walter Tull) and the sacrifices they made for others in their
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Cultural – children gain a more in depth understanding of national celebrations such as Remembrance Day and VE day and their importance to our national history.	rules). This could be discussed in relation to Covid 19 and how rules changed to safeguard people and public health.	units.
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