

Time allocation - 36 hours a year  
 3 hours per week if teaching two History topics a year (two half terms)



The Glapton Academy  
 A L.E.A.D. Academy

## History Progression

Strands	Foundation Stage 1	Foundation Stage 2
Chronology and Sequencing	<p>I can begin to make sense of my own life story and family's history.</p> <p>I can show curiosity about people.</p> <p>I can show interest in stories about myself and my family.</p> <p>I enjoy pictures and stories about myself, family and other people.</p> <p>I can talk about my immediate family.</p> <p>I can talk about members of my community.</p> <p>I can show an interest in the lives of people who are familiar to me.</p> <p>I can name and describe people who are familiar to me.</p> <p>I enjoy joining in with family customs and routines.</p> <p>I can remember and talk about significant events in my own experience.</p> <p>I can begin to use the vocabulary; today, tomorrow and yesterday in the correct context.</p>	<p>I can use the environment (visual timetables) to sequence and discuss the day's structure using vocabulary - now, next.</p> <p>I can talk about my immediate family.</p> <p>I can remember and talk about significant events in my own experiences.</p> <p>I knows the names of the days of the week and their order.</p> <p>I understand that my birthday celebrates the day that I was born.</p> <p>I know when my birthday is (home project).</p> <p>I understand the generational relationships in a basic family tree including my siblings, mum, dad, and grandparents.</p> <p>I can use the vocabulary; today, tomorrow, and yesterday in the correct context.</p> <p>I can name the four seasons.</p> <p>I understand that some historical events were before me, my parents, and my grandparents.</p> <p>I can recognise and describe special times or events for my family or friends.</p> <p>I can order and sequence pictorial representations of my daily routines or tasks based on experience.</p> <p>I can show an understanding of the passing of time through the life cycle of plants, animals and mini beasts.</p> <p>I can sequence the basic stages of human life cycle. (Year 1)</p> <p>I can begin to organise/sequence my own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.</p>
Subject knowledge	<p>Children to talk about events in their life and the life of their immediate family. They should begin to understand that some events happened in the past.</p> <p>Sequencing events such as getting ready in the morning. All links to chronology even if not in a history context.</p>	<p>Children to link science learning to history e.g. changes from babies to adults, decay etc. Begin to understand that things happen in a certain order. Links to stories too.</p> <p>Children to order events they know well either verbally or through images. This can include events in their own lives, famous events or events in topics that are being learnt.</p>

		Sequencing events such as getting ready in the morning. All links to chronology even if not in a history context
Vocabulary	order, sequence, instructions, change, first, then, next, last, today, tomorrow, yesterday	order, sequence, past, present, then, now, first, next, last, finally
Historical Enquiry	<p>I can take an interest in unknown objects, exploring their; textures, mass, moving parts etc.</p> <p>I can recognise pictures in non-fiction books applying new knowledge and vocabulary.</p> <p>I can comment on images of familiar situations in the past.</p>	<p>I can take an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. (Guided through hypothesising function.)</p> <p>I can take an interest in and comment on images of familiar situations from the past.</p> <p>I can answer and ask 'why' questions about texts that have been read to me.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and talk about non-fiction books, applying new knowledge and vocabulary.</p> <p>I can justify hypothesis regarding artefacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books.</p>
Subject knowledge	<p>Focus on changes in people - science link from babies to adults. Children to understand that when they were babies, that was in the past and that is history - learning about the past.</p> <p>Links to topics such as gun powder plot, Remembrance day and dinosaurs - looking at what the world was like then and how it has changed now.</p>	<p>Children must know the difference between past and present and talk about such things in their lives.</p> <p>Past - has already happened</p> <p>Present - happening now or ongoing</p> <p>Encourage children to share stories which include friends and families to help understand the difference.</p> <p>Reasons why people's lives in the past were different - where they lived, money, food, technology, houses, laws and rules. Children should be given opportunities to explore non-fiction texts and artefacts.</p>
Vocabulary	past, present, change, time, then, now	past, present, change, time, then, now
Similarities and Differences	<p>I can make connections between the features of my family and other families.</p> <p>I can take an interest in the different roles of people who support my community and make observations of their role, uniforms, transport etc.</p> <p>I can compare and contrast characters from stories, including figures from the past.</p>	<p>I know people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p>I can take an interest in the different roles of people who support my community and make observations of their role, uniforms, transport.</p> <p>I understand that not everyone celebrates the same celebrations, but that how we celebrate are similar.</p> <p>I can compare and contrast the different stages in the life cycle of plants, animals, and mini beasts.</p>
Subject knowledge	<p>Children to compare their lives to other people's lives e.g. family, friends, teachers - what is the same and what is different.</p> <p>They should find out about people in their community who do important jobs and explore why we need these people</p>	<p>Children to get to know the important people who work in their school and should have opportunity to meet with some of these people. They should find out about other people in their community who do important jobs and explore why we need these people.</p>

		Children will explore a range of celebrations from around the world and compare these to some of their own celebrations.
Vocabulary	Family, same, different, similar, jobs, teacher, police officer, firefighter, nurse, doctor, shop assistant	same, similar, different, compare, jobs, teacher, police officer, firefighter, nurse, doctor, shop assistant, celebration, celebrate, food, clothes, gifts, life cycle, sequence

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I can understand the difference between past and present.</p> <p>I can sequence some objects, pictures and events in chronological order.</p> <p>I can remember parts of stories and memories about the past.</p> <p>I can use words and phrases such as old, new, young, days, months, years.</p>	<p>I can recognise that my life is different from the lives of people in the past.</p> <p>I can recount changes in my own life over time.</p> <p>I can sequence objects, pictures, events and people in chronological order.</p> <p>I can use words and phrases such as recently, before, after, now, later, past and present.</p> <p>I can use dates where appropriate.</p>	<p>I understand that the past can be divided into different periods of time.</p> <p>I can place the time studied on a timeline.</p> <p>I can place events, artefacts and historical figures on a timeline.</p> <p>I understand that timelines can be divided into BC and AD.</p> <p>I can use words and phrases such as century, decade.</p>	<p>I can place the time studied on a timeline.</p> <p>I can name and place dates, events, artefacts and historical figures on a timeline.</p> <p>I can use terms related to the period and begin to date events.</p> <p>I understand more complex terms such as BCE and CE.</p> <p>I can use words and phrases such as century, decade, BC, AD, after, before, during.</p>	<p>I can place the current period study on a timeline in relation to other studies.</p> <p>I can name and place dates, events, artefacts and historical figures on a timeline.</p> <p>I can relate and make comparisons between the current study and previous studies.</p> <p>I can describe events using words and phrases such as century, decade, BC, AD, after, before, during, era, period.</p>	<p>I can divide recent history into the present using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.</p> <p>I can use words and phrases such as century and decade.</p> <p>I can use timelines to place and sequence local, national and international events.</p> <p>I can use key time periods as reference points.</p> <p>I can use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>I can describe main changes in a period in history using words such as social, religious, political,</p>

						<p>technological and cultural.</p> <p><b>I can name dates of many significant events from past studies and place it correctly on a timeline.</b></p>
Subject Knowledge	<p>Past - something that has already happened Present - it is happening now In history you may say the present is the current year and the past is last year and any time before that.</p> <p>Chronological order - arranging things to the time they occurred. What happened/came first, last?</p> <p>Children to understand that memories are things you remember from the past.</p>	<p>Compare life now to life in Victorian times e.g. clothes, toys, school, homes, food. What is the same? What is different?</p> <p>What changes have the children gone through in their lives? Would this be the same for Victorian children?</p> <p>Chronological order - arranging things to the time they occurred. What happened/came first, last? Sequence the events of the Great Fire of London (GFL) and Queen Victoria's life.</p> <p>Teach children how to read dates e.g. 1901 is split in half 19 and then 01. Give children dates for key events.</p>	<p>Recap what periods they know already e.g. Victorians and what others they might know. Introduce new time period.</p> <p>Link timeline to a number line. Smallest numbers on the left - means further away from present day.</p> <p>Know the dates of key events etc recap how to read a date and how to work out how to put them in chronological order</p> <p>BC - before Christ AD - anno domini 1AD is there year Jesus was born</p> <p>Stone Age to Iron Age (BC) Romans in Britain (AD)</p> <p>Century - 100 years Decade - 10 years</p>	<p>BCE - before the common era CE - common era</p> <p>The same as BC and AD therefore 1403 A.D. and 1403 C.E. are the same date, as are 4000B.C. and 4000B.C.E.</p> <p>BC - before Christ AD - anno domini 1AD is there year Jesus was born</p> <p>Century - 100 years Decade - 10 years</p>	<p>Looking at how long the period of study went on for. How many events happened within that time and compare this to previous studies. Can any links be made? Have any previous studies happened at similar times but in different locations or involved different groups of people?</p>	<p>19<sup>th</sup> century - 1801 to 1900 20<sup>th</sup> century - 1901 to 2000 21<sup>st</sup> century - 2001 to 2100</p> <p>Look closely at the local events of WW2 but also key events in the UK and the rest of the world.</p> <p>When studying crime and punishment, use the periods studied in previous years for children to understand where changes occurred.</p> <p>Find dates for key changes in technology etc and place on a timeline within the study (particularly crime and punishment as covering a large time period).</p>

Vocabulary	past, present, order, time, chronology, chronological order, sequence, pictures, sources, artefacts, objects, events, memories, stories, old, new, today, yesterday, last week/month/year	compare, similarities, differences, toys, clothes, lifestyle, school, homes, work, food  recount, retell, change  sequence, order, chronology, event, significant, date, time, year	Victorians, romans, stone age, bronze age, iron age, time period, timeline, events, figures, artefacts, BC, AD, century, decade	timeline, chronological, figures, events, significant, BC, AD, BCE, CE, century, decade, dates, terms	time period, dates, events, artefacts, historical figures  compare, relate, link  century, decade, BC, AD, BCE, CE, after, before, during, era, period.	time period, dates, events, historical figures, timeline, 19 <sup>th</sup> century, 20 <sup>th</sup> century, 21 <sup>st</sup> century, local, national, international, developments, culture, technology, religion, society
Knowledge and understanding of events, people and change in the past	<p><b>I can tell the difference between past and present in my own life</b> and other people's lives.</p> <p><b>I can discuss significant historical events and people</b> within my own locality.</p>	<p><b>I can understand the main events and people I have studied.</b></p> <p><b>I can use information to describe the past.</b></p> <p><b>I can use information to describe differences between then and now.</b></p> <p><b>I can describe significant historical events and people from a significant time in history.</b></p> <p>I can recognise that there are reasons why people in the past acted as they did.</p>	<p><b>I can understand the impact that people have had in different time periods.</b></p> <p><b>I can describe the main events and people related to the period studied.</b></p> <p><b>I can use evidence to describe past such as:</b></p> <ul style="list-style-type: none"> <li>- Houses and settlements</li> <li>- Culture and leisure activities</li> <li>- Clothes, way of life and actions of people</li> <li>- Buildings and their uses</li> <li>- People's beliefs and attitudes</li> <li>- Things of importance to people</li> <li>- Differences between lives of rich and poor</li> </ul> <p><b>I can use evidence to identify how some of</b></p>	<p>I can understand changes that have happened in different time periods.</p> <p><b>I can recognise some of the similarities and differences between these periods.</b></p> <p><b>I can describe the main events and people related to the period studied.</b></p> <p>I can give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>I can identify the experiences of men,</p>	<p>I can describe and compare some changes that have happened in different time periods.</p> <p><b>I can describe the main events and people related to the period studied.</b></p> <p>I can give some causes and consequences of the main events, situations and changes in the period studied.</p> <p><b>I can identify and explain some ideas, beliefs, attitudes and experiences of men, women and children/people from the past.</b></p> <p>I can describe and compare how some of the past events/people affect life today.</p>	<p>I can choose reliable sources of factual evidence to describe and compare: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p><b>I can describe the main events and people related to the period studied.</b></p> <p><b>I can identify how and give reasons why changes may have occurred, backed up with evidence.</b></p>

			<p><b>these may have changed over time.</b></p> <p>I can describe similarities and differences between people, events and objects.</p>	<p>women and children from the past.</p> <p><b>I understand how some of the past events/people affect life today.</b></p>		<p>I can identify some social, cultural, religious and ethnic diversity of societies in Britain and wider world.</p> <p><b>I can identify changes and links within and across the current period study and previous periods studied.</b></p> <p>I can identify the continuity and change in the history of the local area.</p>
Subject Knowledge	<p>Past - something I have already done Present - something I am doing now or something that is being done over a period of time e.g. I am in Year 1 (it is happening all year, not just today)</p> <p>Other people's lives might be longer/shorter than my own. Things that happened in the past for my parents might have been before I was born.</p> <p>The events at Tamworth Castle - children to talk about these events in the</p>	<p>Key info about people studied e.g. born, married, died etc Key info on events including dates (Victorians will be looking at years, GFL will be looking at days).</p> <p>Give information in a variety of ways - posters, newspapers, videos</p> <p>Compare life now to life in Victorian times/GFL e.g. clothes, toys, school, homes, food. What is the same? What is different?</p> <p>Describe events and people - do not need to</p>	<p>Know that was has happened in the past has impacted the future e.g. how societies, religions, homes, technologies etc change and evolve.</p> <p>Use evidence - sources, pictures, books, text, online information, artefacts</p>	<p>Recap changes from Y3 topics to current Y4 topics and changes within the topics (Vikings and Saxons and then the changes the Normans made).</p> <p>How were the lives of men, woman and children different to each other and compare to now.</p> <p>How have the actions from the Vikings/Saxons/Scots/Normans impacted our lives today - roads, housing, culture, religion etc</p>	<p>What did the people of that time period introduce, what did they change?</p> <p>Why did the changes occur? What happened as a result of these people's actions? Has that affected life today? How?</p> <p>How were the lives of men, woman and children different to each other and compare to now.</p>	<p>What makes a source reliable? Discuss this before children they choose. Think about who made the source, is it bias?</p> <p>Move from making guesses for why changes have happened and now using evidence (sources) to prove this. C&amp;P who was in power at the time (time period). WW2 - what key events had happened to cause changes?</p> <p>Social diversity covers race, ethnicity, religious beliefs, socioeconomic status, language, geographical origin,</p>

	order that they happened.	give reasons (recall of facts)  Why were there workhouses, why did people use the cane etc? Why do we not do that anymore?				gender and/or sexual orientation.  History of Nottingham and the impact that WW2 had on it.
Vocabulary	past, present, change, time, event, famous, significant	events, people, significant, past. similarities, differences, comparison, born, died, married, days of the week, sources, artefacts	events, significant, dates, houses, settlements, culture, leisure, clothes, buildings, beliefs, attitudes, rich, poor, change, similarities, differences, sources, evidence	changes, similarities, differences  houses, culture, leisure, clothes, buildings, beliefs, attitudes, experiences, men, women, children	changes, similarities, differences, causes, consequences, actions  houses, culture, leisure, clothes, buildings, beliefs, attitudes, experiences, men, women, children	sources, evidence, houses, settlements, culture, leisure, clothes, buildings, beliefs, religion, attitudes, rich, poor  social, cultural, religious, ethnic, diversity, societies, Britain
Historical Interpretations (sources and representations)	<b>I can begin to use sources to identify and recall some details about the past.</b>	<b>I can identify details from the past using books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and the internet.</b>  I can start to identify some of the different ways in which the past is represented (photos, artefacts, eye-witness accounts).	I can identify some of the different ways in which the past is represented.  I can make comparisons between sources and identify the similarities and differences.  <b>I can distinguish between different sources and evaluate their usefulness.</b>	<b>I can identify/explain some of the different ways in which the past is represented.</b>  <b>I can start to give reasons for why there may be different accounts of history.</b>  I can make comparisons between sources and identify the similarities and differences.  <b>I can distinguish between different sources and evaluate their usefulness.</b>	I can confidently explain some of the different ways in which the past is represented.  I can give clear reasons why there may be different accounts of history.  I can link sources and work out how conclusions were arrived at.  <b>I can consider ways of checking the accuracy of sources.</b>	I can look at a number of different versions of the same event and make comparisons in the accounts.  I know that people (now and in past) can represent events or ideas in ways that persuade others.  <b>I can explain that some events, people and changes have been interpreted in different ways and suggest possible reasons for how and why.</b>

					I can show an awareness that different evidence will lead to different conclusions.	I know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Subject Knowledge	How do the children know something is from the past? Looks, damaged, material? Give a plausible explanation about what an object was used for.	To understand that information about the past doesn't just come as a block of text. Photos give us lots of information e.g. GLF, houses close together and people have different opinions and stories e.g. diaries, newspapers	Looking at different sources.  Two versions of an event which have been told through different sources. Is the information the same? Is it fact or opinion based?  What makes them useful? Might depend on the use of that source, what information you are trying to retrieve. Bias.	Identify different sources and explain why we have different sources and why information is presented in different ways - purpose, audience etc  Different accounts in history as people have different stories/versions/opinions of events. Witnessed different things.	Identify different sources and explain why we have different sources and why information is presented in different ways - purpose, audience etc  Different accounts in history as people have different stories/versions/opinions of events. Witnessed different things.  Look at a variety of sources e.g. images and artefacts. How was it concluded what a tool was used for?  Check accuracy - date, person, language etc	Represent events to persuade different ages - thought about the audience - what message they want to get across, to manipulate people into doing things or believing things that may not be true to benefit themselves etc  Why have they done this? In WW2 to make people believe different things, change sides or support others  Propaganda - information especially of a biased or misleading nature, used to promote a political cause or point of view WW2 - it was used to raise the morale (happiness) of people at home and the forces fighting abroad, and to make the enemy seem more brutal.



Vocabulary	source, picture, event, artefact, object, purpose, use, owner, appearance,	source, picture, artefact, diary, newspaper, fact, opinion, story, version, event	source, picture, artefact, diary, newspaper, fact, opinion, story, version, event, bias	sources, accounts, versions, stories, fact, opinion, eyewitness, experiences, purpose, audience, information, presentation	sources, accounts, versions, stories, fact, opinion, eyewitness, experiences, purpose, audience, information, presentation, interpretations, evidence, accounts, accuracy, conclusions	events, accounts, represent, persuade, interpret, propaganda, mislead, fact, opinion, promote, morale, bias, information, politics, view, cause, support
Historical Enquiry (artefacts and questions)	<p><b>I can ask simple questions.</b></p> <p><b>I can find answers to simple questions about the past using different sources of information.</b></p> <p><b>I can sort sources into now and then.</b></p>	<p><b>I can ask questions and make predictions by handling and observing various sources and artefacts.</b></p> <p><b>I can answer questions by handling and observing various sources and artefacts.</b></p> <p><b>I can group different sources and artefacts.</b></p> <p>I can discuss the effectiveness of different sources.</p>	<p><b>I can ask a range of questions about the past and start to make detailed predictions.</b></p> <p><b>I can use a variety of sources</b> (printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits) <b>to collect information about the past.</b></p> <p><b>I can use sources of information to answer questions about the past.</b></p> <p>I understand the validity of difference sources.</p>	<p><b>I can ask questions about the past and use my inference skills to make detailed predictions.</b></p> <p><b>I understand the difference between primary and secondary sources of evidence.</b></p> <p><b>I can use and interpret a variety of primary and secondary historical sources</b> including documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits <b>to collect information about the past.</b></p> <p><b>I can use sources of information to answer questions about the past.</b></p> <p>I can suggest sources of evidence from a</p>	<p><b>I can ask a range of questions about the past and follow a line of enquiry.</b></p> <p><b>I can use and interpret different primary and secondary historical sources</b> such as documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits <b>to collect information about the past.</b></p> <p><b>I can use sources of information to answer questions about the past.</b></p> <p><b>I can choose reliable sources of evidence to answer questions.</b></p> <p>I realise that there is often not a single answer to historical questions.</p>	<p><b>I can confidently ask a range of questions about the past and follow a line of enquiry.</b></p> <p><b>I can select, combine and identify information from a range of sources and artefacts.</b></p> <p>I can select the most appropriate source of evidence for particular tasks.</p> <p><b>I can evaluate the usefulness and accurateness of different sources.</b></p> <p>I can form own opinions about historical events from a range of sources.</p>

				selection provided to use to help answer questions.		
Subject Knowledge	<p>Teach children different question types. Circle time - children to ask questions about the topic or pictures/artefacts. What do they want to find out?</p> <p>Find out answers by looking at pictures, holding artefacts, reading information, watching videos, listening to stories.</p> <p>Sorting hoops - sort sources into now and then (past and present). Children to explain their reasoning.</p>	<p>Recap different question types and give some starters e.g. What was it like for a...? Why did they use...? How long ago did...happen? What was...used for? When did...? Who used...?</p> <p>Variety of sources - pictures, artefacts, text, videos, stories, newspapers, diaries</p> <p>Children to decide how to group sources/artefacts and explain their reasoning. Teacher could provide categories e.g. Who used them, different events, what they're made from, expensive or not, fact or opinion?</p> <p>Discuss which sources give them the most information, most accurate, fact or opinion. How a source they think is not effective is effective when you change what you are trying to find out.</p>	<p>Questions such as 'how did people...? What did people do for...?'</p> <p>Where did the source come from? Who made it? What was its purpose? Is it fact or opinion? Could it be biased?</p>	<p>Questions such as 'what was it like for a ..... during .....?'</p> <p>Primary sources - the raw material from history e.g. photographs, audio recordings, video recordings, films, journals, letters, diaries, speeches, scrapbooks, published books, newspapers, magazines published at the time, autobiographies, artefacts</p> <p>Secondary sources - products of the study of history, based on other sources, they are someone else's research</p> <p>Children to discuss the best source to answer a question and explain their reasoning.</p>	<p>Use the question matrix so children can ask high quality questions (Sharepoint - Curriculum - Progression documents - History).</p> <p>Children to make their own interpretations of sources to answer questions before given answers.</p> <p>Children to choose the best source to answer a question and explain their reasoning.</p>	<p>Use the question matrix so children can ask high quality questions (Sharepoint - Curriculum - Progression documents - History).</p> <p>Children to choose the best source to answer a question and explain their reasoning.</p>

<p>Vocabulary</p>	<p>who, what, where, why, when, how</p> <p>pictures, objects, artefacts, stories, videos, sources, text, information</p> <p>then, now, past, present</p>	<p>who, what, where, why, when, how, predict, source, artefact, pictures, text, videos, stories, newspapers, diary</p> <p>group, sort, classify</p> <p>effective, fact, opinion, information, accurate</p>	<p>who, what, where, why, when, how</p> <p>sources, the internet, pictures, photos, music, artefacts, historic buildings, visits, information, validity, bias, effectiveness, useful, fact, opinion</p>	<p>who, what, where, why, when, how</p> <p>primary sources, secondary sources, evidence, interpret, databases, pictures, photos, music, artefacts, information</p>	<p>who, what, where, why, when, how, can, should, would, could, might, will</p> <p>primary sources, secondary sources, evidence, interpret, databases, pictures, photos, music, artefacts, information, reliable</p>	<p>who, what, where, why, when, how, can, should, would, could, might, will</p> <p>information, source, artefact, appropriate, reliable, evidence, evaluate, useful, accurate, bias, opinion</p>
<p>Organisation and Communication</p>	<p><b>I am beginning to use historical language in discussion.</b></p> <p>I can discuss the lives of significant individuals in the past.</p> <p><b>I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</b></p>	<p><b>I can use some historical terminology to describe objects, people and events of the past.</b></p> <p><b>I can discuss the actions and achievements of people in the past.</b></p> <p>I can write simple stories and recounts about the past.</p> <p>I can draw and label diagrams about people, events and objects from the past and talk about them.</p>	<p><b>I can use historical terminology in discussions.</b></p> <p>I can discuss different ways of presenting information for different purposes.</p> <p><b>I can present findings about past using speaking, writing, ICT and drawing skills.</b></p> <p><b>I can use dates and terms with increasing accuracy.</b></p> <p>I can use English, Maths and computing skills to a good standard in order to communicate information about the past.</p>	<p><b>I can use historical when describing historical events.</b></p> <p>I can discuss the most appropriate way to present information, realising that it is for an audience.</p> <p>I can present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p><b>I can use dates and terms correctly.</b></p> <p>I can use English, Maths and computing skills to a good standard in order to communicate information about the past.</p>	<p><b>I can use historical terminology when describing historical events.</b></p> <p>I can choose the most appropriate way to present information to an audience.</p> <p>I can present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p><b>I can use dates and terms accurately.</b></p> <p>I can use English, Maths and computing skills to an exceptional standard in order to communicate information about the past.</p>	<p><b>I can confidently use historical terminology when describing historical events and my own opinion.</b></p> <p>I can present information in the most appropriate way (written explanation / tables and charts / labelled diagram).</p> <p>I can present information in an organised and clearly structured way.</p> <p><b>I can make accurate use of specific dates and terms.</b></p> <p>I can use English, Maths and computing skills to an exceptional standard in order to communicate information about the past.</p>

<p>Subject Knowledge</p>	<p>Children to use subject specific vocabulary and topic specific vocabulary when discussing with teachers or peers.</p> <p>Talk about Mary Seacole - who she was, what she did, why is she important?</p>	<p>Children to use subject specific vocabulary and topic specific vocabulary when discussing with teachers or peers and in their writing.</p> <p>Key events that happened due to the actions of the significant person in the study.</p> <p>Write about the study in chronological order referring to key events and people.</p> <p>Ideas: Victorians - label a classroom, Queen Victoria's coronation GFL - image of pudding lane, a London street, Samuel Pepys</p>	<p>Children to use subject specific vocabulary and topic specific vocabulary when discussing with teachers or peers and in their writing.</p> <p>What is the purpose? Who is the audience? What will attract them? What is the best way to present? Newspaper, recount, report, fact file, images, poster etc</p> <p>Speaking - argument, court case, presentation, song, drama</p> <p>Know the dates of key events, recall them, sequence them</p> <p>All work to be of the same standard that is expected during a Maths or English lesson. Spellings, grammar, punctuation, key vocabulary, presentation etc</p>	<p>Children to use subject specific vocabulary and topic specific vocabulary when discussing with teachers or peers and in their writing.</p> <p>What is the purpose? Who is the audience? What will attract them? What is the best way to present? Newspaper, recount, report, fact file, images, poster etc</p> <p>Speaking - argument, court case, presentation, song, drama</p> <p>Know the dates of key events, recall them, sequence them</p> <p>All work to be of the same standard that is expected during a Maths or English lesson. Spellings, grammar, punctuation, key vocabulary, presentation etc</p>	<p>Children to use subject specific vocabulary and topic specific vocabulary when discussing with teachers or peers and in their writing.</p> <p>What is the purpose? Who is the audience? What will attract them? What is the best way to present? Newspaper, recount, report, fact file, images, poster etc</p> <p>All work to be of the same standard that is expected during a Maths or English lesson. Spellings, grammar, punctuation, key vocabulary, presentation etc</p>	<p>Children to use subject specific vocabulary and topic specific vocabulary when discussing with teachers or peers and in their writing.</p> <p>Use of statistics to present information and data (WW2 stats).</p> <p>All work to be of the same standard that is expected during a Maths or English lesson. Spellings, grammar, punctuation, key vocabulary, presentation etc</p>
<p>Vocabulary</p>	<p>Subject specific - past, present, then, now and other vocabulary in the Year 1 progression</p>	<p>Subject specific - chronology, past, present, source, artefact and other vocabulary in the Year 2 progression</p>	<p>subject specific - chronology, past, present, source, artefact, bias, validity, evidence and other</p>	<p>subject specific - chronology, past, present, source, artefact, bias, validity, evidence and other</p>	<p>subject specific - chronology, past, present, source, artefact, bias, validity, evidence and other</p>	<p>subject specific - past, source, artefact, bias, validity, evidence and other vocabulary in the Year 6 progression</p>

			vocabulary in the Year 3 progression presentation, findings, purpose, audience, information	vocabulary in the Year 4 progression presentation, findings, purpose, audience, information	vocabulary in the Year 5 progression presentation, findings, purpose, audience, information	presentation, findings, purpose, audience, information, statistics, data
--	--	--	------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------