



History

Planning, Progression and Assessment Document
April 2024

Using this document:

- Please use this guidance to plan, teach and assess for each individual child's achievement within all areas of History.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical events derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate from the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Please use your informed judgements of ongoing formative and summative assessments, to decide upon a 'best fit' judgement as to whether they have:

- **acquired and retained the expected knowledge within our curriculum;**
- **exceeded these expectations;**
- **are still working towards the goals; or**
- **cannot access this curriculum.**

Substantive Concepts in History: *Substantive concepts are those concerned with the subject matter of history – the substance about which students are learning.*

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	✓	✓	✓	✓	✓	✓	✓
Diversity	✓	✓	✓	✓	✓	✓	✓
Change and Continuity	✓	✓	✓	✓	✓	✓	✓
Cause and Consequence	✓	✓	✓	✓	✓	✓	✓
Historical Significance	✓	✓	✓	✓	✓	✓	✓
Historical Interpretation			✓	✓	✓	✓	✓

History Long Term Plan

	Spring 2	Summer 1	Summer 2
EYFS	<i>Ongoing Knowledge and Skills through Learning-based Experiences and Continuous Provision (see plan below)</i>		
Year 1	What does it take to be a great explorer?	How do we know so much about where Sappho used to live?	Why is the history of my locality significant?
Year 2	How do our favourite toys and games compare with those of children in the 1960s?	Who is the greatest history maker?	Why was Charles sent to Prison?
Year 3	How did the lives of ancient Britons change during the Stone Age?	What is the secret of the standing stones? (Bronze Age Britain)	How do artefacts help us understand the lives of people in Iron Age Britain?
Year 4	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
Year 5	Why did the ancient Maya change the way they lived?	Why was winning the Battle of Britain in 1940 so important?	Manchester: A local history study
Year 6	Why did Britain once rule the largest empire the world has ever seen?	How did a pile of dragon bones help to solve an Ancient Chinese mystery?	The story of the Trojan Horse: historical fact, legend or classical myth?

Key Subject Vocabulary should include key words below. Each year should build on previous years' language. Children should be able to use the language accurately and effectively to communicate their ideas, intentions, reflections and outcomes.

	Spring 2	Summer 1	Summer 2
EYFS	Today; yesterday; a long time ago; same/different; change; people; lives; history artefact; past/then; now; before I was born; modern; old; new; (Uses senses) touch, see, smell, hear; discuss; questioning; finding out; order; compare; the present, the past, the future, day, week, month, long ago, old, new/recent, parent, grand parent, great grandparent, clue, memory, lifetime, calendar, who? What? Materials, plastic, remember; old, new, past, present, myself, family, relative, same, different, environment, home, tradition, celebration, groups, community day, week, old, new, before, after, today, tomorrow, yesterday, a long time ago, objects, later, then, now, earlier, year, special		
Year 1	Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; 'in service'; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; 'women's work'; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.	Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth's crust; gas; escape; landscape; evidence; historian; century; active; unsupported; tremor; foundations; danger; pumice; protection; torches; shore; uncooperative; eyewitness; sulphur; flight; first-hand; primary evidence; secondary evidence; trustworthy; emotion; gladiator; feelings; artist; synonym; soil; carving; coins; painting; mosaic; statue; preserved; archaeologist; artefacts; jewellery; temple; theatre; arena; villa; reconstruction; suffocate; excavated.	Building, fort, soldier, cestrum, Romans, merchants, industry, monument, ruins, industrial revolution, canal, railway, road, gateway, ditch, wall, tower, battlements, road, gatehouse, map, settlement, junction, highway, sandstone, civilian, archaeologists, cosmopolitan; Rail, crash, signal, track, junction, mile, station, driver, collision, lines, electric, impact, brake, enquiry, newspaper report; Suffragette, protest, rights, vote, commemorate, statue, campaign; heroine
Year 2	Historian; time; BC; AD; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boudica; rebellion; Hadrian's Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery; territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring	Commemoration; commemorate; ceremony; celebration; Guy Fawkes Night; Bonfire Night; Firework Night; annual; event; engraving; unlawful; harmful; impression; assassinate; King James I; Parliament; House of Lords; rent; cellar; stockpile; gunpowder; guard; Catholic; Protestant; plot; discovered; arrested; torture; executed; survive; Windsor Castle; effigy; beliefs; ideas; timeline; chronology; evidence; significant; independent; chieftain; Scotland; Ireland; Poland; France; kingdom; Ancient Egypt; BC; United Kingdom; country; city; valley; Pakistan; proud; powerful; accomplished; ethnic; Pashtun; Sunni Muslim; Birmingham; childhood; encourage; study; president; possible; Taliban; extreme; Islam; religion; accompanied; demolish; blog; diary; schoolgirl; death threat; hospital; strengthened; love; prayers; United Nations; revenge; forgive; murder; Nobel Peace Prize; championing; equal rights;	war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression; conviction; police; communication; telephone; internet; postcard; letter; telegraph; message; cypher; reinforcements; regiment; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema; casualty; mercy; rationing; requisition; circus; town; village; countryside; artillery; overseas; trade; propaganda; patriotic; munitions; factory; manufacturing; queue; battleship; bombardment; rehabilitation; hospital; memorial; dedication; honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore.

	<p>pull; <i>The Jungle Book</i>; film; Walt Disney; videotape recorder; human rights; Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President; United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWF); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research.</p>	<p>grocery; chemistry; university; politics; Conservative Party; chemist; law; Member of Parliament; discrimination; annoyed; determined; willpower; elected; leader; prime minister; Robert Walpole; uncompromising; 'Iron Lady'; resisting; demands; strike; miners; unpopular; terrorists; IRA; war; Argentina; Falkland Islands; invade; occupy; divided; River Nile; pharaoh; king; wealthy; expedition; trade; goods; neighbouring; incense; Red Sea; temple; Luxor; hieroglyphics; tourists; marvel; Valley of the Kings; Russia; secret; scientist; Sorbonne; sacrifice; Paris; student; physics; research; experiment; investigation; fact; substance; uranium; radioactive; rays; prize; X-ray machine; doctor; injured; illness; treatment; front line; soldier; ambulance; dangerous; saved; laboratory; island; inherited; protecting; castle; weapon; pirate; seize; fortify; plead; bow; release; bitter; enemy; invasion; revel; will; free; crowned; Henry VIII; Anne Boleyn; conquer; claim; Sir Walter Raleigh; Trinidad; Caribbean; Empire; territories; spices; New World; orphanage; patron; William Shakespeare; paid; perform; ordinary; play; protect; peace; swift; action; Spanish Armada; English Channel; Navy; fleet; victory; Mary, Queen of Scots; plotting; overthrow; Good Queen Bess; monarch.</p>	
<p>Year 3</p>	<p>Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.</p>	<p>Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly; farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park;</p>	<p>Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stater; animal; vegetable; mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods; services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation; conclusion; connective; Boudica; Romans</p>

		<p>memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.</p>	
<p>Year 4</p>	<p>Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; London; Olympics; Redevelopment; Canal; Transport; Plan; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route; Residential; Commercial; Recreation; Leisure; Public services; Classify; Pattern; Distribution; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Trend; False-colour; Wireless; Hurricane; Emergency planning; City; Vegetation; Desert; Density; Lake; Irrigation; Sea; Deforestation; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>	<p>Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frijia; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.</p>	<p>Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; <i>vikingr</i>; <i>viking</i>; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer;</p>

			<p>training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.</p>
<p>Year 5</p>	<p>Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footstep; romance; impressed; forcibly; spectacle; overturned; desolate; accident; discover; rediscover; overgrown; distinguish; Chichen Itza; restored; tourists; celebrations; construction; temple; pyramid; religious; rituals; festivals; constellation; summer solstice; sink hole; collapse; dredged; sacrifice; observatory; calendar; Venus; Moon; seasons; Earth; immense; abilities; thatched; dousing; priest; nobility; purify; government; council; occasion; courtyard; generation; compound; civilisation; artefacts; costume; dyed; cloth; jaguar; predator; headdress; quetzal; reserved; executed; column; alphabet; correspond; codices; humid; environment; symbols; zero; pottery; ornaments; rattle; vase; figurine; depiction; harvest; plentiful; Great Ball Court; representation; pok-a-tok; queen; leisure; sinister; disputes; neighbouring; captain; beheaded; devotion; victorious; vanquished; defeated; incentive; poster; advertisement; design; overpopulation; estimated; population; necessary; malnourished; starvation; ownership; war; capture; Toltec; slaves; resources; warriors; drought; famine; deforestation; medicines; susceptible; diseases; parasites; infectious; erosion; exposed; fertile; cycle; evaporation; transpiration; water vapour; torrential; flood; condensation; unreliable.</p>	<p>Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped; opponent; rearm; refuel; fire power; escort; adjustable; propeller; climbing; diving; cannon; fuel tank; scramble; batteries; gas fired;.</p>	<p>invented; superiority; culture; tax; Parliament; divine ruler; instructions; arrest; Member of Parliament; unpopular; court; war; opposing; persuade; industry; industrial; railway; junction; station; headquarters; carriage; barge; canal; raw materials; employees; workforce; economy; goods; services; industrial age; Industrial Revolution; steam engine; James Watt; manufacture; cotton; wool; iron and steel; water frame; water wheel; spinning; mass produce; Cottonopolis; factories; inspector; working conditions; child labour; dextrous; agility; unscrupulous; Factory Act; politician; social reformer; philanthropist; William Wilberforce; Earl of Shaftesbury; Octavia Hill; Titus Salt; John Stuart Mill; Elizabeth Fry; Millicent Fawcett; Richard Owen; William Booth; repair; footplate; guard; porter; labourers.</p>

Year 6

Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions.

Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall; natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpret; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding; cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit; spiritual; tools; utensils; thatch; decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; treatment; downfall; seize; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.

The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy.

EYFS

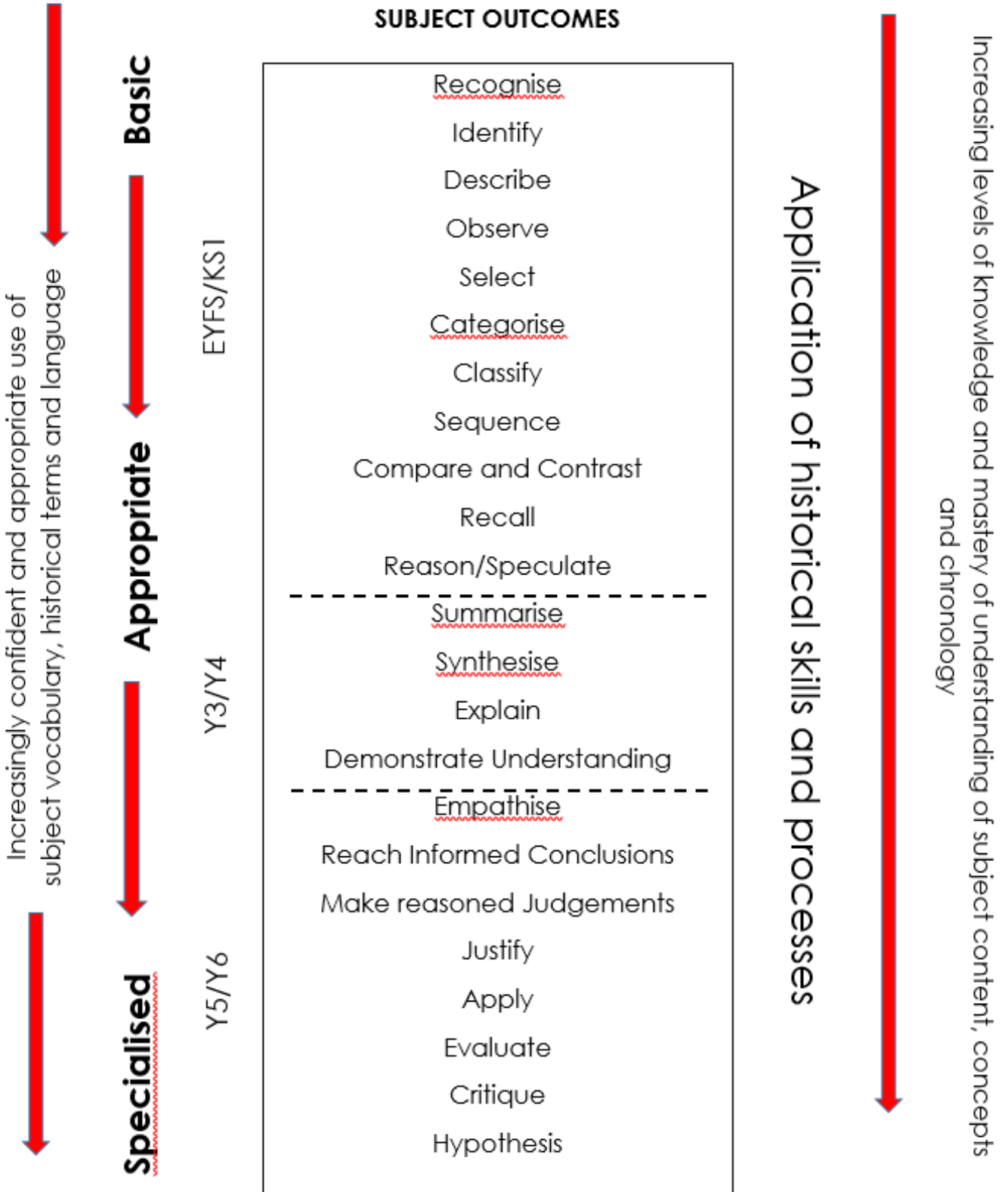
The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The information below aims to show how the skills taught across EYFS feed into National Curriculum objectives. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for History.

The most relevant statements for History are taken from the following areas of learning:

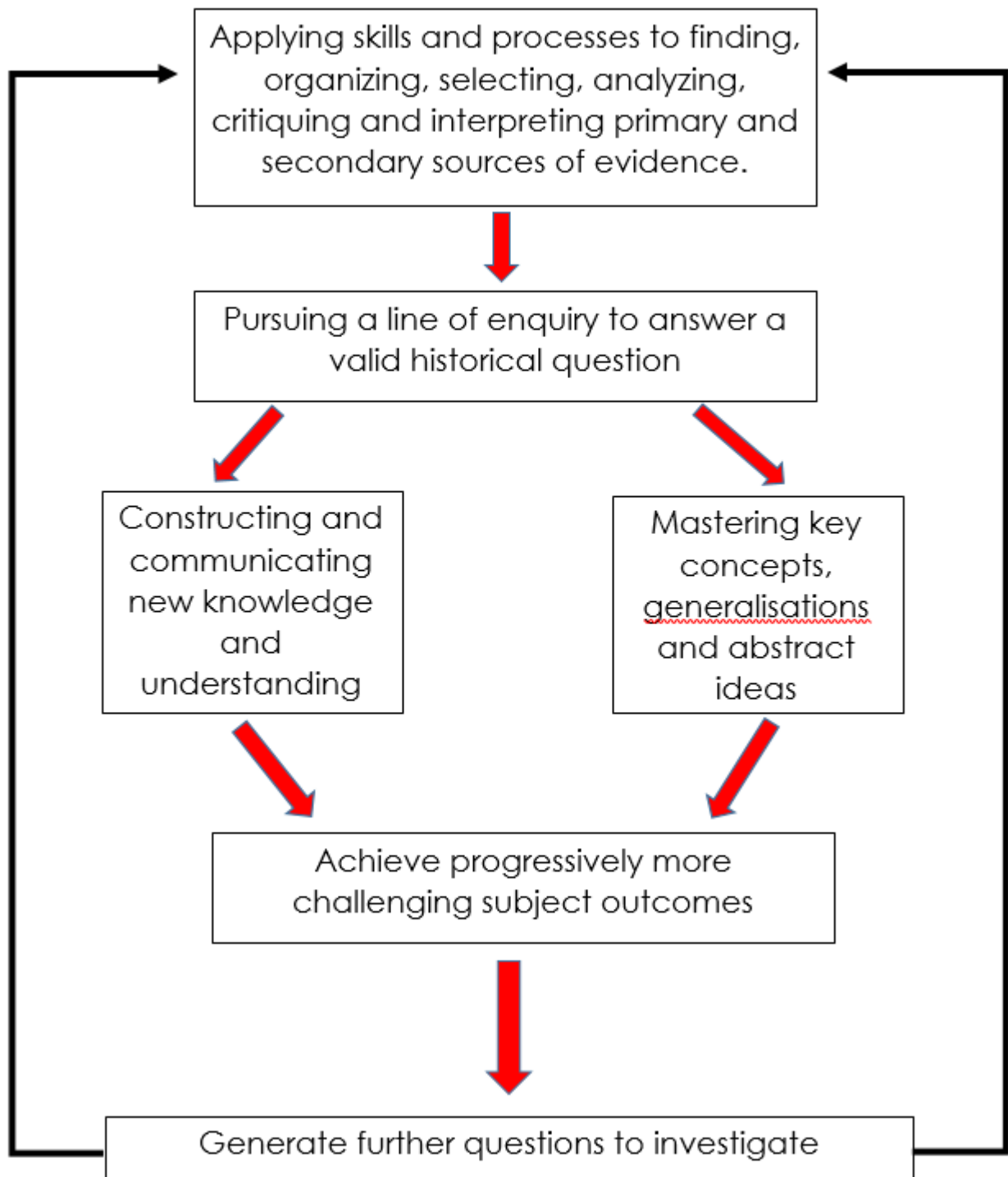
- Understanding the World

Nursery (Three and Four-Year- Olds)	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Progression in History



Working Historically



Mastery Model of learning in History

Procedural Knowledge

- Knowledge constructed in the performance of often decontextualised tasks and activities
- Frequently discrete and isolated facts and methods
- Recall dependent on replicating initial tasks and activities

Concept Building

- Organise discrete facts to build the big historical ideas, which define and underpin History
- General abstract ideas create the framework, which historians use to understand the world and think historically

Procedural Fluency

- Apply conceptual knowledge and understanding to different contexts
- Recognise where one particular strategy or procedure is more appropriate than another
- Construct new knowledge and understanding

Particular

General

Application

Progression in subject outcomes

Increasingly confident and appropriate use of subject vocabulary, historical terms and language

Application of historical skills and processes

Breadth of Study:

Key Stage 1

By the end of each year our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

Year 1

- Begin the process of establishing a simple sense of chronology and mastery of the language associated with **identifying and describing** the passing of time;
- **Recognise and describe** the achievements of a number of famous national and international explorers both in the past and recently – Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong;
- **Identify and describe** some of the personal qualities they might need to become a Mars explorer in the future;
- **Identify, describe and compare and contrast** the most popular games and toys of the 1960s with those of today;
- **Record and describe** some of the things that adults alive at the time remember about the 1960s;
- **Recognise and describe** how animals, particularly messenger pigeons, played such an important role during World War I;
- **Identify and describe** some of the ways a child in Britain would have been aware that a war was happening in 1916.

Year 2

- **Construct** uncomplicated oral narratives by working forward from a beginning to an end or outcome;
- **Recognise** the distinction between 'history' and 'prehistory';
- **Describe** the achievements of a number of significant individuals and the events associated with them in the past – Hatshepsut, Margaret Thatcher, Grace O'Malley, Malala Yousafzai, Marie Curie and Elizabeth I – and **compare and contrast** one with another;
- **Identify and locate** on a map the area of the Roman Empire in Europe together with the location of Pompeii and **describe** what happened there in AD 79;
- **Describe and give reasons** why archaeologists know so much about the ways of life of people such as Sappho who lived at Pompeii in Roman times;
- **Describe and give reasons** for the importance of a significant historical event, person and place in their own locality.

Lower Key Stage 2

By the end of each year our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

Year 3

- **Recognise** how historical events are caused by other important past events and in turn have their own consequences;
- Begin the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 **identifying and describing** events in the order in which they occurred using a pre-existing scale of equidistant intervals;
- **Describe and explain** in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age;
- **Contrast** the ways in which most people in Britain were living at the end of the Stone Age **compared** with the beginning and **explain** some of the differences they **observe**;
- **Explain** why the discovery of the Amesbury Archer dating from the beginning of the Bronze Age in Britain was such an important archaeological find;
- **Identify, describe and compare and contrast** the many different types of stone monuments created in Britain during the Bronze Age and **reach a simple judgement** about what their purpose might have been;
- **Describe** the main features of Iron Age hill forts and **offer reasons** why so many were constructed across Britain;
- **Explain** why archaeologists believe Iron Age people made so many beautiful artefacts only to then throw them into rivers or bury them underground;
- **Explain** how we know that life wasn't always peaceful in the Iron Age?

Year 4

- Complete the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 **identifying and describing** events in the order in which they occurred using a pre-existing scale of equidistant intervals;
- **Explain** why the Romans invaded Britain;
- **Describe and explain** why we know so much about the towns the Romans built in Britain;
- **Explain** why the Romans in Britain organised gladiatorial games and why such events were not always popular with everyone;
- **Explain** why Boudicca presented such a threat to the Romans that they almost lost control of Britain;
- **Explain** who the Anglo Saxons were and why they chose to live in villages in the British countryside rather than in the towns that the Romans built;
- Through **evaluating** the artefacts of the Sutton Hoo burial **reach a judgement** about what the different items tell us about life in Anglo Saxon Britain;
- **Explain** why Viking Norsemen invaded Britain and **reach a judgement** about why they were desperate to stay;
- **Explain** why King Alfred is the only King or Queen of England to have 'the Great' after their name.

Upper Key Stage 2

By the end of each year our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

Year 5

- **Evaluate** the range of artefactual evidence left behind by the Ancient Maya and **reach and judgement** regarding what they suggest about the kind of life they lived;
- Consider the possible explanations about why the Ancient Maya abandoned their jungle cities and **reach a judgement** about which might be the most convincing;
- **Compare and contrast** ways of life in Britain during the time of the Ancient Maya and **reach a judgement** about which society they feel was most advanced;
- **Explain** why we know so much about how some people lived at the time of the Shang Dynasty of Ancient China and hardly anything about the life of the majority of people;
- **Compare and contrast** the reigns of King Cheng Tang and King Di Xin during the Shang Dynasty of Ancient China and **reach a judgement** about who of the two they feel would have been the most effective leader;
- **Explain** the significance of the story of the Trojan Horse in the history of Ancient Greece and **evaluate** the evidence available to **reach a judgement** as to whether the events might be fact, legend or myth;
Construct a timeline relating to one of the civilizations studied, by creating their own equidistant scale to record its main events in the order that they occurred.

Year 6

- Construct more detailed oral and written historical narratives which **describe and explain** how and why particular events unfolded over time;
- **Explain** why Britain established an empire around the world and construct a timeline using an equidistant scale to record the chronology of the main events that occurred;
- **Evaluate** some of the advantages and disadvantages of the British Empire both to Britain and its colonies and **reach a judgement** as to why it has now almost disappeared;
- **Describe and explain** how several aspects of national history are reflected in their own locality and **evaluate and reach a judgement** about their relative importance;
- **Empathise** with circumstances in Britain after the fall of Dunkirk in 1940 during World War II and **reach a judgement**, through **critiquing** a range of evidence, as to why Britain won the Battle of Britain.

SEND Provision

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a historical concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic historical information e.g. the start and end date of WWII.</p> <p>Reading/studying of case studies/historical artefacts.</p> <p>Understanding of subject specific vocabulary.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach can be used to revisit key geographical information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Twinkl App Online. Share information in different ways e.g. via a BBC Bitesize video rather than a written text. Allow children to explore physical artefacts (loan boxes are available from external services).</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'political party.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a historical context.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>

<p>Difficulty in producing accurate pieces of writing e.g. a diary entry of a war evacuee.</p> <p>The ability to sequence historical events in chronological order.</p>	<p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> <p>Draw children's attention to the place value of numbers in order to aid understanding of the chronology of a year e.g. '1764 has less hundreds than 1906 therefore this event must have happened earlier.' Create whole class, large historical timelines which recap prior year group's learning in order to aid understanding of the chronology of key historical events.</p>		
<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Physical difficulties accessing specific environments during history trips.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p>	<p>Low self-esteem in historical ability.</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific historical skill. E.g. accurately sequencing historical events on a timeline rather than producing an aesthetic timeline.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share</p>

<p>Children with a visual impairment may find it difficult to view text/images/historical artefacts.</p>	<p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (Class Teacher will be notified if necessary). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe historical artefacts.</p>	<p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> <p>Distress caused by difficult historical events e.g. WWII which children may find triggering.</p>	<p>their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> <p>Discuss contents of lessons with parents/children to ensure suitability and adapt lessons accordingly. Offer regular sensory breaks to allow children to regulate/co-regulate their emotions. Ensure de-brief occurs after any difficult lessons.</p>
--	--	---	--

Enquiry: KS1

Year 1 – What does it take to be a great explorer?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise what an explorer does;</p> <p>Identify what Amy Johnson achieved;</p> <p>Recognise that Christopher Columbus is remembered as a famous explorer;</p> <p>Recognise what Neil Armstrong achieved;</p> <p>Recognise some of the personal qualities needed to be a great explorer.</p>	<p>Describe the achievements of Ranulph Fiennes;</p> <p>Describe the achievements of Amy Johnson and suggest reasons why they are particularly remarkable;</p> <p>Describe some voyages and discoveries of Columbus and suggest reasons why he was able to accomplish so much;</p> <p>Describe the events leading up to the Moon landing and suggest reasons why Armstrong was able to accomplish this;</p> <p>Describe the qualities that astronauts travelling to Mars will require and compare and contrast these with those of Fiennes, Johnson and Columbus.</p>	<p>Explain why Ranulph Fiennes is recognised as the world's greatest living explorer;</p> <p>Describe and explain the mystery surrounding her disappearance;</p> <p>Describe and explain Columbus' attitude to the people and their possessions he found in the New World;</p> <p>Compare and contrast the achievements of Armstrong with those of Amy Johnson and Christopher Columbus and reach a judgement about which they consider was most significant;</p> <p>Describe and explain the achievements of the explorer James Cook.</p>

Year 1 – How do we know so much about where Sappho used to live?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise that Pompeii was once an important Roman city;</p> <p>Recognise that Sappho was a wealthy teenager living in Pompeii;</p> <p>Recognise that at its height the Roman Empire included most of Europe;</p> <p>Recognise that Pompeii is overlooked by a volcano called Vesuvius and the danger this presents;</p> <p>Identify a range of different artefacts discovered in excavations at Pompeii;</p> <p>Recognise that some people who were at Pompeii wrote first-hand accounts of what happened;</p> <p>Recognise how the shape of many people who died at Pompeii was preserved.</p>	<p>Identify, describe and suggest reasons for some of the ways in which people lived in Pompeii;</p> <p>Describe what a typical day in the life of Sappho might have been and suggest reasons why we know this;</p> <p>Describe what an 'empire' is and identify and locate the modern-day countries that were once part of the Roman Empire;</p> <p>Describe the causes and effects of the eruption of Vesuvius in AD 79;</p> <p>Describe and suggest reasons how a range of smaller artefacts would have been used;</p> <p>Compare and contrast the trustworthiness of the account of Pliny with that of the painting by Briulov as evidence of what occurred at Pompeii;</p> <p>Describe how archaeologists have created plaster casts of their bodies.</p>	<p>Explain how archaeologists have gone about reconstructing the buildings of Pompeii;</p> <p>Explain why she was able to live a privileged life compared to most people;</p> <p>Suggest reasons for why the Romans were able to conquer such a large area;</p> <p>Explain how the actions of many people before and during the eruption put them in additional danger;</p> <p>Understand what it means to infer something from evidence;</p> <p>Describe and explain the difference between primary and secondary evidence when trying to understand events at Pompeii;</p> <p>Understand why the remains of Pompeii went undiscovered for over a thousand years.</p>

Year 1 – Why is the history of my locality significant?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise and identify some features of a local historically important place;</p> <p>Recognise one important historical artefact associated with this place;</p> <p>Identify some ways that people were living in Britain when this place was important in the past;</p> <p>Identify where an important historical event occurred locally;</p> <p>Recognise that ways of life were different in the UK at the time of this event than they are today;</p> <p>Identify and recognise an historically important person in the local area;</p> <p>Recognise that ways of life were different in Britain during the lifetime of this person from what they are today.</p>	<p>Describe and offer reasons for why this place is historically important;</p> <p>Describe the artefact and what its probable purpose would have been;</p> <p>Describe and offer reasons for how people were living then;</p> <p>Describe the event and suggest reasons why it is remembered today;</p> <p>Describe the ways of life of people living in Britain at the time of the event;</p> <p>Describe the reasons why this individual is remembered;</p> <p>Describe the ways of life of people who were living in Britain at the same time as this person.</p>	<p>Compare and contrast this place with a place of national importance;</p> <p>Explain what this artefact tells us about the lives of the people who used it;</p> <p>Compare and contrast the main similarities and differences with ways of life today;</p> <p>Describe and explain some other important historical events that were occurring in the UK around the same time;</p> <p>Suggest reasons why some historical events are considered more significant than others;</p> <p>Compare and contrast this individual with the achievements of others who were living in Britain at the same time;</p> <p>Compare and contrast how this important person lived compared with most people in Britain at the same time.</p>

Year 2 – How do our toys and games compare with those of children in the 1960s?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise how people record the passing of time;</p> <p>Complete and describe a simple personal history timeline;</p> <p>Recognise what a decade is and how long ago the 1960s was;</p> <p>Identify some toys and games that were popular in the 1960s;</p> <p>Recognise that since the 1960s some toys and games have changed whilst others have remained the same;</p> <p>Recognise that Wi-Fi allows computers, or other devices, to connect to the Internet;</p> <p>Recognise that a Wi-Fi enabled toy or game often collects and stores information about its owner;</p> <p>Recognise that talking to someone who lived in the 1960s provides first-hand information about life then.</p>	<p>Identify and describe some of the ways in which historians divide up time;</p> <p>Complete and describe a simple timeline of some important historic events of the 20th century;</p> <p>Identify and describe some of the historical events that occurred in Britain during the 1960s;</p> <p>Describe how children would have played with their favourite toys and games in the 1960s;</p> <p>Compare and contrast popular toys and games of the 1960s with those of today identifying similarities and differences;</p> <p>Describe how Wi-Fi enabled toys and games work and recognise why they didn't exist in the 1960s;</p> <p>Describe why giving personal information to Wi-Fi enabled toys could put their privacy and safety at risk;</p> <p>Devise questions and interview some people who lived in the 1960s and describe and present their information to others.</p>	<p>Suggest reasons why they divide up and order time into different periods;</p> <p>Suggest reasons why it is important to know the order or sequence in which events occur;</p> <p>Compare and contrast the events of the 1960s with some important events of the 2010s;</p> <p>Describe children's television shows of the 1960s and compare with popular programmes today;</p> <p>Suggest reasons for the changes they have observed;</p> <p>Describe the work of Tim Berners-Lee;</p> <p>Describe how they would advise others to stay safe online;</p> <p>Understand the difference between primary and secondary sources of information about things in the past.</p>

Year 2 – Who is the Greatest History Maker?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Identify the person most associated with Guy Fawkes Night;</p> <p>Recognise that Guy Fawkes is seen as a history maker;</p> <p>Identify six people who are all seen as having made history during their lives;</p> <p>Recognise that the achievements of some history makers are more significant than others;</p> <p>Recognise that everyone can make history.</p>	<p>Describe what is commemorated on Guy Fawkes Night; Suggest reasons for this;</p> <p>Describe and compare their relative achievements; and reach a judgement about their relative importance;</p> <p>Compare and reach a judgement about the relative importance of the achievements of the six history makers;</p> <p>Describe how they would like to make history in their lifetime.</p>	<p>Explain the difference between a commemoration and a celebration;</p> <p>Suggest reasons why some people are remembered as history makers and others not;</p> <p>Explain the difference between history makers who are famous and those who are infamous;</p> <p>Explain and justify their decision;</p> <p>Describe and suggest reasons for how people have made history during the past six or seven years i.e. since they were born.</p>

Year 2 – Why was Charles sent to prison?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise that the First World War occurred between 1914 and 1918;</p> <p>Recognise what a messenger pigeon did;</p> <p>Recognise that killing messenger pigeons during the First World War was a serious crime;</p> <p>Recognise that the lives of children in Britain changed during the First World War;</p> <p>Identify different animals that were used by the military during the First World War;</p> <p>Identify some of the ways in which animals are used by the military today;</p> <p>Recognise and describe a firefly.</p>	<p>Identify and describe against whom Britain was fighting and where many of the battles were taking place in France;</p> <p>Describe how people communicated at the time of the First World War and suggest reasons why messenger pigeons were so important to the military;</p> <p>Describe and explain why Charles was sent to prison for six months in 1916;</p> <p>Describe and give reasons for these changes;</p> <p>Describe different ways in which horses were used and give reasons why they were so important to the war effort;</p> <p>Compare and contrast the ways that animals were used during the First World War with how they are used today by rescue and support services;</p> <p>Give reasons why fireflies were important to a soldier in the trenches during the First World War.</p>	<p>Explain why the war was called a 'world' war;</p> <p>Compare and contrast methods of communication today with those during the time of the First World War;</p> <p>Design and explain their own secret code for messages sent with pigeons;</p> <p>Understand why it was so difficult for people in Britain to get up to date news about the war;</p> <p>Explain the ways in which a number of other animals were used in the war effort;</p> <p>Describe and explain the purpose of therapy dogs;</p> <p>Design and explain an appropriate firefly sculpture for the Animals in War Memorial in Hyde Park.</p>

Enquiry: LKS2

Year 3 - How did the lives of Ancient Britons change during the Stone Age?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise people known as Ancient or Stone Age Britons;</p> <p>Recognise that the first modern humans arrived in Britain between 850,000 and 950,000 years ago;</p> <p>Recognise footprints left by a family in Norfolk almost a million years ago;</p> <p>Know what an archaeologist is and what they do;</p> <p>Recognise a Stone Age summer and winter camp;</p> <p>Recognise that life for most people at the end of the Stone Age was different from that of people at the start.</p>	<p>Describe some of the ways of life associated with Ancient Britons;</p> <p>Describe the difference between <i>history</i> and <i>prehistory</i> and recognise that the Stone Age ended approximately 4,500 years ago at the beginning of the Bronze Age;</p> <p>Reconstruct in an annotated drawing what the family may have been doing and describe and explain their reasoning;</p> <p>Describe what an artefact is and explain how archaeologists use them to infer how people may have lived in the past;</p> <p>Describe the features of such camps and explain how and why they would have been different;</p> <p>Describe and explain some of the important ways in which life for Ancient Britons changed during the Stone Age.</p>	<p>Explain what an anachronism is and why it is difficult to know for sure how Ancient Britons lived;</p> <p>Understand that the Stone Age lasted for almost a million years and during that time ways of life changed greatly;</p> <p>Contrast how Stone Age people may have used beaches compared with today and explain their reasoning;</p> <p>Understand why archaeologists can never be certain about the purpose of artefacts they discover;</p> <p>Explain why Ancient Britons could not have lived permanently in caves as is often thought;</p> <p>Understand why the end of a nomadic hunter gatherer lifestyle and the beginning of a sedentary farming way of life was one of the most significant events in the history of Britain.</p>

Year 3 - What is the secret of the standing stones?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Identify and distinguish between artefacts made of flint and bronze;</p> <p>Identify the likely use of several Bronze Age artefacts;</p> <p>Recognise who the Amesbury Archer probably was;</p> <p>Identify a number of modern-day monuments;</p> <p>Recognise the Bronze Age stone monuments at Merrivale;</p> <p>Recognise that, in addition to the stones, there may originally have been other things made of wood or cloth at Merrivale;</p> <p>Recognise that people may have travelled a long way to attend ceremonies at Merrivale.</p>	<p>Describe and explain how bronze is smelted;</p> <p>Describe and explain what a range of artefacts suggest about how people lived during the Bronze Age;</p> <p>Identify, describe and explain the likely use of the artefacts discovered in his grave;</p> <p>Describe and explain the purpose of monuments;</p> <p>Describe the form and layout of Merrivale and reach a judgement regarding its purpose;</p> <p>Reach a judgement regarding what some of these additional features may have been;</p> <p>Describe and explain their ideas as to the purpose of ceremonies at Merrivale.</p>	<p>Understand the advantages and disadvantages of using bronze to make things;</p> <p>Explain how these artefacts show progress in the ways of life of people in Britain compared with the Stone Age;</p> <p>Explain why archaeologists believe he was given such an important burial;</p> <p>Understand the significance of a monument either in their local area or of global importance;</p> <p>Compare and contrast Merrivale with another famous Bronze Age stone monument and describe and explain similarities and differences;</p> <p>Understand what it means to infer or deduce something and how this may lead to misjudgements;</p> <p>Empathise with the likely feelings of someone attending a ceremony at Merrivale for the first time.</p>

Year 3 - How do artefacts help us to understand the lives of people in the Iron Age?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise some features of an Iron Age hill fort;</p> <p>Recognise that Iron Age hill forts would not have looked like they do today when first built;</p> <p>Recognise an Iron Age roundhouse;</p> <p>Recognise that Iron Age roundhouses would have looked different from today when they were first built;</p> <p>Recognise how archaeologists think that the Iron Age was a violent period;</p> <p>Identify what an Iron Age stater was;</p> <p>Recognise who Boudica was.</p>	<p>Describe and explain the main features of an Iron Age hill fort;</p> <p>Describe and explain how an Iron Age hill fort may have looked when it was first constructed;</p> <p>Describe and explain the main features of an Iron Age roundhouse;</p> <p>Reconstruct an Iron Age roundhouse as it might originally have looked and explain their reasoning;</p> <p>Explain with the help of artefacts why archaeologists infer that the Iron Age was a violent time;</p> <p>Describe a stater and explain what archaeologists think their purpose was;</p> <p>Describe who Boudica was and explain why she was so successful at fighting the Romans.</p>	<p>Explain why the Romans also used Iron Age hill forts after they conquered Britain;</p> <p>Justify their choice of features and understand why historians won't ever know for certain what they looked like;</p> <p>Reach a judgement regarding the uses of artefacts discovered in Iron Age roundhouses;</p> <p>Contrast their reconstruction with that of an archaeologist and reach a judgement about how it compares;</p> <p>Reach a judgement as to why the Bronze Age was a much more peaceful time than the Iron Age;</p> <p>Explain the significance of the Iron Age hoard of staters discovered at Wickham Market;</p> <p>Explain why the Romans were shocked and surprised at the uprising led by Boudica.</p>

Year 4 - How did the arrival of the Romans change Britain?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise that by AD 43 the Roman Empire covered most of Europe;</p> <p>Recall that Boudica was an Iron Age tribal leader who fought the Romans;</p> <p>Recognise that the oldest handwritten document discovered in Britain is a letter from the wife of a Roman fort commander;</p> <p>Identify Hadrian's Wall and recognise its purpose;</p> <p>Recognise that the Romans built many large towns and cities in Britain;</p> <p>Recognise a gladiator and what they did;</p> <p>Identify some of the things that went on at Roman gladiatorial games.</p>	<p>Describe and explain why Emperor Claudius invaded Britain;</p> <p>Compare and contrast the armies of Boudica and the Roman governor Paulinus and reach a judgement about the likely outcome of a battle between them;</p> <p>Explain what the letter suggests about how high-status and wealthy Romans in Britain lived;</p> <p>Describe and explain the design of Hadrian's Wall and why the Romans constructed it;</p> <p>Identify, describe and explain the main features of the layout of typical Roman towns;</p> <p>Describe and explain the purpose of gladiators and lanista;</p> <p>Describe and explain who organised gladiatorial games and why they did it.</p>	<p>Understand why the earlier invasions of Julius Caesar failed;</p> <p>Understand the difference between historical evidence and legends and folklore;</p> <p>Describe and explain the kind of homes in which high-status and wealthy Romans lived;</p> <p>Understand why, despite several invasions, the Romans were never able to defeat the Picts and control Scotland;</p> <p>Explain why it is that historians know so much about how Roman towns were designed and built;</p> <p>Understand that not all Romans enjoyed or supported gladiatorial games;</p> <p>Understand who the plebeians were and why Roman leaders needed them to feel valued and content.</p>

Year 4 – Who were the Anglo Saxons and how do we know what was important to them?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Identify the difference between a <i>primary</i> and <i>secondary</i> source of evidence;</p> <p>Recognise that Honorius, the last Roman Emperor of Britain, was faced with a difficult decision in AD 410;</p> <p>Recognise that tribes of people from Europe known collectively as Anglo-Saxons began to settle in Britain towards the end of the Roman Empire;</p> <p>Recognise that Anglo Saxon tribes worshipped many different gods;</p> <p>Recognise that during Anglo Saxon times people in Britain slowly converted to Christianity;</p> <p>Recognise that ways of life changed in Britain after conversion to Christianity;</p> <p>Recognise that a very important person was buried at Sutton Hoo.</p>	<p>Describe and explain what occurred in AD 410 and how it contributed to the Romans abandoning Britain;</p> <p>Describe and explain the difficulty he had;</p> <p>Describe and explain why Anglo-Saxon settlers chose to live in rural villages rather than the towns and cities abandoned by the Romans;</p> <p>Describe and explain some of the religious beliefs and practices of the Anglo Saxons;</p> <p>Describe and explain why the people of Britain began converting to Christianity after the visit of Augustine in 596;</p> <p>Describe and explain some of the most important changes that occurred to buildings and ways of life;</p> <p>Identify and describe the most important artefacts discovered in the Anglo Saxon ship burial at Sutton Hoo and explain what they suggest about the identity and life of the person buried in it.</p>	<p>Understand what the term <i>empire</i> means and why the Roman Empire was very difficult to govern;</p> <p>Empathise with Emperor Honorius and make a judgement about why the Romans left Britain and the emotions the Emperor may have felt;</p> <p>Evaluate the advantages and disadvantages of the Anglo Saxons choosing to live in the countryside rather than in towns and cities;</p> <p>Explain why these beliefs and religious practices are called pagan today;</p> <p>Make a reasoned judgement regarding the message Augustine carried from Pope Gregory to King Ethelbert;</p> <p>Evaluate the advantages and disadvantages for ordinary people of converting to Christianity;</p> <p>Reach an informed judgement as to how the ship burial might have been designed and carried out.</p>

Year 4 - What did the Vikings want and how did Alfred help to stop them getting it?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise that in the past people, referred to as Vikings, attacked Britain;</p> <p>Know that 'Vikings' were in fact Norsemen from Scandinavia;</p> <p>Describe the likely feelings of people in Britain when the attacks by Norsemen began;</p> <p>Identify a Norse longship;</p> <p>Identify on a map some areas of Britain settled by Norsemen;</p> <p>Identify and describe some features of homes that Norsemen built in Britain;</p> <p>Recognise that Alfred was King of one of several kingdoms that made up England at the time.</p>	<p>Describe some of the likely reasons for the Viking attack on Lindisfarne in 793;</p> <p>Suggest reasons why people in Britain called the invading Norsemen 'Vikings';</p> <p>Empathise with the people of Lindisfarne and the Kingdom of Northumbria as Norse attacks became more frequent and destructive;</p> <p>Describe and give reasons for the main design features of a Norse longship;</p> <p>Describe and suggest reasons for the distribution of those areas;</p> <p>Compare and contrast these homes with those of Anglo-Saxons;</p> <p>Describe and explain how King Alfred resisted and overcame the threat of the Norsemen.</p>	<p>Explain who the 'Vikings' really were, where they lived and why they began attacking the British Isles;</p> <p>Explain how the myth of Norsemen wearing horned helmets may have originated;</p> <p>Explain how news of the Norse attacks most likely spread to the remainder of the British Isles;</p> <p>Explain why a Norse longship was an ideal vessel for raiding the east coast of Britain;</p> <p>Explain why the areas of Britain settled by the Norsemen were carefully selected and very important;</p> <p>Explain why Norsemen homes were very different;</p> <p>Explain why King Alfred is known as 'the Great' today.</p>

Enquiry: UKS2

Year 5 - Why did the ancient Maya change their way of life?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise modern Maya people;</p> <p>Recognise that the ancient Maya built cities in the jungles of Central America;</p> <p>Identify features of the ancient Maya city of Chichen Itza;</p> <p>Recognise how ancient Maya people grew food;</p> <p>Recognise and describe some ancient Maya artefacts;</p> <p>Describe how ancient Maya people probably played the game pok-a-tok;</p> <p>Recognise that the ancient Maya eventually abandoned their jungle cities.</p>	<p>Locate Central America and describe and explain its natural features;</p> <p>Identify and describe the features of the ancient cities and explain why they lay undiscovered for a thousand years;</p> <p>Describe and explain features of the city and reach a judgement about what its purpose was;</p> <p>Describe and explain the terraced system of farming used by the ancient Maya;</p> <p>Identify the purpose of each artefact and reach a judgement about what they suggest about the day to day life of ordinary Maya people;</p> <p>Explain why pok-a-tok was much more than a game;</p> <p>Describe and explain the different theories surrounding why the ancient Maya abandoned their cities and reach a judgement about which is most probable.</p>	<p>Identify the countries in which Maya people live today and explain their occupations;</p> <p>Understand why it is very unlikely that ordinary people ever lived in the jungle cities;</p> <p>Understand the concepts of monument and ceremony;</p> <p>Explain how terraced farming protected and conserved the soil;</p> <p>Justify their decisions and understand why their decisions may be misjudged;</p> <p>Understand the social and religious significance of pok-a-tok;</p> <p>Understand why the likely cause was a combination of reasons rather than just one.</p>

Year 5 – Why was winning the Battle of Britain in 1940 so important?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Recognise that the Battle of Dunkirk in 1940 involved British and Allied troops fighting Nazi Germany;</p> <p>Recognise and describe why there was a risk of Nazi Germany invading Britain after the Battle of Dunkirk;</p> <p>Recognise that the Luftwaffe needed to defeat the Royal Air Force if Germany was to invade;</p> <p>Recognise that the Battle of Britain was fought during the Second World War between the Royal Air Force and the Luftwaffe.</p>	<p>Describe the events leading up to the Battle of Dunkirk and explain what happened during and at the end of the fighting;</p> <p>Explain why Britain faced the possibility of invasion and reach a judgement about how serious the threat was;</p> <p>Explain why Hitler needed to defeat the Royal Air Force before launching an attack;</p> <p>Describe and evaluate the various factors which contributed to the Royal Air Force winning the Battle of Britain and reach a judgement as to which of these they feel were most significant.</p>	<p>Read and listen to the speeches of Winston Churchill after the evacuation of Dunkirk and reach a judgement regarding the purpose of the language and intonation he used;</p> <p>Understand what <i>propaganda</i> is and reach a judgement about why Hitler decided to make public Nazi Germany's invasion plans;</p> <p>Explain how Hitler, in the event of an invasion, would have transported troops to Britain and reach a judgement about how successful this would have been;</p> <p>Understand that assigning significance to historical events is a subjective judgement and is influenced by the perspective of the person making it.</p>

Year 5 - Why is the history of my locality significant?

**Working Towards
Age Related Expectations**

**Working at Expected
Age Related Expectations**

**Greater Depth/Exceeding
Age Related Expectations**

Mamucium, also known as Mancunium, is a former Roman fort in the Castlefield area of Manchester in North West England. The castrum, which was founded c. AD 79 within the Roman province of Britannia, was garrisoned by a cohort of Roman Auxiliaries near two major Roman roads running through the area.

Roman fort at Castlefield in the centre of Manchester comes a piece of broken pottery inscribed with a word square, which may be the earliest evidence for Christianity in northern Britain.

Year 6 – Why did Britain once rule the largest empire the world has ever seen?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Identify and describe the extent of the British Empire in 1921;</p> <p>Identify reasons why Britain established an empire;</p> <p>Recognise that today the British Empire has almost disappeared;</p> <p>Recognise that in 1982 Britain fought a war with Argentina;</p> <p>Identify and locate the countries which belong to the Commonwealth.</p>	<p>Locate the places that were part of the British Empire and explain what it meant to be a colony;</p> <p>Describe and explain why Britain wanted an empire;</p> <p>Describe and explain why the British Empire no longer exists;</p> <p>Explain and reach a judgement about why Britain went to war;</p> <p>Describe and explain what the Commonwealth is.</p>	<p>Reach a judgement regarding the benefits and disadvantages of being a colony;</p> <p>Reach a judgement about which reasons they feel were most important;</p> <p>Reach a judgement about which reasons they feel were most important;</p> <p>Explain what sovereignty means and why Britain still has sovereignty over fourteen overseas territories;</p> <p>Reach a judgement about what they feel the advantages are of a country belonging to the Commonwealth.</p>

Year 6 – How did a pile of dragon bones help to solve an ancient Chinese mystery?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Identify and describe what Wang Yirong bought from a market in China in 1899;</p> <p>Recognise that the Shang Dynasty ruled in parts of modern day China over 3000 years ago;</p> <p>Recognise that during the Shang Dynasty most people lived very different lives to that of their king;</p> <p>Describe some of the qualities a Shang king would have needed to rule successfully;</p> <p>Describe some of the features of the tombs in which many Shang kings were buried.</p>	<p>Explain why these so called 'dragon bones' turned out to be of great historical importance;</p> <p>Explain how Shang rulers would have used oracle bones;</p> <p>Describe and explain what life was like for people in different sections of Shang society;</p> <p>Reach a judgement regarding the most important qualities required by a ruler and compare and contrast those shown by King Cheng Tang and King Di Xin;</p> <p>Reach a judgement from the evidence of tomb artefacts about the likely identity of the occupant of an important tomb discovered in 1976.</p>	<p>Understand what an oracle is and why historians prefer to call what Wang bought 'oracle bones';</p> <p>Understand what historians mean by the term dynasty;</p> <p>Explain why our understanding of the Shang people as a whole is very limited;</p> <p>Explain why the Shang Dynasty ended with the death of King Di Xin;</p> <p>Understand the risks involved in being a grave robber and explain why, despite these, people were still prepared to do it.</p>

Year 6 – The story of the Trojan Horse: historical fact, legend or classical myth?

Working Towards Age Related Expectations	Working at Expected Age Related Expectations	Greater Depth/Exceeding Age Related Expectations
<p>Describe some of the things which Virgil wrote about in a story;</p> <p>Recognise that Ancient Greece was a civilization that existed between 2800 and 2100 years ago;</p> <p>Describe what a myth is compared with an historical fact;</p> <p>Recognise that the Trojan War was fought between the armies of the city of Troy and those of the cities of Sparta and Mycenae;</p> <p>Describe some of the evidence that suggests that the Trojan Horse may have existed;</p> <p>Recognise that there may be other explanations for the story of the Trojan Horse.</p>	<p>Explain which event historians believe Virgil was writing about;</p> <p>Locate and describe the main regions and cities of Ancient Greece;</p> <p>Explain why historians believe that many of the stories of Ancient Greece may be fictitious;</p> <p>Describe and explain the main events of the story of the siege of Troy;</p> <p>Evaluate and critique the different sources of evidence which supposedly depict a Trojan Horse;</p> <p>Evaluate and critique alternative evidence as to what the Trojan Horse may have been.</p>	<p>Understand why Virgil's account is secondary evidence and why therefore it may be inaccurate;</p> <p>Understand what the term civilization means;</p> <p>Understand that Greek mythology is a body of stories concerning the gods, heroes and rituals of the ancient Greeks;</p> <p>Understand the significance of the role played by Queen Helen of Sparta in the story;</p> <p>Formulate a judgement as to the reliability of this evidence;</p> <p>Reach a conclusion as to what the truth behind the story of the Trojan Horse is and justify their views.</p>

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.

Subject skill	Exemplification
Recognise	Name and point out who or what something is e.g. a tree in the school grounds or a Queen being crowned in a painting.
Identify	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.
Describe	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or some of the events leading up to the sinking of the Titanic.
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. the number and size of Spanish galleons in a painting of the Armada compared with the ships of the English navy, or that some places along a coast are being eroded by the sea faster than others.
Select	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. from a range of eight possibilities select three factors more likely than the others to have caused the Great Fire of London to spread so quickly or the three most significant factors causing annual flooding in Bangladesh.
Categorise/ Classify	Arrange information into particular groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of building a new international airport in London or sorting photographs depicting the lives of different social classes in Victorian Britain into different collections.
Sequence	Place a set of related events or things that follow each other into an order e.g. the events leading up to William the Conqueror invading England or a timeline of devastating bushfires in Australia.
Compare and contrast	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Borneo, or the ways of life of people living in the New Stone Age compared with how many lived in the Old Stone Age.
Recall	Remember and recount something learned or experienced e.g. recollect from visits the main reasons why Warwick Castle was built where it is or how a local river changes from its source to mouth.
Reason/ speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why Iron Age people in Britain built so many hill forts and compounds or why earthquakes are generally more hazardous to people around the world than volcanoes.
Summarise	Outline or sum up briefly the main points about something e.g. how Fair Trade works or the main factors leading up to all women over the age of 21 years old receiving the vote in 1928.
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g. the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why

	most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g. which of the many medical advances of the 19 th century was most significant and why or what should be done to reduce virtual water use by people in the UK.
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g. awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g. the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.
Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g. how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g. that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.