



## History Progression of Skills

Reviewed: September 2025

Substantive Knowledge (know how)				
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge and understanding of British History	<ul style="list-style-type: none"> <li>- To talk about the lives of the people around them and their roles in society.</li> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Talk about members of their immediate family and community</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p><b>Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- The Great Fire of London happened in 1666.</li> <li>- The fire started in a bakery on Pudding Lane.</li> <li>- Buildings were close together and often made of wood, meaning that the fire spread quickly.</li> <li>- For many years after the fire, buildings were rebuilt further apart and made with stone.</li> <li>- Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</li> </ul> <p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>- In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.</li> <li>- Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</li> </ul> <p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>- People travelled to the seaside for a holiday each year so that mill owners could fix the mills and equipment.</li> <li>- Leisure activities included, Punch and Judy shows, building sandcastles, playing in the water, going on funfair games, watching the circus etc.</li> <li>- People shared ice-cream using a penny lick but were stopped when diseases spread.</li> <li>- There were no electricals or plastics used as they were not invented.</li> <li>- Victorians valued their privacy and so swimming machines were used to get</li> </ul>	<p><b>Stone Age – Iron Age</b></p> <ul style="list-style-type: none"> <li>- In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Paleolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</li> <li>- The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.</li> <li>- People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.</li> <li>- In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</li> <li>- Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.</li> <li>- During the Iron Age, people began to make tools and weapons from iron.</li> <li>- Hillforts developed during the Iron Age. Communities lived on hills for protection.</li> </ul> <p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</li> <li>- They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</li> <li>- In Britain, there were many Roman villas</li> </ul>	<p><b>Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>- The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms.</li> <li>- Anglo-Saxon influence can be seen in place names in Britain today.</li> <li>- Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</li> <li>- The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</li> <li>- At the end of this period, Christianity became the main religion in Britain.</li> <li>- Many places of worship were built, including Canterbury Cathedral.</li> </ul> <p><b>The Vikings</b></p> <ul style="list-style-type: none"> <li>- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.</li> <li>- The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.</li> <li>- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.</li> <li>- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</li> </ul>

Key: **Bold** = Lancashire Planning Documents

*Italics* = Objectives achieved in addition



## History Progression of Skills

		<p>changed and wheel the people out to sea for a swim.</p> <p>-</p>	<p>in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</p> <ul style="list-style-type: none"> <li>- The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</li> <li>- In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</li> <li>- The Romans' legacy can be seen in many places around Britain today.</li> </ul> <p><b><u>The Great Plague</u></b></p> <ul style="list-style-type: none"> <li>- That London in 1666 had houses made of wood, close together.</li> <li>- Sanitation was not good and excrement was in the street, causing the spread of diseases.</li> <li>- Rats carried fleas, which carried the plague.</li> <li>- Ring 'o' ring roses was a rhyme about the plague that has been made into a tradition and passed through generations.</li> <li>- Plague Doctors wore outfits to protect themselves from the plague.</li> <li>- The dead were buried in plague pits.</li> <li>- People fled London to avoid catching the plague, diminishing the population substantially.</li> <li>- After the Plague, populations recovered quickly and promoting the growth of the Capital City.</li> </ul>	<ul style="list-style-type: none"> <li>- Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</li> <li>- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</li> </ul>
<p><b>Knowledge and understanding of the wider world History</b></p>	<ul style="list-style-type: none"> <li>-Comment on images of familiar situations in the past.</li> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Can talk about what they have done with their families during Christmas' in the past.</li> <li>-look at toys from the past.</li> </ul>		<p><b><u>Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</li> <li>- Life revolved around the Nile, which supported farming, craft and was used for trade.</li> </ul>	<p><b><u>WWII</u></b></p> <ul style="list-style-type: none"> <li>- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the</li> </ul>



## History Progression of Skills

			<ul style="list-style-type: none"> <li>- The ancient Egyptians built the pyramids.</li> <li>- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</li> <li>- The ancient Egyptians wrote in hieroglyphics on papyrus.</li> <li>- The ancient Egyptians worshipped gods who were responsible for different aspects of life.</li> </ul>	<p>Normandy Landings on D-Day, and The Battle of the Bulge.</p> <ul style="list-style-type: none"> <li>- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</li> <li>- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</li> <li>- Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</li> <li>- Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</li> <li>- The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</li> </ul> <p><b><u>Maya Civilisations</u></b></p> <ul style="list-style-type: none"> <li>- The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.</li> <li>- The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.</li> <li>- The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.</li> <li>- The Maya built cities, pyramids and ornate sculptures in the rainforest.</li> </ul>
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## History Progression of Skills

				<ul style="list-style-type: none"><li>- The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans</li><li>- were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form</li><li>- of currency in the Maya civilisation.</li><li>- The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.</li></ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"><li>- Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</li><li>- Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</li><li>- Many objects produced in Ancient Greece were made by enslaved people.</li><li>- The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</li><li>- Ancient Athens is where democracy began.</li><li>- The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</li><li>- The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</li><li>- There are lots of myths that originate from this time, including the Trojan War.</li></ul> <p><b>Black History</b></p>
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<p><b>Local History</b></p>	<ul style="list-style-type: none"> <li>- To talk about past and present events in their own life and in the lives of family members. They will comment on familiar situations in the past.</li> <li>- To talk about experiences that are familiar and how these may have been different in the past. i.e family past pictures of Christmas celebrations</li> <li>- Children will order life stages. i.e baby, toddler etc</li> </ul>	<p><b>Family Album</b></p> <ul style="list-style-type: none"> <li>- To describe or explain an important person or event that happened near to where I live.</li> <li>- To understand that our family has generations.</li> <li>- To know that toys we play with have changed as technology has progressed.</li> <li>- To know that traditions have changed over time.</li> <li>- To know of events that have taken place in the UK in our lifetimes.</li> </ul> <p><b>Padiham</b></p> <ul style="list-style-type: none"> <li>- St Leonard's Primary School has an old building and a new building that was added on.</li> <li>- There were different entrances for girls and boys.</li> <li>- Girls and Boys took different classes.</li> <li>- Children played with toys they could easily make or made up/ sang rhymes.</li> <li>- Commemorative stones were placed to remember when school was built.</li> <li>- St Leonard's used to be a high school.</li> </ul>	<p><b>There's No Place Like Home</b></p> <ul style="list-style-type: none"> <li>- To understanding some significant aspects of history - expansion and changes in their local area.</li> <li>- To know that Padiham had lots of mills.</li> <li>- 1536 - Act of Union joins England and Wales</li> <li>- 1707 - Act of Union unites Scotland and England, together with Wales to form the Kingdom of Great Britain.</li> <li>- 1801 - The Irish Parliament voted to join the Union. The then Kingdom of Great Britain becomes the United Kingdom of Great Britain and Ireland.</li> <li>- 1922 - Name changed to United Kingdom of Great Britain and Northern Ireland, when most of the Southern countries in Ireland choose independence.</li> <li>- Discuss how Britain comprises only of England and Wales; Great Britain comprises only of England, Scotland and Wales; British Isles is made up of several islands that surround the UK.</li> </ul> <p><b>Black History – Lancashire Cotton Industry</b></p> <ul style="list-style-type: none"> <li>- To know that some clothes are made from cotton.</li> <li>- To know that slaves were used to pick cotton.</li> <li>- To know that populations increased in the 1890's due to an increase in cotton production.</li> <li>- To know that cotton mills were in Lancashire.</li> <li>- To know that slaves did not earn money for their work.</li> <li>- To know that slaves were kept against their will.</li> <li>- To know that Black slaves were treated unfairly due to the colour of their skin.</li> </ul>	
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## History Progression of Skills

<b>Chronology</b>	<ul style="list-style-type: none"> <li>- Knowledge of word 'past'</li> <li>- Order and sequence aspects of their own lives.</li> <li>- Children will order past events on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Recognise the distinction between past and present.</b></li> <li>- <b>Identify some similarities and differences between ways of life at different times.</b></li> <li>- <b>Place a few events and objects in order by using common phrases to show the passing of time.</b></li> <li>- <b>Recognising the distinction between present and past in their own and other peoples lives.</b></li> <li>- <b>Know where some people and events fit into the chronological framework by using common words and phrases about the passing of time, such as: 'a long time ago' and 'before'.</b></li> <li>- <i>Use a variety of simple historical terms and concepts.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Using specialist dates and terms, and by placing topics studied into different periods (AD, BC, CE, BCE, century, millennium and decade).</b></li> <li>- <i>Use dates and historical terms when ordering events and objects.</i></li> <li>- <b>Identifying where some periods studied fit into a chronological framework by noting trends and contrasts over time.</b></li> <li>- <i>Demonstrate awareness that the past can be divided into different periods of time.</i></li> <li>- <b>Make some links between and across periods, such as the differences between clothes, food, buildings and transport.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry).</b></li> <li>- <i>Use dates and appropriate historical terms to sequence events and periods of time. To use dates and terms such as AD, BC, CE, BCE, century, millennium and decade and apply them correctly to the period.</i></li> <li>- <b>Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</b></li> <li>- <i>Identify where people, places and periods of time fit into a chronological framework.</i></li> <li>- <i>Develop chronologically secure knowledge of the events and periods of time studied.</i></li> <li>- <i>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</i></li> <li>- <b>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest to the present day.</b></li> <li>- <b>Use appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability)</b></li> <li>- <i>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</i></li> </ul>
<b>Disciplinary Knowledge (Think like)</b>				



## History Progression of Skills

<b>Historical Enquiry – Using Sources and Communication</b>	<ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- Talk about events in their own lives</li> <li>- Be curious and ask questions about the past (curiosity box)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use simple stories and other sources to show that they know and understand key features of events.</b></li> <li>- <i>Choose parts of stories and other sources to show what they know about the past.</i></li> <li>- <i>Choose parts of stories and other sources to show what they know about significant people and events.</i></li> <li>- <i>Retell simple stories or events from the past.</i></li> <li>- <b>To show what they know and understand about the past in different ways (role-play, drawing, writing etc.).</b></li> <li>- <i>Demonstrate simple historical concepts and events through role-play, drawing and writing.</i></li> <li>- <b>Use sources to answer simple questions about the past.</b></li> <li>- <b>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</b></li> <li>- <b>Identify some of the basic ways in which the past can be represented.</b></li> <li>- <b>To begin to understand the reasons why people acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</b></li> <li>- <i>Make simple observations about different people, events, beliefs and communities.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Identify some of the different ways in which the past can be represented and that different versions of the past such as an event may exist (artists pictures, museum displays, written sources).</b></li> <li>- <b>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</b></li> <li>- <i>Describe some of the ways the past can be represented.</i></li> <li>- <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b></li> <li>- <i>Select and organise historical information to present in a range of ways.</i></li> <li>- <i>Discuss significant aspects of, and connections between, different historical events.</i></li> <li>- <b>Produce structured work that makes some connections, draws some contrasts, frame historically- valid questions involving a selection and organisation of relevant historical information using appropriate dates and terms.</b></li> <li>- <b>Understand some of the methods of historical enquiry and how evidence is used to make detailed observations, finding answers to questions about the past.</b></li> <li>- <b>Use some sources to start devising historically valid questions.</b></li> <li>- <b>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</b></li> <li>- <i>Choose relevant sources of evidence to support particular lines of enquiry.</i></li> <li>- <i>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</i></li> <li>- <b>Produce structured work that makes connections, draws contrasts, analyses trends, form historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</b></li> <li>- <i>Regularly address and sometimes devise historically valid questions and hypotheses.</i></li> <li>- <i>Choose the most appropriate way of communicating different historical findings</i></li> <li>- <b>Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</b></li> <li>- <i>Give some reasons for contrasting arguments and interpretations of the past.</i></li> <li>- <i>Use appropriate vocabulary when discussing, describing and explaining historical events.</i></li> <li>- <i>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</i></li> <li>- <b>Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how</b></li> </ul>
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## History Progression of Skills

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<p><b>Cause and consequence</b></p>	<ul style="list-style-type: none"> <li>- To explore the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>- <i>Consider why things may change over time.</i></li> <li>- <i>Recognise some basic reasons why people in the past acted as they did.</i></li> <li>- <i>To know why people did things, why events happened and what happened as a result.</i></li> <li>- <i>To explain how the actions of significant individuals or major event had an impact on the world or key people.</i></li> <li>- <i>Use simple causation diagrams.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Recognise why some events happened and what happened as a result.</i></li> <li>- <i>To recognise the impact of a major event, referencing the cause.</i></li> <li>- <i>Classify causes into types or groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>To explain how causes, interrelate to cause and event of situation.</i></li> <li>- <i>To explain the relationships between cause and consequence of the Anglo-Saxon period and the division of the kingdoms.</i></li> <li>- <i>To summarise consequences of the Anglo-Saxon period and the influence of Christianity.</i></li> <li>- <i>To analyse the reasons for, and results of, historical events, situations and changes during WWII.</i></li> <li>- <i>Analyse contrasting judgement about the impact of the Battle of Britain.</i></li> </ul>



## History Progression of Skills

<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>- To explore an understanding of changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>To develop an understanding of growth and changes over time.</i></li> <li>- <i>To look at the periods studied and explain what is different and what is similar in the ways of life.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Describe how Britain has influenced and been influenced by the wider world.</b></li> <li>- <i>To identify elements of change and elements of continuity during a transition of period.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</b></li> <li>- <i>To identify and explain trends over time.</i></li> <li>- <i>To reflect on the impact events have had on the world and how that caused lasting changes or traditions.</i></li> </ul>
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>- Recognise some similarities and differences between themselves and others and among families, communities and traditions.</li> </ul> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> <li>- <b>Identifying some similarities and differences between ways of life in different periods.</b></li> <li>- <b>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</b></li> <li>- <i>Compare and contrast ways of life between periods studied and now.</i></li> <li>- <b>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</b></li> <li>- <i>Make observations about different types of people, events and beliefs within a society.</i></li> <li>- <b>Understand and use simple historical concepts such as now/then and same/different.</b></li> <li>- <b>Understand historical concepts and use them to make simple connections and draw contrasts.</b></li> <li>- <i>Compare and contrast ways of life between rich and poor.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>To identify similarities and differences between ways of life, past and present or different periods.</i></li> <li>- <i>Describe social, cultural, religious and ethnic diversity e.g. Britain during the Roman Empire.</i></li> <li>- <i>Explore links and contrasts within and across different periods of time.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Analyse connections, trends and contrasts over time.</b></li> <li>- <b>Establish a narrative showing connections and trends within and across a period of study.</b></li> <li>- <b>Present a clear narrative within and across periods that notes connections, contrasts and trends over time.</b></li> <li>- <i>Explain the diverse experiences and ideas, beliefs and attitudes of different groups of people over different time periods.</i></li> <li>- <i>Analyse the reasons for the diverse experiences of different societies e.g. Anne Frank's Diary vs German Soldier.</i></li> </ul>



## History Progression of Skills

<p><b>Historical Significance</b></p>	<ul style="list-style-type: none"> <li>- To recognise that people, have different beliefs and celebrate special times in different ways.</li> </ul> <p>ELG: Talk about the lives of the people around them and their roles in society.</p>	<ul style="list-style-type: none"> <li>- <i>Talk about what / who was significant in simple historical accounts.</i></li> <li>- <i>Describe special or significant events.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Understanding some of the ways in which people's lives have shaped this nation.</b></li> <li>- <i>Identify historically significant people and events in different situations.</i></li> <li>- <i>Discuss some historical events, issues, connections and changes.</i></li> <li>- <b>Understand some significant aspects of History – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Gaining historical perspective by placing their growing knowledge into different contexts – between cultural, economic, military, political, religious and social history.</b></li> <li>- <b>Understand significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</b></li> <li>- <b>Begin to recognise why some events, people and changes might be judged as more historically significant than others.</b></li> <li>- <i>Discuss and debate historical issues.</i></li> <li>- <i>Describe the impact of historical events and changes.</i></li> <li>- <i>Recognise that some events, people and changes are judged as more significant than others.</i></li> </ul>
<p><b>Historical interpretations</b></p>	<ul style="list-style-type: none"> <li>- To explore stories both fiction and non-fiction, photos and artefacts.</li> </ul> <p>Compare and contrast characters from stories, including figures from the past.</p>	<ul style="list-style-type: none"> <li>- <i>To understand what a historian does.</i></li> <li>- <i>To identify different ways in which the past may be represented/ interpreted.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Recognise that different versions of past events may exist.</i></li> <li>- <i>To identify the differences within contrasting versions of the same event</i></li> <li>- <i>To explain why it is sometimes difficult to know the truth about Historical events.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed and establish evidence for particular enquiries.</b></li> <li>- <i>To suggest how and why contrasting arguments and interpretations of the past have been constructed.</i></li> <li>- <i>To provide accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</i></li> </ul>