

<b>Intent</b>	<p>At Alderman Cogan's we want to give all our children the best possible start in life academically, as citizens and as lifelong learners. Above all, we want them to be highly literate and able to have all the learning necessary to help them to thrive in a complex, changing and competitive world.</p> <p>We want all our students to be ambitious for themselves and about their futures. We will provide the pathways and support for them to realise their ambitions, <i>'through a Christian lens'</i>. Our History curriculum is especially adapted to meet the needs of all our learners to help them understand the world they live in, the place they are from and where they are going in the future. We endeavour to ensure all our children transition to their next stage of education not only as well rounded Christians but with curiosity to know more, do more and remember more about the past.</p> <p>Key aspects and concepts, such as chronology, primary and secondary Sources, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>
<b>Substantive Knowledge in History</b>	Substantive knowledge in History is the specific and factual content of Understanding the World and the children forming a chronological understanding. An understanding of chronology and a range of historical vocabulary is taught through the historical topics, specific to each year group in EYFS, KS1 and KS2.
<b>Disciplinary Knowledge in History</b>	Disciplinary knowledge in History is applying this knowledge by using specific year group skills. Through applying their knowledge and exercising enquiry skills, the children will make comparisons, make informed responses and question sources. Exercising these enquiry skills, allows the children to integrate both substantive and disciplinary knowledge whilst understanding how the past has helped shape their identity today.

EYFS Building the foundations for History		
Nursery		
Children in our Early Years setting build secure foundations so that they can later successfully access the History National Curriculum. They build these foundations through developing their <b>Knowledge and Understanding of the World, Communication and Language</b> and <b>Personal, Social and Emotional Development</b> .		
Chronological Understanding	Knowledge & Interpretation	Historical Enquiry
Has a recollection of events that have happened on previous occasions	Knows some things that have happened in their family that are special to them or have particular meaning them.	Talks about events that have meaning to themselves and their family that have happened in the past.

EYFS Building the foundations for History		
Reception		
Children in our Early Years setting build secure foundations so that they can later successfully access the History National Curriculum. They build these foundations through developing their <b>Knowledge and Understanding of the World, Communication and Language</b> and <b>Personal, Social and Emotional Development</b> .		
Chronological Understanding	Knowledge & Interpretation	Historical Enquiry
Use some historical vocabulary related to the past including: the past and now, today and yesterday	Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits	Talk about the lives of people around them and their roles in society.

Begin to make sense of their own life story	Can comment on images of familiar situations in the past, including looking at photographs of the local areas in the past.
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	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Disciplinary knowledge</b>							
<b>Chronological Understanding</b>	Has a recollection of events that have happened on previous occasions.	Use some historical vocabulary related to the past including: the past and now, today and yesterday.  Begin to make sense of their own life story	Use historical vocabulary similar to: old, new and a long time ago. Use the words before and after accurately.	Accurately use historical vocabulary including: 'before', 'after', 'past', 'present', 'then' and 'now'	Accurately use the historical vocabulary: decade and century. Understand and accurately use the terms civilization and ancient. Use a given timeline (e.g. during The Stone/ Iron Age), to sequence events into chronological order.	Describe events and periods using the historical vocabulary: BC and AD. (Acknowledging BCE and CE.)  Recognise different events that happened in Britain and around the world, during the same time period.  Understand and accurately use historic terms	Recognise and explain the role of power in British history. Verbally explain a full range of historical vocabulary including: civilization, power and empire.	Use a full range of historical vocabulary including: civilization, power and empire, in written work.  Understand and explain the term propaganda.  Begin to recognise trends across times in history  Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.
<b>Knowledge and Interpretation</b>	Knows some things that have happened in their family that are special to them or have particular meaning to them.	Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.	Compare their lives with other children from a different time in history (e.g. family members) and identify similarities and differences.  Recount some interesting facts from a historical events	Recognise how different factors can cause differences in people's life experiences (e.g. poor vs wealthy).  Give examples of things that are different in their life from that of a long time ago.  Tell a recount of a famous person/ event in history	Identify similarities and differences with life today and life during any of the historical studies. Identify and explain why Britain would be a good place to settle.	Identify similarities and contrasts between our lives and those of different settlers (specifically through food and travel).  Explain how different factors can cause differences in people's life experiences (e.g. poor vs wealthy).	Make comparisons between life during historical periods; explaining using the terms changes and continuation.  Discuss and explain the importance of democracy  Begin to appreciate and discuss various reasons for wars starting (e.g. invasion, conquering or religious differences).  Explain the role that Britain has had in spreading Christian values across the world.	Recognise factors and causes for similarities and differences between people during the same time period.  Identify how crime and punishment has changed over the years.
<b>Historical Enquiry</b>	Talks about events that have meaning to themselves and their family that have happened in the past.	Talk about the lives of people around them and their roles in society.  Compare and contrast characters from stories, including figures from the past (artists etc.) drawing on their experiences and what has been read in class.  Can comment on images of familiar situations in the past including looking at photographs of the local areas in the past	Answer questions about the importance of finding out about the past.  Ask adults questions on their life and compare this to their own life.  Answer some questions using an artefact/ photograph provided, about a time in history. Provide an explanation about what an object was used for in the past.	Ask questions about old and new objects used in day to day life.  Answer questions about the importance of a historical event  Research an event, with support, and explain why we continue to celebrate this event  Use different resources to research the life of a significant individual in history	Explain the impact of the Stone Age/Iron Age, on British life as we know it today.  Consider how different life would be today without early civilizations.  Recognise the role of archaeologists in helping us understand the past.  Conduct group research to answer questions about a specific historical event.	Explain how events from the past have helped shape our lives in Hull  Summarise some key ways in which Britain has had a major influence on world history  Appreciate how historical artefacts have helped us understand more about British lives in the present and past  Independently use a source of information to	Question the impact of money on health, education and wellbeing.  Research the life of one person who has had a significant influence on the way Great Britain is divided into four separate countries.  Use a range of sources to retell an event in history  Deliver independent opinion and judgements on historical events.	Trace the main events and impacts that define Britain's journey from a mono to a multicultural society.  Recognise the importance of different perspectives of a historical event.  Summarise and question how Britain has had a major influence on world history/ how Britain has been influenced by the wider world  Explain why there may be different interpretations of a

						answer questions about a specific historical event.	historical event. Test out a hypothesis in order to answer questions
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History Knowledge Sequencing							
EYFS FS1	EYFS FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Everyday life</b>							
Special times and events such as birthdays, Christmas, Easter, Diwali , brothers and sisters being born	When they were born they were babies. The past has already happened and the present is what is happening now	Everyday life includes houses, jobs, objects, transport and entertainment.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects.	The materials and decoration used to make an artefact can tell us about the status of the owner. Some artefacts can also show us what people believed, what was important to them and how they spent their time.	Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.
Talk about special times or events that are important to them.	Talk about past and present events in their own lives and those who are important to them.	Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
<b>Hierarchy and power</b>							
Stories are made up (fiction). Kings and queens are characters in stories. The events in stories.	Kings and queens are known as royalty. Differences between nonfiction and fiction books.	A monarch is a king or queen who rules a country. Describe the role of a monarch.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Tribal communities appeared around 4000 years ago in Britain . Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.	The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of

## History Knowledge Sequencing At Alderman Cogan's CE Primary Academy

				<p>Ancient Rome had a clear hierarchy. After the Romans successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life for the Celts who were defeated.</p>			<p>people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>
<p>Talk about the actions of kings and queens in stories</p>	<p>Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>Describe the role of a monarch.</p>	<p>Describe the hierarchy of a past society.</p>	<p>Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in ancient civilisations. Describe the significance and impact of power struggles on Britain.</p>	<p>Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Describe and explain the significance of a leader or monarch.</p>
<b>Civilisations</b>							
				<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world.</p>	<p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>	<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p>	<p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p>
				<p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the ancient Romans on the wider world. Describe ways in which human invention and ingenuity have</p>	<p>Describe the significance and impact of power struggles on Britain. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Create an in-depth study of the</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>

				changed how people live.	characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).	civilisation or society.	Describe some of the significant achievements of mankind and explain why they are important.
<b>Report and conclude</b>							
Stories, books and pictures give us information about the past.	Stories, books and pictures are used to help people to find out about people and events from the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Be aware of people and events from the past by sharing books and looking at photographs.	Share stories and talk about events in the past.	Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
<b>Communication</b>							
Words that help us to describe the passage of time include, this morning, then, last night, yesterday	Words that help us to describe the passage of time include yesterday, last week, before and then.	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.	Historical terms include abstract nouns, such as invasion and monarchy.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
Begin to use words relating to the passage of time when retelling a past event.	Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in ancient periods.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
<b>Artefacts and sources</b>							
Objects from the past are old and look different from the present.	Objects from the past can look different to objects from the present.	Historical artefacts are objects that were made and used in the past. The shape and	A viewpoint is a person's own opinion or way of thinking about something. Artefacts are	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts,	Historical viewpoints demonstrate what a person thinks and feels about a	Using a range of historical sources and artefacts can reveal a clearer and more	Questions can be used to evaluate the usefulness of a historical source. Examples



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		material of the object can give clues about when and how it was made and used. Historical sources include artefacts, written accounts, photographs and paintings	objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.	historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Historical artefacts can reveal much about the object's use or owner. Bias is the act of supporting or opposing a person or thing in an unfair way.	accurate picture about a historical event or person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.	include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Different types of bias include political, cultural or racial.
Comment and ask questions about objects from the past.	Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.	Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.
<b>Local history</b>							
The school and locality have changed over time.	Important events in the schools history could include, the opening of the school, changes to the classrooms, special visitors	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.		Study of our local area and significant people. Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Explore photographs to show how the school or locality has changed over time.	Explore and talk about important events in the school or locality's history.	Understand the term significant and explain why a significant individual is important.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.		Describe and explain the impact of the significant person to our local area. Present an in-depth study of a local town or city, suggesting how to source the required information.
<b>Compare and contrast</b>							
When things are different they are not the same. Similarities are when things have some features that are the same.	Explore similarities and difference between things in the past and present, such as the classroom and the local area	Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an

					similar or contrasting across different civilisations.		army, but may also have differences, such as the success of an invasion.
Begin to notice similarities and differences between life now and in the past.	Describe some similarities and differences between things in the past and the present.	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
<b>Significant events</b>							
A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations.	A significant event is something that is important to them or other people. Photographs and videos are used to record these events.	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.	Listen to stories and discuss significant events from the past.	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of significant events.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
<b>Significant people</b>							
Begin to know the significant characters in stories. Know the significant people in their own lives.	Some people in history are significant because they did important things that changed the world or how we live.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	Historical models, such as diamond ranking, help us to organise and sort historical information.	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
Comment and ask questions about significant people that they have seen in books and photographs.	Share stories and talk about significant people who lived in the past.	Understand the term significant and explain why a significant individual is important.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
<b>Changes over time</b>							

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Pictures and books can show how life was different in the past.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
Begin to spot similarities and differences between pictures of the past and the modern day.	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
<b>British History</b>							
The past includes the things that happened yesterday, last week, last year or long ago.	Stories, or narratives, can tell us about important things that happened in the past.	Significant historical events include those that cause great change for large numbers of people.	Important individual achievements include great discoveries and actions that have helped many people.	The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Significant events or people in the past have caused great change over time. They have influenced how people live today.	Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.		Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.
Talk about things that happened in the past.	Listen to and talk about stories describing significant events from the past.	Describe a significant historical event in British history.	Describe and explain the importance of a significant individual's achievements on British history.	Explain the cause, consequence and impact of invasion and settlement in Britain. Describe how a significant event or person in British history changed or influenced how people live today.	Explain the cause, consequence and impact of invasion and settlement in Britain. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.		Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life.
<b>Chronology</b>							
Begin to role-play events and stories in the correct sequence.	Sequencing means putting things in the order of how it happened. Sequence events through role-play/small world, pictures and discussions.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Different world history civilisations existed before, after and alongside others.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.



## History Knowledge Sequencing At Alderman Cogan's CE Primary Academy

				<b>1 marks the birth of Christ in the Gregorian calendar.</b>			
Relive past experiences through role play activities and retell events in order.	Put familiar events in chronological order, using pictures and discussion.	Order information on a timeline.	Sequence significant information in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
<b>Vocabulary</b>							
first, then, next, after that, in the end.	Past, present, first, then, finally, now, old, similar, different	Artefact, coronation, similar Baby, child, grandparent Order, parent, timeline Toddler, evidence, object Victorian, difference, similarity, observe, compare, record, locality	Voyage, explorer Compass, astronaut Discovery, significant Scientist, abolish, slave trade , politician, Evidence, portrait Queen Victoria, power Ruler, century, past, monarch, monarchy, Empire, significant, Queen Elizabeth II, Order, Amy Johnson, solo	Prehistory, Palaeolithic, Mesolithic, Neolithic, AD, BC Jesus Christ, nomad, tools Weapon, Stone Age, settlement, historical viewpoint, primary source, secondary source, invade, conquer settle Emperor, empire, hierarchy, lower class, upper class Rebellion, Caledonia, Britannia, Boudicca, Iceni tribe, Celts, Hadrian's Wall, defence Conflict, Romanisation Achievements, grid system, gladiator tournament, archaeology, Ivory Bangle Lady, wealth, local history	Scandinavia, Anglo-Saxon Vikings , kingdom, invasion , settlement, Danelaw, Jorvik, monarch , longhouse, longship, Ancient Sumer, Ancient Egypt Similarities and differences, Civilisation, Nomadic, Inventions, empire, rulers	Archaeologist, ancestor Deity, Oracle bones, ritual Sacrifice, Shaman, Tyrant Interpretation, democracy Great Wall of China, Di Xin, Acropolis, Architect, Athenian Citadel, City state, Civilisation Democracy, Mythology, Parthenon, Philosopher, Warrior	Alliances, imperialism, militarism, nationalism, patriotism, propaganda, conscription, weaponry, economy, World War One, World War Two, allies, Holocaust, Nazi, air raid, Blitz, evacuation, Propaganda, fascism, invade, allies, surrender, occupation defeat bias, viewpoints, misinformation, government, colonisation, enslavement Plantation, democracy, Maafa Parliament, petition, Inhumane, discrimination, emancipated