

# Oak Meadow Primary School

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## Policy: History

*From tiny acorns mighty oaks grow.*

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Signature:	
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## **Curriculum Statement - History**

### **Intent**

At Oak Meadow, we aim for a high quality history curriculum which inspires in pupils a curiosity and fascination to find out more about Britain's past and that of the wider world. Our teaching equips pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Children will understand about ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people from the past and significant events in the past. Children will understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining knowledge and skills not just through experiences in the classroom but also through educational visits.

### **Implementation**

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills as stated in the National Curriculum. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. Trips and visiting experts will also enhance the history curriculum.

### **Impact**

Children at Oak Meadow are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Outcomes in topic workbooks and floor books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. At the end of each year, children will have achieved the age-related expectation bands that are based on the 2014 National Curriculum statements for history. Children will have also thoroughly enjoyed learning about history.

### **Skills Progression**

Teachers have identified the key knowledge and skills for each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. See Appendix 1 for KS1 and KS2 History Skills Progression.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation and depth of understanding.

- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable Learning Objectives for each lesson which are reviewed against the agreed success criteria.
- At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in history is formally reported to parents at the end of the year in the end of year report.

## Early Years

Early Years explore history themes and content through the Understanding of the World strand of the EYFS curriculum. As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as stories in their family – this is the beginning of developing an understanding of the past and helps children to learn how other people are different from them. They are assessed according to the Development Matters Attainment targets.

## Cross – Curricular Links

History is a subject that touches on many other areas taught in schools, from Mathematics to Art. For example, a link may be made to compliment both history and maths lessons to teach about time lines. Cross-curricular outcomes are also identified prior to teaching.

## SMSC Development

**Spiritual** education in history gives students the opportunity to explore values and beliefs and consider the way in which they affect peoples' lives. We encourage children to relate their learning to a wider frame of reference, for example: asking 'why?' 'how?' and 'where?' as well as 'what?'. **Moral** education in history provides opportunities for children to recognise the moral implications of the actions of historical figures and to reflect on issues such as wars, conquests and invasions etc. **Social** education in history involves the study of real people in different societies in the past. Through looking at their own history and others in the world, childrens' sense of identity and community can be strengthened. **Cultural** education involves the study of real people in real places in the past. It provides opportunities for multi-cultural education through recognising similarities and differences. Through their growing knowledge and understanding of history, children gain an appreciation of people's lives in different societies, helping to develop a sense of other cultures.

## Diversity

Through history, children will begin to understand 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. They may think about political, spiritual, moral, social and cultural issues from the past.

## Planning and Resources

History resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of history topic books to support children's individual research. Children can also use ICT resources to support their learning. In addition to this, class teachers may develop displays where artefacts, images and produced work can be displayed. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically. Teachers identify the key knowledge and vocabulary that is to be taught, as well as the skills that are

to be developed across each topic. These are outlined on each topic medium term plan, which makes explicit links to the National Curriculum 2014.

### **Subject Essentials**

During the year, children will have completed all objectives linked to their history topic. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work in exercise and floor books, QR codes, photographs etc. All work will be marked and children will be expected to have spelt key historical vocabulary accurately. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

### **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history.
- To ensure progression of the key knowledge and skills identified within each unit and to ensure that these are secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

### **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

### **Inclusion**

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate support and challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum.

### **Role of the Governors**

Governors are responsible for ensuring the effective delivery of history. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors each year and the governors meet with subject leads and provide link governor reports to the

governing body annually.

### **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.

## EYFS Skills Progression

### History

30-50 months	Understanding the World	People and Communities	<p>To show interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends.</li> <li>• To show interest in different occupations and ways of life.</li> <li>• To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul>
		The World	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• To talk about why things happen and how things work.</li> <li>• To develop an understanding of growth, decay and changes over time.</li> </ul>
40-60 months	Understanding the World	The World	<p>To look closely at similarities, differences, patterns and change.</p>
ELG	Understanding the World	People and Communities	<p>To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
		The World	<p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>

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# Oak Meadow Skills Progression

## Key Stage 1

### Subject Area: History



National Curriculum Objectives		Pupils should be taught about:	
		<p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> <li>events from beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul> <p><i>Local History</i></p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> </ul>	
		Year 1	Year 2
	Chronological Understanding	<ul style="list-style-type: none"> <li>Develop a simple awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Sequence 3 or 4 artefacts from distinctly different periods.</li> <li>Match objects to people of different ages.</li> <li>Sequence three events in chronological order (recent history).</li> <li>Sequence events in their life.</li> <li>Explain how they have changed since they were born.</li> <li>Uses words and phrases: old, new, young, days, months, long time ago.</li> <li>Remember parts of stories and memories about the past.</li> <li>Place events on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use dates.</li> <li>Recount changes in own life over time.</li> <li>Puts 5 people, events or objects in order using a given scale.</li> <li>Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger.</li> <li>Uses past and present when telling others about an event.</li> <li>Sequence artefact closer together in time. Check accuracy using books/ICT.</li> <li>Sequence photographs from different periods of their life.</li> <li>Place events on a simple timeline, adding times previously studied.</li> </ul>

Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own life and the lives of others.</li> <li>• Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>• Talk about simple similarities and differences between lives at different times.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>• Identify differences between ways of life in different periods.</li> </ul>
Historical Enquiry – Using evidence/ communicating ideas	<ul style="list-style-type: none"> <li>• Ask and begin to answer simple questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</li> <li>• Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</li> <li>• Finds answers to simple questions about the past from sources of information (e.g. artefacts, pictures, stories).</li> <li>• Choose and use parts of stories and other sources to show understanding of events.</li> <li>• Communicate understanding of the past in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? ‘How long ago did .... happen?’.</li> <li>• Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</li> <li>• Looks carefully at pictures or objects to find information about the past.</li> <li>• Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</li> <li>• Ask and answer appropriate historical questions, using their growing historical knowledge.</li> <li>• Choose and use parts of stories and other sources to show understanding of events.</li> <li>• Communicate understanding of the past in a variety of ways.</li> </ul>
Historical Interpretation	<ul style="list-style-type: none"> <li>• Identify different ways that the past is represented, e.g. paintings, photos, artefacts, songs.</li> <li>• Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</li> <li>• Give a plausible explanation about what an object was used for in the past.</li> <li>• Compare adults talking about their past – How reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet).</li> <li>• Understands why some people in the past did things.</li> <li>• Research the life of a famous Briton from the past using different resources to help them.</li> <li>• Compare 2 versions of a past event.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</li> </ul>

	<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>• Discuss change and continuity in an aspect of life. e.g. holidays.</li> </ul>
	<b>Causes and consequences</b>	<ul style="list-style-type: none"> <li>• Recognise why people did things.</li> <li>• Recognise why some events happened.</li> <li>• Recognise what happened as a result of people's actions or events.</li> </ul>
	<b>Similarities/ differences</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life in different periods, including their own lives.</li> </ul>
	<b>Significance of events/ people</b>	<ul style="list-style-type: none"> <li>• Recognise and make simple observations about who was important in an historical event /account,e.g. talk about important places and who was important and why.</li> </ul>
	<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</li> <li>• Use simple terms to talk about the passing of time.</li> </ul>

# Oak Meadow Skills Progression

## Key Stage 2

### Subject Area: History



National Curriculum Objectives	<p><b>Pupils should be taught about:</b></p> <p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul> <p><i>Local history</i></p> <ul style="list-style-type: none"> <li>• a local history study</li> </ul>			
	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p><b>KS2 Continue to develop chronologically secure knowledge of and understanding of British, local and World History. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.</b></p>			
	<ul style="list-style-type: none"> <li>• Put events, people, places and artefacts on a timeline including when special events took place.</li> <li>• Use correct terminology to describe events in the past.</li> <li>• Understands timeline can be divided into BC and AD.</li> <li>• Uses words and phrases:</li> </ul>	<ul style="list-style-type: none"> <li>• Understand more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during.</li> <li>• Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period.</li> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses timelines to place events, periods and cultural movements from around the world.</li> <li>• Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Uses these key periods as</li> </ul>

	<p>century, decade, ancient.</p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>Use dates and terms related to the study unit and passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Names and places dates of significant events from past on a timeline.</li> <li>Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>Use terms related to the period and begin to date events.</li> </ul>	<ul style="list-style-type: none"> <li>Gain greater historical perspective by placing their growing knowledge into different contexts.</li> <li>Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</li> <li>Make comparisons between different times in the past.</li> <li>Uses timelines to place and sequence local, national and international events.</li> <li>Sequences historical periods.</li> <li>Identifies changes within and across historical periods.</li> </ul>	<p>reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <ul style="list-style-type: none"> <li>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Names date of any significant event studied from past and place it correctly on a timeline.</li> <li>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</li> <li>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</li> </ul>
<b>Range and depth of historical knowledge.</b>	<ul style="list-style-type: none"> <li>Find out about the everyday lives of people in time studied. Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in the time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in 'early' and 'late' times studies.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>

<b>KS2 Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information.</b>				
<b>Historical Enquiry – Using evidence/ communicating ideas</b>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions about the past,</li> <li>• Understand that knowledge about the past is constructed from a variety of sources</li> <li>• Ask questions such as ‘how did people ....? What did people do for ....?’ Suggest sources of evidence to use to help answer questions.</li> <li>• Construct and organise responses by selecting relevant historical data</li> <li>• Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Observe small details – artefacts, pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between primary and secondary sources of evidence.</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks questions such as ‘what was it like for a ..... during .....?’ Suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Ask and answer a variety of questions.</li> <li>• Use the library and the internet for own personal research.</li> <li>• Answer and begin to devise own historically valid questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses reliable sources of evidence to answer questions.</li> <li>• Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to build up a picture of a past event.</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Realises that there is often not a single answer to historical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different sources of information and artefacts.</li> <li>• Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>• Selects the most appropriate source of evidence for particular tasks.</li> <li>• Forms own opinions about historical events from a range of sources.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Suggest omissions and the means of finding out.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Answer and devise own historically valid questions about change, cause, similarity and difference and significance.</li> </ul>

Historical Interpretation	<b>KS2 Understand that different versions of the past may exist, giving some reasons for this</b>			
	<ul style="list-style-type: none"> <li>• Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> <li>• Look at two versions of the same event and identify differences in the accounts.</li> <li>• Recognise the part that archaeologists have in helping us understand more about what happened in the past.</li> <li>• Identify and give reasons for the different ways in which the past is represented.</li> <li>• Distinguish between different sources – compare different versions of the same story.</li> <li>• Note connections and cause and effect in historical periods studied.</li> <li>• Look at representations of the period e.g. Museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives reasons why there may be different accounts of history.</li> <li>• Can independently or as part of a group, present an aspect they have researched about a given period of history using multi media skills when doing so.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Note connections in historical periods studied.</li> <li>• Use text books and own growing historical knowledge to gain a better perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>• Look at different versions of the same event – fact or fiction - and identify differences in the accounts.</li> <li>• Give clear reasons why there may be different versions of events.</li> <li>• Know that people (now and in past) can represent events or ideas in ways that persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past has been represented in different ways.</li> <li>• Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>• Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>• Pose and answer their own historical questions.</li> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> </ul>
	<b>Continuity and change</b> <ul style="list-style-type: none"> <li>• Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>		<ul style="list-style-type: none"> <li>• As Year 3/4, and</li> <li>• Use a greater depth of historical knowledge</li> </ul>	
	<b>Causes and consequences</b> <ul style="list-style-type: none"> <li>• Identify and give reasons for historical events, situations and changes</li> <li>• Identify some of the results of historical events, situations and changes</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to offer explanations about why people in the past acted as they did</li> </ul>	

Similarities/ differences	<ul style="list-style-type: none"><li>Describe some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.</li></ul>		<ul style="list-style-type: none"><li>Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.</li></ul>	
Significance	<ul style="list-style-type: none"><li>Identify and begin to describe historically significant people and events in situations</li></ul>		<ul style="list-style-type: none"><li>Give reasons why some events, people or developments are seen as more significant than others</li></ul>	
Organisation and communication	<ul style="list-style-type: none"><li>Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.</li><li>Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information.</li><li>Use historically accurate terms to talk about the passing of time.</li></ul>	<ul style="list-style-type: none"><li>Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.</li><li>Construct own responses beginning to select and organise relevant historical information.</li><li>Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li></ul>	<ul style="list-style-type: none"><li>Recall, select and organise historical information.</li><li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.</li><li>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li></ul>	<ul style="list-style-type: none"><li>Recall, select and organise information.</li><li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.</li><li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li><li>Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li></ul>