

Rushwick C of E Primary School

Ask, Seek, Knock

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.

History Curriculum Policy

Rushwick C.E. Primary School

History Curriculum Policy

Intent:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. The teaching of History at Rushwick Primary School 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.

Coverage – Key objectives and guidance for KS1 and KS2:

The national curriculum for History aims to ensure that all pupils:

- Know and understand the history of the United Kingdom as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Pupils should know where the people and the events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- KS2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world History establishing clear narratives written and across the periods they study.

Over the seven years of a pupil's primary education, the child will learn about the full programme of the study of history.

Key Stage 1: In years 1 and 2, History can form a major part of integrated topics e.g. Flight or Toys and games. As long as knowledge, skills and understanding are addressed, the pupils will be given the opportunity to develop a sense of period and understand national and local events. Lessons should inspire children's curiosity to know more about the past.

The DfE allows for a range of topic choices, moving from local to British and world history. The school will use the local area, interest and expertise of teachers (and others) to develop a broad rich KS1 History curriculum.

Key stage 2: It is proposed that each year group covers two topics each school year and pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history.

History should be taught with an optimum deployment linking to previous and the next key stage. Planning revolves around imaginative enquiry questions. All medium-term plans have detailed learning objectives which have been carefully pitched to ensure progression which has been mapped out (see tables below). There is a consistent approach to teaching chronology by making explicit links between units of work, especially at Key Stage 2. All major opportunities for linking with literacy are exploited. Assessment priorities are followed up to ensure adherence to key skills/concepts. By Year 5 there is a clear commitment to pupils planning, carrying out and communicating outcomes of enquiry. Higher order source evaluation skills will be well developed by Year 6 and change by Year 2. Visits and visitors are well chosen and tightly link to historical enquiries within the classroom.

A proposed curriculum programme is shown below:

Year Group	AUTUMN	SPRING	SUMMER
YEAR 1	<p><u>Toys</u></p> <p>Changes within living memory where appropriate. These should be used to reveal aspects of change in national life.</p> <p><u>Poles Apart</u></p> <p>The lives of significant individuals who have contributed to national and international achievements</p> <p>Robert Falcon Scott</p>	<p><u>Kings, Queens and Castles</u></p> <p>Significant historical events, people and places in their own locality.</p>	<p><u>Land Ahoy</u></p> <p>Events beyond living memory that are significant nationally or globally. (Titanic)</p> <p>The lives of significant individuals in the past that have contributed to national and international achievements. (Columbus)</p>
YEAR 2	<p><u>Man on the Moon</u></p> <p>Neil Armstrong and the moon landing.</p> <p>The lives of significant individuals in the past that have contributed to national and international achievements.</p>	<p><u>The Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p><u>Significant women in history</u></p> <p>Florence Nightingale, Mary Seacole and Mary Anning.</p> <p>The lives of significant individuals in the past that have contributed to national and international achievements.</p>
YEAR 3	<p><u>Flints & Skins</u></p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron age.</p>	<p><u>Temples, Tombs and Tutankhamun</u></p> <p>The achievements of the ancient Egyptians. An overview of where and when the first civilisations appeared and an in-depth study.</p>	<p><u>The Marvellous Malvern's</u></p> <p>A local history study of the parish town of Malvern including the water cure, the rise and decline of the donkey trade and the introduction of the railway.</p>
YEAR 4	<p><u>Romans</u></p> <p>The Roman Empire and its impact on Britain.</p>	<p><u>Anglo-Saxons and Scots.</u></p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p><u>Local History Study</u></p> <p>A local history study, a depth study linked to one of the British areas of study listed above.</p>
YEAR 5	<p><u>Vikings and Anglo Saxons</u></p>	<p><u>Ancient Greece</u></p>	<p><u>Local History Study</u></p>

	The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Ancient Greece – A study of Greek life and achievement's and their influence on the Western world.	A local history study, a depth study linked to one of the British areas of study listed above.
YEAR 6	<u>Crime and Punishment</u> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	<u>Mayan Civilisation</u> A non-European society that provides contrast with British history. Benin West Africa AD 900 – 1300	<u>Local History Study</u> A local history study, a depth study linked to one of the British areas of study listed above.

History Progression Framework:

This Framework provides information that can be used to help us plan and assess pupil knowledge, understanding and skills in our primary History curriculum. It covers the main expectations for children at key transition points – the end of Key Stage 1, the end of Year 4 and the end of Year 6.

The progression statements are taken from the Programme of Study for History. Each statement is accompanied by three 'What to look for' descriptors. These are designed to support planning for teaching and learning. These statements are relevant to most Primary schools and easily fit in to our way of working and teaching the subject.

The Progression Framework is divided into three strands, which represent the main elements of good primary History. However, it is not intended for teaching to be structured around the strands in isolation. Often, several of these strands will be linked together in planning and teaching, which fits in with the way certain themes are covered here, be it the Great Fire of London, Romans or WW2.

There are also a number of ways in which it can be used by all of us involved in teaching primary History. For example, the Framework can be used to:

- Help us all to understand the main features of effective history, and consider these in our Rushwick planning.
- Provide all of us teaching the subject in school with some awareness of likely progression in history and what we can expect to see regarding progression.
- Help us to consider ways in which history teaching and learning can be differentiated, something we need to be on top of here.
- Support the setting of any assessment tasks.
- Help us deliver teaching at as a minimum the expected standards.
- Helps provide some guidance of expected outcomes.
- Gives us a focus and a lead on how to review planning on aspects where children seem to be under-performing and target any necessary support.
- Allow all of us teachers a facility to measure and record progress in a systematic way to provide more accurate information for senior leaders and other audiences.
- Provides us as teachers with some evidence to assist in the reporting to parents.

The Framework is best used as a whole-school approach. This enables us all to have a shared language and understanding of progression in History. We can add to this by building up a portfolio of children's work that evidences the standards related to the progression statements.



History Progression Framework

Numbering system
 Subject.Key Stage.Strand.Statement

Text shown in **bold** is a key term, and is defined in the Glossary.

Strand	Key Stage 1				
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Relevant Voyagers unit(s)
HISTORICAL KNOWLEDGE					
1. Constructing the past	H.1.1.1. Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	H.1.1.2. The child can identify relevant features of particular historical themes, events and people from family, local, national and global history. E.g. Recall some events and people associated with the Gunpowder Plot.	H.1.1.3. The child can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell the story of the Gunpowder Plot.	H.1.1.4. The child can explain a range of features involving family, local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it.	Unit 3: Why do we remember the 5th of November?
	2. Sequencing the past	H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.2.a. The child can depict on a timeline the sequence of a few objects and/or pieces of information. E.g. Put the main features of cooking in chronological order on a timeline.	H.1.2.2.a.a. The child can sequence independently on an associated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.	H.1.2.2.a. The child can give a valid explanation for their sequence of objects and events on timelines or narrative they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reasons for their sequence.
H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passage of time.		H.1.2.2.b. The child can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'holidays', 'old' and 'new'. E.g. Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.	H.1.2.2.b.a. The child can understand verbally and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'holidays', 'in the past', 'previously'.	H.1.2.2.b. The child can use more complex time terms, such as 'BC'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'four centuries', '1600s', '1900s' and 'twentieth'.	Unit 1: What was life like when our grandparents were children?
HISTORY CONCEPTS					
3. Change and development	H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.1.3.2. The child can identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify differences and similarities between early and modern aeroplanes.	H.1.3.3. The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades.	H.1.3.4. The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. E.g. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.	Unit 4: How did the first flight change the world?
4. Cause and effect	H.1.4.1. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	H.1.4.2. The child can identify at least one relevant cause for, and effect of, several events covered. E.g. Identify an effect of the Gunpowder Plot.	H.1.4.3. The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder Plot.	H.1.4.4. The child can comment on a few valid causes and effects relating to many of the events covered. E.g. Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place).	Unit 3: Why do we remember the 5th of November?
5. Significance and Interpretations	H.1.5.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.1.5.2. The child can consider one reason why an event or person might be significant. E.g. Explain why we remember a particular explorer.	H.1.5.3. The child can identify a range of significant aspects of a theme, society, period or person and offer some assessments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.	H.1.5.4. The child can provide some valid reasons for selecting an event, development or person as significant. E.g. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion.	Unit 6: Who were the greatest explorers?
HISTORICAL ENQUIRY					
6. Planning and carrying out a historical enquiry	H.1.6.1. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	H.1.6.2. The child can ask and answer a few valid historical questions. E.g. Ask a few questions about explorers, locate relevant information and communicate the answers as sentences.	H.1.6.3. The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.	H.1.6.4. The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.	Unit 6: Who were the greatest explorers?
7. Using sources as evidence	H.1.7.1. Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	H.1.7.2. The child can extract information from several different types of source including written, visual and oral sources and artefacts. E.g. Extract some relevant information about the life of a local hero or heroine, e.g. from pictures, artefacts or a story.	H.1.7.3. The child can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.	H.1.7.4. The child can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine.	Unit 2: Who are our local heroes?



History Progression Framework

Numbering system

Subject.Key Stage.Strand.Statement

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Strand	Lower Key Stage 2				
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Relevant Voyagers unit(s)
HISTORICAL KNOWLEDGE					
1. Constructing the past	H.2.1.1. Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.	H.2.1.2. The child can identify details from several themes , societies, events and significant people covered in local, national and global history . E.g. <i>Identify some of the achievements made by Ancient Egyptians.</i>	H.2.1.3. The child can identify details from local, national and global history to demonstrate some overall awareness of themes , societies, events and people. E.g. <i>Recall a number of details about the Ancient Egyptians and their achievements.</i>	H.2.1.4. The child can describe the main context of particular themes , societies, people and events including some explanation. E.g. <i>Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i>	Unit 3: How much did the Ancient Egyptians achieve?
2. Sequencing the past	H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.2. The child can sequence some events , objects, themes , periods and people from topics covered, by providing a few dates and/or period labels and terms. E.g. <i>Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i>	H.2.2.3. The child can sequence a number of the most significant events , objects, themes , societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. <i>Sequence many of the main features of the Bronze and Iron Ages.</i>	H.2.2.4. The child can sequence accurately the key events , objects, themes , societies, periods and people within and across topics confidently using key dates, period labels and terms. E.g. <i>Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i>	Unit 2: How harsh were the Bronze and Iron Ages?
HISTORY CONCEPTS					
3. Change and development	H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.2. The child can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. E.g. <i>Describe some similarities and differences between the Earlier and New Stone Ages.</i>	H.2.3.3. The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. <i>Categorise changes into the different periods of the Stone Age.</i>	H.2.3.4. The child can explain why certain changes and developments were of particular significance within topics and across time periods . E.g. <i>Explain why some changes within the Stone Age were of particular importance.</i>	Unit 1: What was new about the New Stone Age?
4. Cause and effect	H.2.4.1. Address and devise historically valid questions about cause.	H.2.4.2. The child can describe some relevant causes for, and effects on , some of the key events and developments covered. E.g. <i>Describe some reasons why conditions for children changed over time.</i>	H.2.4.3. The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. <i>Explain why some reasons were important in changing the nature of childhood during different historical periods.</i>	H.2.4.4. The child can explain with confidence the significance of particular causes and effects for many of the key events and developments. E.g. <i>Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.</i>	Unit 6: Is it better to be a child now than in the past?
5. Significance and interpretations	H.2.5.1. Address and devise historically valid questions about significance.	H.2.5.3.a. The child can select what is most significant in a historical account. E.g. <i>Describe in some detail some of the most significant features of Roman Britain.</i>	H.2.5.4.a. The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. <i>Explain why Roman achievements were significant.</i>	H.2.5.5.a. The child can explain independently why a historical topic, event or person was distinctive or significant. E.g. <i>Explain what made the Roman period distinctive.</i>	Unit 4: What happened when the Romans came?
	H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.3.b. The child can provide a reason why two accounts of the same event might differ. E.g. <i>Recognise and provide a reason why different people might have different views about the Romans.</i>	H.2.5.4.b. The child can comment on a range of possible reasons for differences in a number of accounts. E.g. <i>Explain how and why there were different viewpoints about Boudica.</i>	H.2.5.5.b. The child can explain historical situations, events , developments and individuals from more than one viewpoint. E.g. <i>Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i>	Unit 4: What happened when the Romans came?
HISTORICAL ENQUIRY					
6. Planning and carrying out a historical enquiry	H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.2. The child can ask valid questions for enquiries and answer using a number of sources. E.g. <i>Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</i>	H.2.6.3. The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. <i>Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i>	H.2.6.4. The child can devise independently significant historical enquiries to produce substantiated and focused responses. E.g. <i>Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.</i>	Unit 5: What was important to our local Victorians?
7. Using sources as evidence	H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.2. The child can understand how sources can be used to answer a range of historical questions. E.g. <i>Describe how particular sources help provide evidence about different periods of childhood.</i>	H.2.7.3. The child can recognise possible uses of a range of sources for answering historical enquiries . E.g. <i>Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i>	H.2.7.4. The child can comment on the usefulness and reliability of a range of sources for particular enquiries. E.g. <i>Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i>	Unit 6: Is it better to be a child now than in the past?



History Progression Framework

Numbering system

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Strand	Upper Key Stage 2				
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	Relevant Voyagers unit(s)
HISTORICAL KNOWLEDGE					
1. Constructing the past	H.2.1.5. Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	H.2.1.6. The child can understand some features associated with themes , societies, people and events . <i>E.g. Understand aspects of life in Mayan times.</i>	H.2.1.7. The child can provide overviews of the most significant features of different themes , individuals, societies and events covered. <i>E.g. Give a summary of the main features of Mayan society.</i>	H.2.1.8. The child can show a detailed awareness of the themes , events , societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics. <i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i>	Unit 3: Why should we remember the Maya?
	2. Sequencing the past	H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.	H.2.2.6. The child can sequence with some independence many of the significant events , societies and people within topics covered using appropriate dates, period labels and terms. <i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i>	H.2.2.7. The child can sequence with independence the key events , objects, themes , societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. <i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i>	H.2.2.8. The child can explain independently the sequence of key events , objects, themes , societies and people in topics covered using dates, period labels and terms accurately. <i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i>
HISTORY CONCEPTS					
3. Change and development	H.2.3.5. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	H.2.3.6. The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. <i>E.g. Decide why one change in communication is of particular importance.</i>	H.2.3.7. The child can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. <i>E.g. Provide some similarities and differences affecting different forms of communication.</i>	H.2.3.8. The child can compare independently how typical similarities, differences and changes were. <i>E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i>	Unit 6: How has communication changed over time?
4. Cause and effect	H.2.4.5. Address and devise historically valid questions about cause.	H.2.4.6. The child can place several valid causes and effects in an order of importance relating to events and developments. <i>E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.</i>	H.2.4.7. The child can explain the role and significance of different causes and effects of a range of events and developments. <i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i>	H.2.4.8. The child can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. <i>E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.</i>	Unit 2: Would the Vikings do anything for money?
5. Significance and interpretations	H.2.5.5. Address and devise historically valid questions about significance.	H.2.5.7.a. The child can describe the significant issues in many of the topics covered. <i>E.g. Describe several of the most successful achievements of Ancient Greece.</i>	H.2.5.8.a. The child can explain reasons why particular aspects of a historical event , development, society or person were of particular significance. <i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i>	H.2.5.9.a. The child can compare the significance of events , development and people across topics and time periods . <i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i>	Unit 5: Why should we thank the Ancient Greeks?
	H.2.5.6. Understand how our knowledge of the past is constructed from a range of sources.	H.2.5.7.b. The child can identify different interpretations for events , developments and people covered in a range of Upper Key Stage 2 topics. <i>E.g. Recognise several different representations and interpretations about Sparta.</i>	H.2.5.8.b. The child can explain how and why it is possible to have different interpretations of the same event or person. <i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i>	H.2.5.9.b. The child can understand and explain the nature and reasons for different interpretations in a range of topics. <i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i>	Unit 5: Why should we thank the Ancient Greeks?
HISTORICAL ENQUIRY					
6. Planning and carrying out a historical enquiry	H.2.6.5. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	H.2.6.6. The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry . <i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i>	H.2.6.7. The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement. <i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i>	H.2.6.8. The child can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses. <i>E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i>	Unit 1: What impact did the Anglo-Saxons have?
7. Using sources as evidence	H.2.7.5. Understand how our knowledge of the past is constructed from a range of sources.	H.2.7.6. The child can accept and reject sources based on valid criteria when carrying out particular enquiries. <i>E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i>	H.2.7.7. The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. <i>E.g. Select evidence that supports their judgements of how the war affected the local area.</i>	H.2.7.8. The child can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. <i>E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i>	Unit 4: How did World War Two impact our local area?

Vocabulary

Key term	Definition
Annotated timeline	A timeline with annotation to depict the chronology, such as dates.
Cause and effect	Why things happened in history, why people did what they did and what the results were.
Change and development	Recognising similarities, differences, changes and developments.
Comment	Some analysis that demonstrates knowledge or historical understanding rather than just paraphrasing what the children have in front of them.
Complex sources	A range of sources that include more than short extracts, enabling children to search for relevant evidence.
Constructing the past	Building up a greater knowledge of events, themes, periods, societies, individuals and situations.
Context	The wider historical picture or background, such as the national dimension to a local event.
Dimensions	Aspects of a theme, development, society or event, such as political, social, economic or cultural.
Events	Largely specific occurrences, such as wars and plagues.
Family history	Specifically own family, but could be the history of others'.
Global history	International – beyond the British Isles.
Historical enquiries	Usually an open-ended investigation involving more than one source.
Independently	Pupils showing initiative and confidence to work with minimal or no guidance on the specific task.
Key vocabulary	The <i>Voyager</i> units each contain a list of key vocabulary, but different subject-specific terminology could be used.
Local history	The history of an area or region.
National history	The history of what constitutes the United Kingdom.
Overview	Portraying the general features that provide a broad grasp of the key historical issues of the theme, topic or unit but without the details.
Planning and carrying out a historical enquiry	The various activities involved in answering historical questions and carrying out an enquiry, including devising questions; locating and selecting different sources of evidence; using this evidence effectively to produce clear and effective responses in a variety of appropriate formats; using relevant terms and vocabulary; and the ability to judge the work and suggest ways in which it might be developed or improved. The progression statements look at some aspects separately as well as a complete activity.
Sequencing the past	Recognising the chronological order of history and the links between historical periods to gain a sense of time and a map of the past.
Significance and interpretations	What was seen as important at the time and later, and how it is possible to view history from different perspectives.
Situations	A description of a static state of affairs, such as a geographical description of Egypt.
Substantiated	An opinion or judgement backed up with a piece of historical content or a source reference.
Themes	A study of a specific aspect over a period of time, such as leisure, education and medicine.
Time periods	Usually an extended period of time or era that can require collating information across more than one topic.
Typical	Recognising whether something was commonplace or followed the usual pattern.
Using sources as evidence	Using and evaluating sources when answering a historical question or carrying out an investigation.
Valid historical questions	Those that are worthwhile in eliciting historical knowledge and understanding rather than more generic information such as general comprehension, numeracy and observation.

