



# Upper Nidderdale Primary Federation

## History

Intent, Implementation and Impact  
Long Term Plans & Progression

EYFS, KS1 and KS2 - updated September 2023



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

# History

## Intent:

**"The more you know about the past, the better prepared you are for the future."** Theodore Roosevelt

We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. The history of our school and local area are given great importance. The cultural and social significance of events such as Remembrance Day are commemorated by the whole school and wider community.

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- Learning about the concept of chronology, which underpins children's developing sense of period, as well as key concepts such as change and causation.
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

# Ofsted Research Review Series: History - June 2021

The study of history can bring children into a rich dialogue with the past and with the traditional of historical enquiry. Children start on their History education journey in the EYFS. The September 2021 EYFS Framework has the strands of 'Understanding the World: Past and Present' which sets out clear, identifiable history knowledge that children will learn.

## Progress in History

Pupils make progress in history by developing

- Their knowledge about the past (this knowledge is often described as 'substantive knowledge')
- Their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often describes as 'disciplinary knowledge')

Deploying both substantive and disciplinary knowledge in combination is what gives pupils the capacity or skill to construct historical arguments or analyse sources.

Pupils make progress in history in different ways;

- Substantive concepts (abstract concepts such as invasion, monarchy etc.)
- Chronological knowledge (knowledge relating to broader developments and their features of historical periods).

As pupils' understanding of the past, and of other concepts, develops, so will their capacity to learn new concepts more readily. As pupils' capacity to learn develops as a result of expanding knowledge, this 'sticky' knowledge will have a snowball effect.

# Ofsted Research Review Series: History - June 2021

## Chronological Knowledge

Understanding the broad characteristics of historical periods gives context to what pupils learn and can increase pupils' familiarity with new material. Securing overview knowledge of the past supports pupils to develop this knowledge into coherent narratives that are more memorable for them.

## Important historical concepts

- Cause
- Consequence
- Change and continuity
- Similarity and differences
- Historical significance
- Sources and evidence
- Historical interpretations

# Ofsted Research Review Series: History - June 2021

## Features of high quality History education:

- Teaching and curriculum design reflect the relationship between substantive and disciplinary knowledge.
- Teaching develops pupils' historical knowledge and their historical analysis.
- The curriculum ensures that pupils regularly encounter a wide range of important substantive concepts.
- Teaching and curriculum design secure pupils' chronological knowledge.
- There are opportunities for pupils to study aspects of the past in overview and in depth.
- Specific opportunities are planned for pupils to develop their knowledge of some particularly substantive concepts.
- Pupils are supported to learn new concepts by meaningful examples and understanding the specific historical context that makes ideas and concepts more familiar.
- Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation.
- The curriculum develops pupils' understanding of a range of historical time periods.
- Pupils study the past through a range of different timescales, including in overview and depth.
- Pupils learn about a wide range of places, societies and cultures in the past.
- Curriculum design and teaching take careful account of pupils' existing knowledge.
- Pupils are given the opportunity to build the range, depth and security of their knowledge over the time, so they can increasingly make sense of complex material.
- Teaching draws attention to important content and term, and frequently revisits these and builds in regular retrieval opportunities. This supports the secure retention that will unlock rapid recognition of these terms.
- Curriculum design and teaching are adapted appropriately to the needs of pupils.
- Adequate time is given to history to enable teachers to deliver a broad history curriculum that develops secure knowledge for pupils.

# History

## Implementation:

Teachers are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of 9 lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- Pupils are taught about abstract such as continuity, significance, chronology, cause and effect. These concepts are taught explicitly and previous knowledge is recalled when new knowledge is introduced.
- Visual timelines are used in each class and built up over the year. Pupil keep a timeline in the front of their history books and add to this over time.
- Our golden thread in history are chronology, change and cause and effect. These have been chosen to encourage the children to think, speak and write like historians.
- Opportunities are provided for pupils to read and hear appropriately challenging texts and encounter rich stories.
- Learning logs are used throughout the unit to allow teachers to address misconceptions and historical inaccuracies.
- History prepares pupils for life in Modern in Britain by encouraging them to question and challenge, as well as learning about diverse characters and situations, such as Germany before WW2.

# History

## Impact:

Our History Curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning;



# SEND Adaptions for History

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>The ability to explain a historical concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic historical information e.g. the start and end date of WWII.</p> <p>Reading/studying of case studies/historical artefacts.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. a diary entry of a war evacuee.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach can be used to revisit key geographical information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a BBC Bitesize video rather than a written text. Allow children to explore physical artefacts (loan boxes are available from the Library Service).</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'political party.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a historical context.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children who have difficulties structuring their writing/who have difficulties with short term memory could use talking tins to 'hold their sentences' whilst they write at an individual word pace. Children can record work differently e.g. through the use of ICT (PowerPoints, Word documents, videos etc).</p> <p>Draw children's attention to the place value of numbers in order to aid understanding of the chronology of a year e.g. '1764 has less hundreds than 1000' this can be used to help children understand the value of numbers.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>

# SEND Adaptions for History

Physical and Sensory		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>Physical difficulties accessing specific environments during history trips.</p> <p>Children with a visual impairment may find it difficult to view text/images/historical artefacts.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe historical artefacts.</p>	<p>Low self-esteem in historical ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> <p>Distress caused by difficult historical events e.g. WWII which children may find triggering.</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific historical skill. E.g. accurately sequencing historical events on a timeline rather than producing an aesthetic timeline.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> <p>Discuss contents of lessons with parents/children to ensure suitability and adapt lessons accordingly. Offer regular sensory breaks to allow children to regulate/co-regulate their emotions. Ensure de-brief occurs after any difficult lessons.</p>

# History → SMSC Links

## Spiritual

- Look at the history of the local area.
- Consider the impact that significant (or overlooked) historical figures.
- Consider how we mark important events from history and the people who shaped them.
- Speculate about how we mark important events in history.
- Develop a sense of curiosity and mystery about how and why events in the past happened.
- Reflect on different interpretations of the past and consider how

## Moral

- Explore the results of controversial choices made in the past such as The Gunpowder Plot, the tomb of Tutankhamen. Engage in debates exploring different perspectives.
- Consider different perspectives and showing empathy.
- Consider how historical events show us how we ought to treat one another.
- Consider and comment on moral questions and dilemmas.

## Social

- Consider questions about social structure in the past, for example discussing the rights of children in the past.
- Encourage pupils to talk to parents and grandparents about the past.
- Consider social issues throughout history and discuss i.e. children working in the local mill.

## Cultural

- Explore local history, exploring our cultural heritage.
- Investigate how culture is shaped by history, especially changes in the local area during the Victorian era.
- Explore the 'cultural heritage' of our school and local area – May Day celebrations.
- Investigate historical figures who have shaped Britain.
- Develop an understanding of the key events shaping British history.
- Examine links between local, British, European and world history.
- Develop a better understanding of our multicultural society.

## History → Fundamental British Values

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.

Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

# History Long Term Planning Overview

## **Learning Sequence**

Our History learning will be taught in three-week units over nine sessions using Kapow to form the basis of our planning. This must be carefully adapted and personalised to meet the needs of our children.

Each unit will start with a cold task to indicate children's existing knowledge. This will inform the adaptations made to the planning.

To further inform the adaptations needed, children will show their understanding and knowledge in the form of two mini-learning logs during the unit, followed by one final learning log at the end. This will ensure the children's next steps are personalised to them and misconceptions are addressed. This may be done on a whole class or individual basis.

These sessions have been carefully mapped out to ensure there are personalized adaptations, opportunity for retrieval and recall of prior knowledge and consistent reference to the big questions.

At the end of each unit, children will return to their cold task. They will demonstrate their new knowledge through answering the big questions in green pen.

Foundation Subject Unit Sequence September 2023		
Week 1	Session 1	<ul style="list-style-type: none"> <li>• Introduce the big question - what are we learning and why (metacognition)</li> <li>• Cold Task - what do I already know about this? (<b>The Cold Task will inform your next steps - does anyone need pre-teaching to close any gaps?</b>)</li> <li>• Introduce specific Tier 2 and Tier 3 vocabulary. Discuss meaning.</li> </ul>
	Session 2	<ul style="list-style-type: none"> <li>• Lesson 1 from the sequential planning - starting with short pieces of text with the planned vocabulary embedded.</li> <li>• Taking into account any adoptions or pre-teaching that has been planned.</li> </ul>
	Session 3	<ul style="list-style-type: none"> <li>• Lesson 2 from the sequential planning.</li> <li>• Taking into account any adoptions or pre-teaching that has been planned.</li> <li>• First learning log - opportunity for pupils to demonstrate independently what they can recall about their new learning so far.</li> <li>• <b>This will inform next steps for teachers - who needs more input? Does the whole class need something recapping/consolidating?</b></li> </ul>
Week 2	Session 4	<ul style="list-style-type: none"> <li>• Lesson 3 from the sequential planning - /addressing misconceptions <b>with any recapping/consolidation and adoptions to planning from learning logs included.</b></li> <li>• Recap the big question. What can we answer about this so far?</li> <li>• Short piece of text to read to recap the new vocabulary in context.</li> </ul>
	Session 5	<ul style="list-style-type: none"> <li>• Lesson 4 from the sequential planning - /addressing misconceptions <b>with any recapping/consolidation and adoptions to planning from learning logs included.</b></li> <li>• Recap the big question. What can we answer about this so far?</li> <li>• Short piece of text to read to recap the new vocabulary in context.</li> </ul>

Foundation Subject Unit Sequence September 2023		
Week 2	Session 6	<ul style="list-style-type: none"> <li>Second learning log - opportunity or pupils to demonstrate independently what they can recall about their new learning so far.</li> <li>This will inform next steps for teachers - who needs more input? Does the whole class need something recapping/consolidating? Does something needs recapping whole class or PIT stops?</li> </ul>
Week 3	Session 7	<ul style="list-style-type: none"> <li>Lesson 5 from the sequential planning - /addressing misconceptions with any recapping/consolidation and adaption to planning from learning logs included.</li> <li>Recap the big question. What can we answer about this so far? Recap the big question. What can we answer about this so far?</li> <li>Short piece of text to read to recap the new vocabulary in context</li> </ul>
	Session 8	<ul style="list-style-type: none"> <li>Lesson 5 from the sequential planning - /addressing misconceptions with any recapping/consolidation and adaption to planning from learning logs included.</li> <li>Recap the big question. What can we answer about this so far? Recap the big question. What can we answer about this so far?</li> </ul>
	Session 9	<ul style="list-style-type: none"> <li>Final learning log - opportunity or pupils to demonstrate independently what they can recall about their new learning so far.</li> <li>Glossary of vocabulary learnt</li> <li>Revisit cold task with a green pen - add new learning.</li> </ul>
<ul style="list-style-type: none"> <li>Whilst we cannot continue teaching the content indefinitely, a couple of sessions will be planned to be allow some 'mop up' time to address gaps in learning for children that need further input or adaption. This information will be gained from the Learning Log and Cold Tasks.</li> <li>These sessions can be shared between teachers and TAs.</li> </ul>		



# EYFS - Past and Present

## **Practitioners will;**

- Listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families
- Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

# EYFS History - Long Term Overview

	AUTUMN	SPRING	SUMMER
<b>2023 - 2024</b>	<p><b>How have I changed over time?</b></p> <p>Children will recall and describe key events/memories in their history- using photos as an aid, ordering when they happened from past to present, explaining why they are significant in their history. They will compare their experiences to children's experiences from the past, including stories.</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p><b>How have toys changed?</b></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future</p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p>	<p><b>How have the lives of people around us changed over time?</b></p> <p>Children will explore the changes in roles of significant people in society including but not limited to teachers/nurses/fire fighters/police.</p> <p>They will compare these individuals from the past to the present and explore the development of their roles in society, identifying key changes.</p> <p><b>Talk about the lives of the people around them and their roles in society</b></p>

# KS 1 History - Long Term Overview

	AUTUMN	SPRING	SUMMER
<b>2023 - 2024</b>	<p><b>How am I making history?</b></p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>	<p><b>How have toys changed?</b></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future</p>	<p><b>How have explorers changed the world?</b></p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>
<b>2024 - 2025</b>	<p><b>How was school different in the past?</b></p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present</p>	<p><b>How did we learn to fly?</b></p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight</p>	<p><b>What is a monarch?</b></p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>

# LKS 2 History – Long Term Overview

	AUTUMN	SPRING	SUMMER
<b>2023 - 2024</b>	<p><b>Would you prefer to live in the Stone Age, Bronze Age or Iron age?</b></p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</p>	<p><b>How hard was it to invade and settle in Britain?</b></p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<p><b>What did the Ancient Egyptians believe in?</b></p> <p>Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings</p>
<b>2024 - 2025</b>	<p><b>How have children's lives changed?</b></p> <p>Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>	<p><b>Why did the Romans settle in Britain?</b></p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain</p>	<p><b>Were the Vikings raiders, traders or settlers?</b></p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>

# UKS 2 History – Long Term Overview

	AUTUMN	SPRING	SUMMER
<b>2023 - 2024</b>	<p><b>What was life like in Tudor England ?</b></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	<p><b>What did the Greeks ever do for us?</b></p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p><b>What does the census tell us about the local area?</b></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street</p>
<b>2024 - 2025</b>	<p><b>What was the impact of World War 2 on the people of Britain?</b></p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>	<p><b>How did the Mayan civilisation compare to the Anglo Saxons?</b></p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined</p>	<p><b>Unheard histories: Who should feature on a £10 note?</b></p> <p>Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00</p>

# History Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Ago Family New Old Past	After A Long Ago Artefact Before Celebrate Chronological Order Eye-witness Famous Historical Event King Locality Now Object Parliament Past Photograph Present Queen Research Rule Sequence Source Then	AD Accurate Ancient Archaeology Artefact BC Century Change Combat Conquer Dictated Decade Evidence Excavate Historian Historian Evidence Impact Invaders Invasion Period Point of View Prehistoric Settlement Settlers Similarities Source Timeline Version	Ancestors Causes Consequences Comparison Crime Civilization Culture Continuity Descendants Dynasty Effect Enquirer Era Hypothesis Interpretations Influences International Multi-cultural Mono-cultural Mythology National Persuade Primary Evidence Propaganda Punishment Research Secondary Evidence Significant Societies Time period Transport Viewpoint

# History Knowledge

Substantive Knowledge	Disciplinary Knowledge	Historical Enquiry
<p>In history, this is the knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from Reception to Year 6.</p>	<p>In history, the disciplinary knowledge is the interpretation of some of the key concepts. It involves applying second-order concepts such as historical thinking, reasoning and argument. It requires a meta-cognitive approach. For example, when children have an understanding of the impact of a significant event during the Roman era, in years 3 and 4, they would develop the disciplinary knowledge by interpreting other possible outcomes.</p>	<p>As children build upon their substantive and disciplinary knowledge within historical contexts, they will have continuous opportunities for historical enquiry. Children must understand the methods of historical enquiry including how evidence is gathered and used to make historical claims, and how to ask perceptive questions. The second-order concepts that underpin historical enquiry such as, thinking critically, evaluating evidence and examining arguments allows for further opportunity for children to be able to build upon their disciplinary knowledge.</p>

# Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge – links can be made across different areas of study.



# Assessment

- Teachers will assess against the agreed year group end points.
- Teachers will input the data manually on the agreed format available on Teams.
- This will be moderated twice a year.

EYFS

ELGs in Purple

Understanding the World  
Past and Present

- Pupils are beginning to make sense of their own life story and family history.
- Pupils can comment on images of familiar situations from the past.
- Pupils can talk about the lives of people around them and their roles in society.
- Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Pupils understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1	Working Towards	Working at Expected	Greater Depth
<b>Chronological understanding</b>	<ul style="list-style-type: none"><li>• Pupils are beginning to compare two events, saying which one happened first</li><li>• Pupils have seen a timeline</li><li>• Pupils may begin to make simple links between areas of study</li></ul>	<ul style="list-style-type: none"><li>• Pupils can compare two events, saying which one happened first</li><li>• Pupils are beginning to understand timelines</li><li>• Pupils may begin to make simple links between areas of study</li></ul>	<ul style="list-style-type: none"><li>• Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy</li><li>• Pupils know what a timeline is</li><li>• Pupils are beginning to make comparisons between areas of study</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Pupils are beginning to use names and places that link to areas of study</li><li>• Pupils can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago</li></ul>	<ul style="list-style-type: none"><li>• Pupils can use names and places that link to areas of study</li><li>• Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</li></ul>	<ul style="list-style-type: none"><li>• Pupils can use and are beginning to remember names and places that link to areas of study</li><li>• Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago</li></ul>
<b>Questioning</b>	<ul style="list-style-type: none"><li>• Pupils are beginning to answer questions verbally related to an area of study</li></ul>	<ul style="list-style-type: none"><li>• Pupils are beginning to ask simple questions when they are unsure</li><li>• Pupils are answering questions verbally related to an area of study with increasing accuracy</li></ul>	<ul style="list-style-type: none"><li>• Pupils can ask simple questions when they are unsure</li><li>• Pupils can accurately answer some questions verbally related to an area of study</li></ul>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Pupils are beginning to remember key events about the areas they have studied</li></ul>	<ul style="list-style-type: none"><li>• Pupils can remember some key events about the areas they have studied</li></ul>	<ul style="list-style-type: none"><li>• Pupils can remember most key events about the areas they have studied</li><li>• Pupils are beginning to understand that they can find historical information in books</li></ul>

Year 2	Working Towards	Working at Expected	Greater Depth
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils can accurately order some events they have learnt about from furthest away to most recent</li> <li>Pupils are beginning to draw timelines</li> <li>Pupils are beginning to make comparisons between areas of study</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can mostly accurately order events they have learnt about from furthest away to most recent</li> <li>Pupils can draw timelines</li> <li>Pupils can make some comparisons between areas of study, identifying some similarities between them</li> <li>Pupils can make some comparisons between areas of study, identifying some differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can accurately order events they have learnt about from furthest away to most recent</li> <li>Pupils can draw timelines, beginning to place areas of study on them</li> <li>Pupils can compare areas of study, identifying similarities between them</li> <li>Pupils can compare areas of study, identifying differences between them</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to remember and use names and words specific to areas of study</li> <li>Pupils can use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words specific to areas of study</li> <li>Pupils can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words specific to areas of study</li> <li>Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask simple questions when they are unsure</li> <li>Pupils are beginning to accurately answer questions related to an area of study</li> <li>Pupils are beginning to use classroom sources to help answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask simple questions when they are unsure</li> <li>Pupils can accurately answer most simple questions related to an area of study</li> <li>Pupils can sometimes justify their answers using sources or stories</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask simple questions to develop their understanding</li> <li>Pupils are able to accurately answer simple questions related to an area of study confidently</li> <li>Pupils can justify their answers using sources or stories</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to remember key events about the areas they have studied</li> <li>Pupils are beginning to consider how we know about past events</li> <li>Pupils sometimes remember they can find historical information in books</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember some key events about the areas they have studied</li> <li>Pupils can consider how we know about past events</li> <li>Pupils know they can find historical information in books</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember key events about the areas they have studied</li> <li>Pupils can begin to identify how we know about past events</li> <li>Pupils can begin to identify different representations of history e.g. books, visual clips, letters</li> </ul>

Year 3	Working Towards	Working at Expected	Greater Depth
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils can accurately order events they have learnt about from furthest away to most recent</li> <li>Pupils can draw timelines, beginning to place areas of study on them</li> <li>Pupils can make a few comparisons between areas of study, identifying similarities between them</li> <li>Pupils can make a few comparisons between areas of study, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline</li> <li>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</li> <li>Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</li> <li>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</li> <li>Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use a few names and words specific to areas of study</li> <li>Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied</li> <li>Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study</li> <li>Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask simple questions to develop their understanding</li> <li>Pupils are able to answer some simple questions related to an area of study</li> <li>Pupils can sometimes justify their answers using sources or stories</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding</li> <li>Pupils are generally able to answer questions accurately related to the area of study</li> <li>Pupils can generally use sources to justify their answers</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask more in depth questions for their age to develop their understanding</li> <li>Pupils are able to answer questions accurately related to the area of study</li> <li>Pupils can use sources to justify their answers</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils can remember a few key events about the areas they have studied</li> <li>Pupils can begin to identify how we know about past events</li> <li>Pupils can identify different representations of history e.g. books, visual clips, letters</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts and information from areas of study in Year 3</li> <li>Pupils can identify at least one way we gather information</li> <li>Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember a range of key facts and information from areas of study in Year 3</li> <li>Pupils can identify at least two ways we gather information</li> <li>Pupils are able to use at least one type of source of information confidently</li> </ul>

Year 4	Working Towards	Working at Expected	Greater Depth
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</li> <li>Pupils are beginning to make links between areas of history they have studied, identifying similarities between them</li> <li>Pupils are beginning to make links between areas of history they have studied, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</li> <li>Pupils can make links between areas of history they have studied, identifying similarities between them</li> <li>Pupils can make links between areas of history they have studied, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</li> <li>Pupils can confidently make links between areas of history they have studied, identifying similarities between them</li> <li>Pupils can confidently make links between areas of history they have studied, identifying differences between them</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study</li> <li>Pupils are beginning to use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study</li> <li>Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study</li> <li>Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils are beginning to ask more in depth questions to develop their understanding</li> <li>Pupils are able to answer some questions accurately related to the area of study</li> <li>Pupils can generally use sources to justify their answers</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are able to answer questions accurately most of the time related to the area of study</li> <li>Pupils can use sources to justify their answers and are beginning to organise their responses</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are beginning to challenge sources of information</li> <li>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils remember some key facts and information from areas of study in Year 4</li> <li>Pupils can identify at least two ways we gather information</li> <li>Pupils are able to use at least one type of source of information confidently</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study</li> <li>Pupils can identify at least two ways we gather information</li> <li>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study</li> <li>Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> <li>Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>

Year 5	Working Towards	Working at Expected	Greater Depth
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Pupils are becoming more secure in their knowledge of chronology and are beginning to accurately place a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, and add to it as they learn about new periods of history</li> <li>Pupils are beginning to make comparisons between historical periods, identifying similarities between them</li> <li>Pupils are beginning to make comparisons between historical periods, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can make some comparisons between historical periods, identifying similarities between them</li> <li>Pupils can make some comparisons between historical periods, identifying differences between them</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare historical periods, identifying similarities between them</li> <li>Pupils can compare historical periods, identifying differences between them</li> <li>Pupils are beginning to identify trends over time</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use some names and words from the areas they have studied in Year 5 as well as remembering a few names and words from previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study</li> <li>Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding</li> <li>Pupils are beginning to challenge sources of information</li> <li>Pupils are beginning to show some purposeful selection about information they wish to include in responses</li> <li>Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said</li> <li>Pupils are increasingly challenging sources of information</li> <li>Pupils show some purposeful selection about information they wish to include in responses</li> <li>Pupils show some organisation of information that is purposeful for responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions to develop their understanding and also ask questions of what people have said</li> <li>Pupils can challenge sources of information</li> <li>Pupils are beginning to make purposeful selection about information they wish to include in responses</li> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils remember some key facts and information from areas of study in Year 5 and can remember a few facts from previous areas of study</li> <li>Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> <li>Pupils are becoming more confident in using two different sources to gather information e.g. books, internet, film clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study</li> <li>Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils are confident in using two different sources to gather information e.g. books, internet, film clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study</li> <li>Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>



Year 6	Working Towards	Working at Expected	Greater Depth
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is</li> <li>Pupils can compare historical periods, identifying differences between them</li> <li>Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is</li> <li>Pupils can compare a range of historical periods, identifying differences between them</li> <li>Pupils can identify some trends over time, identifying how ideas have been continued/ developed</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline</li> <li>Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history</li> <li>Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is</li> <li>Pupils can compare a range of historical periods, identifying differences between them</li> <li>Pupils can identify trends over time, identifying how ideas have been continued/ developed</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Pupils can remember and use some names and words from the areas they have studied over the years</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use names and words from the areas they have studied over the years</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember and use a range of names and words from the areas they have studied over the years</li> <li>Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>Pupils can ask questions, creating questions that develop understanding</li> <li>Pupils can challenge sources of information</li> <li>Pupils begin to make purposeful decisions about information to include when forming responses to questions</li> <li>Pupils begin to organise information purposefully when responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask questions, creating questions that develop understanding about change, cause and significance</li> <li>Pupils can challenge sources, questioning the validity of these</li> <li>Pupils can make purposeful decisions about information to include when forming responses to questions</li> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance</li> <li>Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda</li> <li>Pupils can purposefully select information when forming responses to questions</li> <li>Pupils can organise information purposefully when responding to or asking questions</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils show knowledge about historical events, from local history to world history</li> <li>Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a strong knowledge about historical events, from local history to world history</li> <li>Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a wide ranging knowledge about historical events, from local history to world history</li> <li>Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul>