

**History Vision Statement:** At Franche, we spark curious, critically-thinking historians through immersive lessons so that children develop a context for their growing sense of identity and understanding of British history and the wider world.

		EYFS (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum:</b>		Changes within living memory	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally (e.g. first aeroplane flight)  Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London)  The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own locality	Changes in Britain from the Stone Age to the Iron Age  A study of an aspect or theme in British history that extends pupil' chronological knowledge beyond 1066 (A significant turning point in British history for example the Battle of Britain)	The Roman Empire and its impact on Britain  The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley, <b>Ancient Egypt</b> or The Shang Dynasty of Ancient China	Britain's settlement by Anglo-Saxons and Scots  The Viking and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor  A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; <b>Mayan civilisation c. AD 900</b> ; Benin (West Africa) c. AD 900-1300	Ancient Greece – a study of Greek life and achievements and their influence on the Western World  A study of an aspect or theme in British history that extends pupil' chronological knowledge beyond 1066 (A significant turning point in British history for example the Battle of Britain)
<b>Topics and Enquiry questions</b>		<b>Topic:</b> This is me <b>Enquiry Question:</b> How has life changed? <b>Focus:</b> How have I changed? What has changed around me? What was life like when our grandparents were children? <b>Thread:</b> People and their daily lives <b>Local History:</b> Local walks to compare buildings	<b>Topic:</b> Incredible Inventors <b>Enquiry Question:</b> What was the best invention of the past? Aviation / toys <b>Focus:</b> How did the first flight change the world? Looking at significant people linked to aviation from history-Frank Whittle, Amelia Earheart, The Wright Brothers and Montgolfier brothers. How have toys changed? <b>Revisit:</b> Impact flight has had on our lives and that of our grandparents. <b>Thread:</b> Inventions <b>Local History:</b> What local inventions impacted our	<b>Topic:</b> Great Fire of London <b>Enquiry Question:</b> How did London change after the Great Fire or London? <b>Focus:</b> Chronology of the event. <b>Revisit:</b> Significant events already taught <b>Thread:</b> Inventions <b>Local History:</b> Witley Court in Great Witley – fire.	<b>Topic:</b> World War II <b>Enquiry Question:</b> What was the impact of World War II? <b>Focus:</b> Would you rather be evacuated to the countryside or stay in London? <b>Revisit:</b> Significant events on the timeline from KS1. Focus on first flight (first hot air balloon and first plane). <b>Thread:</b> Conflict and Power <b>Local History:</b> How has the local area changed? Local WWII Kidderminster railway to move troops and equipment.	<b>Topic:</b> Romans <b>Enquiry Question:</b> What impact did the Romans have on Britain? <b>Focus:</b> How did the Romans succeed Britain? What did the Romans introduce that has shaped modern Britain? <b>Revisit:</b> Iron Age Celts <b>Thread:</b> Inventions <b>Local History:</b> Kidderminster railway links to Roman roads in order to increase the speed of transport. Wroxeter Roman City in Shrewsbury	<b>Topic:</b> Anglo-Saxons Vs Vikings <b>Enquiry Question:</b> What was the consequence of the Viking invasion? <b>Focus:</b> Was the Anglo-Saxon period really a Dark Age? <b>Revisit:</b> Stone Age, Bronze Age, Iron Age Celts and Romans. Children to be secure with the narrative of British history. <b>Thread:</b> Conflict and Power <b>Local History:</b> Origin of Kidderminster as an Anglo-Saxon settlement	<b>Topic:</b> World War I <b>Enquiry Question:</b> Who was impacted by World War I? <b>Focus:</b> Lives of people <b>Revisit:</b> WWII <b>Thread:</b> People and their daily lives <b>Local History:</b> WWI links to a local soldier



<b>To build an overview of history</b>	<b>Communicating historically</b>	<p>I can use simple words to describe the passing of time such as: past, before, now or then.</p> <p>I can talk about the lives of older family members.</p>	<p>I can talk about historical events taught.</p> <p>I can use a number of everyday time terms such as: now, then, yesterday, week, month, year, nowadays, old and new.</p> <p>I can talk about when my older family members were children.</p> <p>I can show a simple understanding of the concept of a nation and discuss Britain's history with the topics I learn.</p>	<p>I can securely use a wider range of terms relating to the passage of time, such as: nowadays, in the past, previously, a long time ago, centuries and decades.</p> <p>I can talk about historical events taught using some specific detail. E.g naming Pudding Lane for the GfOL.</p> <p>I can show a simple understanding of a nation and Britain's history as well as the concept of monarchy, parliament and democracy within the historical events I learn.</p>	<p>I can show a simple understanding of a nation and Britain's history as well as discuss the concept of monarchy, conflict, people's daily lives and inventions, within the historical periods I learn.</p>	<p>I can show an understanding of a nation and Britain's history as well as discuss the concept of monarchy, conflict, people's daily lives and inventions making links between the narrative of British history.</p>	<p>I can discuss the narrative of British History using appropriate time words and dates to support my knowledge.</p>	<p>I can confidently discuss the narrative of British History using appropriate time words and dates to support my knowledge.</p>
	<b>Understanding chronology</b>	<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events. (CLL)</p> <p>I can begin to identify that some things have happened before I was born related to my family, such as parents and grandparents.</p>	<p>I can sequence a few objects on a timeline using information from my topic.</p> <p>I can discuss a timeline with an adult with words or phrases such as: past, present, older and newer.</p> <p>I understand that there were different periods of time in the past.</p>	<p>I can place the key moments of an event or objects on a timeline and annotate or discuss these with an adult using the words past, present, older or newer.</p> <p>I can start using dates on a timeline.</p>	<p>I can sequence some events, objects, themes, periods and people from my topic with increasing accuracy and with guidance.</p> <p>I can label these with a few dates and use the terms BC and AD.</p>	<p>I can sequence a number of events, objects, themes, periods and people from my topic with increasing accuracy.</p> <p>I can label these with some dates and use the terms BC and AD.</p>	<p>I can sequence many events, objects, themes, periods and people from my topic with increasing accuracy and independence.</p> <p>I can label these with appropriate dates and labels and use the terms BC and AD confidently.</p>	<p>I can independently sequence events, objects, themes, periods and people from my topic and previous KS2 topics with accuracy.</p> <p>I can label timelines with accurate dates and labels and use the terms BC and AD to explain British history and World history.</p>
	<b>Constructing the Past</b>	<p>I can identify that things from the past might be different from today.</p>	<p>I can identify relevant features of particular historical themes, events and people from my family, local people and national people.</p>	<p>I can briefly describe the features of particular historical themes such as monarchy, events and people from my family and British history.</p>	<p>I can discuss the narrative of prehistoric British history as well as some events discussed.</p> <p>I can begin to describe the social or cultural diversity of past societies taught.</p>	<p>I can discuss the narrative of early British history along with some of the earliest civilisations.</p> <p>I can describe the social or cultural diversity of past societies taught.</p>	<p>I can discuss the narrative of British history, including significant events and the history of the wider world making links between these historical periods.</p> <p>I can begin to describe the social, ethnic, cultural or religious diversity of past societies taught.</p>	<p>I can confidently discuss the narrative of British history, including the impact of significant events and history of the wider world making links between these based on the school's threads of learning.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past societies taught.</p>
<b>Second Order Concepts</b>	<b>Cause and consequence</b>	<p>I can recognise that certain choices have a consequence to them (e.g wearing armour will make you safer).</p>	<p>I can recognise that there are reasons why people in the past acted as they did.</p> <p>I can begin to discuss that history can cause impact on the local area as well as</p>	<p>I can recognise that there are reasons why people in the past acted as they did and the consequences of these actions.</p> <p>I can describe a few relevant causes and effects for some of</p>	<p>I can describe some relevant causes for, and effects on, some of the key events and developments covered (e.g the impact of World</p>	<p>I can comment on the importance of causes and effects for some of the key events and developments within British history. (e.g the reason for the Roman</p>	<p>I can identify that one event can have multiple effects (e.g Anglo Saxon and Viking Invasion- changes in housing, language, religion etc).</p>	<p>I can explain the role and significance of different causes and effects of a range of events and developments from British and World history</p>

			nationally and globally. (e.g. the first flight with the Wright brothers)  I can identify at least one relevant cause for and the effect of the several events covered. (e.g. change over time with toys).	the main events covered (e.g. the change in houses due to the GFOL).	War II on men, women and children).  I can describe the major causes of advancement from prehistoric Britain (e.g. the shift in hunter-gathering to farming or the introduction of the material bronze).	invasion and the impact this had on Britain).  I can identify the links between natural resources and humans and the effect of change this had (e.g. the Nile for the Ancient Egyptians – links to the earliest civilisations).	I can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).	(e.g. identify the effects and influence of Greek achievements on the Western World – democracy, philosophy medicine, language etc).
<b>Change and continuity</b>	I can identify that some things within my own living memory have changed and some things have stayed the same.	I can recount changes that have occurred in my own lifetime and some within living memory linked to my topic (e.g. change of toys over time).	I can recount several changes that have occurred in my own lifetime and changes within living memory.	I can describe some changes within a historical period linked to specific themes (e.g. changes across the prehistoric periods linked to inventions).  I can describe changes that have happened in the locality of the school throughout history.	I can make some valid statements about the main changes and continuity within historical periods of British and World history. (e.g. development of civilisations near rivers).	I can provide valid reasons why some changes and developments were important within historical periods taught.  I can give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.	I can confidently compare changes and continuity within and across different historical periods, in terms of importance, progress or the type and nature of the change. (e.g. Links between the Roman, Egyptian and Greek civilisations)  I can identify continuity and change in the history of the locality of the school.	
<b>Similarity and differences</b>	I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW)	I can identify a few similarities, differences and changes occurring within the topics taught during class discussions (e.g. Victorian seaside holidays. Links to the railways).	I can independently identify some similarities, differences and changes occurring within a specific time period. (e.g. How have houses changed since the GFoL?)	I can independently identify some accurate similarities and differences occurring within the prehistoric periods (e.g. people and their daily lives – focus on housing and settlements)	I can make some valid statements about the main similarities and differences occurring within historical periods of British and World history. (e.g. Bronze Age farming compared to the Ancient Egyptians).	I can discuss the similarities and differences with a focus on the school's threads when discussing British history (e.g. How has flight evolved due to significant inventions?)	I can confidently discuss the similarities and differences with a focus on the school's threads when discussing British history (e.g. How have conflicts changed over time? Links to WWI and WWII).	
<b>Historical significance</b>	I can talk about the lives of the people around me and in my society. (UTW)  I can remember and talk about significant events using my own experiences. (TW)	I can describe significant people or events from the past and consider one reason why a person or event may be significant. (e.g. Why were the Montgolfier brothers important?)	I can describe significant people from the past and link them to significant people now (e.g. famous explorers past and present).  I can identify a range of aspects of a theme, period, society or person and offer some comments on the significance of these (e.g. The significance of monarchs).	I can select what is most significant in a historical account (e.g. significance of World WWII on people and their daily lives).	I can select and explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant then and to modern Britain).	I can explain the significant issues in British history covered so far and discuss how conflict has shaped British history (e.g. explain the significance of the Viking and Anglo-Saxon struggle).	I can select and explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).	

	<p><b>Historical interpretations</b></p> <p>I understand that some events and people from history are important because they have achieved something or had an effect.</p>	<p>I can recognise everyday items from the past and begin to compare them. (e.g toys)</p> <p>I can recognise that photos tell stories of the past.</p>	<p>I can identify some of the different ways the past has been represented such as photos, artefacts or written representations (e.g diary entry of Samuel Pepys for the GfOL).</p>	<p>I can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why children and soldiers might have different views of World War II).</p>	<p>I can discuss several possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).</p>	<p>I can identify different interpretations for events, developments and people covered in a range of historical periods (e.g. recognise several different representations and interpretations about the Anglo-Saxons and Scots).</p>	<p>I can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).</p> <p>I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied (e.g propaganda used in WWI).</p>
	<p><b>Sources and evidence</b></p> <p>I can understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW)</p> <p>I can understand that items can tell us about someone or something.</p>	<p>I can observe or handle evidence to ask simple questions and find answers to questions about the past (e.g Why is this toy made of wood?)</p> <p>I can use written, visual or oral sources including replica artefacts, pictures and stories to make reasoned interpretations during class discussions.</p>	<p>I can observe or handle evidence to ask purposeful questions and find answers to questions about the past (e.g How was the fire put out during the GfOL? Leather bucket)</p> <p>I can use written, visual or oral sources including replica artefacts, pictures, stories, online sources and databases to answer historical questions.</p> <p>I can use several focused sources to make reasoned interpretations with increasing independence.</p>	<p>I can understand the difference between artefacts and replica artefacts as well as different sources.</p> <p>I can begin to suggest sources of evidence that can be used to learn about the past (e.g diary entries of evacuated children).</p> <p>I can understand how a range of sources can be used to answer a range of historical questions.</p> <p>To recognise why sources of evidence are limited when learning about prehistoric times.</p>	<p>I can discuss the difference between primary and secondary sources linked to artefacts and replica artefacts.</p> <p>I can select a range of sources and evidence to answer posed questions.</p> <p>I can recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>I can use and select an increasing range of suitable sources of evidence, starting to explain the importance of these.</p> <p>After class discussions, I can refine lines of enquiry as appropriate.</p> <p>I can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. Is this source reliable? How can I check this information is accurate?).</p>	<p>I can select suitable sources of evidence, giving reasons for my choices.</p> <p>I can use sources of evidence to accurately deduce information about the past.</p> <p>I can refine lines of enquiry as appropriate in order to answer my enquiry question.</p> <p>I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).</p>
	<p><b>Historical Enquiry</b></p> <p>I can start to ask simple questions about people or events within living memory.</p> <p>I will talk about past and present events in my</p>	<p>I can ask and answer a few simple valid historical questions during guided enquiries. E.g What was it like for people? What happened? How long ago...? What is this for?</p>	<p>I can plan purposeful questions and produce answers to a few historical enquiries using historical terminology (e.g What was life like for Henry VIII?)</p>	<p>I can ask valid questions for enquiries and answer these using a number of pre-selected sources (e.g What happened to children in World War II?)</p>	<p>I can independently devise a range of historically valid questions for a series of enquiry and answer them with substantiated</p>	<p>I can reach a valid conclusion based on devising and answering questions relating to a historical enquiry.</p> <p>I can independently select sources to provide evidence</p>	<p>I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p>

		<p>own life and the lives of family members. (TW)</p> <p>I can recognise and describe special times or events for family or friends. (TW)</p>			<p>I can begin to make independent decisions and use evidence for simple justifications (e.g People in the early Stone Age lived in caves because we can observe cave art they produced.)</p>	<p>responses from a range of sources (e.g How do you suggest Tutankhamun died?)</p>		<p>I can independently select sources to provide evidence and articulate opinions using developed historical vocabulary and historical terms.</p> <p>I can use my own ideas about how to present my historical findings.</p>
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