



To develop 'layers' of historical knowledge, which children can draw upon to make sense of more complex ideas, and to construct their own historical arguments and accounts. Develop an understanding across four main threads; **Settlement and Invasion**, **Societal Change**, **Power** and the **History of our Locality**.

Disciplinary - I know how to...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery END POINTS:	Use the Nursery daily visual timetable Talk about immediate family Describe special times or events for family and friends (ongoing)		Sequence 2 photos then and now e.g. baby and now Use photos to talk about when they were a baby Describe special times or events for family and friends (ongoing)		Sequence 2 objects then and now Caterpillar, Butterfly Describe special times or events for family and friends (ongoing)	
<p style="text-align: center;"><u>Disciplinary Knowledge</u></p> <p><u>Chronology, knowledge and understanding of History:</u> Sequence 2 photographs of themselves or familiar events that they have experienced Use time terms: now/then. old/new</p> <p><u>Continuity and Change:</u> Begin to ask Why questions in response to discussion</p>						

	<p>Using and Understanding sources of evidence: Use images, stories and artefacts to help understand the past</p> <p>Concluding: Show my ideas through talk and role play</p>		
Vocabulary	<p>Today Family Birthday Christmas Celebrate</p>	<p>Big Small Then Now Baby Yesterday</p>	<p>Changes A long time ago When I'm bigger Tomorrow</p>
<p>Reception</p> <p>END POINTS:</p>	<p>History of our Locality</p> <p>Sequence 3 familiar events from the day for example: get up, go to school, go to bed</p> <p>Talk about their immediate family with confidence.</p> <p>Describe the life cycle of a person eg baby, toddler, teenager, parent, grandparent</p> <p>Describe special times or events in their own lives using time language eg Halloween, Bonfire Night, Birthdays</p>	<p>Societal Change</p> <p>Sequence 3 events for example: starting school, christmas and now</p> <p>Things happened before I was born eg Moon landing.</p> <p>A famous figure from the past. (following children's interests)</p>	<p>Societal Change</p> <p>Sequence two familiar objects/photos now and then: old telephone and new telephone, penny farthing/ new bike, old toy/ new toy</p> <p>Describe similarities and differences between an old/new object.</p> <p>Use the words old and new to describe items</p> <p>Older people had different items than we do now</p>
	<p>Disciplinary Knowledge</p> <p>Chronology, knowledge and understanding of History: Sequence 3 familiar events or related objects Use time terms: now/then. old/new. today/yesterday. Day/month/year</p> <p>Continuity and change: Begin to ask How? And Why? questions in response to things they are finding out.</p> <p>Cause and consequence: Identify basic causes and consequences related to them.</p> <p>Using and Understanding sources of evidence: Use images, stories and artefacts to help understand the past</p> <p>Concluding: Begin to show my ideas, through: talk, drawing, role play and emergent writing</p>		
Vocabulary	<p>Family Baby Grown up Younger</p>	<p>Now Then A long time ago Before I was born</p>	<p>Old New Same Different</p>

	Older Selected celebration names	Order	When my Grandparent was young,
Year 1	<p>How has my school and the local area changed between 1998 and 2024?</p> <p>Societal Change History of our Locality</p>	<p>Who is King Charles III and what does he do? Who was Queen Elizabeth II? (1952 - 2022)</p> <p>Societal Change Power</p>	<p>Where did the Victorians holiday and how is it different to now? 1837 - 1901</p> <p>Societal Change</p>
END POINTS:	<p>Some things are different now than they were in the past</p> <p>Our school and local area have changed over time</p> <p>The school building has changed.</p> <p>The old school building was on the field and had stairs. It was still called William Stockton.</p> <p>Part of the old school is at the front of this school..</p> <p>Some new buildings have been built and replaced older buildings.</p>	<p>A ruler is someone who has power over people. The rulers can change. This means that sometimes the rules change.</p> <p>King Charles III rules the UK</p> <p>Queen Elizabeth died in 2022. She was the longest ruler in the UK</p> <p>Queen Elizabeth reigned for 70 years</p> <p>Charles, Elizabeth's son, became King in 2022.</p> <p>Charles has 2 sons. Prince William will be the next King.</p>	<p>Some things are different now than they were in the past. How people live changes over time including in the things that they do.</p> <p>Most Victorians went on holiday to the seaside in the UK</p> <p>The Victorians watched Punch and Judy at the seaside.</p> <p>The Victorians did not go on holiday on an aeroplane they went on trains</p>
	<p>Disciplinary Knowledge Chronology, knowledge and understanding of History: Sequence 3 events, photographs or objects onto a timeline. Use the words past and present; long long ago, long ago and now to compare different objects/ people/ events. Use past and present when describing events</p> <p>Continuity and change (between periods): Talk about some similarities and differences between my life and people from the past.</p> <p>Cause and Consequence: Talk about why/ what/ how events happened.</p> <p>Using and Understanding interpretations and sources for evidence: Use photographs, artefacts and books to answer questions about Historical events/people.</p> <p>Concluding: Talk about what I found out.</p>		
Locality	<p>Local walk Bus station changes</p>	<p>When QEII visited Ellesmere Port - photo resources 1979, 1998)</p>	<p>Blackpool - holiday destination Llandudno - holiday destination Depending on cohort</p>

Vocabulary	History Since Old(er) New(er) Past Present	King Queen Ruler Power Royal Family Britain Reigned	Changes over time A long, long time ago Victorians Pier Promenade Bathing machine Compare
Year 2	<p>How has the people's health of Britain changed over time? (Victorians and Florence Nightingale) 1837 - 1901</p> <p>Societal Change</p>	<p>What were the consequences of the great fire of London? 1666</p> <p>Societal Change</p>	<p>Was Sir Francis Drake a pirate or an explorer?</p> <p>1563 - 1596</p> <p>Power</p>
END POINTS:	<p>We know some things are different now than they were in the past. Hospitals are very different because people have learnt new information about how to live healthier lives</p> <p>Florence Nightingale was a nurse in the war and helped soldiers she was nicknamed 'The Lady with the Lamp'</p> <p>Florence Nightingale made sure the hospital was clean and told everyone to wash their hands which stopped them from getting infections.</p> <p>Florence Nightingale and Mary Seacole met. They were both nurses who knew that keeping clean stopped people from becoming more poorly.</p> <p>Hospitals are much cleaner now because of what Florence Nightingale and Mary Seacole taught us.</p>	<p>We know some things are different now than they were in the past. People have learnt from the past and made changes so that improvements are made to people's lives including their homes.</p> <p>The Great fire of London started on Pudding Lane in 1666</p> <p>Buildings were made from wood. When the fire started, the conditions meant it spread quickly.</p> <p>Water did not put the fire out so King Charles II pulled down buildings to stop the fire from spreading further.</p> <p>Samuel Pepys kept a diary about the fire.</p> <p>Christopher Wren rebuilt the city of London after the fire. They kept the buildings further apart and didn't use as much wood.</p>	<p>Explorers help us to find out more about what is around us and they explore new or unfamiliar areas.</p> <p>Sir Francis Drake was the first English explorer to sail around the world.</p> <p>People in power can tell others what to do. Queen Elizabeth was in Power. She gave permission to Francis Drake to steal treasure from other people.</p> <p>People wondered whether Drake was a pirate or an explorer as he stole gold, silver and cargo from other ships.</p> <p>When Drake returned to England with the treasure stolen from Spanish ships, the queen was very pleased and knighted him.</p>
<p>Disciplinary Knowledge:</p> <p>Chronology, knowledge and understanding of History: Include some detail when talking about events, people and themes from the past. Place events and people on a timeline. Begin to use important dates</p> <p>Continuity and change (between periods): Point out some similarities and differences between aspects of life at different times in the past.</p>			

	<p>Cause and Consequence: Pick out some reasons for and results of people's actions and events.</p> <p>Using and Understanding interpretations and sources for evidence: Compare different sources of evidence and point out some similarities and differences. Say which sources are most likely to be the most useful for a task.</p> <p>Concluding: Provide reasons for what I think has happened.</p>		
Locality	Victorian buildings Tatton Park Photos of Victorian houses in the local area		Maritime museum Liverpool
Vocabulary	<p>Famous Modern Over a hundred years ago, Before the Victorians, After the Victorians, Nation (al) Similar(ities) Difference(s)</p>	<p>Improvements Evidence Sources Significant event Significant person Eye-witness Timeline</p>	<p>International Monarch Explorer Opinion Sources of evidence</p>
<p>Year 3/4 Cycle 1</p> <p>End Points:</p>	<p>How was life different in the stone age, bronze age and iron age? Settlement and Invasion Societal Change</p> <p>Settlements are where people live. They are where people have what they need for everyday life.</p> <p>Early in the Stone Age, people lived in caves. Towards the end of the Stone Age people built huts.</p> <p>In the Stone Age, people were hunter-gatherers. They foraged for food.</p> <p>Stone Age tools were made from stone and bone.</p>	<p>Roman Britain - How was Britain changed by the Romans? What was the impact on Chester? Settlement and Invasion Power History of our Locality</p> <p>A tribe of people called the Celts were settled in England before the Romans</p> <p>Britain was invaded by the Romans in 43AD. The Romans originally came from Italy but they invaded many countries and became an Empire (a group of countries led by the same leader).</p> <p>Roman soldiers were recruited from the countries they had invaded so many nationalities became Roman soldiers.</p>	<p>How did Ellesmere Port begin? Settlement and Invasion History of our Locality</p> <p>300 years ago, Ellesmere Port did not exist. But parts of Ellesmere Port did: Whitby, Little Sutton, Great Sutton, Stanney, Little Stanney were named in the Domesday book from 1086</p> <p>A canal was built linking Ellesmere in Shropshire with the River Mersey so that goods could be transported to the docks in Liverpool</p> <p>People settled in Ellesmere Port building homes, shops, and other important places for everyday life because of the new technology of the canal system.</p>

Locality:	<p>Bronze Age people discovered how to get metal from rocks.</p> <p>This development meant that bronze replaced stone in tools and weapons which made farming easier.</p> <p>In the Iron Age, people became more skilled metalworkers and were able to make more items out of metal.</p> <p>Iron was stronger than Bronze and easier to find. It led to more developed farm tools which made farming easier.</p> <p>Developments in knowledge and skills and the improvement in technology means changes are made in the way people live.</p>	<p>The Roman army was successful because they were organised and had effective armour.</p> <p>Hadrian's Wall was built in 122AD. It was built to keep the barbarians out by the Emperor Hadrian.</p> <p>The wall was manned and protected by different units. In the 3rd Century a 500 strong unit of African Roman soldiers manned the wall.</p> <p>The Romans believed cleanliness would lead to good health. They built baths and sewers.</p> <p>Chester was a Roman fort. There is still evidence of Romans in Chester there today such as the amphitheatre.</p>	<p>The settlement that grew around the canal became known as the Port of Ellesmere - the name soon changed to Ellesmere Port.</p> <p>More people from the surrounding areas moved closer to the Port of Ellesmere as there were jobs and money to be made.</p> <p>In 1894, another canal was built between the Irish sea and Manchester, to take goods into the city. It was called The Manchester Ship Canal.</p> <p>As Ellesmere Port became more industrious with factories like Stanlow Oil Refinery, the population grew and continued at a steady rate.</p>
	Beeston castle - Bronze age round house visit the hill fort	Chester Dawa museum Chester Roman remains - pictures	1086 - Domesday book - Whitby, Great Sutton, Little Sutton, Pool (Overpool) Boat museum River Mersey Shropshire Union Canal
Vocabulary:	<p>AD/BC</p> <p>Chronological</p> <p>Settlements</p> <p>Hunter-gatherer</p> <p>Stone age</p> <p>Bronze age</p> <p>Iron age</p> <p>Archaeology</p> <p>Prehistory</p>	<p>Invasion</p> <p>Empire</p> <p>Emperor</p> <p>Conquer</p> <p>Celts</p> <p>Romans</p> <p>Amphitheatre</p> <p>Primary Source</p> <p>Secondary source</p> <p>Legacy</p>	<p>Domesday book</p> <p>Advancements</p> <p>Impact</p> <p>Events</p> <p>Society</p> <p>Consequence</p> <p>Census</p>
Year 3/4 Cycle 2	<p>Ancient Egypt - Can a boy pharaoh rule a civilisation?</p> <p>Power</p>	<p>Anglo Saxon and Scots and Vikings</p> <p>Was Alfred the Great great?</p> <p>Power</p> <p>Settlement and Invasion</p>	<p>Kings and Queens of the past</p> <p>What makes an effective Monarch?</p> <p>Power</p> <p>Societal Change</p>
	A civilization is group of people in a	Romans left Britain around AD410 as their	The Monarch of the UK used to have absolute

<p>End Points:</p>	<p>community that live in a way that's organised and has a lot of shared things with a leader.</p> <p>Pharaohs were the rulers and leaders of Ancient Egypt and held the power - people had to follow their rules and their expectations.</p> <p>The Nile was important for the Ancient Egyptians for food, transport, and reeds which were made into papyrus (an early form of paper)</p> <p>We know about Ancient Egyptian life because of evidence from the pyramids and communications, including hieroglyphics - an ancient form of writing.</p> <p>The Rosetta Stone which was a stone inscribed with hieroglyphics helped historians to translate the meaning of them. It helped people understand information about Ancient Egypt.</p> <p>Egyptians believed in the afterlife they mummified bodies to keep them ready for the afterlife.</p> <p>When Pharaohs were mummified, they were placed in tombs. The pyramids are tombs to mummified pharaohs.</p> <p>Tutankhamun was a boy Pharaoh who died young. His tomb was left untouched with all of his treasures.</p>	<p>strength declined.</p> <p>The Scots invaded from Ireland to Northern Britain - they forcefully took control. This area is now called Scotland.</p> <p>Anglo Saxons invaded Britain from Northern Europe because they knew Britain had good farmland. They settled by Rivers and Seas.</p> <p>Anglo Saxons were ruled by Kings. They were supported by important landowners and warlords. If people didn't own land they were slaves.</p> <p>The Vikings were largely from Denmark, Norway and Sweden and began to raid and invade land and settlements in England from the Anglo Saxons. They wanted the valuable goods such as gold and jewels from the monasteries.</p> <p>Vikings were ruled by kings whose power depended on the success of conquests. Not all Vikings were like this, some were farmers, fishermen and blacksmiths.</p> <p>King Alfred the Great fought the Vikings and divided land between the Vikings and the Anglo Saxons.</p> <p>Names of local towns came from Anglo-Saxon settlements (Eastham). Viking settlements are nearby (Irby, Tranmere, Formby)</p>	<p>power, meaning that they could change the rules and tell people how to live. Now, this power is shared with the parliament who are chosen by the people of the UK</p> <p>William the Conqueror, who was French, invaded England in 1066 and promised land in England to people in Europe. He took this from Anglo-Saxon Lords.</p> <p>The Domesday Book was written by order of William The Conqueror - this is similar to a census. It was made to see how wealthy people were.</p> <p>King John's reign began in 1199. King John made everybody pay high taxes and changed the rules often.</p> <p>The Magna Carta was made by the Barons which meant that everybody must follow the law including the king. This began the change of the monarch having absolute power.</p> <p>In 1491 Henry VIII became King. He was a great warrior and had 6 wives. Henry VIII was desperate to have a son who would be his heir.</p> <p>He started the Church of England because the Catholic Church wouldn't let him divorce. Before this, England and Wales was mostly Catholic.</p> <p>Queen Victoria became Queen in 1837</p> <p>Queen Victoria led the British Empire and expanded it so that it was bigger and stronger than before by adding countries in Southern Africa.</p> <p>She built a trade system allowed more people to come to Britain, making British culture more diverse.</p>
<p>Locality</p>		<p>Why did Anglo-Saxons take over the Wirral and how do we know? Bromborough battle 957. Anglo Saxon Cheshire</p>	<p>Liverpool was established by King John.</p> <p>Capenhurst was listed in the domesday book.</p>

Vocabulary	<p> Civilisation Ancient Pharaohs Achievements Papyrus Hieroglyphics Historian Mummified Archeological evidence </p>	<p> Invaded Anglo-Saxons Christianity Monasteries Conquests Time period Infer Primary sources Secondary sources Accuracy </p>	<p> Parliament Absolute power Magna Carta Baron Church of England British Empire Trade system Diversity Change Continuity Bias </p>
	<p> <u>Disciplinary Knowledge Year 3:</u> <u>Chronology, knowledge and understanding of History:</u> BC means before Christ and is used for the years before 0. AD means Anno Domini and can be used to show years from the year 1 AD. Use dates to refer to the passing of time <u>Continuity and change (between periods):</u> Change is brought about by advancements eg. travel, trade, materials. Describe changes in the periods being studied against one other time period studied. <u>Cause and Consequence:</u> Identify possible reasons for and results of people's actions To identify an event and suggest why it came about. <u>Using and Understanding interpretations and sources for evidence:</u> Archaeological evidence can help us to find out about the past. Archeological evidence does not tell us all the answers or the emotions from the past. Make inferences and deductions from images of the past. Use primary and secondary sources Talk about the usefulness and accuracy of sources <u>Concluding:</u> Begin to make links between the children's lives today and the legacy of the historical period they are studying </p>		
	<p> <u>Disciplinary Knowledge Year 4:</u> <u>Chronology, knowledge and understanding of History:</u> Use historical terms BC/AD accurately Place historical periods studied and information about my topic on a timeline. Make comparisons and connections between different periods studied. <u>Continuity and change (between periods):</u> Identify what the situation was like before the change occurred. Comparing different periods of History and identifying changes and continuity across a variety of previously taught periods. Offer reasons for changes and continuity in different periods </p>		

	<p><u>Cause and Consequence:</u> Identify the consequences of events and the actions of people. Identify possible reasons for changes.</p> <p><u>Using and Understanding interpretations and sources for evidence:</u> Asking questions about the bias of historical evidence Use a range of sources to construct knowledge of the past. Extract appropriate information from historical sources. Interpret evidence in different ways. Make deductions from documents as well as concrete evidence eg pictures and artefacts</p> <p><u>Concluding:</u> Reach conclusions that are substantiated by historical evidence. Construct an answer using evidence to explain findings.</p>		
Year 5/6 Cycle 1	<p>Ancient Maya Why did the Ancient Maya civilization last so long? Power</p>	<p>How did Crime and Punishment change since 1066? Power Societal Change</p>	<p>History of Protest (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Do protests always mean change? Power Societal Change</p>
	<p>The Maya Civilisation stretched from 2000BC/BCE - 1500AD/CE. Although, there are descendants of The Maya still alive today.</p> <p>The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica - they were not an Empire as each city-state had its own King and leader</p> <p>The Maya people used a written language.</p> <p>There was a big divide between the nobles and the commoners.</p> <p>Men and women performed different tasks: mostly men would produce and farm the food but women would prepare it.</p> <p>Ancient Maya started to decline around 800 AD due to several factors including drought and</p>	<p>After 1066, punishments were brought in for crimes to strengthen royal authority</p> <p>Following the Magna Carta, only the rich had a right to a fair trial. Slaves did not.</p> <p>In Tudor times, there was no police force. Often in smaller towns and villages, preventing crime was left up to the people.</p> <p>The laws were strict and people believed if a criminal's punishment was painful enough, then it would stop others from doing it as well</p> <p>Between the 15th Century and 18th Century many women were accused of being a witch and were killed because of this.</p> <p>In 1829, a politician called Sir Robert Peel introduced the first English police force.</p> <p>For the first time in history, prisons became the main form of punishment in this period.</p>	<p>Protests have happened over time where people would think something is unjust to ask/force a change in attitudes and beliefs.</p> <p>There have been many successful protests over time but also many that have not been successful.</p> <p>The Peasants' Revolt occurred in 1381 to get better rights for poor people. It was not successful but encouraged further protests.</p> <p>The Luddites protested in 1812 about new machinery taking their jobs. This was a non-peaceful protest. It was not successful.</p> <p>In 1903 The Suffragettes were founded and fought for women's rights to vote. They were fully successful in 1928.</p> <p>The Civil Rights movement of Martin Luther King and Rosa Parks in America influenced civil rights in the UK.</p>

	<p>overpopulation.</p> <p>Maya was hard for the Spanish to conquer. This was because Maya did not have a central government and the Spanish had to take over each city once at a time.</p>	(compare and contrast crimes and punishments through the ages)	<p>Harvey Milk lead the promotion of the Gay Pride flag and this led to LGBT+ equality in Britain.</p> <p>Greta Thumbberg led a climate strike in 2019 and young people across Britain and the world joined in to actively ask for change.</p>
Locality		Local crime and punishment - Chester, Liverpool	N/A
Vocabulary	<p>Maya</p> <p>Descendents</p> <p>Nobles</p> <p>Commoners</p> <p>Government</p> <p>Duration</p> <p>Archaeologist</p> <p>Artefact</p> <p>Causation</p> <p>BCE - Before Common Era</p> <p>CE - Common Era</p>	<p>Royal authority</p> <p>Politicians</p> <p>Century</p> <p>Cause</p> <p>Consequence</p> <p>Society</p> <p>Tudor</p>	<p>Unjust</p> <p>Peasants</p> <p>Luddites</p> <p>Suffragettes</p> <p>Civil Rights</p> <p>Decade</p> <p>Narrative</p> <p>Culture</p>
Year 5/6 Cycle 2	<p>Ancient Greece</p> <p>What have the Ancient Greeks taught us?</p> <p>Power</p> <p>Societal Change</p>	<p>Democracy - how have people gained rights?</p> <p>Power</p> <p>Societal Change</p>	<p>The local area at war - how did the WWs affect people in our local area?</p> <p>History of our Locality</p> <p>Settlement and Invasion</p> <p>Power</p>
	<p>The Ancient Greeks lived between 700-480BC. They were a civilisation as they had shared cultural traits.</p> <p>The ancient Greeks lived in Polis (City-states with leaders)</p> <p>Different people had different rights in Greek society - it was a male led society. Only men could become Citizens.</p>	<p>The English civil war was fought between 1642-1651.</p> <p>The causes of the English civil war included opposition to the divine right of kings, ship tax and religious concerns.</p> <p>The war was fought between the royalists (supporters of the king) and parliamentarians</p>	<p>World War I began in 1914 because Franz Ferdinand was assassinated.</p> <p>Many men from Ellesmere Port went to fight on the battlefields mainly on the Western Front (France, Luxembourg and Belgium)</p> <p>Joe Mercer was a footballer from Ellesmere Port who was wounded and taken prisoner into a</p>

	<p>Wealthy people lived in large towns and houses; the very rich had country homes whereas the poor worked on the land.</p> <p>The beginning of the Olympic games was not based on sport but on sacrifice.</p> <p>Greeks were the first people to vote and lived in a democratic society.</p> <p>The Ancient Greeks developed modern mathematics, sculpture, philosophy, science and medicine.</p>	<p>(supporters of parliament).</p> <p>The two sides were led by Charles I and Oliver Cromwell.</p> <p>Chester supported King Charles during the English Civil War. The parliamentarians attacked the Royalist in Chester leading to the Great Siege of Chester</p> <p>Charles I was executed 30th January 1649.</p> <p>Oliver Cromwell became lord protector and his failings in the position led to the monarchy being restored in 1660.</p> <p>The result of the civil war was that parliament gained more power and that the monarch couldn't make decisions by themselves leading to a democratic society.</p>	<p>prisoner of war camp in 1914</p> <p>In 1918, WW1 ended with Germany and its Allies signing a treaty of agreed behaviour.</p> <p>Propaganda was used to persuade people that the war was going well. In both WWI and WWII</p> <p>In 1939, WWII began because the Treaty of Versailles was broken. All men from the ages of 18 - 41 were conscripted to go to war.</p> <p>Bombs dropped in Ellesmere Port. One landed in William Stockton's school grounds.</p> <p>People in the local area were impacted in World War 2 by rationing, blitz, and evacuation. Women had to do the jobs that the men couldn't do (as they were at war). When the war ended, the role of women had changed.</p>
Locality		<p>The civil war was fought in and round the city of Chester.</p> <p>Chester was controlled by the Royalists and besieged by the Parliamentarians.</p> <p>Charles I watched his armies lose the battle of Rowton Heath from the walls of Chester</p>	<p>First hand stories from Ellesmere Port</p> <p>Historical buildings in Ellesmere Port and Liverpool - Hooton Hall becoming a military hospital.</p> <p>How Ellesmere Port was affected by the wars</p>
Vocabulary	<p>Ancient Greeks</p> <p>Cultural traits</p> <p>Citizens</p> <p>Democracy</p> <p>Polis</p> <p>BCE</p> <p>CE</p> <p>Significance of people, events and developments</p>	<p>Government</p> <p>Opposition</p> <p>Divine right</p> <p>Parliamentarians</p> <p>Royalists</p> <p>Siege</p> <p>Besieged</p> <p>Analyse</p> <p>Limitations</p> <p>Democratic</p>	<p>Assassinated</p> <p>Conscripted</p> <p>Battlefields</p> <p>Propaganda</p> <p>Objectivity</p> <p>Subjectivity</p> <p>Treaty of Versailles</p> <p>Turning point for change</p> <p>Rationing</p> <p>Blitz</p> <p>Evacuation</p> <p>Military</p>

Disciplinary Knowledge Year 5:

Chronology, knowledge and understanding of History:

Sequence events on a timeline, comparing where it fits in with previous studies.

Use relevant dates and terms eg. Era, Century, Decade

Begin to identify that a scale is needed for timelines

BCE and CE are alternatives to BC and AD

Continuity and change (between periods):

Compare and make connections between different contexts in the past.

Make links between main events, similarities and changes within and across different time periods.

Explain the reasons for change and continuity using the vocabulary and the terms of the period as well.

Analyse the reasons for changes and continuity.

Cause and Consequence:

Give reasons for historical events, the results of historical events, situations and changes.

Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Explain the significance of events, people and developments.

Describe changes throughout time.

Using and Understanding interpretations and sources of evidence:

Recognise primary and secondary sources.

Use a range of sources to find out about a particular aspect of the past.

Describe how secondary sources are influenced by the beliefs, cultures and time period of the author.

Use a variety of sources to make inferences about a time period

Understand the more sources that there are, the more accurate the understanding of history.

Concluding:

Make comparisons between different times in history, selecting relevant sections of information and including this in a written response.

Make my own conclusions from exploring primary and secondary sources and use this information to back up my thinking.

Disciplinary Knowledge Year 6:

Chronology, knowledge and understanding of History:

Sequence events, people and historical periods on a timeline comparing one with another.

Place historical periods studied and information about my topic on a timeline.

Correctly scale and draw a timeline to show a period of history and place the context on a timeline.

Be able to place BCE, BC, AD and CE dates in order

Continuity and change (between periods):

Compare and make connections between different contexts in the past.

Make links between events and changes within and across different time periods/societies.

Identify the reasons/key turning point for changes and continuity.

Describe links between main events, similarities and changes within and across different periods.

Analyse and present the reasons for continuity and change.

	<p><u>Cause and consequence:</u></p> <p>Describe how one event can have multiple consequences that can impact on many countries and civilisations.</p> <p>Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Explain the significance of events, people and developments.</p> <p>Describe changes over time and the impact of these over time.</p> <p><u>Using and Understanding interpretations and sources of evidence</u></p> <p>Use a range of primary and secondary sources to build a picture of the past.</p> <p>Identify bias in a source</p> <p>Identify the value of the source to historical enquiry</p> <p>Identify the limitations of sources.</p> <p>Compare and contrast the same event from different sources.</p> <p>Evaluate the usefulness of sources</p> <p><u>Concluding</u></p> <p>Suggest explanations for different versions of events.</p> <p>Identify how conclusions have been arrived at by linking sources.</p> <p>Address and devise historically valid questions and use sources to conclude an answer to these.</p> <p>Present an explanation of history from the sources.</p>
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