



Green Oaks Primary Academy

History Progression Map 2023-24



Our curriculum drivers



### History in the Early Years- Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them — from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Communication			<b>Speaking</b> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>		
Understanding the World	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

EYFS Coverage in GOPA- History- Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS - Nursery	<b>Understanding of the world</b>  Say who they are and who they live with. Talk about their family members.	Discussions about present life- occupations				
EYFS – Reception	<b>Understanding of the world</b>  Talk about events in the past from photos/stories-remembrance	<b>Understanding of the world</b>  Compare past and present	<b>Understanding of the world</b>  Talk about past, present, and future events	<b>Understanding of the world</b>  Past, present, and future- looking at similarities/differences and progress over time		

Transition from Reception to Year 1

Relevant Early Learning Goals	Y1 National Curriculum Objective
<p><b>Understanding the World: Past and Present</b></p> <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<p><b>History</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about -</p> <ul style="list-style-type: none"><li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li><li>• Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li><li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)</li><li>• Significant historical events, people, places in their own locality</li></ul>

## KSI National Curriculum Coverage- History

Historical Skills and Concepts (refer to section at the end of this document which outlines how those skills and concepts could look according to the key stage.)

<b>Historical Interpretations</b>	<b>Historical Investigations</b> (Sources and evidence) (Cause and consequence) (Change and continuity)	<b>Chronological Understanding</b>	<b>Knowledge and Understanding of Events, People and Changes in the Past</b> (Historical significance) (Similarity and difference)	<b>Presenting, Organising and Communicating</b>
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Year 1	This is Me (Northampton)	Turrets and Tales (Castles)	Let's Explore London (London)
<b>Enquiry question(s)</b>	What has changed in my life?	Who was William the Conqueror?	What happened in London in 1666?
<b>NC Coverage</b>	Changes within living memory  Significant historical events, people, and places in their locality	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
<b>Historical Skills and Concepts</b>	<div>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</div> <div>To ask and answer questions, using other sources to show that they know and understand key features of events.</div> <div>To develop an awareness of the past, using common words and phrases relating to the passing of time.</div> <div>To identify similarities and differences between ways of life in different periods.</div> <div>To choose and use parts of stories and other sources to show that they know and understand key features of events.</div>		

	To use a wide vocabulary of everyday historical terms.		
<b>Curriculum Links</b>	English – fact file PE – forest school Art – Self portraits Science – My body Computing – Technology around us.	Trip – Warwick Castle English – Castle unit of writing (setting descriptions) Music – medieval music DT – Castle project.	

<b>Year 2</b>	<b>Heroes and Heroines (Significant individual)</b>	<b>Flying High (Significant Individuals/Events)</b>	
<b>Enquiry question(s)</b>	Who were identified as keyworkers during the COVID pandemic? What is Florence Nightingale remembered for? How does she compare to our NHS heroes? What is our local hero Walter Tull remembered for? What impact did he have on society?	Who went to space first? Why was Neil Armstrong's journey significant? What evidence is there to inform us that a moon landing occurred? What journey gave Amelia Earhart Recognition? How did the past impact on flight travel today?	
<b>NC Coverage</b>	Changes within living memory (where possible used to reveal aspects of national life)  The lives of significant individuals in the past who have contributed to national and international achievements  Significant historical events, people, and places in their own locality	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements	

<b>Historical skills and concepts</b>	<div>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</div> <div>To ask and answer questions, using other sources to show that they know and understand key features of events</div> <div>To develop an awareness of the past, using common words and phrases relating to the passing of time.</div> <div>To identify similarities and differences between ways of life in different periods.</div> <div>To choose and use parts of stories and other sources to show that they know and understand key features of events.</div> <div>To use a wide vocabulary of everyday historical terms.</div>		
<b>Curriculum Links</b>	Art- battlefield paintings/collage work English- letters from the trenches Math- counting in amounts- marching like soldiers English- Where the Poppies Now Grow text. Music- war music Drama- life in the trenches	DT- kite designing and testing. English- Biography writing- The Wright Brothers English- Biography writing- Amelia Earhart Geography- Map work- Amelia Earhart's journey Music- Lets fly a kite Science- paper aeroplanes Trip to The National Space Centre	

## KS2 National Curriculum Coverage- History

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology, and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture, and beliefs, including early Christianity History – key stages 1 and 2

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory) This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements, and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona, and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne, and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture, or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations — an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece — a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history — one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

(DfE, 2014)



Historical Skills and Concepts (refer to section at the end of this document which outlines how those skills and concepts could look according to the key stage.)

<b>Historical Interpretations</b>	<b>Historical Investigations</b> (Sources and evidence) (Cause and consequence) (Change and continuity)	<b>Chronological Understanding</b>	<b>Knowledge and Understanding of Events, People and Changes in the Past</b> (Historical significance) (Similarity and difference)	<b>Presenting, Organising and Communicating</b>
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<b>Year 3</b>	<b>As Time Began- Stone Age to Iron Age Britain</b> (Stone Age to Iron Age- Early Civilisation)	<b>Walk like an Egyptian</b> (Ancient Egypt- Early Civilisation)	<b>Invaders and Settlers</b> (Roman Britain)
<b>Enquiry question(s)</b>	What evidence is there that Prehistoric Man existed? What do we know of the daily lives of Stone Age Man? What were some of the main changes from Stone Age to Iron Age? Why was Hunsbury Hill important in prehistoric times?	How can we discover what ancient Egypt was like over 5000 years ago? What was inside Tutankhamun's tomb? What did Ancient Egypt have in common with other civilisations at the time?	Who were the Romans? What did the Romans ever do for us?
<b>NC Coverage</b>	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations – an overview of where and when the first civilizations	The Roman Empire and its impact on Britain

		appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China	
<b>Historical skills and concepts</b>	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p>		
<b>Curriculum Links</b>	<p>Just read linked to theme – The boy with a Bronze axe.</p> <p>Writing a similar narrative – Text: Stone Age boy</p> <p>Irchester country Park (Stone age trip)</p> <p>Art: Cave painting</p> <p>DT: Model stone age roundhouses</p>	<p>Just read linked to theme – The mystery of the Egyptian scroll</p> <p>Writing text – Non-chronological report Egyptian Gods</p> <p>Art: Egyptian self portraits</p>	<p>Just read linked to theme – Romans on the Rampage/ Queen of darkness</p> <p>DT: Building a Roman catapult</p>

<b>Year 4</b>	<b>Shoe Town (Local Study- Northampton and Shoe industry)</b>	<b>Frozen Kingdom (The Titanic)</b>	<b>Tudors- How horrible was Henry VIII? (Tudor Britain)</b>
<b>Enquiry question(s)</b>	Why is Northampton Town Football Club called the 'Cobblers'?	Why do we remember the Titanic?	What legacy did the Tudors leave behind?

	How famous was the town of Northampton on a national scale? How has the design of shoes developed over time?		
<b>NC Coverage</b>	A local history study	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Historical skills and concepts</b>	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p>		
<b>Curriculum Links</b>	Trip to Northampton Shoe Museum Visitors from Trickers DT – making a shoe bag Art – Talking textiles: Elves and the Shoemaker Writing – Retell Elves and the Shoemaker	Just read – Race to the Frozen North Art – Creating a frozen landscape collage Science – States of Matter Dance – States of Matter	Just Read – A Diver's Daughter Tudor World trip DT – Tudor food Art – Clay Tudor roses

<b>Year 5</b>	<b>A Journey Through South America</b>	<b>Raiders or Traders?</b>	<b>Under the Reign of Queen Victoria</b>
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	(Ancient Maya)	(Anglo-Saxons, Scots and Vikings)	(The Victorians)
<b>Enquiry question(s)</b>	Who were the Maya and how did they live? Where did the ancient Maya come from? How do we know so much about the Ancient Maya?	Were the Vikings really so terrible? How did Vikings change Britain?	Who was Queen Victoria and why was she so significant in British History? What was the British Empire and why was it so important?
<b>NC Coverage</b>	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300	Britain's settlement by Anglo-Saxons and Scots  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Historical skills and concepts</b>	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p>		
<b>Curriculum Links</b>	Just Read/Class reader linked to The Explorer by Katherine Rundell Explorer Workshop Art inspired by Dia de los Muertos	Just Read/Class reader – Viking Boy English recount stimulus – Viking Journey	English texts to be linked to Victorians – the Reading Texts to be linked to Victorians

<b>Year 6</b>	<b>A Child's War (WW2 Battle of Britain)</b>		<b>It's All Greek to Me! (Ancient Greece)</b>
<b>Enquiry question(s)</b>	Why did Britain have to go to war in 1939? Why did Germany lose the Battle of Britain? What was it like to live through WW2?		How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What beliefs, ideas and attitudes have we inherited from the Ancient Greeks?
<b>NC Coverage</b>	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Ancient Greece – a study of Greek life and achievements and their influence on the western world
<b>Historical skills and concepts</b>	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms.</p>		
<b>Curriculum Links</b>	Just Read and writing opportunities Letters from the Lighthouse Reading for pleasure Carrie's War DT food technology recipes with rationing and make do and mend textiles		Art Greek coastal landscapes Computing Mythical beast creation 3D modelling and websites Writing Greek travel blog

	Science Light blackouts		
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## Historical Skills and Concepts

	KS1	LKS2	UKS2
Historical Interpretations	<p><b>KS1 History National Curriculum</b> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a start to compare two versions of a past event;</li> <li>b observe and use pictures, photographs and artefacts to find out about the past;</li> <li>c start to use stories or accounts to distinguish between fact and fiction;</li> <li>d explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a look at more than two versions of the same event or story in history and identify differences;</li> <li>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a find and analyse a wide range of evidence about the past;</li> <li>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>c consider different ways of checking the accuracy of interpretations of the past;</li> <li>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>e show an awareness of the concept of propaganda;</li> <li>f know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>g begin to evaluate the usefulness of different sources.</li> </ul>
Historical Investigations	<p><b>KS1 History National Curriculum</b> Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of primary and secondary sources to find out about the past;</li> <li>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>c gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>d regularly address and sometimes devise own questions to find answers about the past;</li> <li>e begin to undertake their own research.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>d investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>

Chronological Understanding	<p><b>KS1 History National Curriculum</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> sequence artefacts and events that are close together in time;</li> <li><b>b</b> order dates from earliest to latest on simple timelines;</li> <li><b>c</b> sequence pictures from different periods;</li> <li><b>d</b> describe memories and changes that have happened in their own lives;</li> <li><b>e</b> use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li><b>b</b> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li><b>b</b> accurately use dates and terms to describe historical events;</li> <li><b>c</b> understand and describe in some detail the main changes to an aspect in a period in history;</li> <li><b>d</b> understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
Knowledge and Understanding of Events, People and Changes in the Past	<p><b>KS1 History National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> recognise some similarities and differences between the past and the present;</li> <li><b>b</b> identify similarities and differences between ways of life in different periods;</li> <li><b>c</b> know and recount episodes from stories and significant events in history;</li> <li><b>d</b> understand that there are reasons why people in the past acted as they did;</li> <li><b>e</b> describe significant individuals from the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> note key changes over a period of time and be able to give reasons for those changes;</li> <li><b>b</b> find out about the everyday lives of people in time studied compared with our life today;</li> <li><b>c</b> explain how people and events in the past have influenced life today;</li> <li><b>d</b> identify key features, aspects and events of the time studied;</li> <li><b>e</b> describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li><b>b</b> use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li><b>c</b> examine causes and results of great events and the impact these had on people;</li> <li><b>d</b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>



Presenting, Organising and Communicating	<b>KS1 History National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms. Children can: <ul style="list-style-type: none"><li>a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li><li>b talk, write and draw about things from the past;</li><li>c use historical vocabulary to retell simple stories about the past;</li><li>d use drama/role play to communicate their knowledge about the past.</li></ul>	<b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none"><li>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li><li>b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li><li>c start to present ideas based on their own research about a studied period.</li></ul>	<b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none"><li>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li><li>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li><li>c plan and present a self-directed project or research about the studied period.</li></ul>
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(Twinkl Plan It, 2022)