



Leonard Stanley C of E (VA) Primary School

History Progression

History progression ensures children learn a love of history using a sequenced and progressive system to allow them to have a deep and rich understanding of chronology, key events and people and to learn historical skills to investigate the past. At Leonard Stanley, we have split historical knowledge in three distinct areas, chronological knowledge, substantive knowledge and disciplinary knowledge, to ensure the historical curriculum is ambitious and well designed. The curriculum goes hand-in-hand with trips and enrichment activities and children are immersed in local history topics to gain an understanding of life in our locality.

Chronological Knowledge - Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.

- This is highly generative knowledge that allows pupils to organise their learning into clear, easy to understand stories.
- Pupils should develop a mental timeline which provides an overview of what they are learning and supports its relation to what has been previously learned.
- Pupils should remember the broad features and characteristics of historical periods, and this can enable deeper learning in other contexts.
- Over time, pupils should develop a complex schema of how historical periods connect with each other, with a deeper understanding of the individual events and phenomena within each period.
- How periods connect is important to prevent pupils from developing a disconnected or episodic understanding of the past.
- It is possible for pupils to gain a sense of the overview through investigating the depth. For example, studying life in the workhouse might enable pupils to deduce and understand the beliefs and values of society during the Victorian age.
- It is important for pupils to understand the chronological order of broad periods of time and build their knowledge of developments, links and themes across time, such as the spread of Christianity, or impact of technology.

Substantive Knowledge – the specific, factual knowledge of the subjects, which must be connected into a careful sequence.

- Specific examples can make the unfamiliar elements of new material more meaningful and make it more accessible for pupils to make sense of more abstract ideas.
- Repeated encounters enable pupils to develop their schema and increase their security with knowledge. Intentional curriculum design can prioritise content to support pupils' progress.
- The more content pupils learn, the more teachers are able to increase the range, depth and complexity of their learning as they progress through the curriculum. This expanding knowledge is not only progress in itself, but also a driver of progress.
- It is not always possible to know what previous knowledge pupils are drawing on when making sense of new ideas, and a curriculum cannot always guarantee the precise knowledge the pupils will acquire. However, curriculum design and teaching can significantly influence what pupils know.
- It is important not to reduce a curriculum to 'core' knowledge only'; the importance of background knowledge is stark in history.
- Hinterland knowledge provides meaningful examples and secure contexts for learning and develops familiarity with new learning.

Disciplinary Knowledge - using the skills historians use to discover and learn from the past

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand how different versions of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into Disciplinary concepts that are systematically developed in our history curriculum:

- **Cause & Consequence**- selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation & understanding the relationship between an event and other future events.
- **Change and continuity** - analysing the pace, nature and extent of change.
- **Similarity and difference** - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** - understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas

- **Historical interpretations** - understanding how and why different accounts of the past are constructed

National Curriculum Programmes of Study		
	Year 1- 2	Year 3 - 6
Knowledge & Understanding of British History	• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	• Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • 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
Local History	• Significant historical events, people and places in their own locality	• A local history study
Knowledge & Understanding of Wider World History	• Events beyond living memory that are significant nationally or globally • 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	• 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.
History skills and Concepts	• Be aware of the past, using common words and phrases relating to time • Fit people and events into a chronological framework • Identify similarities and differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which past is represented	• Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this

Curriculum Map

UTW - Past and Present People, Culture and Communities						
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LSEY	All About Me Finding out about France	Diwali Bonfire Night	Lunar New Year		Mythical Creatures	Our World
Reception	All About Me How we have changed since we were babies. Who is in my family	Toys Old and New What is an old toy/new toy, Exploring old toys, how toys have changed over time. Diwali	Lunar New Year Percy the Park Keeper Local Walks Map of our park	People Who Help Us Exploring people's roles in society	Traditional Tales Which spaces are special and why	Seaside What the seaside was like Then and Now

KS 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	Real life Superheroes - Significant individuals (Florence Nightingale, Rosa Parks, Edward Jenner)	Bears - old and new	Great Fire of London - significant event	Own family trees Transport - old and new	Explorers - Significant individuals (Ibn Battuta, Christopher Columbus, Neil Armstrong)	

History Progression of Knowledge

Year Two	Marvellous Monarchs Significant Individuals (Kings and Queens) Gun Powder Plot - Significant event		Polar Explorers Significant individual (Robert Falcon Scott) Significant event - Terranova expedition		Great fire of Leonard Stanley - significant event In local area	
KS 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three		Would you prefer to live in the Stone Age, Bronze Age or Iron Age?		Ancient Egypt		How have children's lives changed?
Year Four	What was life like for the Maya?		Why did the Romans choose to settle in Britain?		How hard was it to invade & settle in Britain?	
Year Five		What was it like to live in Ancient Greece?		How did the Viking invasion change life in Britain?		What was life like in Tudor Times?
Year Six	How have the changes in crime and punishment affected life in Britain?		The Sikh Empire		What was the impact on children during WW2?	

EYFS

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. Examples include:

All About Me: children begin to make sense of their own life-story and family history by looking at photos and sharing family stories. **Festivals and Celebrations:** learning about significant people and events such as birthdays and Bonfire Night.

The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

Characteristics of Effective Learning

The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

‘Understanding the World’

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

ELGs:

- Past and Present - Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

Examples for Adapting the curriculum for pupils with SEND in history (please refer to SEND in Curriculum subjects at Leonard Standar document)

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.

- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

End points:

By the end of EYFS, children will: Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

By the end of KS1: Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

By the end of KS2, children will: Have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

Chronological knowledge KS1

Area of Study	EYFS	Year 1	Year 2
Scope	Understanding of the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical events, people and places in their own locality	
Chronology	Past and present Living memory	Within living memory Beyond living memory 1304 – 1369 - Ibn Battuta 1451 - 1506 - Christopher Columbus 1666 - Great Fire of London 1749 – 1823 - Edward Jenner 1805 – 1881 - Mary Seacole 1820 – 1910 - Florence Nightingale 1930 – 2012 - Neil Armstrong	Within living memory Beyond living memory 1028 – 1087 - William the Conqueror 1491 – 1547 - Henry VIII 1533 – 1603 - Elizabeth I 1819 – 1901 - Victoria 1926 – 2022 - Elizabeth II 1605 - Gun Powder Plot 1686 - Great Fire of Leonard Stanley 1868 – 1912 - Robert Flacon Scott
	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects With support begin to use a simple timeline to place important events. Construct timelines together by plotting key events in the children's life. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. With guidance use a timeline to place important events.

Chronological knowledge KS2

Area of Study	Year 3	Year 4	Year 5	Year 6
Scope	Past and present Living memory	To place and describe some historical periods and eras on a timeline.	To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.	To identify periods of rapid change in history and contrast them with times of relatively little change.
Chronology	To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BCE and CE. 15000 – 3000 BCE – Stone Age Palaeolithic 30,000 BCE – 10,000 BCE Mesolithic 10,000 BCE – 8,000 BCE Neolithic 8,000 BCE 3,000 BCE 3000 – 800 BCE – Bronze Age 800 BCE – 43 CE – Iron Age 7500 BCE – 30 CE - Egyptians	To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes. 1500 BE – 900 CE Mayan Civilisation 625 BCE – 476 CE Roman Empire 55BCE, 54BCE, 43 CE – Roman Invasions of Britain 122 CE – Hadrian's Wall 449CE – 1066CE Anglo Saxons	To sequence local, national and international events as well as historical periods. 776BCE – 146BCE – Ancient Greece 793CE – 1066CE Viking 1485CE – 1603CE - Tudor	To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 625 BCE – 476 CE - Roman Empire 449CE – 1066CE – Anglo-Saxons 476 CE – 1425 CE - Medieval 1485 – 1603 - Tudor 1837 – 1901 - Victorian 1939 – 1945 – World War 2
	Begin to understand that a timeline can be divided into BCE and CE Use a timeline to place historical events in chronological order and discuss why they have placed events in that order. Describe dates of and order significant events from the period studied	Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) Make simple chronological links to previous historical learning e.g. Stone Age, Iron Age, Bronze Age and the Romans. Also from KS1 – the Fire of London. Order significant events and dates linked to period studied on a timeline. Describe the main Changes in a period in history.	Make chronological links to previous historical learning e.g. Stone Age, Iron Age, Bronze Age, the Romans, Ancient Egypt and Ancient Greece. Also from KS1 – the Fire of London. Order significant events and dates on a timeline. Describe the main changes in a period in history	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations. Make chronological links to previous historical learning e.g. Stone Age, Iron Age, Bronze Age, the Romans, Ancient Egypt, Ancient Greece, Anglo-Saxons and the Scots and the Vikings. Also from KS1 – the Fire of London.

Substantive knowledge KS1

Year 1	Year 1	Year 2	Year 2
<i>Events beyond living memory that are significant nationally or globally: GFOL</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>Events beyond living memory that are significant nationally or globally: G/P Plot</i>	<i>Significant historical events, people and places in their own locality</i>
How did the Great Fire of London affect our houses now?	How have real life superheroes changed the way we live today?	Why did the Gunpowder plot happen?	What is a Monarch?
What was London like in the 1660's? What was the Great Fire of London? How did the Great Fire of London start? How did the Great Fire of London spread? Why did the Great Fire of London spread so quickly?	Who was Florence Nightingale and how did she change nursing? Who was Mary Seacole and how did she change nursing? Who was Rosa Parks and what did she want to change? Who was Edward Jenner and how did he cure smallpox?	Why did the Gunpowder Plot happen? Who was Guy Fawkes? What happened during the Gunpowder Plot? What happened after the Gunpowder Plot? How do we celebrate this event?	Who was William the Conqueror? Who was Henry VIII? Who was Elizabeth I? Who was Victoria? Who was Elizabeth II?
<i>Changes within living memory: Toys</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	<i>Local History</i>	
Are my toys the same as my Grandparents?	Who are real life explorers?	What's happened in Stroud?	
What is your favourite toy? Did your parents and grandparents play with the same toys as you? What were toys like in the past?	What is an explorer? What do explorers do? Who was the first explorer? Who was Christopher Columbus and what did	1686 Great Fire of Leonard Stanley What are Stroud's String of Pearls'? What jobs did people do in the mills? What was the role of the canals?	

What is similar and different about toys now and in the past?	he discover?	What was the impact of the railways?	
How have teddy bears changed over time?	Who was Neil Armstrong?		
<i>Changes within living memory</i>			
How am I making history?			
What is a timeline?			
How have I changed since I was a baby?			
What toys did I play with as a baby?			
What did our teachers play with when they were a child?			
How has transport changed over time?			

Substantive knowledge KS2

	Year 3	Year 4	Year 5	Year 6
	<i>Changes from the Stone Age to Iron Age.</i>	<i>A non-European study: Early Islamic civilisation, The Maya</i>	<i>Ancient Greece, its achievements and their influence on the western world.</i>	<i>A post-1066 study of a theme or aspect of British history that extends children's chronological understanding: changing aspect of society</i>
	History: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	History: What was life like for the Maya?	History: What did the Greeks ever do for us?	History: How have the changes in crime and punishment affected life in Britain?
	Who lived in Britain in the Old Stone Age?	How did the ancient Maya settle in a rainforest?	Who were the Greeks and when did they live?	How has crime and punishment changed over time?

	How did they survive? What is Skara Brae? How does cave art help us understand ancient life? What is Stonehenge? Where is it? Why was it built?	How important was chocolate to the ancient Maya? What did the ancient Maya believe? What do archaeological remains tell us about ancient Maya cities? What caused the decline of the ancient Maya cities?	What did the Greeks believe? How was ancient Greece governed? Did the ancient Greeks give us democracy? How do Greek philosophers influence us today? What did the Greeks do for us and how did they change the world?	Why do we have a legal system? What is a crime? Is it the same now as in the past? How have punishment and detection of crime changed over time? Were criminals treated fairly in the past and are they treated fairly now?
	<i>Achievements of the earliest civilisations: Ancient Egypt</i>	<i>The Roman Empire and its impact on Britain.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>A non-European society that provides contrasts with British history</i>
	History: Ancient Egypt	History: Why did the Romans choose to settle in Britain?	History: What was life like in Tudor Times?	History: The Sikh Empire
	Who were the ancient Egyptians? Why did the ancient Egyptians build pyramids? What did ancient Hieroglyphics mean? Who were the ancient Egyptian pharaohs? Who were the ancient Egyptian gods?	Why and when did the Romans invade Britain? Why was Rome so powerful? Why was Hadrian's wall built? How did the Romans live? What legacies did the Romans leave behind for Britain?	Fair ruler or tyrant? What was Henry VIII really like? Why did Henry VIII have so many wives? Why was Anne Boleyn executed? What was a Royal Progress? What can inventories tell us about life in Tudor Times? Part 1 What can inventories tell us about life in Tudor Times? Part 2	How did Maharaja Ranjit Singh lead within the Sikh Confederacy? How did Sikh beliefs impact society? How did Lahore become a global trading hub during the Sikh Empire? Why was Maharaja Ranjit Singh significant? How do different interpretations shape our understanding of the Sikh Empire? How do the achievements of the Sikh Empire compare with those of other

				civilisations?
	<i>connections, contrasts and trends over time</i>	<i>How hard was it to invade & settle in Britain?</i>	<i>Struggle for power between the Saxons and Vikings.</i>	<i>A study into the impact of children in WW2 in Britain, including Stroud.</i>
	History: How have children's lives changed?	History: How hard was it to invade & settle in Britain?	History: How did the Viking invasion change life in Britain?	History: Local history study linked to WW2
	What do sources tell us about how children's lives have changed? Why did Tudor children work and what was it like? What jobs did children have in Victorian England and what were they like? How did Lord Shaftesbury help to change the lives of children? How and why has children's leisure time changed? What were the diseases children caught and how were they treated?	Who were the Anglo-Saxons and the Scots? How did the Anglo-Saxons settle in Britain? What does Sutton Hoo tell us about Anglo-Saxon life? How did Christianity arrive in Britain? Was King Alfred really great?	Who were the Vikings and why did they come to Britain? What do we know about the Vikings? How did the Vikings travel? Were the Vikings raiders or traders? What were the consequences of the Anglo-Saxon and Viking' struggle for Britain?	How did children know that there was a threat of war? What visual prompts did children see to know that there was a war on? Why were children evacuated? Did children still play during the war? How did life change in Stroud during and after WW2?

Disciplinary knowledge:

Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

Area of Study	EYFS (End Point)	Year 1	Year 2 (End Point)
Scope	Understanding of the world	Changes within living memory Significant events beyond living memory and the lives of significant individuals Significant historical even, people and places in their own locality	
Cause & Consequence	Question why things happen and give explanations	To recognise some causes to historical events. e.g. Great Fire of London To identify consequences to historical events. e.g. Jenner's eradication of smallpox	Recognise why people did things, why events happened and what happened as a result
Change and continuity	Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time	To recognise some similarities and differences between the past and the present. e.g Changes to hospitals	Identify similarities / differences between ways of life at different times
Similarity and differences	Know about similarities and differences between themselves and others, and among families, communities and traditions	To recognise some similarities and differences between individuals e.g. within the life and times of Christopher Columbus.	Make simple observations about different types of people, events, beliefs within a society
Historical Significance	Recognise and describe special times or events for family or friends.	To recognise why certain individuals e.g. Christopher Columbus are significant in history (achievements and impact)	Talk about who was important eg in a simple historical account.
Historical Enquiry	To comment on images of familiar situations in the past.	To look at simple artefacts and pictures to ask questions about the past.	To look at a source (such as photographs from Leonard Stanley village) to find answers to questions about the past.

			To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.
Historical Interpretations	To use stories or accounts to distinguish between fact and fiction	To start to compare two versions of a past event. E.g. childhood memories To explain that there are different types of sources that can be used to help represent the past. e.g. photographs, artefacts	To start to compare two versions of a past event. E.g. childhood memories To explain that there are different types of sources that can be used to help represent the past. e.g. photographs, artefacts

Area of Study	Year 3	Year 4	Year 5	Year 6 (End Point)
Scope				
Cause & Consequence	To find out about the cause of an event. e.g. To identify key consequences over a period and be able to give reasons for those changes.	To explain how people and events in the past have influenced life today. To describe connections and contrasts between aspects of history, people, events and artefacts studied.	To identify and note connections, contrasts and trends over time in the everyday lives of people. To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	Identify and give reasons for, results of, historical events, situations, changes
Change and continuity	To find out about the everyday lives of people compared with our life today e.g. Egyptian life	To explain how people and events in the past have influenced life today.	To describe connections and contrasts between aspects of history, people, events and artefacts studied.	Describe / make links between main events, situations and changes within and across different periods/societies
Similarity and differences	To find similarities and differences between places e.g. Britain throughout Iron Age	To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo-Saxons and the native Britons.	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Greece.	Make simple observations about different types of people, events, beliefs within a society

Historical Significance	To find similarities and differences between places e.g. Ancient Egypt and Britain	To explain similarities and differences between an aspect of society e.g. Britain and the rest of the Roman Empire.	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Egypt.	Talk about who was important eg in a simple historical account.
Historical Enquiry	To gather more detail from sources such as maps to build up a clearer picture of the past. e.g. Pyramids in Ancient Egypt To suggest sources of evidence to help answer questions to present findings.	To devise my own questions to find answers about the past. To begin to undertake my own research. To compare different accounts of an event and explain why they may differ.	To recognise when I am using primary and secondary sources of information to investigate the past. To 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.	To look at a source (such as photographs from Leonard Stanley village) to find answers to questions about the past. To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.
Historical Interpretation	To look at more than two versions of the same event or story in history and identify differences.	To find and analyse a wide range of evidence about the past. To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. To consider different ways of checking the accuracy of interpretations of the past. To start to understand the difference between primary and secondary evidence and the impact of this on reliability.	To start to compare two versions of a past event. E.g. childhood memories To explain that there are different types of sources that can be used to help represent the past. e.g. photographs, artefacts