

Curriculum Intent for History

EYFS

Area of Learning Development – Understanding the World

ELG: Past and Present

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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Understanding the World	To know about my own life story. To know how I have changed over time.	To know about figures from the past. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas, Traditional Tales).	To know about the past through settings, characters and events encountered in books read in class and storytelling (knights, castles, events from long ago.)	To know about the past through settings, characters and events encountered in books read in class and storytelling (Mary Anning Palaeontologist).	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (People who help us)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (the world outside our gate, how Great Bedwyn village has changed).
Tier 3 Vocabulary	past, present, timeline, sorting, comparing, fossils, ancient, expert, history, globe, long time ago					

Year 1

Key Question	Question- How has Great Bedwyn changed over time?	Question- What were the canals for anyway?	Question-Why do we remember Isambard Kingdom Brunel?
Primary and Secondary Concepts	Change and continuity – Settlement & Legacy	Cause & Consequence - Exploration	Similarities and differences - Legacy
Substantive Knowledge	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Chronology should cover: Elizabeth 2 (Jubilee garden) WW1/2 (War memorial) Old school- dates of buiding/opening/changes Include a village walk- Local buildings, church, doctors, old school, church, war memorial, walking in footsteps in time Chronology of time passing, with specific events and people. Language of chronology	Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality Crofton Beam Chronology of the canal system in Bedwyn. Canal walk- walking in footsteps- looking for evidence/interpretation. Why were they built, by whom, and when? Learn the dates The canal opened in 1810 after 16 years of construction John Renee (7th June 1761-4th October 1821)	Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality Possible visit to STEAM GWR Who was Brunel? Time period- 9th April 1806- 15th September 1859 What were his other achievements – Clifton suspension bridge, SS Great Britain, Box tunnel. Importance of the railway nationally. Victorian dates 1837-1901
Disciplinary Knowledge	Chronological understanding Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Chronological understanding Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Chronological understanding Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past

	<p>Knowledge and understanding of past events, people and changes in the past Tell the difference between past and present in own and other people's lives</p> <p>Historical interpretation Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Historical enquiry Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Organisation and communication Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>Knowledge and understanding of past events, people and changes in the past Tell the difference between past and present in own and other people's lives</p> <p>Historical interpretation Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Historical enquiry Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Organisation and communication Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>Knowledge and understanding of past events, people and changes in the past Tell the difference between past and present in own and other people's lives</p> <p>Historical interpretation Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Historical enquiry Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Organisation and communication Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>
Suggested Debate	Great Bedwyn is the best village to live in.	Now we have motorways we do not need the canals anymore.	Brunel was the most important Victorian engineer.
Tier 3 Vocabulary	Living memory, recent, legacy, settlement	Transport, exploration, canal, beam engine, waterways.	Similarities, differences, Victorian, steam engine,

Year 2

Key Question	Why do we remember these special women and how do they give us wings to fly?	Which Queen was the most powerful?	Was there anything 'Great' about the fires of London and Marlborough?
Primary and Secondary Concepts	Similarities and differences Legacy	Cause & Consequence - Power & Culture	Change and continuity - Settlement
Substantive Knowledge	<p>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.</p> <p>Mary Anning 21/5/1799- 9/3/1847 Katherine Johnson 26/8/1918- 24/2/2020 Dorothy Vaughan September 20, 1910-November 10, 2008 (Hired by NACA: December 1943) Ada Lovelace 10/12/1815- 27/11/1852 Rosalind Franklin 1920- 1958 (1950 first worked on DNA) Marie Curie- 7/11/1867-4/7/1934 Who were these women? Why are they still remembered today? What was their significance nationally and globally?</p>	<p>Significant historical events, people and places in their own locality</p> <p>Elizabeth I 1558-1603 Victoria 1837-1901 What is monarchy? Family trees Significant events in their reigns: Armada/Crimea Comparison</p>	<p>significant historical events, people and places in their own locality</p> <p>Great Fire of London- Sunday 2nd Sept- Thursday 6th September 1666 Great Fire of Marlborough- April 28th 1653 Positives/negatives Black death Architecture- Sir Christopher Wren Pudding Lane Comparisons</p>
Disciplinary Knowledge	<p>Chronological understanding Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p>	<p>Chronological understanding Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p>	<p>Chronological understanding Recount changes in own life over time Puts 3 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p>

	<p>Knowledge and understanding of past events, people and changes in the past Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did. Historical interpretation Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Historical enquiry Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'. Estimates the ages of people by studying and describing their features. Organisation and communication Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Knowledge and understanding of past events, people and changes in the past Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did. Historical interpretation Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Historical enquiry Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'. Estimates the ages of people by studying and describing their features. Organisation and communication Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Knowledge and understanding of past events, people and changes in the past Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did. Historical interpretation Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Historical enquiry Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'. Estimates the ages of people by studying and describing their features. Organisation and communication Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>
Suggested Debate	None of these people are particularly important because they are women.	Elizabeth I was in fact a more powerful Queen.	Both fires did more good than bad.
Tier 3 Vocabulary	National, global, significant, legacy	Reign, monarch similar, different, Tudor, Elizabeth, Victoria, power	Locality, compare, contrast,

Year 3

Key Question	Question- Why did The Normans invade Britain and what was its impact?	Question- What are our wings to fly from our Norman roots?	Question- Savages or civilised? What were the Mayans really like?
Primary and Secondary Concepts	Cause & Consequence - Conflict and Invasion	Change and continuity Legacy & Power	Similarities and differences - Civilisations
Substantive Knowledge	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Who were the Normans? When was the Battle of Hastings 1066 What happened? William the conqueror Harold Bayeaux tapestry How did England change? Warfare, castles, buildings, food, names, language, feudal system</p>	<p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Donnington castle Monarchy and power through castle system Motte and Bailey castles Norman churches with square towers Impact that we still see- language, buildings, names.</p>	<p>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</p> <p>Dates- post classic period in detail 900-1539 AD Who were the Mayans? How were they civilised? What was happening in Britain at the same time? Mayan calendar- 2012 Chichen Itza temple</p>

Disciplinary Knowledge	<p>Chronological understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p>Knowledge and understanding of past events, people and changes in the past Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline</p> <p>Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts</p> <p>Historical enquiry Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.</p> <p>Organisation and communication Presents findings about past using speaking, writing, ICT and drawing Disciplinary knowledge Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Chronological understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p>Knowledge and understanding of past events, people and changes in the past Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline</p> <p>Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts</p> <p>Historical enquiry Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.</p> <p>Organisation and communication Presents findings about past using speaking, writing, ICT and drawing Disciplinary knowledge Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes</p>	<p>Chronological understanding Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.</p> <p>Knowledge and understanding of past events, people and changes in the past Uses evidence to describe past: <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i> Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline</p> <p>Historical interpretation Looks at 2 versions of same event and identifies differences in the accounts</p> <p>Historical enquiry Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.</p> <p>Organisation and communication Presents findings about past using speaking, writing, ICT and drawing Disciplinary knowledge Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	
	Suggested Debate	The UK would still be exactly the same today if the Normans had not conquered England.	The only thing the Normans left behind was castles.	The Mayans could not have been civilised as they sacrificed people to the gods.
	Tier 3 Vocabulary	conflict	Motte bailey, power, monarchy	Civilisation, glyphs, codices

Year 4

Key Questions	Question- Why did the Vikings 'Go Viking'?	Question- What are our wings to fly from our Viking roots?	Question- How did the Anglo Saxons shape Britain? Push or pull?
Primary and Secondary Concepts	Cause & Consequence Conflict and Invasion	Change and Continuity -Legacy	Similarities and Differences Culture and beliefs
Substantive knowledge	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study- Kingdoms of Mercia/Wessex Unified England	Britain's settlement by Anglo-Saxons and Scots

	<p>Who were the Vikings? Why did they invade? Viking invasions 793 AD Lindisfarne Longships warfare</p>	<p>King Alfred Dane geld Legacy of Vikings- language, town names, democracy (The Thing)</p>	<p>Comparison to Mayan culture (Year 3) Dates 410-793 AD Romans left and angles, Saxons, Picts and Scots invaded. Who were they? Why did they come? Picts/Scots Alfred the Great Religion Bede Sutton Hoo- evidence and artefacts Daily life, food, customs, traditions.</p>
<p>Disciplinary Knowledge</p>	<p>Chronological understanding Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline. Knowledge and understanding of past events, people and changes in the past Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today. Historical interpretation Gives reasons why there may be different accounts of history. Historical enquiry Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Organisation and communication Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing Disciplinary knowledge Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>Chronological understanding Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline. Knowledge and understanding of past events, people and changes in the past Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today. Historical interpretation Gives reasons why there may be different accounts of history. Historical enquiry Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Organisation and communication Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing Disciplinary knowledge Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>Chronological understanding Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline. Knowledge and understanding of past events, people and changes in the past Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today. Historical interpretation Gives reasons why there may be different accounts of history. Historical enquiry Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Organisation and communication Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing Disciplinary knowledge Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.</p>

	Uses subject specific words such as monarch, settlement, invader.	Uses subject specific words such as monarch, settlement, invader	Uses subject specific words such as monarch, settlement, invader
Suggested Debate	The Vikings were just ruthless, barbaric thugs.	The only things that Vikings left behind are burial artefacts.	Life was better for people with the Romans, rather than the Anglo Saxons.
Tier 3 Vocabulary	Invader, settlement, longships,	Norsemen, Danegeld, Mercia, Wessex	Picts, angles, Alfred the Great,

Year 5

Key Questions	Question- What did the Romans ever do for us?	Question-What are our Wings to fly from our Roman roots.	Question-Who were the ancient Greeks and how did they influence our way of life?
Primary and Secondary Concepts	Cause & Consequence Conflict and Invasion	Change and Continuity Legacy	Similarities and differences Civilisation Legacy
Substantive Knowledge	The Roman Empire and its impact on Britain Why did the Romans invade? When did they invade? 55BC- Caesar 54BC- 2nd Caesar invasion How did they invade?- Roman army. 43AD – Claudius Positive/negatives Boudicca Lasting impact- building, language, organisation	local history study Lasting impact- building, language, organisation, culture Littlecote Roman Villa- evidence, dates 360 AD	A study of Greek life and achievements and their influence on the western world Ancient Greeks 480 BC (Classic period) 5th Century BC Democracy Greek culture- theatre/art Olympic Games 776BC Religion warfare
Disciplinary Knowledge	Chronological understanding Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Knowledge and understanding of past events, people and changes in the past Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Historical interpretation Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Chronological understanding Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Knowledge and understanding of past events, people and changes in the past Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Historical interpretation Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Chronological understanding Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Knowledge and understanding of past events, people and changes in the past Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Historical interpretation Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others Historical enquiry Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

	Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Organisation and communication Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing Disciplinary knowledge. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.	Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Organisation and communication Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing Disciplinary knowledge. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions. Organisation and communication Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing Disciplinary knowledge. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.
Suggested Debate	Boudicca should have just followed Roman law and done as she was told.	Littlecote Villa should be covered up in order to better preserve it for the future	Without the Greek ideas of democracy we would not have the British values we do today.
Tier 3 vocabulary	Empire, Invasion social, cultural, religious and ethnic	Legacy, change, continuity	Democracy, ancient

Year 6

Key Questions	How do the cultures and beliefs of the Pharaoh affect Egyptian society?	How did the Stone Age become civilised?	What are our wings to fly from our prehistoric roots? What is it like to live in history?
Primary and Secondary Concepts	Cause & Consequence Culture and Beliefs	Change and Continuity Civilisation	Similarities and differences Settlement & Legacy
Substantive Knowledge	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 Egypt; Dates 1549BC- 1069 BC New Kingdom Old Gods to new Gods Akhenaten Tutankhamun Religion/beliefs/pyramid/tombs	changes in Britain from the Stone Age to the Iron Age Dates different periods Ice Age Neolithic, 10 000- 5000BC Mesolithic, 5000-2500 BC Palaeolithic 12000-10 000BC Bronze age 3300BC -1200BC Iron age 1200BC-550BC Changes from nomadic life, hunting and gathering, herding animals, farming agriculture, using and improving tools, development of using metals	a local history study. Avebury complex Henge- building Silbury Hill. Windmill Hill, palisade enclosures. Changes in Avebury since Alexander Keiller Avebury today
Disciplinary Knowledge	Chronological understanding Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline Knowledge and understanding of past events, people and changes in the past	Chronological understanding Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline Knowledge and understanding of past events, people and changes in the past	Chronological understanding Uses timelines to place events, periods and cultural movements from around the world. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline Knowledge and understanding of past events, people and changes in the past

	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies</p> <p>Historical interpretation</p> <p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Historical enquiry</p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> <p>Organisation and communication</p> <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; 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Suggested Debate	Akhenaten was just a man full of his own importance. Discuss.	The stone age wasn't really civilised as they had no writing systems.	Alexander Keiller should have left the stones as he found them. Discuss.
Tier 3 Vocabulary	Kingdom, pharaoh, Akhenaten Tutankhamun, Consequence	Neolithic, Continuity, Mesolithic Palaeolithic nomadic agriculture,	Settlement, henge, sacred, palisade, enclosure, causeway, Neolithic, monolith archeology