

Progression in History at Travis – EYFS – Year 6 2024 – 2025

Substantive concepts.

Substantive Concepts are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion. Chronological knowledge is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.

Disciplinary Knowledge and Historical Enquiry.

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 the different version 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 7 Disciplinary concepts that are systematically developed in our history curriculum:

- **Historical Enquiry** - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
 - **Chronological knowledge** - Ordering and sequencing events in time, recognising the past and present and using and creating timelines to show chronology including events beyond living memory.
- **Cause and consequence** – Linking to continuity and change establishing why things changed and the impact on the world around it.
- **Change and continuity** – Knowing that things stayed the same throughout or within an era in history and what changed.

- **Similarity and difference** – comparing what was the same between people, events, objects and ideas within history and identifying what was different.
- **Historical significance (events and people)** – pinpointing key individuals and events from across history who have had an impact on the way people live, think and act. Critically discussing and debating their contributions to society.
- **Historical evidence and interpretations** – Recognising a source of information which tells us something about an event or person in history and using these to help us find answers to questions.

National Curriculum Programmes of Study						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught about:		Pupils should be taught about:			
Knowledge and understanding of British History	<ul style="list-style-type: none"> • Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> • A local history study 			
Knowledge and understanding of wider world history	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Fit people and events into a chronological framework • Identify similarities and differences between periods 		<ul style="list-style-type: none"> • 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 			

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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Whole School History Overview: 2024 – 25

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTUMN	How have toys changed? -changes within living memory	Great Fire Of London - events beyond living memory	Coal Mining in Hatfield - local history	Ancient Greece	Ancient Maya	WW2
SPRING	Castles -changes within living memory - local history (Conisbrough Castle)	How did the Victorians influence our life today? - events beyond living memory	Changes in Britain from the Stone Age to the Iron Age	Romans including Boudicca (the impact on Britain)	Anglo Saxons	What has been the impact of immigration on Britain over the past 100 years? Windrush
SUMMER	Grace Darling and Ben Parkinson - heroes	Famous people that have made an impact on our world. <ul style="list-style-type: none"> • Significant 	Ancient Egypt	The Railway Revolution -Local study	Vikings	Crime and Punishment

	<ul style="list-style-type: none"> – Significant people • Local significant person 	people				
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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.

Why do we wear different clothes at different times of the year? What clothes do we wear in different season and why? What clothes do we wear at different times of the day?

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.

Adapting the curriculum for pupils with SEND in history

- 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.
 - Pre learning used
 - Knowledge organisers to be used for recap and as a teaching aid.

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.

Substantive Knowledge KS1

Key Concepts: 1. Invasion and Empire 2. Settlements and Social History 3. Monarchy and Religion 4. Exploration and Travel			
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 Castles Conisbrough Castle built - 1170s/1180s Toys 1960s onwards Grace Darling and Ben Parkinson - heroes Grace Darling born – 1815 died 1842 Grace Darling rescue 1838 Ben Parkinson born 1984	Within living memory Beyond living memory GFoL – 1666 1914-1918 – World War 1 Victorians How famous people have influenced our world? Moon Landing 1969 Women over 30 are allowed to vote 1918
	To talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none"> To place known events and objects in chronological order To sequence events and recount changes within living memory To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new. 	<ul style="list-style-type: none"> To describe events from the past, using common words and phrases relating to the passing of time To sequence events on a timeline (in chronological order)
Invasion and Empire			<ul style="list-style-type: none"> To know that Christopher Columbus was an explorer.

			<ul style="list-style-type: none"> • To know that Christopher Columbus discovered the Americas.
Settlements and Social History		<ul style="list-style-type: none"> • To know that toys in the past were different to toys today. • To know the names of some toys were popular <ul style="list-style-type: none"> • To recognise similarities and differences between toys from the past and toys today. • To know that life was different for Grace Darling (in Victorian times) compared to Ben Parkinson (now) • To know different parts of a castle • To know why Conisbrough castle was built where it was built. 	<ul style="list-style-type: none"> • To know what life was like during 1666 (GFoL) • To know what we learned about buildings and fighting fires from the GFoL. • To know what life was like for Victorian children. • To know some games that Victorian children played. • 'To know what home life was like during Victorian times compared to today. • To know why Rosa Parks is remembered. • To know how Rosa Park's actions influenced the Civil Rights movement in the USA <ul style="list-style-type: none"> • To know who Nelson Mandela is and why he was important to black people. • To know why Malala Yousafzai is and why she was so important to young girls. • To know who Emily Pankhurst is and why she was so important for women's rights.

Monarchy and Religion		<ul style="list-style-type: none">• To name some famous castles: Windsor Castle and who lives in it. (King Charles)	<ul style="list-style-type: none">• To know who Queen Victoria was.• To know that King Charles II was the king during the GFor
Exploration and Travel			<ul style="list-style-type: none">• To know that Christopher Columbus was an explorer who discovered the Americas.• To know that Neil Armstrong was the first man on the moon.

Substantive Knowledge KS2

Key Concepts: 2. Invasion and Empire 2. Settlements and Social History 3. Monarchy and Religion 4. Exploration and Travel		
Area of study	Year 3	Year 4
Scope	<p>Local history – Mining in Hatfield</p> <p>Changes to Britain from the Stone Age to Iron Age</p> <p>Ancient Egypt</p>	<p>Ancient Greece</p> <p>Romans including Boudicca (impact on Britain)</p> <p>Local history - Railway Revolution</p>
Chronology	<p>Changes in coal mining from 1600 – to now</p> <p>15000 – 3000BC Stone Age 3000BC – 800BC Bronze Age 800BC – 43AD Iron Age</p> <p>7500BC – 30AD Egyptians</p>	<p>776BC – 146BC – Ancient Greece</p> <p>43AD – 410AD Romans</p> <p>Changes in rail travel and use from 1800 to present day</p>
	<p>To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD.</p> <ul style="list-style-type: none"> To know the Stone Age is divided into three periods: <ul style="list-style-type: none"> ➤ Palaeolithic 30,000 BC – 10,000 BC ➤ Mesolithic 10,000BC – 8,000BC ➤ Neolithic 8000BC – 3000BC Put artefacts or information in chronological order from a long time ago 	<ul style="list-style-type: none"> To place and describe some historical periods and eras on a timeline. To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes. Understand that significant discoveries or inventions created much change to the lives of people I know how rail travel has changed in the last 100 years.
Invasion and Empire	<ul style="list-style-type: none"> To know about tribal attacks e.g. Celts during the Iron Age. To know that the Iron Age ended in 43AD after the final Roman invasion of Britain. Pupils should know where Egypt is. 	<ul style="list-style-type: none"> To know the origin of the Greek Empire Pupils should know where Greece is To know that the Ancient Greeks were an advanced civilization To know that Spartans and Athenians often battled for supremacy

		<ul style="list-style-type: none"> • To compare the change in Britain between the end of the Iron-age and the end of the Roman occupation. • To know that the Britain was once part of the Roman Empire. • To know that Julius Caesar invaded Britain twice in 55BC and 54BC. • To know the impact Romans had on Britain. • Know why many Britons were opposed to the Roman occupation • Know why the Romans left Britain
<p>Settlements and Social History</p>	<ul style="list-style-type: none"> • To know that Hatfield is a mining village and where the coal mine is. • To know how coal was mined in Victorian times. • To know what life was like for a miner in Victorian times. • To be able to explain how mining has changed over the years. • To know that there were no laws in the Stone Age and Iron Age Britain • To know that Homo Habilis (skilled man) was the first human to use stone to make tools (huntergathers). • To know some Stone/Bronze advancements with weapons, tools, clothing and jewellery • Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore • To know the housing and class system of Ancient Egypt • To know death and burial rituals 	<ul style="list-style-type: none"> • To know key aspects of daily life in ancient Greece • To know that the Ancient Greeks were responsible for starting the Olympic movement • To know that Ancient Greeks have been associated with the birth of democracy • To name things that Romans introduced e.g. Roman baths, roads, art, mosaics, built new towns, aqueducts, language and number, money (coins) • To know who Boudicca was and what happened during her battle with the Romans. • To know what everyday life was like during Roman times in Britain • To name some of the most iconic steam trains of Britain: Flying Scotsman – built in Doncaster by Nigel Gresley (local links), Robert Stephenson's Rocket, Mallard designed by Nigel Gresley built in Doncaster • To name some trains that were built at 'The Plant' in Doncaster

	<p>(mummification)</p> <ul style="list-style-type: none"> To know about everyday life in Ancient Egypt. 	<ul style="list-style-type: none"> To know the impact of railways on society, industries and the environment To know why rail travel was so important to Doncaster
Monarchy and Religion	<ul style="list-style-type: none"> Many Iron age religions believed in more than one God To know the religion and gods of Ancient Egypt. 	<ul style="list-style-type: none"> To know that Ancient Greeks believed in a number of Gods To know that Romans believed in different Gods.
Exploration and Travel	<ul style="list-style-type: none"> To know that Howard Carter discovered Tutankhamun's tomb 	<ul style="list-style-type: none"> To know about how rail travel changed over the past 100 years. To know what trains were used for To know the impact of railways on society, industries and the environment

Key Concepts:

1. Invasion and Empire 2. Settlements and Social History 3. Monarchy and Religion 4. Exploration and Travel

Area of study	Year 5	Year 6
Scope	<p>Ancient Maya</p> <p>Anglo Saxons</p> <p>Vikings</p>	<p>WWII</p> <p>Impact of Immigration on Britain - Windrush</p> <p>Crime and Punishment</p>
Chronology	<p>449AD – 1066AD Anglo Saxons</p> <p>793AD – 1066 Viking</p> <ul style="list-style-type: none"> To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. To sequence local, national and international 	<p>WWII – 1939 – 1945</p> <p>Windrush - 1948</p> <ul style="list-style-type: none"> To identify periods of rapid change in history and contrast them with times of relatively little change. To describe the main changes in a period of

	<p>events as well as historical periods.</p> <ul style="list-style-type: none"> To use dates (BC and AD) and terms accurately in describing events. 	<p>history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.
Invasion and Empire	<ul style="list-style-type: none"> To know about the invasion of the Anglo-Saxons. To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain. They travelled from Scandinavia and landed in Lindisfarne. To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England To know key facts about the Maya Civilisation 	<ul style="list-style-type: none"> To know how WW2 began and ended To know and which countries and world leaders were involved in WW2 <ul style="list-style-type: none"> To know what the Blitz was To know that people arrived from Caribbean countries to help rebuild the country after WW2 To name some Caribbean countries that were colonized – a part of the British empire Know why there are large Asian communities in the North-West of England.
Settlements and Social History	<ul style="list-style-type: none"> To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich. To know laws and justice during the Anglo-Saxon era. To know laws and justice during the Anglo-Saxon era. To know jobs and education during the Viking era. To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries. 	<ul style="list-style-type: none"> To know about safety measures during the Blitz To know that children were evacuated during WW2 and the benefits of this. <ul style="list-style-type: none"> To know why rationing was introduced. To know about the 'Dig for Victory' campaign. To know the effects of the war on the lives of everyday people Know why many people found Britain an attractive place to come to live. <ul style="list-style-type: none"> Know about the prejudice that many immigrants met when they arrived in Britain. Know what is meant by the Windrush generation.

	<ul style="list-style-type: none"> • To know that the Vikings landed at Lindesfarne. • To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village) • To know about some Mayan temples and buildings (Chichen Itza) • To know about the Mayan number system • To know what Mayan people ate and grew (including the introduction of chocolate) 	<ul style="list-style-type: none"> • Know about the impact many individuals from immigrant families have on our lives today. • To name significant black people that have had a positive impact on our lives today. • To know how criminals were punished over 800 years ago. • To understand what types of crimes were committed in the Middle Ages (vagrancy, witchcraft, and then moral crime, highwaymen, smuggling and poaching) • To know about the legend of Robin Hood and the medieval justice system. • To know what is meant by the 'Bloody Code' in the 18th Century. • Can talk about the changes in Crime and punishment during the 19th Century. • To be able to talk about and compare how crime and punishment has changed over the last 100 years – debate - Has it improved?
Monarchy and Religion	<ul style="list-style-type: none"> • To know the rulers of Viking times. • To know the Vikings stole treasures from Monasteries. • To know some Mayan gods and sacrifices, food and diet. 	<ul style="list-style-type: none"> • To know there were crimes linked to religion in the middle ages. • To know that many new prisons were built during Queen Victoria's rein.
Exploration and Travel	<ul style="list-style-type: none"> • To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) 	<ul style="list-style-type: none"> • To know that Hitler invaded Poland and other European countries • To know what migration and immigration are? <ul style="list-style-type: none"> • To know that people from the Caribbean travelled across the Atlantic on the boat called Empire Windrush to the UK. • To know that people from India migrated to the UK.

Disciplinary Concepts KS1

Key Concepts:

1. Invasion and Empire 2. Settlements and Social History 3. Monarchy and Religion 4. Exploration and Travel

Area of study	EYFS	Year 1	Year 2
Scope	Understanding of the world	<p>Changes within living memory</p> <p>Significant events beyond living memory and the lives of significant individuals</p> <p>Significant historical events, people and places in their own locality</p>	
Cause and Consequence	To talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none"> To recognise some causes to historical events. To identify consequences to historical events. 	<ul style="list-style-type: none"> To understand that there are reasons why people in the past acted as they did. To identify causes and consequences from the past.
Change and continuity		<ul style="list-style-type: none"> To recognise some similarities and differences between the past and the present. 	<ul style="list-style-type: none"> To identify similarities and differences between ways of life in different periods.
Similarity and difference	To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To recognise some similarities and differences between individuals e.g. within the life and times of Grace Darling and Ben Parkinson	To identify similarities and differences between societies e.g. the Victorians and now and the Stuart period (the GFoL period) and now.
Historical Significance (events and people)	To understand the past through settings, characters and events encountered in books read in class and storytelling.	To recognise why certain individuals e.g. Grace Darling are significant in history (achievements and impact)	To identify why certain people/events are significant in the wider context of history e.g. Rosa Parks, Nelson Mandella, Emily Pankhurst, Christopher Columbus, Neil Armstrong, Malala Yousafzai, The GFoL

Historical sources and evidence	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 paintings from GFoL 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 start to understand facts	To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past.	To look at more than two versions of the same event or story in history and identify differences.

Disciplinary Concepts KS2

Key Concepts:

1. Invasion and Empire 2. Settlements and Social History 3. Monarchy and Religion 4. Exploration and Travel

Area of study	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	<p>To find out about the cause of an event.</p> <p>To identify key consequences over a period of time and be able to give reasons for those changes.</p>	<p>To explain how people and events in the past have influenced life today.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>To examine causes and results of great events and the impact these had on people.</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
Change and continuity	<p>To find out about the everyday lives of people compared with our life today.</p>	<p>To explain how people and events in the past have influenced life today.</p> <p>To describe the importance of rail travel and how it has changed over the past 100 years.</p>	<p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>
Similarity and difference	<p>To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Egypt, Mining in</p>	<p>To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.</p>	<p>To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo-Saxons and the native Britons and the ancient Maya.</p>	<p>To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. during the Windrush generation and WW2</p>

	the Victorian era to the last 40 years	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Greece		To explain similarities and differences between crime and punishments from the middle ages, the last 100 years to now.
Historical Significance (events and people)	<p>To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</p> <p>To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.</p> <p>To describe the achievements of the Ancient Egyptians and their significance to human development.</p>	<p>To describe the achievements of the Ancient Greeks and ancient Romans and their significance to human development.</p> <p>To describe why Doncaster was an place for The Railway Revolution</p>	<p>To explain advancements in technology in the Mayan civilisation.</p> <p>To describe the impact the Vikings had on England in terms of settlements, place names and trade.</p>	<p>Understand the importance of propaganda and censorship and that they are sometimes necessary</p> <p>Appreciate that people in the past represent events or ideas in a way that may be to persuade others</p> <p>Form own opinions about historical events from a range of sources</p>
Historical sources and evidence	To gather more detail from sources such as maps to build up a clearer picture of the past.	<p>To devise my own questions to find answers about the past.</p> <p>To begin to undertake my own research.</p>	To recognise when I am using primary and secondary sources of information to investigate the past.	<p>To use sources of information to form testable hypothesis about the past.</p> <p>To locate and analyse relevant information to</p>

	To suggest sources of evidence to help answer questions to present findings.	To compare different accounts of an event and explain why they may differ.	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.	<p>justify claims about the past.</p> <p>To investigate my own lines of enquiry by posing historically valid questions to answer.</p>
Historical Interpretation	To look at more than two versions of the same event or story in history and identify differences.	<p>To find and analyse a wide range of evidence about the past.</p> <p>To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>	<p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>To begin to evaluate the usefulness of different sources.</p>

