

By the end of their time at Little Gonerby CE Academy our Year 6 historians will have developed a deep and broad knowledge of local, British and world history. The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. They will understand the historical concepts of chronology, change, cause and consequence, similarity, difference and the significance of events and their impact on the future. They will use historical terms and vocabulary accurately and effectively. They will know how to use a wide range of historical sources to enable them to research their own lines of enquiry. Historical learning experiences at Little Gonerby will be inspire our children's curiosity to know more about the past and instill in them a positive attitude to learning. They will take away with them a respect for diversity, social responsibility and a sense of how events from the past have shaped their future.

As historians we will...							
Core Knowledge Progression	EYFS	KS1 A	KS1 B	Year 3	Year 4	Year 5	Year 6
	Key Concept - Time						
Chronological Understanding	●Talk about events in my own life. ●Talk about the lives of people around them and their role in society.	●Place known events in order of when they happened. ●Sequence a few events or objects on a timeline. ●Use common words and phrases relating to the passing of time, <i>e.g. past, present, ancient, modern, year.</i>	●Place events and artefacts in order on a timeline. ●Label timelines with words or phrases such as past, present, older or newer. ●Use common words and phrases relating to the passing of time, <i>e.g. decade, century, Victorian times, era/period.</i>	●Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ●Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; ●Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	● I can place events studied from the places studied onto a time line ● I can use terms related to the time period and begin to date events ● I can understand more complex terms e.g BCE/AD	● I can place current studies on a timeline in relation to other studies ● I know and sequence key events of time studied ● I can use relevant terms and periods labels ● I can relate current studies to previous studies ● I can make comparisons between different times in history	● I can place a current study on timeline in relation to other studies ● I can use relevant dates and terms ● I can sequence up to ten events on a time line
	Key Concept - Aspirations						

Historic al Enquiry	●Comment on images of familiar situations in the past.	●Observe and handle evidence to ask questions about the past. ●Find answers to questions about the past from simple sources, e.g. pictures, objects and stories. ●Sort historical objects from ‘then’ and ‘now’.	●Use evidence to ask and answer questions. ●Know and identify different ways the past has been represented.	●Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ●Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ●Use a range of primary and secondary sources to find out about the past; ●Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; ●Gather more detail from sources such as maps to build up a clearer picture of the past; ●Regularly address and sometimes devise own questions to find answers about the past; ●Begin to undertake their own research.	● I can use evidence to build up a picture of a past event ● I can choose relevant material to present a picture of one aspect of life in time past ● I can ask a variety of questions ● I can use the books and elearning for research	● I can begin to identify primary and secondary sources ● I can use evidence to build up a picture of life in time studied ● I can select relevant sections of information ● I am confident in the use of book and e-learning for research	● I can recognise primary and secondary sources ● I can use a range of sources to find out about an aspect of time past. ● Suggest omissions and the means of finding out
	Key Concept - Culture						
Historic al Interpretation	●Recognise similarities and differences between myself, others, families, communities and traditions.	●Relate my own account of an event and understand that others may give a different version.	●Describe significant historical events, people and places locally, e.g. Isaac Newton. ●Describe significant events beyond living memory, e.g. Gunpowder plot, Great fire of London. ●Recognise that there are reasons why people acted as they did.	●Understand how our knowledge of the past is constructed from a range of sources. ●Look at more than two versions of the same event or story in history and identify differences; ●Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	● I can look at the evidence available ● I can begin to evaluate the usefulness of different sources ● I can use text books and my own historical knowledge	● I can compare accounts from events from different sources ● I can offer some reasons for different versions of events	● I can link sources and work out how conclusions were arrived at ● I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion

	Key Concept - Locality						
Underst anding of people, events and change s	●Compare, contrast and understand settings, characters and events from books and stories, including figures from the past. ●Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	●Identify the key features of events. ●Compare similarities and differences between ways of life in different times.	●Compare aspects of life in different periods. ●Suggest the achievements (and follies) of key people studied, e.g. Amelia Earhart.	●Note connections, contrasts and trends over time. ●Note key changes over a period of time and be able to give reasons for those changes; ●Find out about the everyday lives of people in time studied compared with our life today; ●Explain how people and events in the past have influenced life today; ●Identify key features, aspects and events of the time studied; ●Describe connections and contrasts between aspects of history, people, events and artefacts studied.	● I can use evidence to reconstruct life in time studied ● I can identify key features and events ● I can look for the links and effects in time studied ● I can offer reasonable explanation for some events ● I can develop a broad understanding of ancient civilisations	● I can study different aspects of life of different people – differences between men and women ● I can examine causes and results of great events and the impact on people ● I can compare life in early and late times studied ● I can compare an aspect of life with the same aspect in another period	● I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

The following are ways children may organise and record their learning throughout all key concepts in History:

Key Conce pts	Key Concept - Organisation and Communication						
Organ isatio n and Com munic ation Core Knowl edge Progre ssion	●Use common words and phrases to describe the passing of time, e.g. now, then, old, new.	●Talk, draw or write about aspects of the past.	●Use a wide vocabulary of everyday historical terms, e.g. evidence, clues, artefacts, opinion. ●Speak about how I have found out about the past. ●Record what I have learned by drawing and writing.	●Develop the appropriate use of historical terms. ●Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; ●Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; ●Start to present ideas based on their own research about a studied period.	● I can select data and organise it into a data file to answer historical questions ● I know the period in which the study is set ● I can display findings in a variety of ways ● I can work independently and in groups	● I can fit events into a display sorted by time ● I can use appropriate terms, matching dates to people and events ● I can record and communicate knowledge in different forms ● Work independently in group showing initiative	● I can select aspects of a study to make a display ● I can use a variety of ways to communicate knowledge and understanding including extended writing