



## History

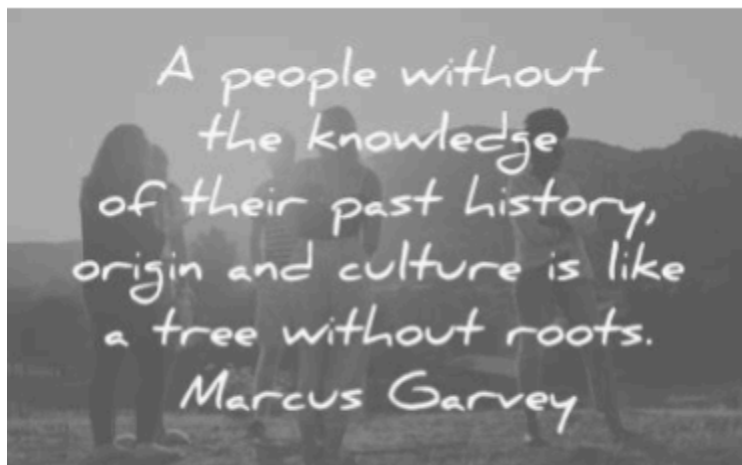


## Why?

**At HSTB, we love history because it tells the story of the human past. History gives us a better understanding of our own society and of other cultures through the records that people have left behind.**

**We want our children to be:**

- curious and knowledgeable about the human past
- critical thinkers who are able to form their own opinions about society and the wider world
- able to analyse sources and evaluate historical events in human past
- able to ask deep questions and know how to find answers
- able to talk about the world has learned and changed due to important events in history



## **How**

**At HSTB our History in KS1 has 4 strands**

### Historic Events

#### Year 1

- Bonfire Night
- Burns Night
- Moon landing
- Great Fire of London

#### Year 2

- Victorian Life
- Medieval Life
- First Circumnavigation of the Globe

### Historic Places

#### Year 1

- National Landmarks
- Sites in Heaton

#### Year 2

- Castles
- Tower of London

### Historic People

#### Year 1

- Samuel Pepys
- Saint Patrick
- Saint David
- Saint George
- Saint Andrew
- Guy Fawkes
- Neil Armstrong
- David Attenborough
- Samuel Lister

#### Year 2

- Monarchs
- Knights
- Robert the Bruce
- Beatrix Potter
- Queen Victoria
- James Cook
- Grace Darling
- Blackbeard
- Anne Bonny

### Changes within living memory

#### Year 1

- Since I was a baby
- When I was little like you - book
- Comparing to gran's life
- I remember when...
- A long time ago/recently.

#### Year 2

- Changes in monarch
- The roles of the monarch
- How polar exploration has changed

**At HSTB our History in KS2 has 4 strands**

Y3 Amazing Places and Spaces

Y4 Childhood

Y5 Change Makers

Y6 Leaders

- Heaton
- Bradford -Lister's Mill
- Stonehenge
- Hadrian's Wall
- Colosseum
- Lascaux Cave
- Parthenon
- Chichen Itza
- Pyramids of Giza and Egypt
- Oslo
- Sutton Hoo

- WW2 evacuees
- Bronte family
- Comparison of Anne Frank, British evacuee and German Hitler Youth

- Viking warriors
- Environmental activists
- Refugees
- Astronauts
- Civil rights activists
- Immigration
- Joan of Arc

- Pakal the Great
- Miguel Hidalgo
- Queen Victoria
- Solon
- Cleisthenes
- Ephiates

## Working Historically across primary school

- Asking questions
- Using a range of sources to gather evidence
- Compare and contrast different sources to ascertain facts
- Gather factual evidence
- Using historic evidence to support or disprove

WHAT HISTORY LOOKS LIKE IN EYFS

**Autumn**  
**Monsters and Me**



*To talk about past and present events in their own lives and in the lives of family members; to know about similarities and differences between themselves and others, and among families, communities and traditions* **Who lives in your family? What things couldn't you do when you were a baby but that you can do now? What are your special memories? When did they happen? What did you do at the weekend?**

**Spring**  
**Bears Big Adventure**





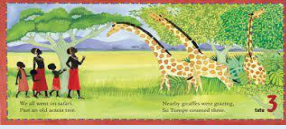
*To talk about past and present events in their own lives and in the lives of family members; to know about similarities and differences between themselves and others, and among families, communities and traditions* **What does our memory box tell us about us? Can we create our own 'Little people, big dreams' book? Black and white photo comparisons**

**Summer**

**All Creatures Great & Small**



*To talk about past and present events in their own lives and in the lives of family members; to know about similarities and differences between themselves and others, and among families, communities and traditions* **Can you create a simple timeline of the big events that have happened in your own life? Can you look through our memory box and talk about the items you find in there?**

	<p style="text-align: center;"><b><u>Autumn</u></b> <b>Out of this World</b></p> 	<p style="text-align: center;"><b><u>Spring</u></b> <b>Blooming Brilliant Britain</b></p> 	<p style="text-align: center;"><b><u>Summer</u></b> <b>We're going on Safari</b></p> 
<p><b><u>Key Question:</u></b></p>	<p>Why was going to the moon, 'One small step for man, one giant leap for mankind?'</p>	<p>How did the Great Fire of London change the city?</p>	<p>How has David Attenborough changed the way people see wildlife?</p>
<p><b><u>Key Sources:</u></b></p>	<ul style="list-style-type: none"> <li>● Video footage of moon landing.</li> <li>● Photograph of Neil Armstrong as a pilot.</li> <li>● Neil Armstrong interview</li> </ul>	<ul style="list-style-type: none"> <li>● Samuel Pepys diary extract</li> <li>● Map of the great fire of London</li> <li>● King Charles II simple transcript of events.</li> </ul>	<ul style="list-style-type: none"> <li>● Little people, big dreams book- David Attenborough</li> <li>● David Attenborough interview- <a href="https://thekidshouldseethis.com/post/interview-with-david-attenborough-attenborough-at-90">https://thekidshouldseethis.com/post/interview-with-david-attenborough-attenborough-at-90</a></li> </ul>
<p><b><u>Key Vocabulary:</u></b></p>	<ul style="list-style-type: none"> <li>● Astronaut</li> <li>● NASA</li> <li>● Apollo II</li> <li>● Space station</li> <li>● Flight</li> <li>● Travel</li> <li>● Orbit</li> <li>● Articles</li> <li>● Interview</li> </ul>	<ul style="list-style-type: none"> <li>● Flammable</li> <li>● Artefacts</li> <li>● Diary</li> <li>● Bakery/Baker</li> <li>● Demolish</li> <li>● Fire brigade</li> <li>● Spark</li> <li>● Fuel</li> <li>● Water squirts</li> <li>● Fire hooks</li> </ul>	<ul style="list-style-type: none"> <li>● Nature</li> <li>● Documentary</li> <li>● Knighthood</li> <li>● Protect</li> <li>● Broadcast</li> <li>● Destroy</li> <li>● Rainforest</li> <li>● Habitat</li> <li>● Global warming</li> </ul>

<p><u>End points:</u></p>	<ul style="list-style-type: none"> <li>● To talk about Neil Armstrong and his job.</li> <li>● To talk about astronauts and their expeditions to Space.</li> <li>● To talk about the Apollo II expedition.</li> <li>● To use books, newspaper articles and interviews to find out about the moon landing.</li> </ul>	<ul style="list-style-type: none"> <li>● To say that the Great Fire of London was more than 300 years ago and lasted for 5 days.</li> <li>● To describe the houses in London.</li> <li>● To describe how the fire started.</li> <li>● To retell the events of the Fire of London.</li> <li>● To talk about artefacts that tell us about the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>● To talk about David Attenborough and his job.</li> <li>● To ask questions and answer about David Attenborough.</li> <li>● To discuss how the actions of David Attenborough have changed what we know about the world.</li> <li>● To use words and phrases such as a long time ago, recently, years and decades in relation to David Attenborough.</li> <li>● To put events in order: DA is born, DA starts making documentaries, DA is knighted, and you are born.</li> <li>● To describe how David Attenborough has changed over time.</li> <li>● To describe how technology has changed over David Attenborough career.</li> </ul>
<p><u>Useful resources:</u></p>	<p>Little people, big dreams book- Neil Armstrong Bitesize Neil Armstrong.</p>	<p>Great Fire of London Website <a href="https://www.fireoflondon.org.uk/">https://www.fireoflondon.org.uk/</a> London Fire Brigade Website- <a href="https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/">https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/</a></p>	<p>David Attenborough series Wild life- The extraordinary adventures of David Attenborough Explore Planet David Attenborough <a href="https://www.youtube.com/watch?v=Rjc0a93XsYs">https://www.youtube.com/watch?v=Rjc0a93XsYs</a></p>

## Year 2 History

**Autumn**  
**The World of Beatrix Potter**



**Spring**  
**Adventures with Knights**



**Summer**  
**Ocean Explorers**



<u>Key Questions:</u>	How does Beatrix Potter continue to inspire people today?	What was life like in a medieval castle?	What was life like on board a pirate ship centuries ago?
<u>Key Sources:</u>	<ul style="list-style-type: none"> <li>● Beatrix Potter society</li> <li>● Beatrix Potter books</li> <li>● Photographs of Beatrix Potter</li> <li>● National Trust Website</li> <li>● V&amp;A Introduces Beatrix Potter extracts</li> </ul>	<ul style="list-style-type: none"> <li>● Everything Castles by National Geographic</li> <li>● DKfindout! Castles</li> <li>● Skipton Castle website</li> <li>● 3D castle plan/ map</li> </ul>	<ul style="list-style-type: none"> <li>● Pirates! Usborne Books</li> <li>● Historical society- Grace O'Malley</li> <li>● Illustrations of pirates</li> <li>● Photographs of vessels</li> <li>● Images of Blackbeard's booty.</li> </ul>
<u>Key vocabulary:</u>	<ul style="list-style-type: none"> <li>● Author</li> <li>● National Park</li> <li>● Preserve</li> <li>● Publish</li> <li>● Conservationist</li> <li>● Pioneer</li> </ul>	<ul style="list-style-type: none"> <li>● Battlements</li> <li>● Moat</li> <li>● Bailey</li> <li>● Drawbridge</li> <li>● Armour</li> <li>● Ruler</li> <li>● Defence</li> </ul>	<ul style="list-style-type: none"> <li>● Pirate</li> <li>● Cutlass</li> <li>● Booty</li> <li>● Sloop</li> <li>● Centuries</li> <li>● Vessel</li> </ul>
<u>End points:</u>	<ul style="list-style-type: none"> <li>● To talk about who Beatrix Potter was and the work she did.</li> <li>● To talk about why her books are important to different people.</li> <li>● To talk about why Beatrix Potter was a pioneer?</li> <li>● To talk about the difference that Beatrix Potter continues to make to the Lake District.</li> <li>● To talk about who Queen Victoria was.</li> </ul>	<ul style="list-style-type: none"> <li>● To talk about what a monarch is and what they do.</li> <li>● To describe a medieval castle.</li> <li>● To describe daily life in a medieval castle.</li> <li>● To describe what you have to do to become a knight.</li> <li>● To compare knights from medieval knights to modern knights.</li> </ul>	<ul style="list-style-type: none"> <li>● To talk about what a pirate is and what they do.</li> <li>● To describe a pirate ship.</li> <li>● To describe daily life on board a pirate ship.</li> <li>● To talk about the life of Grace O'Malley.</li> <li>● To explain why evidence is important to historians (lack of evidence about Blackbeard yet myth is huge).</li> </ul>

**Useful resources:**

Website of Peter Rabbit  
<https://peterrabbit.com/>

BBC teach- radio- Beatrix Potter  
<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-tales-of-beatrix-potter-home/zv78f4j>

BBC class clips  
<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt>

The Knight and the Dragon by Tomie de Paola  
 The Night Dragon by Naomi Howarth

Historical drama-  
<https://www.rmg.co.uk/schools-communities/teacher-resources/stories-sea-pirates-resource>

<https://royalarmouries.org/stories/popular-culture/blackbeard-facts/>

**Year 3**

**Autumn  
ON OUR DOORSTEP**



**Spring  
LIFE IN EARLY BRITAIN**



**Summer  
REMARKABLE ROMANS**



**Key Questions**

What can we find out about the past by looking at buildings around Heaton?

What was life like in Early Britain?

Why were the Romans powerful and what did we learn from them?

**Key Sources:**

- Old vs new pictures of buildings.
- Cartwright Hall artefacts
- Visitor

- Photographs of Skara Bray
- Photographs of Stonehenge
- Creswell Crags virtual tours

- [https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/sources\\_wroxeter-roman-city-tk\\_ks1-ks4.pdf](https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/sources_wroxeter-roman-city-tk_ks1-ks4.pdf)
- Maps of invasion maps/ blank map of Britain
- Photographs of Roman baths
- Photographs of material remains.

Key  
vocabulary:

- Site
- Town
- Village
- Manor
- Parish
- Drystone
- Delvers
- Quarries

- Agriculture
- Hillfort
- Settlement
- Tribe
- Archaeology
- Prehistory
- Flint tool
- Pickaxe

- Invasion
- Legion
- Senate
- Empire
- Scutum
- Settlement
- Conquer

End  
points:

- Talk about what Heaton is like now.
- Talk about Heaton in the past.
- Talk about the purpose of buildings - now and in the past.
- Describe the purpose of Lister Hall - now and in the past.
- Talk about why so many people move to Bradford – now and in the past.

- Say what prehistory is
- Explain when the Stone Age, Bronze Age and Iron Age periods were and why they were called that
- Describe where people lived and how this changed over the three periods
- Describe what people wore and how this changed over the three periods
- Describe how people got their food and how this changed over the three periods.
- Describe tools and weapons from each period and talk about how these changed over the three periods.
- Talk about how beliefs changed over the three periods
- Say good places to visit to find out more about prehistory

- Talk how the Romans impacted modern life.
- Talk about whether the invasion was successful.
- Describe what life was like at the times of the Romans.

**Useful resources**

<https://bradfordmuseums.org/cartwright-hall-art-gallery/>  
<https://bradfordwest.church/welcome/worship/st-barnabas/>  
HSTB website  
<https://www.hstb.co.uk/our-church/#:~:text=The%20church%20of%20St.,erected%20the%20tower%20and%20spire.>

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>  
<https://www.bbc.co.uk/bitesize/articles/zpny34j#z kvq7yc>  
<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/stone-age-iron-age-britain/>  
<https://www.bbc.co.uk/bitesize/topics/z82hsbk/year/zmyxxyc>  
<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-prehistory/>

English heritage site- Why was Hadrian's Wall built video  
<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/>

**Year 4**

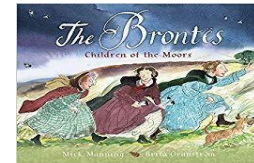
**Autumn**  
**Children of the past**



**Spring**  
**Children of the world**



**Summer**  
**Children of the moors**



**Key Questions:**

What happened to Britain after the Romans left?

How did the Vikings challenge the Anglo- Saxons?

How did World War 2 affect the lives of children?

Key Sources:

- History of the World in 25 cities
- Historical Association: <https://www.history.org.uk/primary/resource/3715/the-end-of-roman-britain>
- <https://www.staffordshirehoard.org.uk/>
- <https://www.nationaltrust.org.uk/sutton-hoo>
- <https://www.english-heritage.org.uk/visit/places/st-augustines-abbey/history-and-stories/who-was-st-augustine/>
- The Life of King Alfred by Bishop Asser <https://www.bbc.co.uk/teach/school-radio/history-ks2-anglo-saxons-alfred-the-great/zmwbbdm>

- Image: <https://emidsvikings.ac.uk/items/thors-hammer-pendant-1989-59-7224/>
- Warriors, Exploration and Viking Tools by John Miles.
- <https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
- <https://www.jorvikvikingcentre.co.uk/the-vikings/>
- Map of Viking Settlements

- Photographs of bomb shelters, destruction following bombing, gas masks, use of rations.
- Evacuation of children video <https://www.youtube.com/watch?v=ZPs8hbksOg8>
- Image of evacuation notice for railway station.
- Evacuee interview <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9g>

Key vocabulary:

- Empire
- Emperor
- Invade
- Kingdoms
- Trade
- Villa
- Legion
- Artefacts
- Latin
- Hoard

- Raid
- Fleet
- Danelaw
- Valhalla
- Trade
- Runes
- Territory
- Pagan
- Excavation
- Archaeologists

- Air raid
- Allies
- Siren
- Blitz
- Conscription
- Evacuee/evacuate
- Rations
- Telegram
- Morse code
- Black out
- Annex
- Propaganda

## End points:

- Explain why the Romans left Britain
- Talk about why the Angles, Saxons and Jutes came to Britannia (including where they came from)
- Explain the significance of the Anglo-Saxon chronicles
- Describe the Kingdoms and leaders of Anglo-Saxon Britain
- Talk about the change in religious beliefs (moving to Christianity) and the importance of St Columba, St Augustine, and the Venerable Bede
- Explain why Sutton Hoo was such an important discovery
- Explain what Staffordshire Hoard shows us about Anglo-Saxon craftsmanship
- Talk about why the Scots came to North Britain (including where they came from)

- Talk about the Viking raid on Lindisfarne and what the Vikings hoped to gain by coming to Britain.
- Describe the relationship between the Anglo-Saxons and the Vikings.
- Talk about the struggle between King Alfred the Great and the Vikings which led to Wessex and Danelaw.
- Talk about what Repton's Man's pendant tells us religious beliefs in Viking times.
- Explain what we can find out about Jorvik by looking at a street map of York.
- Explain how modern-days maps show evidence of the Vikings being in Britain.
- Talk about Edward the Confessor and his death in 1066.

- To talk about where and when WW2 took place.
- To talk about why WW2 took place.
- To describe how WW2 affected the lives of children in Britain.
- To describe how WW2 affected the lives of children in Germany.
- To describe how WW2 affected the lives of Jewish children in Germany and other occupied countries.

## Useful resources:

Eric Bloodaxe  
<https://www.youtube.com/watch?v=VCiajzFOA0g>  
Lindisfarne  
<https://www.youtube.com/watch?v=WAjFKzyunrc>

Horrible Histories Viking Raid and Trade Game  
BBC school radio- The Viking Sagas  
BBC teach- The Vikings  
English heritage Viking name generator

BBC teach  
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>  
DK find out  
<https://www.dkfindout.com/uk/history/world-war-ii/>

## Year 5

### **AUTUMN** OUR UK ADVENTURE



### **SPRING** ANCIENT CIVILISATIONS



### **Summer** TIME TRAVELLERS



#### Key Questions:

What are Ancient civilisations and what was life like during it?

What is the contribution of Neil Armstrong to the lives of people living in Bradford?

#### Key Sources:

- Photographs of artefacts from each of the civilisations
- Map of Ancient Civilisations
- Hieroglyphics
- Videos of Archaeological ruins
- DK find out! Ancient Egypt.

- Photographs of Neil Armstrong
- Clips of Apollo 11
- Newspaper articles about Apollo 11
- Buzz Aldrin interview

#### Key vocabulary:

- Civilisation
- Archaeology
- Monarchy
- Dynasty
- Slavery

- Astronomer
- Axis
- Rotate
- Orbit
- Heliocentric model

- Agriculture
- Technology
- Trade
- Hierarchy

- Spherical bodies

End points:

- Talk about what a civilisation is and what it needs to be successful.
- Talk about who the Ancient Egyptians were and what everyday life would be like for them.
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- Talk about Neil Armstrong and his life.
- Talk about how technology changed after Apollo 11.
- Discuss how that technology improved people's lives.
- Discuss what changes to technology we still see in Bradford.

Useful resources:

BBC Teach- Class Clips  
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introduction-to-the-indus-valley/z4tjmfr>  
 The Rise and Fall of the Shang- YouTube

<https://www.youtube.com/watch?v=Ac47lgC39m8>

Year 6

	<u>Autumn</u> <b>HOLA MEXICO!</b>	<u>Spring</u> <b>EXTREME EARTH</b>	<u>Summer</u> <b>BRITAIN AT WORK</b>
			
<u>Key Questions:</u>	How did the Maya develop a civilised civilization?	What did the Greeks do for us?	What was the impact of the industrial revolution on people's lives in Britain?
<u>Key Sources:</u>	Interview with Dr Diane Davies about the rainforest. Images of Ancient Maya equipment Maya research programme- British Musuem Maya calendar Maya hieroglyphics	Extreme Earth Workshop British Museum – virtual visit BBC Primary History National Geographic – Ancient Greece BBC School Radio	School trip to Bradford Industrial Museum – Victorian workshop Historical case studies BBC Primary History
<u>Key vocabulary:</u>	<ul style="list-style-type: none"> <li>• Logograms</li> <li>• Hieroglyphs</li> <li>• Codices</li> <li>• Civilisation</li> <li>• Significance</li> <li>• Achievements</li> <li>• Sacrifice</li> <li>• Maize</li> </ul>	<ul style="list-style-type: none"> <li>• Tyrant</li> <li>• Titans</li> <li>• Sparta</li> <li>• Peloponnese</li> <li>• Democracy</li> <li>• Acropolis</li> <li>• Athens</li> </ul>	<ul style="list-style-type: none"> <li>• Victorian</li> <li>• Industrial Revolution</li> <li>• British Empire</li> <li>• Workhouse</li> <li>• Reform</li> <li>• Ragged School</li> <li>• Queen Victoria</li> <li>• Model town/village (Saltaire)</li> <li>• Factory Commission</li> <li>• Technology</li> </ul>

	<ul style="list-style-type: none"> <li>• Architecture</li> </ul>		<ul style="list-style-type: none"> <li>• Charles Dickens</li> <li>• Margaret McMillan</li> </ul>
<b>End points:</b>	<ul style="list-style-type: none"> <li>• Look at the Mayan timeline – starting and ending point. How does it fit within the global timeline?</li> <li>• Talk about how logograms and hieroglyphs were used and how they have affected modern writing.</li> <li>• Talk about Mayan numerals and compare to our own modern system.</li> <li>• Discuss the organisation of Mayan cities and compare to modern architecture.</li> <li>• Discuss what the Mayan’s achieved, in comparison to what the Vikings achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the Ancient Greek timeline – starting and ending point. How does it fit within the global timeline?</li> <li>• Talk about what was important to the Greeks. <ul style="list-style-type: none"> <li>• Discuss Ancient Greek society and what it was like to live then.</li> <li>• Talk about how the Ancient Greeks influenced art.</li> <li>• Talk about how the Ancient Greeks influenced sport.</li> <li>• Discuss what the Athenian government achieved and how it impacted modern society.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Look at the Victorian timeline – starting and ending point. How does it fit within the global timeline?</li> <li>• Talk about the impact of the Industrial Revolution on wealth of country and area.</li> <li>• Talk about living and working conditions of children.</li> <li>• Talk about Titus Salt and his impact on the model village of Saltaire.</li> </ul>
<b>Useful resources:</b>	<p><a href="https://www.youtube.com/watch?v=FJXT9a17YbQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=FJXT9a17YbQ&amp;feature=youtu.be</a> Virtual tour of a Viking village Virtual tour of a Mayan village.</p>	<p><b>Bitesize- Who were the ancient greeks?</b> <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</a> <b>Hamilton Brooks</b> <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/ancient-greece/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/ancient-greece/</a> <b>Argo Odyssey game</b> <a href="https://www.bbc.co.uk/bitesize/articles/z2ngf82">https://www.bbc.co.uk/bitesize/articles/z2ngf82</a></p>	<p><b>World Heritage Site</b> <a href="https://www.bradford.gov.uk/environment/saltaire/saltaire-world-heritage-site-information-and-history/">https://www.bradford.gov.uk/environment/saltaire/saltaire-world-heritage-site-information-and-history/</a> <b>Saltaire Village Website</b> <a href="https://saltairevillage.info/saltaire_history_0001a.html">https://saltairevillage.info/saltaire_history_0001a.html</a></p>

**Overall picture**

## History

KS1 - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

Working Historically – An aim of the History National Curriculum is for primary aged children to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed