

	Key concept/skills	Chronological Knowledge/ Understanding	Historical Terms	Historical Enquiry – using evidence/ communicating ideas	Key historical enquiry questions/ Examples of P4C questions	End points
EYFS		<ul style="list-style-type: none"> Chronology Communication Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about past and present events in their own lives and in lives of family members 	Yesterday Today Tomorrow Long ago Tier 3 vocabulary to support areas taught.	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer ‘how’ and ‘why’ questions in response to stories and events. Explain own knowledge and understanding and asks appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	P4C questions Enquiry questions: What did you do yesterday? What did you do today? What will you do today? What will you do tomorrow?	
1	<ul style="list-style-type: none"> Significance of events/people Similarity and difference within a period/situation sources 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework 	Before After Afterwards Later Earlier Similar Same Different Past	<ul style="list-style-type: none"> Ask and answer questions: Understand some ways that we can find out about the past Choose and use parts of stories and 	P4C questions What don’t we understand here? What questions can we ask to find out more? Enquiry question:	<ul style="list-style-type: none"> Describe an example of a significant individual who has left their mark on the world. Describe a significant event in their locality and its impact on the lives of the people involved. Visitors

		<ul style="list-style-type: none"> Identify similarities/differences between periods 	<p>present archaeology archaeologists local Tier 3 vocabulary to support areas taught.</p>	<p>other sources to show understanding.</p>	<p>Why do we remember ____ [event/person] ?</p>	
2	<ul style="list-style-type: none"> Significance of events/people Similarity and difference within a period/situation Use of sources 	<ul style="list-style-type: none"> Continue to develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods 	<p>Primary source Secondary source Evidence Artefact Change Chronology Chronological order Calendar Church Christianity Global Explorer Significant Tier 3 vocabulary to support areas taught.</p>	<ul style="list-style-type: none"> Ask and answer questions based on previous knowledge Find answers to own simple questions using a variety of sources Begin to explain why people and events are similar and different 	<p>P4C questions:</p> <p>What is the hardest decision someone had to make, and why?</p> <p>Can one person change the world?</p> <p>Is there anything that we cannot know?</p> <p>Enquiry question: What does _____ [source] tell us about _____?</p>	<p>End of KS1:</p> <ul style="list-style-type: none"> Describe a significant event and its impact on the lives of the people involved. Describe an example of a significant individual who has left their mark on the world (RSA fellow). Differentiate between primary and secondary sources. Visit in local area Visit to a museum
3	<ul style="list-style-type: none"> Cause and consequence Source analysis Significance of the time period on life today 	<ul style="list-style-type: none"> Note connections contrasts and trends over time Link people/events studied to prior knowledge Identify consequences of events 	<p>AD BC Decade Century Empire emperor Cause Consequence Invention Discovery</p>	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Construct informed responses through dialogue Select and organise relevant historical information 	<p>P4C questions:</p> <p>Is it ever OK to build a wall to separate people? Should people be made to move away from their home for their job? Does everything have a cause?</p>	<ul style="list-style-type: none"> Explain how a period of time differs to that of the present. Explain the impact Romans had on modern life How did the Romans live e.g. raw materials/fresh water, aqueducts/infrastructure,

			<p>Republic Settler Hunter Gatherer Stone-age Bronze-age Tier 3 vocabulary to support areas taught.</p>		<p>Should the citizens obey a ruler/monarch? Enquiry question: _____ [primary source] was made at the time. I know this because...</p>	<p>central heating, sewerage. *Optional visits to support learning</p>
4	<ul style="list-style-type: none"> Source analysis Continuity and change in and between periods Cause and consequence Similarity and difference 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Identify causes for significant events 	<p>Metal working Aristocracy Peasant Monarchy Treason Invasion Evidence Agriculture Myths legends Tier 3 vocabulary to support areas taught.</p>	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from sources Construct informed responses verbally Select and organise relevant historical information making connections to previous learning. 	<p>P4C questions: Is it better to be a child than an adult? How much is it fair to expect the rich to help the poor? How do you know what to believe? Should there be a limit on what someone can own? Enquiry questions: How is _____ [event] similar to _____ [event]? How is _____ [event] different to _____ [event]?</p>	<p>End of LKS2:</p> <ul style="list-style-type: none"> Explain how a significant individual has left their mark on the world. Victorians – What kind of work did people do and who did it? Class/gender inequality. Industrial Revolution. Focus on an RSA fellow – change in the way people worked. Explain how a source helps understand the past Visit
5	<ul style="list-style-type: none"> Source analysis Similarity and difference within a period/situation 	<ul style="list-style-type: none"> Know how Roman Britain fits into British history Identify significant changes to society and infrastructure 	<p>Conquest Ancient Civilisations Colony Interpretation Pope</p>	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Understand how knowledge of the 	<p>P4C questions: Did the Romans do anything for us? Can a bad person be a good leader?</p>	<ul style="list-style-type: none"> Roman Empire – Why were they so successful: concept of an empire, control and protection, social hierarchy, growth enabled

	<ul style="list-style-type: none"> Continuity and change in and between periods 		<p>Heresy Immigrant Diversity Nomad Rebellion Revolt Crusade slave Tier 3 vocabulary to support areas taught.</p>	<p>past is constructed from sources</p> <ul style="list-style-type: none"> Construct informed responses verbally Select and organise relevant historical information and make connections with previous learning. 	<p>Is maths invented or discovered? Is the future longer than the past? Is it possible to have a just war? Is history only written by the winners?</p>	<p>movement/migration, citizenship</p> <ul style="list-style-type: none"> Explain the impact of a significant event locally, nationally and globally. Describe what a credible source is. <p>*Optional visits to support learning</p>
6	<ul style="list-style-type: none"> Cause and consequence Source analysis Continuity and change in and between periods 	<ul style="list-style-type: none"> Know why events happen in the chronology they did Make connections between contrasts and trends over time 	<p>Continuity Interpretation Sacrifice</p> <p>embed vocabulary previously learnt</p> <p>Tier 3 vocabulary to support areas taught.</p>	<ul style="list-style-type: none"> Regularly address and devise historically valid questions Construct informed responses both verbally and in written form Select and organise relevant historical information, justifying decisions made based on historical knowledge. 	<p>P4C questions: Can you be poor but deserve to be rich, or vice versa? Can it ever be right to steal? Is everything connected?</p> <p>Enquiry question: Why did _____ [event/change] happen? Why is _____ [event/person] important?</p>	<p>End of UKS2:</p> <ul style="list-style-type: none"> Construct historically accurate plausible accounts of an event. Explain how a period of time differs to that of another. Victorians – How did work change within this period? RSA fellow link in other subjects. Development of the British Empire. Explain how sources can reliable/unreliable when understanding the past Museum visit



Knowledge is “food for thought” Central RSA Academy Trust Primary History Long term Plan

