

# Characteristics of a Historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



# Topics

	<b>EYFS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
		Gundpowder Plot Elizabeth 1st	Battle of Hastings	Stone/Bronze Age	Anglo Saxons	Ancient Greeks	Battle of Britian
		Moon Landing Neil Armstrong	Great Fire of London The Plague	Iron Age	Vikings	Mayans	Victorians
		First Flight Emily Davison	Local History Unit	Romans	Local History	Tudors	Local History

History Progression of Knowledge and Skills				
	EYFS	Milestone 1	Milestone 2	Milestone 3
Interpret the Past	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Beginning to look for similarities and differences over time in their own lives</li> <li>Recalling special events in their own lives.</li> <li>Discussing who was important in a historical event.</li> <li>Identifying similarities and difference between ways of life at different times.</li> <li>Identifying simple reasons for changes</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Describing the changes and continuity between different periods of history.</li> <li>Identifying what the situation was like before the change occurred.</li> <li>Explaining similarities and differences between daily lives of people in the past and today</li> <li>Identifying and giving reasons for different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> <li>Making links between events and changes within and across different time periods / societies</li> <li>Describing the links between main events, similarities and changes within and across different periods/studied</li> <li>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well</li> <li>Comparing accounts of events from different sources</li> </ul>
Build an Overview of World History	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Comparing accounts of events from different sources</li> <li>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</li> <li>To be aware of the achievements of significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>To understand the expansion of empires and how they were controlled across a large empire</li> <li>To know that there were different reasons for invading Britain</li> <li>To understand the earliest settlements in Britain</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Victorian times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>To understand that different empires have different reasons for their expansion</li> <li>To know that there are different reasons for the decline of different empires.</li> <li>To understand the changing nature of religion in Britain and its impact</li> <li>To know some of the impacts of war on daily lives</li> </ul>

## Understand Chronology

- Describe an event or family member from their past that is important to remember
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Recognise the difference between past and present in their own and others' lives.
- Talk about past and present events in their own lives and in the lives of family members.

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.
- Beginning to recognise how long each event lasted
- Knowing where people/events studied fit into a chronological framework

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events
- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Putting dates in the correct century
- Comparing and making connections between different contexts in the past

## Communicate historically

- Answer 'how' and 'why' questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events
- Talk about some of the things they have observed, question why things happen and give explanations.

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
- Asking questions about sources of evidence (e.g. artefacts).
- Evaluating how reliable a source is
- Making simple conclusions about a question using evidence to support.
- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers
- Describing past events and people by drawing or writing
- Communicating findings through discussion and timelines with physical objects/ pictures

- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - change
  - chronology.
- Creating historically-valid questions across a range of time periods, cultures and groups of people
- Asking questions about the bias of historical evidence
- Defining the terms 'source' and 'evidence'
- Comparing and contrasting different historical sources
- Extracting the appropriate information from a historical source

- Use appropriate historical vocabulary to communicate, including:
  - chronology
  - continuity
  - century
  - decade
  - Legacy
- Use original ways to present information and ideas.
- Asking historical questions of increasing difficulty e.g. who governed, how and with what results?
- Using different sources to make and substantiate historical claims
- Distinguishing between fact and opinion
- Beginning to interpret simple statistical sources
- Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art and writing.