



All Saints CE Primary School & Nursery
Subject: HISTORY

Foundation Subject Overview

HOW DOES THIS SUBJECT FIT IN?

KS1 National Curriculum:	KS2 National Curriculum:
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • 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. • A local history study (of Bishops Stortford). • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. • Ancient Greece. • A non-European society that contrasts with British history chosen from: Early Islamic Civilization; Mayan Civilization; Benin • History of interest to pupils (not statutory)

Characteristics of History (from National Curriculum):

- 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.

What this looks like in EYFS:

IN EYFS Historical knowledge and skills are taught as part of Understanding of the World. The past and present strand shows direct parallels to the National Curriculum but the other strands also help build historical skills of observation and comparison. This includes:

- Pupils understanding their own life history and family.
- Being able to recognise changes over time within living memory and beyond.
- Recognise significant family, cultural and historical events.
- Talk about changes in time simply (to develop in KS1).
- Using sources such as talking to adults, stories, role play, photographs to understand/gain information.
- Noticing patterns in different contexts.
- Explaining observations.
- Begin to ask and answer questions.

What this looks like in 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.

What this looks like in 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.

Historical contexts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Personal history, Families, celebrations, seasonal changes					
Reception	Harvest – now and in the past Seasonal changes	Bonfire Night Remembrance Day Celebrations	Seasonal changes	Easter Story	Clothing now and when we were younger Trains now and in the past Seasonal changes	
Year 1	How am I making history?		How have toys changed?		How was school different in the past?	
Year 2	How have explorers changed the world?		How did we learn to fly?		What is a monarch?	
Year 3	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		British History 2: Why did the Romans settle in Britain?		What did the ancient Egyptians believe?	
Year 4	How have children’s lives changed?		British History 3: How hard was it to invade and settle in Britain?		British History 4: Were the Vikings raiders, traders or settlers?	
Year 5	Ancient Egypt		Anglo Saxons and Vikings			
Year 6	The Tudors- Monarchs and Reformation	Tudor Explorers			The Mayan Civilisation	

Due to a change in scheme of work the following units will be taught for year 5 from 2024-

	Autumn	Spring	Summer
Year 5 (2024)	British History 5: What was life like in Tudor England?	What did the Greeks ever do for us?	How did the Maya civilisation compare to the Anglo Saxons?

The following units will be taught for year 6 from 2025-

	Autumn	Spring	Summer
Year 6 (2025)	What does the census tell us about our local area?	British History 6: What was the impact of world War II on the people of Britain?	Unheard Histories: Who should go on the banknote?

Knowledge Organisers support children’s understanding of the whole topic and key vocabulary and concepts.

Within each context a range of themes are covered. These themes are revisited across the school. Themes include:

- Power (monarchy, government and empire)
- Achievements and follies of mankind
- Invasion, settlement and migration
- Civilisation (social and cultural)
- Trade
- Beliefs

Context	Themes					
	Power (monarchy, government and empire)	Achievements and follies of mankind	Invasion, settlement and migration	Civilisation (social and cultural)	Trade	Beliefs
Yr1- How am I making history?		X				
Yr1- How have toys changed?		X				
Yr1- How was school different in the past?	X					
Yr2- How have explorers changed the world?		X				
Yr2- How did we learn to fly?		X				
Yr2- What is a monarch?	X					
Yr3- British history 1: Would you prefer to live in the stone age, iron age or bronze age?		X	X	X	X	
Yr3- British history 2: Why did the Romans settle in Britain?	X	X	X	X	X	X
Yr3- What did the ancient Egyptians believe?	X	X	X	X		X
Yr4- How have children’s lives changed?		X		X		
Yr4- British History 3: How hard was it to invade and settle in Britain?	X	X	X	X		X
Yr4- British History 4: Were the Vikings raiders, traders or settlers?	X	X	X	X	X	X
Yr 5 – Ancient Egypt	X	X	X	X	X	X

Yr 5 –Anglo Saxons and Vikings	X	X	X	X	X	X
Yr 6 – Tudor Monarchs	X		X			X
Yr 6 – Tudor Explorers	X	X	X	X	X	
Yr 6 – Mayan Civilisation	X	X	X	X	X	X
2024	X	X		X	X	X
Yr5- British History 5: What was life like in Tudor England?						
Yr5- What did the Greeks ever do for us?	X	X		X		X
Yr5- How did the Maya civilisation compare to the Anglos Saxons?	X		X	X		X
2025	X		X	X		
Yr6- What does the Census tell us about our local area?						
Yr6- British history 6: What was the impact of World War II on the people of Britain?	X	X	X	X		
Yr6- Unheard histories: Who should go on the banknote?		X		x	X	

Year group objectives

Nursery	Past and Present	People, Culture and Communities	The Natural World
	Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London".	Notice similarities and differences between people, reflecting on differences positively.	Notice changes in different contexts eg. materials, forces, seasons Explore using senses and describe observations simply.
Reception	Past and Present	People, Culture and Communities	The Natural World
	Talks about significant historical events (within living memory or experience of celebrations) and how things were different in the past.	Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.	Has a good general knowledge about living things and the natural world and can describe features and recognise some similarities and differences.

	<p>Begin to discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then".</p> <p>Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p>	<p>Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".</p>	<p>Offer simple, logical explanations for what they have observed,</p> <p>Drawings show closer observation of details they have observed,</p> <p>Use modelled, topical vocabulary in discussion.</p> <p>Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>
	<p>ELG - Talk about the lives of the people around them and their roles in society.</p> <p>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	<p>ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Year 1 Objectives:</p>	<p>How am I making history?</p> <ul style="list-style-type: none"> • I can order three photographs correctly on a simple timeline and using the vocabulary before and after when talking about their timeline. • I can talk about three memories and placing one memory to a timeline, explaining why memories are special. • I can name four events they celebrate throughout the year and thinking of three ways they celebrate their birthday. • I know one similarity and one difference between childhood now and in the past. • I can add three ideas to a time capsule about themselves using key vocabulary to discuss now, the past and possible changes in the future. <p>How have toys changed?</p> <ul style="list-style-type: none"> • I can discuss my favourite toy and recalling their past using language relating to time. • I can ask one question about toys in the past and making one comparison between toys in the past and present. • I can sequence four artefacts from different periods of time. • I can identify two similarities and two differences between a toy from the past and a modern toy. • I can identify three changes between teddy bears now and 100 years ago, recognising that the same type of toy has continued over time. <p>How was school different in the past?</p> <ul style="list-style-type: none"> • I can correctly order four photographs on a timeline and adding some dates. • I can ask one question about schools in the past and making one comparison between schools in the past and present. • I can use sources to research and develop an understanding of what schools were like 100 years ago. • I can Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. 		

	<ul style="list-style-type: none"> • I can recognise two similarities and two differences between schools now and schools in the past. • I can state whether I would have preferred to go to school in the past or not and explaining why.
<p style="text-align: center;">Year 2 Objectives:</p>	<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> • I can explain what explorers do; naming equipment or transport an explorer would need and sequencing four photographs from different periods of time. • I can name important explorers; identifying where they travelled and writing a sentence about the achievements of one explorer. • I can select the most important events in a historical story; sequencing events on a timeline and using this to retell the story. • I can describe what they can see in a photograph, making inferences about what a person in an image could be saying and asking questions to further their understanding. • I can compare images from different time periods and understanding that some things change over time and some things stay the same over time. • I can describe how an explorer is significant and how they impacted events or people's ideas. Presenting significant people using a coat of arms. <p>How did we learn to fly?</p> <ul style="list-style-type: none"> • I can identify important events in the past and recounting these. • I can explain how a significant event has changed the lives of others. • I can write three things they have found out about the past using a source and asking three questions about people in the past. • I can use primary sources to find out about people and events in the past and creating their own. • I can ask three questions about events in the past and investigating why the moon landing was significant. • I can correctly order five events on a timeline and adding some dates. <p>What is a monarch?</p> <ul style="list-style-type: none"> • I know that a monarch is a king or queen; explaining that recent monarchs in the UK do not have the power to make decisions alone; identifying some of the monarch's roles. • I can explain that a king or queen is crowned in a special ceremony called a coronation; naming some of the main steps in the coronation ceremony; explaining the use of special objects in the coronation. • I can use sources to explain how William the Conqueror became King of England: knowing that monarchs in the past had all the power to make decisions. • I can explain how William the Conqueror kept order and conquered England; identifying the two different types of castles built by the Normans; comparing the similarities and differences between Norman castles. • I can identify features of Norman castles; explaining how castles have changed over time; recognising that we still have castles today; sequencing castles on a timeline. • I can describe characteristics of the monarchy in the past; identifying that the monarchy has changed over time; making comparisons between past and present monarchy.

<p style="text-align: center;">Year 3 Objectives:</p>	<p>British History 1: Would you prefer to live in the Stone Age, Iron Age or Broze Age?</p> <ul style="list-style-type: none"> • I can explain that the Stone Age was a long time ago and using historical terms to describe the periods that have taken place since then. • I can identify certainties and possibilities for the objects in the buildings. • I can use artefacts make deductions about the Archer’s life. Identify the types of information that they do not have for the Bronze Age. • I can explain how bronze was better than stone and how it transformed farming. • I can explain how trade increased during the Iron Age. Explaining why coins were needed. • I can "identify changes and continuities between the Neolithic and Iron Age period. I can explain which period I would live in and providing evidence for my choice. <p>British History 2: Why did the Romans settle on Britain?</p> <ul style="list-style-type: none"> • I can explain the meaning of empire and invasion and understanding the chronology of the Roman invasion of Britain. • I can identify the consequences of the Roman invasion and creating an interpretation of Boudicca using sources. • I can explain why the Romans needed a powerful army and identifying a soldier’s equipment. • I can explain how the Roman army was organised and performing simple manoeuvres and drills. • I can make observations about an artefact. • I can explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. • I know that Stansted Road is a Roman Road • I know that the Romans settled in Bishops Stortford <p>What did the ancient Egyptians believe?</p> <ul style="list-style-type: none"> • I can identify the ancient civilisations; describing the key physical features of Egypt; identifying the key periods in ancient Egypt. • I can explain the Egyptian creation story: identifying the characteristics of important gods or goddesses; creating a realistic Egyptian god or goddess. • I can explain why pyramids were built; identifying the stages and challenges of building a pyramid. • I explain the links between ancient Egyptian beliefs and mummification; describing the stages involved. • I can explain which sources are used to find out about Egyptian beliefs; identifying the meaning of common symbols; explaining some Egyptian beliefs about the afterlife. • I evaluate videos for strengths and areas of development; identifying significant aspects of beliefs; explaining them.
<p style="text-align: center;">Year 4 Objectives:</p>	<p>How have children’s lives changed?</p> <ul style="list-style-type: none"> • I can explain why children needed to work and identifying the kinds of jobs Tudor children had. • I can identify the types of jobs Victorian children had and making observations and inferences about the jobs. • Identifying how Lord Shaftesbury changed the lives of children and evaluating the impact of his work.

	<ul style="list-style-type: none"> • Using sources to identify leisure activities in images and comparing them over time. <p>Identifying diseases from the past and how effective the cures were.</p> <p>British history 3: How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> • I can explain how the Britons felt when the Romans left Britain and suggesting reasons for the Anglo-Saxon invasion of Britain. • I can name the key features of Anglo-Saxon settlements and identifying changes and continuities in settlements from prehistoric Britain. • I can make inferences about artefacts; predicting who was buried at Sutton Hoo; providing supporting evidence. • I understand how Anglo-Saxon beliefs changed and explaining how missionaries spread Christianity • I understand the threat the Vikings posed to the Anglo-Saxons and creating an interpretation of Alfred the Great. <p>I can identify the qualities a leader needs and understanding the candidates' claims to the English throne.</p> <p>British history 4: Were the Vikings raiders, traders or settlers?</p> <ul style="list-style-type: none"> • I can identify the different reasons for migration to Britain and sequence events according to their significance for groups of people; explain where the Vikings came from and why they came to Britain. • I can make inferences from sources and explain how sources can be biased; find evidence within a source to support my reasoning. • I can describe the parts of a longboat, design and create a longboat and make adaptations to the design. • I can describe what the Vikings traded, identify Viking trading routes and explain whether the Vikings were traders or raiders and provide supporting evidence. • I can identify important events in the Anglo-Saxon and Viking struggle for Britain, explain the meaning of cause and consequence and suggest the consequences and impact of events. • I can make observations and deductions about artefacts and write a conclusion about an enquiry with supporting evidence.
<p>Year 5 Objectives:</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • I know the importance of the river Nile for Ancient Egypt • I know about the Ancient Egyptians beliefs about the afterlife and mummification. • I know what a sarcophagus is. • I know that the Ancient Egyptian form of writing was Hieroglyphics. • I know what a cartouche is. • I know what a pharaoh is. • I know what the Rosetta stone is and why it was so important. • I know how the Ancient Egyptians constructed their homes. • I know who Tutankhamun was and about the discovery of his tomb by Howard Carter. • I can place events, people and changes from this country and abroad into the correct periods of time on a timeline. • I can use words such as social, political or cultural to describe change and words such as era, period and during to describe passing of time. • I can name the dates of significant events studied and place on a timeline.

- I can with help, choose sources of factual evidence to research and gain knowledge of aspects of British history and that of the wider world.
- I can use evidence to describe reasons for and results of historical events and how and why things change.
- I can use evidence to describe similarities and differences and show how the past affects life today.
- I can look at 2 different accounts of an event and find differences between them – know that people may represent ideas and events in a way that persuades others.
- I understand that evidence can be propaganda and give reasons for different accounts of history.
- I can use a wide variety of resources to collect evidence about the past, selecting and combining information from various sources.
- I can present findings as above, now using dates and terms accurately.
- I can choose the most suitable way to present the information, knowing it is for an audience.

Anglo Saxons and Vikings

- I know who the Anglo Saxons were
- I know who the Vikings were and where they came from
- I know that the Vikings used longboat and raided settlements
- I know about the first Viking raid
- I know that the Vikings were pagans
- I know that originally the Anglo Saxons were pagans and then converted to Christianity
- I know about the Viking and Anglo Saxon laws and punishments
- I know about the resistance by Alfred the Great and Athelstan
- I know about the Viking longhouses
- I know what a rune is.
- I know that Danegeld was payment by the Anglo Saxons to the Vikings to stop them invading
- I can name the dates of significant events studied and place on a timeline.
- I can with help, choose sources of factual evidence to research and gain knowledge of aspects of British history and that of the wider world.
- I can use evidence to describe reasons for and results of historical events and how and why things change.
- I can use evidence to describe similarities and differences and show how the past affects life today.
- I can look at 2 different accounts of an event and find differences between them – know that people may represent ideas and events in a way that persuades others.
- I understand that evidence can be propaganda and give reasons for different accounts of history.
- I can use a wide variety of resources to collect evidence about the past, selecting and combining information from various sources.
- I can present findings as above, now using dates and terms accurately.
- I can choose the most suitable way to present the information, knowing it is for an audience.

**Year 6
Objectives:**

Tudors

- I can name some Tudor monarchs (Henry VIII, Mary I and Elizabeth I)
- I can list facts about Henry VIII

- I know that Henry VIII had six wives
- I can name some of the wives and what happened to them
- I know how Tudor houses were made
- I know the differences between the clothes worn by rich and poor
- I know about the food and drink that was eaten by the rich and the poor
- I know about the Spanish Armada and why Spain and England were at odds with each other
- I know that the Tudor age was one of exploration
- (not much on the knowledge organiser about this- maybe add in the name of an explorer? And what they discovered? And the impact?)
- I can place events, periods and developments in culture, technology, religion and society on a timeline.
- I can place all the historical eras studied in time order.
- I can use key periods as reference points eg the Stuarts or the Anglo-Saxons.
- I can describe main changes in a period of history studied and place significant dates on a timeline.
- I can evaluate evidence and choose reliable forms.
- I can present findings as above, now also using appropriate historical vocabulary (see previous years objectives)
- I know that everyone has a point of view which can affect interpretation.
- I can show a clear understanding why there may be different accounts of history.
- I can independently use and question a variety of historical sources. (newspapers, photos, accounts, objects, maps, census, oral, paintings)

The Mayan Civilisation

- I know who the Maya were
- I know about their food and drink
- I know about their number system
- I know that they used symbols to represent sounds for writing
- I know the importance of maize and cacao beans to the Maya
- I know about the structure of their society
- I know some key dates relating to their history such as the arrival of the Spanish
- I can place events, periods and developments in culture, technology, religion and society on a timeline.
- I can place all the historical eras studied in time order.
- I can use key periods as reference points eg the Stuarts or the Anglo-Saxons.
- I can describe main changes in a period of history studied and place significant dates on a timeline.
- I can evaluate evidence and choose reliable forms.
- I can present findings as above, now also using appropriate historical vocabulary (see previous years objectives)
- I know that everyone has a point of view which can affect interpretation.
- I can show a clear understanding why there may be different accounts of history.
- I can independently use and question a variety of historical sources. (newspapers, photos, accounts, objects, maps, census, oral, paintings)

<p style="text-align: center;">Year 5 2024</p>	<p>British History 5: What was life like in Tudor England?</p> <ul style="list-style-type: none"> • I can extract information about Henry VIII from sources and explaining their interpretation of Henry VIII using evidence from sources to justify this. • I can make deductions from sources about Anne Boleyn and interpreting historical sources. • I can use sources to make deductions about Henry VIII's wives and using evidence to support deductions. • I can identify primary sources, highlighting evidence in a source and making historical deductions from evidence. • I can select the relevant evidence required from sources and recreating Elizabeth's entrance into Worcester. • I can deduct using inventories and making judgements as to whether a person was rich or poor. • I can explain how inventories are useful to historians and creating a realistic inventory. <p>What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> • I can describe the features of ancient Greece; identifying the key periods in the ancient Greek civilisation; identifying what was going on in the world at the same time as the ancient Greek civilisation. • I can make inferences about Greek gods and researching a Greek god. • I can identify similarities and differences between Athens and Sparta and explaining which city-state they would live in and why. • I can understand the different types of democracy and explaining how Athenian democracy worked. • I can explain what philosophy is and identifying the achievements of the ancient Greek philosophers. • I can identify the Greek letters that appear in the modern alphabet, identifying the ancient Greeks' legacies explaining their impact. <p>How did the Maya civilisation compare to the Anglo Saxons?</p> <ul style="list-style-type: none"> • I can describe the key physical features of the Maya civilisation; sequencing the key periods in the Maya civilisation; identifying periods that were happening in Britain at the same time. • I can name the features of the rainforest; explaining the challenges facing the Maya; identifying how the Maya settled in the rainforest. • I can recognise the key features of Maya houses; identifying the similarities and differences between Maya and Anglo-Saxon houses. • I can explain the Maya creation story; identifying the characteristics of important gods or goddesses. • I can make deductions about cities; naming the features of Maya cities; creating a plan of a Maya city including the main features. • I can explain the reasons for the decline of the Maya cities; evaluating the reasons for the decline of the Maya cities; identifying similarities and differences between the Maya civilisation and the Anglo-Saxons.
<p style="text-align: center;">Year 6 2025</p>	<p>What does the census tell us about our local area?</p> <ul style="list-style-type: none"> • I can identify the type of information the census gives us about people, using the census to make inferences about people from the past and providing supporting evidence for statements. • I can make observations from the census and identifying changes between periods of time. • I can identify the dangers in a textile mill and creating questions to identify the thoughts and feelings of a Victorian working child. • I can identify the key parts of Mary's life and interpreting her thoughts and feelings. • I can extract information from the census and recreating the lives of a household from the local area. • I can extract information from the census and deciding whether a family was rich or poor. <p>British History 6: What was the impact of World War II on the people of Britain?</p>

- I can identify the causes of WW2 and placing events on a timeline.
- I can identify the different phases of the Battle of Britain and sorting the strengths of the RAF and Luftwaffe.
- I can describe what they can see in a photograph and making reasonable inferences and deductions about a photograph.
- I can identify the reasons for evacuation and recreating the feelings and thoughts of evacuees.
- I can make inferences from a primary source and creating their own primary source describing evacuation.
- I can explain why and how women's roles changed during WW2, giving an example.

Unheard histories: Who should go on the bank note?

- I can name the features of a banknote; making inferences about people featured on banknotes; explaining the contributions of significant people.
- I can make deductions from sources, applying criteria to decide if a person is historically significant and explaining why a person is historically significant.
- I can make inferences from a source about the characteristics of a person; evaluating a person's achievements to decide if they are significant; naming the criteria for selecting a historical person for a banknote.

Progression of skills

The progression document for historical knowledge and skills can be found by using the following link-