

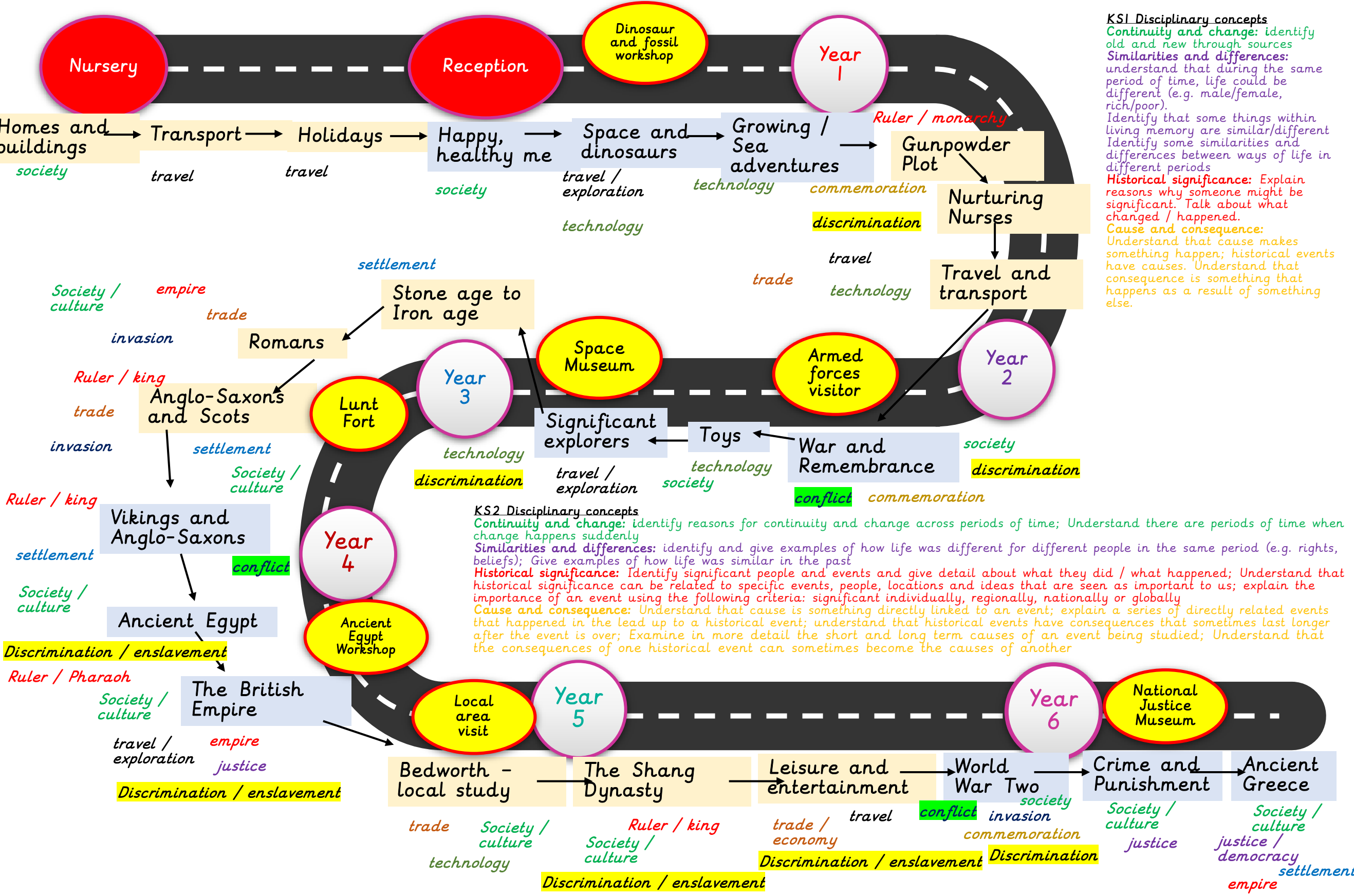


All Saints  
Bedworth  
C of E Academy & Nursery

# History Roadmap

**EYFS disciplinary concepts**  
Continuity and change: some things change and some things stay the same  
Similarities and differences: recognize same/different between past and present  
Historical significance: Why an event or person is important

**KS1 Disciplinary concepts**  
Continuity and change: identify old and new through sources  
Similarities and differences: understand that during the same period of time, life could be different (e.g. male/female, rich/poor).  
Identify that some things within living memory are similar/different  
Identify some similarities and differences between ways of life in different periods  
Historical significance: Explain reasons why someone might be significant. Talk about what changed / happened.  
Cause and consequence: Understand that cause makes something happen; historical events have causes. Understand that consequence is something that happens as a result of something else.



**KS2 Disciplinary concepts**  
Continuity and change: identify reasons for continuity and change across periods of time; Understand there are periods of time when change happens suddenly  
Similarities and differences: identify and give examples of how life was different for different people in the same period (e.g. rights, beliefs); Give examples of how life was similar in the past  
Historical significance: Identify significant people and events and give detail about what they did / what happened; Understand that historical significance can be related to specific events, people, locations and ideas that are seen as important to us; explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally  
Cause and consequence: Understand that cause is something directly linked to an event; explain a series of directly related events that happened in the lead up to a historical event; understand that historical events have consequences that sometimes last longer after the event is over; Examine in more detail the short and long term causes of an event being studied; Understand that the consequences of one historical event can sometimes become the causes of another

# Historical Enquiry progression

	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events and People in the Past	Presenting, Communicating and Organising
<b>Early Years</b>	<ul style="list-style-type: none"> <li>Observe and use pictures, photographs and artefacts to develop an understanding of the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>Sort some objects and pictures into then and now, old and new</li> </ul>	<ul style="list-style-type: none"> <li>Describe memories and changes that have happened in their own lives.</li> <li>Use words and phrases (such as old, new, past, present,) to show the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Talk, write and draw about things from the past. Use appropriate vocabulary when talking about own experiences</li> <li>describe memories and changes that have happened in their own lives; use words and phrases (such as old, new, past, present,) to show the passing of time.</li> </ul>	
<b>KS1</b>	<ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past</li> <li>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past</li> <li>start to compare two versions of past events;</li> </ul>	<ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past on the basis of simple observations;</li> <li>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>sort some objects/artefacts into new and old and then and now</li> <li>use evidence to explain the key features of events;</li> </ul>	<ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own lives;</li> <li>use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time</li> <li>sequence artefacts and events that are close together in time;</li> </ul>	<ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past</li> </ul>	<ul style="list-style-type: none"> <li>talk, write and draw about things from the past;</li> <li>use historical vocabulary to retell simple stories about the past.</li> </ul>
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>look at two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>begin to understand some of the ways in which historians and others investigate the past</li> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>continue to develop their understanding of how historians and others investigate the past.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research</li> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li>start to present ideas based on their own research about a studied period</li> </ul>

# Historical Enquiry progression

	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events and People in the Past	Presenting, Communicating and Organising
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>look at two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>begin to understand some of the ways in which historians and others investigate the past</li> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>continue to develop their understanding of how historians and others investigate the past.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research</li> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li>start to present ideas based on their own research about a studied period</li> </ul>
<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>start to understand the difference between primary and secondary evidence and start to question its reliability;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>continue to develop their understanding of how historians and others investigate the past.</li> <li>show an awareness of the concept of propaganda;</li> </ul>	<ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> <li>accurately use dates and terms to describe historical events;</li> </ul>	<ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives;</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>

# KSI Chronology



Reception

Space and dinosaurs

Year 1

Gunpowder Plot 1605

Year 1

Crimean War 1853 (Nurturing Nurses)

Year 1

WWI 1914 (Nurturing Nurses)

Year 2

Ibn Battuta 1304 (explorers)

Year 2

Victorian toys  
Matthew Henson 1866 (explorers)

Year 2

WWI 1914 - 1918

Year 2

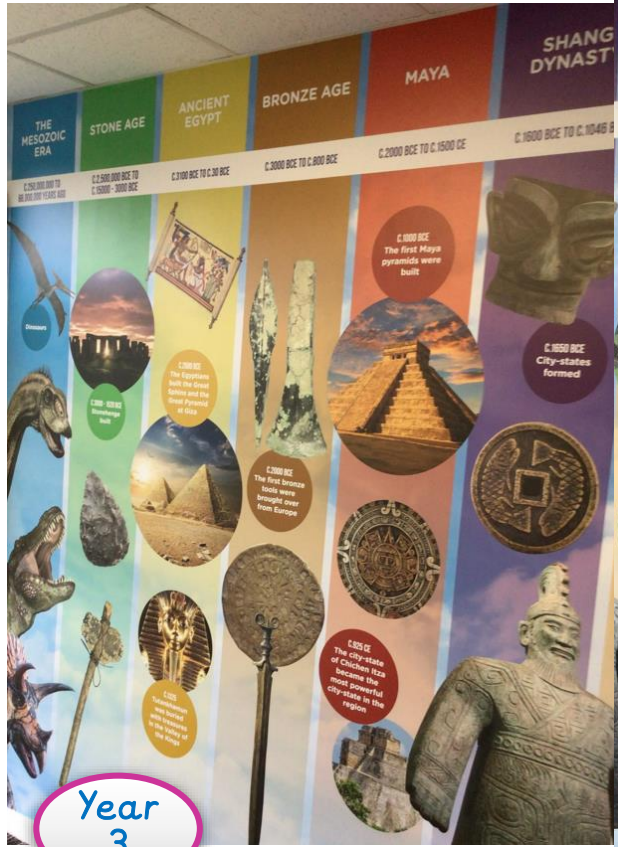
Modern toys and technology

Modern toys and technology

Moon landing 1969 (explorers)

Felicity Aston born 1977 (explorers)

# KS2 Chronology



Stone Age to Iron Age

Year 4

Ancient Egypt

Year 5

Shang Dynasty  
- 1400-1200BC - early examples of Chinese writing  
- Slaves revolt 1046BC

Romans

- City of Rome founded 753BC
- First invasion of Britain 55BC
- Boudicca Revolt 60/61AD
- Hadrian's Wall 122AD

Year 6

Ancient Greece

Anglo Saxons and Scots

Year 4

Anglo Saxons and Vikings

- Battle of Hastings 1066

Year 6

Year 4

The British Empire

Year 5

Bedworth - a local study

Year 5

Leisure and Entertainment - 20th Century

Year 6

WW2

Crime and Punishment