



GEOGRAPHY

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Geography curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent Geographers.

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Geography we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to geographical studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and

develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of geographical language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key geographical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring geographers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Geography curriculum both reinforces the key Geographical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Geography our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Geography exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become avid Geographers who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Geography is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Geography is planned as part of cross curricular topics to support links in learning.

SUBJECT INTENT: We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KEY LINES OF ENQUIRY/KNOWLEDGE	Democracy	Where do we live?	Who is in charge of the place we are studying?	Who is in charge of the place we are studying?	What kind of government does the place we are studying have?	What kind of government does the place we are studying have? How does that compare to Britain?	Is the place we are studying a democracy?	Is the place we are studying a democracy?	
		I know where I live	I know the name of the person in charge of the country	I know who is in charge of the UK and where the government is based	I know how the country is ruled in	I know how... is ruled and how that differs to rule of the British government	I know how a democracy functions and how some countries do not have democratic rule. I know how this differs to British Government and that of other democratic nations.	I understand how democratic rule affects society and how life differs for people living in countries where there is not democratic rule.	
	Impact of Humans	What can we do to protect our planet?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment? What different crops and resources do people grow and use in the place we are studying? What would it be like to live here?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?
		I know that we have to look after the planet and can name 1 way I can help	I can identify natural and man-made features of the landscape such as field, beach, cliff, coast, forest, hill, mountain, sea, roads, buildings etc. I know why we have to look after the planet and can name 3 ways I can help.	I can identify natural and man-made features of the landscape and say how they are similar or different. I know how humans change the environment for the benefit of people, such as growing different crops. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can compare where I live with a place I am studying.	I know how humans have influenced the area we are studying and how they change the landscape for human benefit. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can relate this to the local area and to areas studied. I know that some of these changes cause pollution and can explain how this pollution impacts. I can identify different forms of energy source and know which are sustainable. I know 3 ways the UK is protecting the environment.	I know that humans exploit the natural resources in the environment in different ways and that some of these ways are more sustainable than others. I know that human activity changes the physical features of the landscape and can identify some of these features in the area being studied. I understand the problems pollution cause for all living things and how the government of the country being studied causes or manages its environmental impact.	I know how the country being studied uses its natural resources and how these resources are traded with other countries. I know the measures in place locally, nationally and globally to protect the environment and can explain the long term consequences if these measures are not effective/implemented. I can explain how climate change will impact the planet. I understand my personal responsibilities to reduce my negative impact on the environment.	I know that economic exploitation of the natural resources in the environment has more of a negative impact than that which is for human sustenance. I can identify where human activity has changed the landscape and am aware of ways humans have attempted to counteract this with varying degrees of success. I understand the problems pollution causes in the developing and future world and how governments work together to manage this. I understand my role as a member of the global community to address the issues caused by human exploitation of the planet.	
	Equality and fairness	Is it fair that?	Does everyone live in the same kinds of houses in the place we are studying?	Does everyone live in the same kinds of houses in the place we are studying?	Are people treated fairly in the place we are studying? What is fair trade?	Are people treated fairly in the place we are studying? What is fair trade?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	
		I can talk about why something is fair	I know that there are many different types of houses and that some look very different, both inside and out.	I know that there are rich and poor in every country and the facilities they have in their houses and in the areas they live vary greatly.	"I know if people in the country we are studying are treated fairly as members of the community (both as children and as adult workers) I know what fair trade is and can give examples of fair trade products"	I know how Fair Trade helps communities and why people should try to make an ethical choice when shopping if possible. I know the consequences for workers and their families when Fair Trade standards are not met.	I know that people migrate for economic reasons and for reasons of personal safety. I know that both immigration and emigration have positive and negative impacts on communities. I know that some people are forced to leave their homes as a result of war or persecution and that this is different to economic migrants. I can explain how the country being studied respects or abuses human rights.	I can explain how economic migration benefits the counties receiving immigrants and how countries which respect human rights have a legal responsibility to support those fleeing persecution. I know some countries currently are treating groups of people unfairly and how other countries and organisations are influencing change.	
	Significant Person	Who is?	Who is ?	Who is ?	Who was...? Why were they important?	Who was...? Why were they important?	Who was...? Why were they important and what impact did they have?	Who was...? Why were they important and what impact did they have?	
		I know who ... was	I know who ... is/was and say where they lived	I know who ... is/was, where and when they lived and know 3 thing they did	I know who ... is/was, where and when they lived and can say what they achieved.	I know who ... is/was, where and when they lived and can say how they are important in the field of geography	I know who ... is/was, where and when they lived and can say how they contributed to our understanding of human/physical geography	I know who ... is/was, where and when they lived and can say why they were important in the field of human and physical geography, how they are/were viewed by the government and how their actions have impacted locally and globally..	

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Human	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate, maps.	I can use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop. I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?		I can describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including food. I can ask and answer geographical questions about the human characteristics of a location in the UK and the world.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy and food. I can ask and answer geographical questions about the human characteristics of a location in the UK and the world.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including migration, and the distribution of natural resources including energy, food, minerals and water. I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including migration and social inequalities and the distribution of natural resources including energy, food, minerals and water. I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.
	Physical	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate, maps. I can identify seasons and the associated weather.	I can identify seasons and daily weather patterns in the UK.	I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and the north and south poles.	I can ask and answer geographical questions about the physical characteristics of a location in the UK and the world. I can describe how people use natural resources to survive. I can describe and understand key aspects of physical geography including: climate zones, biomes (hot arid deserts), and vegetation belts, rivers, mountains and volcanoes.		I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations. I can describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, and earthquakes, and the water cycle.	
	Locational Knowledge		I can name the four countries and capital cities of the UK. I can name the worlds seven continents and five oceans.	I can name and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. I can name the worlds seven continents and five oceans.	I can name counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns: and understand how some of these aspects have changed. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic and Antarctic Circle		I can name and locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and understand how some of these aspects have changed. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics or Cancer and Capricorn, The Prime / Greenwich Meridian and time zones (including day and night)	
	Place Knowledge		Small area of United Kingdom, small area of contrasting non- EU country: Rotherham, London, Scarborough, Australia, Arctic.		The four countries of the UK, a region of the UK, a region of a European country, a country in Africa and the polar regions: Peak District, Rotherham, Naples, Italy, Egypt, the River Nile.		A region within North or South America, a region of the UK, a country in Africa, a country in Asia: Mexico, Costa Rica, Chile, New York, London, South Africa, India.	
	Maps	I can follow a simple map. I can use a simple key	I can locate the four countries and capital cities on a UK map. I can devise a simple map; and use and construct basic symbols in a key.	I can locate the four countries and capital cities of the UK on a world map, atlas or globe, as well as countries, continents and oceans studied at this Key Stage. I can devise a simple map; and use and construct basic symbols in a key	I can locate counties and cities of the United Kingdom on a world map, atlas or globe. I can use four references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. I can use four and six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	
	Compass	I can use positional language.	I can use compass directions and locational language (N,E,S,W) to describe a route on a map.	I can use simple compass directions and directional and locational language (Near and far, left and right) to describe the location of features and routes on a map.	I can use 8 points of a compass to locate places		I can use 8 points of a compass to describe routes and when giving directions.	
	Fieldwork	I can study my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas.	I can use simple fieldwork and observational skills to study the geography of school and it's grounds and key features of it's surrounding areas. I can use aerial photographs and pan perspectives to recognise landmarks and basic human and physical features.	I can use simple field work to observe, measure, record and present human and physical features in a contrasting location to school.	I can use field work to observe, measure, record and present human and physical features in two contrasting locations to school.	I can use field work to observe, measure, record and present human and physical features in a local area, using sketch maps, plans and graphs.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods, including digital technologies.



HISTORY

POLICY

INTENT

At WPT we believe that every child has the right to access a creative and inspiring History curriculum.

We strive to build critical and reflective thinking in our children through first hand, real life history opportunities whenever possible. These experiences are deeply embedded within the strong skills and knowledge content, driven by our key lines of enquiry such as democracy, the impact of humans and equality.

We need our children to progress through school knowing all that has gone before them, the battles people have fought, the strength of leaders, knowledge of discriminated and persecuted groups such as women and people of colour and through this, gain the compassion to build a better future.

HOW WE INTEND TO REMOVE BARRIERS

LITERACY

Students are exposed to reading through source material for historical context, involving skim reading and contextualising with their historical knowledge. A wide range of books and interactive resources has been made available to all History pupils to support them in reading widely and often outside of the classroom. Literacy misconceptions do not go unchallenged and work is regularly checked for literacy errors allowing pupils to grow in confidence within literacy and access the skills required to be a more able historian.

NUMERACY

Students work chronologically to create timelines and order events. In KS2 there is some data handling within History through the use of graphs and charts in historical sources.

ORACY

The reading we do within History develops pupils oracy skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them. Students are expected to present their findings verbally through presentations.

VOCABULARY

Students are given key vocabulary through the use of glossaries, key words in lessons as well as knowledge organisers where appropriate. The reading we do within History develops pupils vocabulary skills as the range of historical sources is vast and students are encouraged to discuss the sources and make inferences from them using key vocabulary.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning and each and every lesson. They will develop recall (what key history facts do we want our children to know). This will lead onto interpretation (can they answer the key questions and explain their thought process). Pupils will then begin to compare periods of history to make links (analysis). We strive to develop critical thinking/divergent thinking, our pupils can explain and think deeply about key events and people in history and their impact of life today. Finally the children will gather their ideas together cohesively and evaluate.

HOW WE FOSTER PERSONAL ATTRIBUTES

In History our curriculum intent embodies that of the school. We are committed to ensuring students have exposure to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility with the SCHOOL way.

History allows students to look at events from our past to help us shape our future. This is done at a local, national and international context, facilitating students' adoption of pride in local and national communities. We aspire for all our students to become avid Historians who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

History is a subject that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. History is planned as part of cross curricular topics to support links in learning.

Every child at WPT will leave Primary School with a wealth of both History skills and History knowledge that will lead them forward to whatever future they choose.



SUBJECT INTENT: We believe History will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We believe children should have an understanding of significant people and be able to recognise how the past shapes our future. We aim for it to inspire pupils’ curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, common phenomena are identified and discussed. We aim to support pupils to critically analyse different sources of information so that they are able to learn about human achievements and experiences from the past in order to see how these impact upon the world we live in both today and in the future. Clear enquiry questions based around significant comparative elements, shape the learning so that pupils can easily make links from one era to another.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach History through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of enquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

		EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KEY LINES OF ENQUIRY/KNOWLEDGE - CAUSE AND CONSEQUENCE, CONTINUITY AND CHANGE	Democracy	Who was...?	Who was in charge?	Who was in charge?	Who was in charge and how did they rule the country?	Who was in charge and how did they rule the country? Did they lead the country well?	Who was in charge, how did they rule the country and what impact did they have?		
		I know who ...was.	I know who ...was. I know when they lived	I know who ...was. I know where and when they lived and why they were important	I know who was and can explain the basic facts about their life.	I know who ... was, where and when they were in charge and can explain how they ruled the country	I know who... was, how they ruled the country and how this impacted on the general public.	I know who... was, can explain how they ruled the country and how this compared to the rule of other leaders in other times/places.	
	Impact of Humans	What was ... in your parent/grandparents lifetime?	What was ... like in...? How has that changed today?	What was ... like in...? How is that similar/ different to today? Why did this change happen?	What was ... like in ...? And how does it compare to...? What conflicts happened in... and why?	What was ... like in ... and how does it compare to ...? What changes happened in ... and why? What impact did ...-time period have today? What conflicts happened in ... and why?	What was the impact of...? On life then/ today? What conflicts happened in... and why? What is the impact of this on...?	What was the impact of... on life then/ today? What conflicts happened in... and why? What is the impact of this on...?	
		I know how ... has changed in living memory.	I know how ... has changed in living memory and can compare these changes to ... today.	I know how ... has changed and can say why an event in history has caused that change. I can identify similarities and differences between ways of life at 2 different periods of time.	I know how ... changed over time, and can make comparisons and links to periods previously studied. I can explain the impact a time period has had on the way we live today. I can explain 3 key facts about a specific conflict studied.	I know how ... changed over time, and can make comparisons and links to periods previously studied. I can identify and explain change and continuity within the current period being studied and a previous period studied. I can explain 3 key facts about a specific conflict studied and explain why the conflict happened.	I know how ... impacted on ... and can make comparisons and links to periods previously studied. I can identify and explain change and continuity within and across periods. I know key causes and consequences of ... conflict and how this impacted on the country.	I know how ... impacted on ... and can make comparisons and links to periods previously studied and current events. I can identify and explain change and continuity within and across periods. I know key causes and consequences of ... conflict and how this impacted on the countries involved.	
	Equality and fairness	Is it fair...?							
I can say if something is fair.		I can explain why ... was fair or not fair for children in the past.	I can explain why ... (a specific event) was fair or not fair in the past.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal.	I know how people lived in ... period and how and why the lives of certain groups of people were unequal. I know that ... campaigned to make life more equal.	I can explain how ... caused inequality or equality and how society changed as a result.	I can explain how ... caused inequality or equality and how society changed as a result.	I can explain how ... caused inequality or equality and how society changed as a result. I can make links between equality issues in different periods and locations and how they relate to ... equality issue today.
Significant Person	Who was...?				Who was... and why were they important?		Who was...? Why were they important and what impact did they have?		
	I know who ... was.	I know who ... was and can say when they lived.	I know who ... was, when they lived and know 3 thing they did.	I know who ... was, when they lived and can say why they are important.	I know who ... was, when they lived and can say why they were important at the time and today.	I know who ... was, when they lived and can say why they were important at the time and how they influence today.	I know who ... was, when they lived and can say why they were important at the time, how they were viewed by the government and how their actions have impacted on society today.		
SKILLS	Chronology (Whole class timeline used as visualisation of chronology)	I know some similarities and differences between things in the past and now.	I can sequence objects, artefacts or photographs in chronological order and explain why I have chosen to order them in that way.	I can sequence artefacts and photographs and explain a sequence events in a period of time or event being studied. I know that some events studied are from a long time ago and some are more recent times.	I can place key events, artefacts and historical figures in chronological order and ascribe precise dates including BCE and CE. I know when periods studied so far happened in relation to each other.	I can place historical events (and specific dates) in chronological order and begin to relate them to eras studied previously. I can use the language of chronology including BCE CE, era, century and given names (e.g. Dark Ages, Victorians, Modern Era for specific periods in time and know when they happened in relation to each other.	I can place historical events (using dates) in chronological order on a timeline, in relation to prior events that we have studied and understand that some historical periods occurred concurrently in different locations.		I can place historical events (using dates) in chronological order on a timeline making links to events we have studied and note connections, contrasts and trends over time.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Using Questions	I can ask questions about the lives of people around me and their roles in society.	I can ask and answer questions about the past.	I can ask and answer questions about the past giving an evidence based reason for my answer.	I can use my knowledge to ask questions and find answers to questions about a period being studied. I can answer questions referring to a single source of evidence to support my viewpoint.	I can ask enquiry led questions and use a greater variety of sources to support my answers to questions about the past. I can answer questions referring to more than one source of evidence to support my viewpoint.	I can make assumptions and ask questions about historical periods based on evidence. I can answer questions referring to relevant sources of evidence to support my viewpoint.	I can make assumptions and ask questions about historical periods based on evidence. I can answer questions referring to relevant sources of evidence to support my viewpoint.
	Vocabulary	I can talk about the past.	I can use historical language.	I begin to use more precise historical language.	I can use appropriate historical vocabulary to communicate my ideas/ knowledge.	I can use dates and historical terms to describe and explain historical events.	I can use dates and historical terms to critically analyse historical events.	I can use dates and abstract historical terms to critically analyse historical events.
	Words and Phrases such as	<i>Past, present, yesterday, last week, at the weekend, this morning, last night.</i>	<i>A long time ago, before I was born, recently, when my parents/ grandparents were children, information, history, objects, change, remember, memories, similarities, differences.</i>	<i>Before, after, when I was younger, in my lifetime, modern, old-fashioned, timeline, in the ... period/time, sources, evidence, research, artefacts, historian, chronological order, fact, opinion, monarchy, significant.</i>	<i>BCE, CE, ancient, century, decade, time period, archaeologist, impact, cause, consequence, civilizations, Empire.</i>	<i>Era, primary and secondary source, reliable, eyewitness.</i>	<i>Continuity, legacy, ambiguous.</i>	<i>Democracy, social, economic, political, cultural, religious.</i>
	Sources (Primary)	I can talk about a source (artefact, photograph) and say how it is different to today.	I can begin to use different sources (books, contemporary videos, photographs, pictures, artefacts, people) to find out about the past and identify the ways the past is represented.	I can use a wider variety of different sources, (Contemporary videos, photographs, pictures, artefacts, simple documents, oral history, buildings, music) to find out about the past and identify the ways the past is represented. I can use stories and accounts to distinguish between fact and fiction and compare two versions of a past event.	I can use a range of different sources to answer enquiry questions including (Contemporary videos, photographs, pictures and art, artefacts, people, buildings, music, oral history, transcribed documents) to answer enquiry questions. I understand the role archaeologists have played in finding out about the past.	I can use a range of different sources to answer enquiry questions including (Contemporary videos, photographs, pictures and art, artefacts, people, buildings and historical sites, music, oral history, transcribed documents and maps) to gain a more accurate understanding of history and answer enquiry questions.	I can select and use the most appropriate source of evidence (Contemporary videos, photographs, pictures, art, ceramics and sculpture, artefacts, buildings, music, oral history, contemporary documents and written accounts of events, newspapers, maps, historical sites), to gather information, recognising when they are using primary and secondary sources of information. I can give reasons why there might be different accounts of history and evaluate evidence to choose the most reliable forms. I understand the provenance of a source.	I can select and use the most appropriate source of evidence to gather information and recognise bias, evaluating the usefulness of different sources by understanding that some evidence from the past is propaganda, opinion or misinformation. I understand why the provenance of a source is important.
	Sources (Secondary)	I can talk about information given a secondary source- book.	I can talk about information given a source- book, illustration, video representation of periods.	I can use secondary sources to research and gather information - books, illustration, video, stories, representation of periods. I can use stories and accounts to distinguish between fact, and fiction and compare two versions of a past event.	I can use secondary sources to research and gather information - books, non-contemporary accounts, illustrations, internet, stories, videos, maps and documentaries representing historical subjects and periods. I can compare different representations of the same event.	I can use secondary sources to research and gather information - books, illustrations, non-contemporary accounts, internet, stories, videos, maps and documentaries representing historical subjects and periods. I can understand the difference between primary and secondary sources and begin to evaluate the usefulness of different sources.	I can use a wide secondary sources to research a historical period, recognising when they are using primary and secondary sources of information. I can give reasons why there might be different accounts of history and evaluate evidence to choose the most reliable forms.	I can select and use the most appropriate source of evidence to gather information and recognise bias, evaluating the usefulness of different sources by understanding that some evidence from the past is propaganda, opinion or misinformation. I understand why the provenance of a source is important.
	Communication	I understand the past through settings, characters and events encountered in books read in class and storytelling.	I can communicate my understanding about a period or event through talking, drama drawing or writing. I can say or write a simple sentence about a source studied.	I can recount historical events and describe the lives of significant people from the past. I can answer an enquiry question and explain my idea referring to sources used. I can communicate my conclusion clearly verbally, through drama or in writing.	I can use PEE to answer a simple enquiry question.	I can use PEE to answer a simple enquiry question. I can use FDL to construct a short explanation of a historical event, era or aspect.	I can use PEE to answer an enquiry question, referring to more than one element of supporting evidence I can use FDL to construct a clear explanation of a historical event, era or aspect. I can discuss and debate a historical idea or viewpoint.	I can use PEE to answer an enquiry question, referring to carefully selected supporting evidence I can use FDL to construct paragraphs with a clear communication and explanation of a historical event, era or aspect. I can discuss and debate a historical idea or viewpoint.