



# Subject Sequence - Historian

Overview and in-depth studies to understand British, local and world history

## Key Vocabulary

Use correct historical vocabulary: past, present, older, newer, timeline, long ago, recently, year, decade, century, war, peace, monarchy, parliament, source, when I., when my...

### As Key Stage 1 plus:

Use correct historical vocabulary: similarity, difference, significance, influence, contrast, BC/AD, impact, empire, nation, chronology, democracy, peasantry, consequence, ancient, society, civilisation, artefact, culture, economy, military, political, religious, social

## Questions

- What was life like during that time?
- How does it compare to life now?
- What else was happening at the time?
- How long ago...?
- Why...?
- Where...?
- When...?
- Who...?

### As Key Stage 1 plus:

- What similarities/differences do you notice?
- What was the significance of...?
- How and why did this happen?
- What was the impact of...?
- Is the source reliable and why do you think that?

## Stories & Sources

- Use artefacts, pictures, stories, online sources and databases
- Understand different representations of the past

- Understand how knowledge of the past is constructed from a range of sources
- Understand how evidence is used rigorously to make historical claims
- Understand how/why contrasting arguments and interpretations of the past exist

## Historical Concepts

- Describe people and events in the past
- Know about changes within and beyond living memory
- Use historical words and phrases
- Use dates and chronological language
- Understand concepts of a nation and its history
- Establish narratives within and across periods
- Develop appropriate use of historical terms
- Regularly address and devise historically valid questions
- Construct informed responses that involve selection and organisation of relevant information
- Analyse trends
- Understand continuity/change and similarity/difference/significance



## Stories & Sources

Intent (Standardised Objectives)

### Year 1

- Use artefacts, pictures, stories and online sources to find out about the past
- Be introduced to different representations of the past and discuss similarities and differences

### Year 2

- Use range of artefacts, pictures, stories and online sources to answer historical questions
- Understand different representations of the past by drawing comparisons

### Year 3

- Begin to understand how knowledge of the past is constructed from a range of sources
- Develop understanding of how and why the past is represented in different ways
- Select key information from a range of sources to answer a historical question



## Stories & Sources

Intent (Standardised Objectives)

### Year 4

- Understand how knowledge of the past is constructed from a range of sources
- Understand how and why the past is represented in different ways and explain this
- Select and organise relevant information from a wider range of sources to answer a historical question

### Year 5

- Understand how knowledge of the past is constructed from a range of sources
- Understand how evidence is used rigorously to make historical claims
- Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information

### Year 6

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda
- Explain how/why contrasting arguments and interpretations of the past exist



# Historical Concepts

Intent (Standardised Objectives)

## Year 1

- Describe and discuss historical events beyond living memory
- Describe significant people from the past
- Use a timeline to develop chronological language eg past, present, older, newer
- Develop understanding of changes within living memory eg toys, homes, transport
- Develop understanding of local history eg historical events, people and places

## Year 2

- Describe and understand the significance of historical events beyond living memory (nationally or globally)
- Describe key people from the past who have contributed to national and international achievements and understand their significance
- Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods
- Know about changes within living memory and how they effected changes in national life eg toys, homes
- Understand the significance of historical events beyond living memory
- Know about local historical events, people and places

## Year 3

- Compare different eras considering similarities and differences
- Order key dates on a timeline to demonstrate chronology of British and world history
- Examine in depth an aspect of local history from a period beyond 1066



# Historical Concepts

Intent (Standardised Objectives)

## Year 4

- Extend chronological understanding by exploring a theme over time eg leisure, entertainment
- Understand how Britain has influenced and been influenced by the wider world
- Order key dates on a timeline to demonstrate chronology of British and world history

## Year 5

- Explore trends, looking at continuity/change and similarity/difference/significance
- Examine different aspects of history eg social, cultural, political and religious
- Gain historical perspective by making connections between local, national and international history
- Extend chronological understanding by exploring a theme over time eg crime and punishment

## Year 6

- Establish clear narratives within and across periods by using secure chronological understanding
- Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts
- Examine different aspects of history eg social, cultural, political and religious, in different contexts
- Gain historical perspective by making connections between local, national and international history



# Historical Questions

Intent (Standardised Objectives)

## Year 1

- Ask some questions about the past

## Year 2

- Ask wide range of questions about the past using parts of stories and sources

## Year 3

- Understand what types of question are historically valid and identify how to find the answer

## Year 4

- Regularly generate and answer a range of historically-valid questions about similarities and differences

## Year 5

- Address and devise a wide range of historically-valid questions about change and cause

## Year 6

- Address and devise a wide range of historically-valid questions about change, cause, impact and significance



# Historical Vocabulary

Intent (Standardised Objectives)

## Year 1

- Use historical vocabulary eg past, present, long ago, timeline

## Year 2

- Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer

## Year 3

- Develop a range of historical vocabulary eg artefact, chronology, invade, settle

## Year 4

- Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy

## Year 5

- Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political

## Year 6

- Develop and apply a range of historical vocabulary eg influential, narratives, perspective