

**Working Historically Ladder**

	<b>Chronological understanding</b>	<b>Historical Analysis</b>  <b>Continuity and Change; Cause and Consequence; Similarity and Difference</b>	<b>Historical enquiry</b>	<b>Historical interpretation</b>	<b>Significance (knowledge)</b>
<p>1</p>	<ul style="list-style-type: none"> <li>➤ Understand the difference between things that happened in the past and the present.</li> <li>➤ Describe things that happened to themselves and other people in the past.</li> <li>➤ Recall some facts about people/events before living memory</li> <li>➤ Order a set of events or objects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Notice some similarities and differences between different times – difference in the ages</li> <li>➤ Say why people may have acted the way they did.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore events, look at pictures, visit historical sites and ask questions eg, “Which things are old and which are new?” or “What were people doing?”</li> <li>➤ Look at objects from the past and ask questions eg, “What were they used for?” and try to answer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children can distinguish between what is fact and fiction within the stories – begin to understand what is historically accurate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Historians who learn about things from a long time ago are called archaeologists.</li> <li>➤ Prehistory means a time before people wrote things down. know the chronology of the ages Ice, Stone, Bronze, Iron</li> <li>➤ Know the range of animals that lived through the different ages – Such as Woolly Mammoth, Saber tooth tiger</li> <li>➤ Know about and understand the importance of Stonehenge</li> <li>➤ During the Ice Age, almost all of Great Britain was covered by thick sheets of ice called glaciers. No people lived in Great Britain. When the ice began to melt, people crossed the English Channel by foot as the channel was shallow.</li> <li>➤ Stone Age people made tools out of stone, wood or bone and these were used to survive on hunting wild animals, or gathering wild food and would move around to find these. When people began to farm, they started to settle in one place.</li> <li>➤ The Bronze Age is a time long ago when people discovered how to make bronze. Bronze is a strong metal. It was used to make tools.</li> <li>➤ The Iron Age the Celts lived in Britain is a time when people began to make things from a metal called iron.</li> </ul>

2	<ul style="list-style-type: none"> <li>➤ Understand chronologically the significant events through this time period</li> <li>➤ Use a timeline to show how events developed during this period of history</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use information they have found to understand significant actions during this period of time</li> <li>➤ Describe the developments through this period of time</li> <li>➤ Take evidence to give and explain reasons why people lived as they did during this time period</li> <li>➤ Understand the changes that occurred throughout this time period</li> <li>➤ Compare and Contrast this time period to Britain and Modern day</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use different historical sources to find out about this period of history e.g. books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, the internet)</li> <li>➤ Observe or handle sources to answer questions about the significance they had during this period of history</li> </ul>	<ul style="list-style-type: none"> <li>➤ Compare pictures or photographs of people/events.</li> <li>➤ Discuss reliability of photos/accounts.</li> <li>➤ Draw simple conclusions from their enquires.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and know about key features of Ancient Egypt – Pharaohs, Pyramids, Gods, Goddesses, Mummies, The Great Sphinx, Sarcophagus</li> <li>➤ Know why the River Nile was such an important part of Ancient Egyptian Civilisation</li> <li>➤ Identify and know key Pharaohs, Gods and Goddesses – Tutankhamun, Amenhotep, Ramses II, Anubis/Jackal/Sobek</li> <li>➤ Understand about the religions across the ancient Egyptian times – link this to the afterlife/underworld</li> <li>➤ Know what mummification is and why it was a significant part of ancient Egyptian life</li> <li>➤ Know what hieroglyphics were and what their importance was during Ancient Egyptian times</li> <li>➤ Understand the significance of key places across ancient Egypt - Cairo, Luxor, Valley of the Kings, Gisa</li> <li>➤ Understand what Egyptian life was like – food, drink, homes, jobs</li> </ul>
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3	<ul style="list-style-type: none"> <li>➤ Use a timeline to place historical events in chronological order.</li> <li>➤ Describe dates of and order significant events from the period studied.</li> <li>➤ Use common words and phrases related to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use evidence to describe the culture and leisure activities from the past.</li> <li>➤ Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>➤ Use evidence to describe buildings and their uses of people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>➤ Ask questions and begin to find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Begin to link evidence from different sources to describe life in the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know and understand significant parts of Roman culture and civilisation – Colosseum, Emperor, Empire, Soldier, Shield, Chariot, Gladiator</li> <li>➤ Know where, when and how the Romans invaded.</li> <li>➤ Understand the two attempted invasions and why they failed, understanding Caesars importance (55-54 BC)</li> <li>➤ Understand Claudius' successful invasion and conquest – making links to the strength and organisation of the Roman Army</li> <li>➤ Know why the Romans wanted to invade Britain – minerals, commodities and trade</li> <li>➤ Understand what Hadrian's Wall is and its importance following the conquest of the Roman Army – making the links to Celtic Britain</li> <li>➤ Know who Boudacia is and the importance role played in the resistance</li> <li>➤ Understand the Romanisation of Britain and explore the links that we still have to that in modern day Britain – aqueducts, sewers, roads, travel</li> </ul>
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4	<ul style="list-style-type: none"> <li>➤ Secure understanding of the chronological order of a series of historical periods</li> <li>➤ Begin to understand how time periods overlap and how different chronologies occur at the same time across different places</li> <li>➤ Begin to understand the transition of time – transition from one period to the next</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use evidence to describe what was important to people from the past.</li> <li>➤ Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>➤ Describe similarities and differences between people, events and artefacts studied.</li> <li>➤ Describe how some of the things I have studied from the past affect/influence life today.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li> <li>➤ Choose relevant material to present a picture of one aspect of life in time past</li> <li>➤ Ask questions and use historical sources to find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look at different versions of the same event in history and identify differences.</li> <li>➤ Know that people in the past represent events or ideas in a way that persuades others.</li> <li>➤ Explore the idea that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand and explain key features of this civilisation and time period – Invasion/Raid/Raiders, Settlement \ Settlers, Conquest, Scandanavia, Monastery, Saga, Valhalla, Myths</li> <li>➤ Explain the importance of Canterbury, Iona, Danelaw and Lindisfarne</li> <li>➤ Know what happened to Britain when the Romans left – what were the reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today</li> <li>➤ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>➤ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Explore and know about Edward the Confessor and his death in 1066</li> <li>➤ Know about the resistance by Alfred the Great and Athelstan, first king of England.</li> <li>➤ Know an explain what the challenges facing the early settlers were and how they overcame them – crops, building, security</li> <li>➤ Understand and explain the link between the Saxons and the Vikings - eg. clothes, brooches, urns, crosses, cooking pots, coins, spinning and weaving. life in a great hall; life in the village and field, houses, clothes, food, music, leisure, markets, trades, specialised areas; contrast values such as loyalty, kinship, honour and revenge and Saxon and Viking laws and justice –oaths, wergild, jury, ordeals.</li> <li>➤ Know the key events associated with the raids; Why Vikings caused so much fear; How Vikings were able to succeed; What the Saxon responses were;</li> <li>➤ Understand the nature of religious life when the Saxons and Vikings first arrived; The nature of and reactions to the reintroduction of Christianity; How and why Christianity spread</li> <li>➤ Know the key features of Saxon and Viking boats; The achievements of the Saxons and Vikings at sea.</li> <li>➤ Understand and explain the Norse Gods - Thor,Loki, Freya,Odin</li> </ul>
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5	<ul style="list-style-type: none"> <li>➤ Identify significant events, movements and dates in the life of a significant individual on a timeline and explain reasons why these are of historical significance.</li> <li>➤ Understand the transition and overlapping of events and understand how the chronologies of time periods overlap</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give own reasons why changes may have occurred, backed up by evidence.</li> <li>➤ Describe similarities and differences between some people, events and artefacts studied.</li> <li>➤ Describe how historical events studied affect/influence life today.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Choose reliable sources of information to find out about the past.</li> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and begin to understand primary and secondary sources.</li> <li>➤ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>➤ Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give reasons why there may be different accounts of history.</li> <li>➤ Evaluate evidence to choose the most reliable forms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know the time period of the Elizabethan times and to know the significance of Government, Civil War, Tudor, Elizabethan Crime and punishment, Monarchy</li> <li>➤ Know about the dates and explain the War of the Roses, House of Lancaster\ York, Battle of Bosworth</li> <li>➤ Understand the Spanish Armada, what caused it and how was it defeated</li> <li>➤ Know about and understand Shakespeare's life, his significance and what he did during this period and the link to The Globe Theatre</li> <li>➤ Know about Wattle &amp; daub, Thomas Cromwell, Sir Francis Drake</li> <li>➤ Know the significant time periods of Ancient Greece and how this fits into the Chronology</li> <li>➤ Know the importance of Alexander the Great and what impact he had</li> <li>➤ Know and understand the significance of Ancient Greece, Athens and Sparta and explore the differences and similarities between these</li> <li>➤ Understand the religion, army, democracy and civilisation approaches across ancient Greece</li> <li>➤ Understand what Greek Myths are and explore their significance through pottery, paintings and drawings of the Ancient Greek Times</li> <li>➤ Know and explain the emergence of the Ancient Olympics during this period</li> <li>➤ Know and understand significance of Acropolis, Parthenon, Gods-Zeus, Poseidon, Mount Olympus, Philosophers, Homer, Hippocrates, Hades, Lyre</li> <li>➤ Understand the importance and emergence of Democracy</li> <li>➤ Know and understand about Troy and the Trojan Horse</li> </ul>
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6	<ul style="list-style-type: none"> <li>➤ Order significant events, movements and dates on a timeline.</li> <li>➤ Understand how some historical events occurred concurrently in different locations.</li> <li>➤ Understand a full range of chronologies – both shorter events of a larger chronology and the range of chronologies that exist at the same time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give reasons to explain the cause and effect of historical events backed up by evidence.</li> <li>➤ Describe how some of the things studied from the past affect/influence life today.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and understand the difference between primary and secondary sources.</li> <li>➤ Use a range of sources to build up a picture of a past event.</li> <li>➤ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>➤ Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation.</li> <li>➤ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>➤ Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know the dates of WW2 1939-1945</li> <li>➤ Understand and know the factors and what contributed to WW2</li> <li>➤ Know the key figures and people of WW2 – Churchill, Hitler, Mussolini, Chamberlin, Hirohito, Roosevelt</li> <li>➤ Know and understand about significant battles of WW2 – Dunkirk, Battle of Britain, D-Day, Liberation and understand the significance of these battles</li> <li>➤ Understand and know what the Holocaust is</li> <li>➤ Know what caused the Holocaust, the development of the persecution and the key events that caused and allowed the progression towards the Holocaust</li> <li>➤ Understand and know about Hiroshima and Nagasaki and what its significance is within the world today</li> <li>➤ Know a range of the key countries involved and how the war formed into the axis and allies and how this developed through the war</li> <li>➤ Know the time period of the Mayan and how this fits into the chronology of what has been previously studied</li> <li>➤ Know where the Mayan originated and lived</li> <li>➤ Understand the significance of astronomy and the pyramids within this early civilisation</li> <li>➤ Understand the significance of the Mayan in early civilisation – how they wrote, what numbers were used, what was the civilization like such as houses</li> <li>➤ Understand and make contrasts between Mayan civilisations and British civilisations</li> <li>➤ Understand and explain significant concepts within the Mayan period – Mexico. Guatemala, Belize, Honduras, Hieroglyphics, Astronomy, Pyramid, Stelae, Codex/codices, Trade, Civilisation</li> </ul>
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