

Curriculum Subject Overview – History



NC Key Stage	Key Stage 1	Key Stage 2		
Phase	Year 1 and 2	Year 3 and 4	Year 4 and 5	Year 5 and 6
St Peter's Classes		Starlings and Owls	Herons	Eagles and Ravens
<p>National Curriculum Requirements</p>	<ol style="list-style-type: none"> Changes within living memory. Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. 	<ol 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 to the time of Edward the Confessor A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 		
<p>Essential Characteristics of learning in History</p> <p>The learning characteristics developed through the subject overtime</p>	<ul style="list-style-type: none"> 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. 			
<p>Threshold Concepts</p> <p>Threshold concepts are the 'big ideas' that shape children's thinking within each subject.</p>	<ul style="list-style-type: none"> Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence. Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past. 			

History Intent - What and When

NC Key Stage	Key Stage 1 (Including EYFS)	Key Stage 2
Phase	Year 1 and 2	Year 3, 4, 5 and 6
Threshold Concepts	<ul style="list-style-type: none"> Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically 	<ul style="list-style-type: none"> Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically
Cycle A Autumn	<i>Concept: Empire</i> Significant Historical People – Henry VIII and The Monarchy	<i>Concept: Conflict</i> British History beyond 1066 – WWII (Battle of Britain)
Cycle A Spring	<i>Concept: Historical Significance</i> The Great Fire of London – Key Events in British History Significant Historical People – Neil Armstrong and the Great Space Race	
Cycle A Summer		
Cycle B Autumn	<i>Concept: Change and Continuity</i> Changes in living memory Significant historical place in own locality – now and then	
Cycle B Spring		<i>Concept: Civilisation</i> Early Civilisation – Ancient Egypt
Cycle B Summer		<i>Concept: Civilisation</i> Ancient Greece – Achievements and Influence on the Western World
Cycle C Autumn	<i>Concept: Empire</i> Significant Historical People – Henry VIII and The Monarchy	<i>Concept: Change and Continuity</i> Local History – Victorian Harrogate
Cycle C Spring	<i>Concept: Historical Significance</i> The Great Fire of London – Key Events in British History Significant Historical People – Neil Armstrong and the Great Space Race	<i>Concept: Conflict (including cause and consequence)</i> Anglo-Saxons, Scots and the Viking's Struggle for the Kingdom of England at the time of Edward the Confessor
Cycle C Summer		
Cycle D Autumn	<i>Concept: Change and Continuity</i> Changes in living memory Significant historical place in own locality – now and then	<i>Concept: Civilisation (early)</i> Changes in Britain from the Stone Age to the Iron Age
Cycle D Spring		
Cycle D Summer		<i>Concept: Empire</i> The Roman Empire and its Impact on Britain

Summary of Essential Knowledge & Threshold Concepts by Sequences of Learning

KEY STAGE ONE	Cycle A and Cycle C			Cycle B and Cycle D		
Years 1&2	Autumn	Spring	Summer	Autumn	Spring	Summer
Unit Titles	<p><i>Concept: Empire</i></p> <p>Significant Historical People - Henry VIII (NC 3) and The Monarchy (NC, 1, 3, 4)</p>	<p><i>Concept: Historical Significance</i></p> <p>The Great Fire of London – Key Events in British History (NC 2)</p> <p>Significant Historical People – Neil Armstrong and the Great Space Race (NC 2, 3)</p>		<p><i>Concept: Change and Continuity</i></p> <p>Changes in Living Memory (NC 1)</p> <p>Significant Historical Place in own locality – now and then (NC 4)</p>		
Key Threshold Concept(s)	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people, what happened? How long ago? Identify some of the different ways the past has been represented <p>Build an overview of World History</p> <ul style="list-style-type: none"> Describe significant people from the past Recognise that there are reasons why people in the past acted as they did <p>Communicate Historically</p> <ul style="list-style-type: none"> Showing an understanding of the concept of the monarchy Show an understanding of the concept of nation and a nation's history Use words and phrases to describe the passing of time 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past <p>Build an overview of World History</p> <ul style="list-style-type: none"> Describe historical events and describe significant people from the past <p>Understand Chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline Use dates where appropriate <p>Communicate Historically</p> <ul style="list-style-type: none"> Use words and phrases to describe the passing of time 		<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about the past Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people, what happened? How long ago? <p>Build an overview of World History</p> <ul style="list-style-type: none"> Describe significant people from the past <p>Understand Chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a timeline Recount changes that have occurred in their own lives Use dates where appropriate Label timelines with words and phrases such as past, present, older and newer Use dates where appropriate <p>Communicate Historically</p> <ul style="list-style-type: none"> Use words and phrases to describe the passing of time 		

Agreed Core Knowledge	<p>Focus - Understanding the concept of the monarchy</p> <p>Lines of Enquiry:</p> <p>Who is our queen today? <i>Where does the queen live?</i> <i>How is the role of the queen different today than it was at the time of King Henry VIII?</i></p> <ul style="list-style-type: none"> • Know who the monarch rules and the roles of the people within a castle • Know who our current monarch is and some key facts about them • Know who Henry VIII was and some key facts about him • Label the different parts of a castle 	<p>Focus – The Great Fire of London</p> <p>Lines of Enquiry:</p> <p>What was the Great Fire of London? How did the Great Fire of London begin? Who was Samuel Peeps and why was he significant at the time?</p> <ul style="list-style-type: none"> • <i>Know where and how the Great Fire of London happened</i> • Know that London is the capital city of the UK and locate it on a map • Know who Samuel Peeps was and to recall key events from his perspective (diaries) • Place the date of the Great Fire of London on a timeline 	<p>Focus – All about me!</p> <p>Lines of Enquiry:</p> <p>What makes me, me? What does my timeline look like? Who is on my family tree?</p> <ul style="list-style-type: none"> • Know that every family has a family tree • Know who is in their immediate family (including grandparents) • Know when they were born • Know what the key events are in their lives • Know where to plot the key events in their lives on a timeline e.g. starting school 		
		<p>Focus – The First Moon Landing (The Great Space Race)</p> <p>Lines of Enquiry:</p> <p>What was the Great Space Race and who was involved? Who was Neil Armstrong?</p> <ul style="list-style-type: none"> • <i>Know the significance of the first moon landing</i> • Know who Neil Armstrong and Tim Peake are and what they are famous for 			

Summary of Essential Knowledge & Threshold Concepts by Sequences of Learning

KEY STAGE TWO Years 3, 4, 5 and 6	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Unit Titles	<i>Concept: Conflict</i> British History beyond 1066 – WWII (Battle of Britain) (NC 6)				<i>Concept: Civilisation</i> Early Civilisation – Ancient Egypt (NC 7)	<i>Concept: Civilisation</i> Ancient Greece – Achievements and influence on the western world (NC 8)
Key Threshold Concept(s) Year 3 and 4	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Describe difference account of a historical events, explaining some of the reasons why the accounts may differ Use evidence to ask questions and find answers to questions about the past <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>Understand chronology</p> <ul style="list-style-type: none"> Use dates and terms to describe events Place events artefacts and historical figures on a time line using dates <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology 				<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society Give a broad overview of life in Britain from ancient times <p>Understand chronology</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history <p>Build an overview of world history</p> <ul style="list-style-type: none"> Compare some of the times studies with other areas of interest around the world <p>Communicate historically</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
Year 4 and 5	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and Use sources of evidence to deduce information about eh past <p>Build an overview of world history</p>				<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choice Seek out and analyse a wide range of evidence in 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history <p>Build an overview of world history</p>

	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>Understand chronology</p> <ul style="list-style-type: none"> Use dates and terms accurately in describing events <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, decade, century Use original ways to present information and ideas 				<p>order to justify claims about the past</p> <ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society Give a broad overview of life in Britain from ancient times <p>Understand chronology</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line Use dates and terms accurately when describing events <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology 	<ul style="list-style-type: none"> Compare some of the times studies with other areas of interest around the world <p>Communicate historically</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
Year 5 and 6	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Use sources of evidence to deduce information about the past <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>Understand chronology</p> <ul style="list-style-type: none"> Use dates and terms accurately in describing events Describe the main changes in a period of history (using terms such as: social, religious, political, technological or cultural) <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to 				<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Select suitable sources of evidence, giving reasons for choice Seek out and analyse a wide range of evidence in order to justify claims about the past Understand that no single source of evidence gives the full answer to questions about the past <p>Build an overview of world history</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society Give a broad overview of life in Britain from ancient times <p>Understand chronology</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Use sources of information to form testable hypotheses about the past Use sources of evidence to deduce information about the past <p>Build an overview of world history</p> <ul style="list-style-type: none"> Compare some of the times studies with other areas of interest around the world <p>Communicate historically</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past

	<p>communicate, including: dates, time period, era, change, chronology, decade, century, continuity, change and legacy</p> <ul style="list-style-type: none"> Use original ways to present information and ideas 				<ul style="list-style-type: none"> Use dates and terms accurately when describing events <p>Communicate historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, decade, century, continuity, change and legacy 	
Agreed Core Knowledge and Lines of Enquiry	<p>Focus – Keep Calm and Carry on (WWII)</p> <p>Lines of Enquiry:</p> <p>Why did Britain have to go to war in 1939? What was life like living through a World War? What can we learn from propoganda and censorship?</p> <ul style="list-style-type: none"> Know when and how world war two began Know some of the key events in WWII and accurately position them on a time line Know why Britain had to go to war Know and explain what evacuation was and what it was like for children Know what rationing was Explain what propoganda and censorship are and to know what the information promoted Know who Anne Frank was and be able to retell her story 				<p>Focus - Significance of the River Nile & The Pyramids to Ancient Egyptians.</p> <p>Lines of Enquiry:</p> <p>Who were the Ancient Egyptians? Why was the River Nile significant to the Ancient Egyptians? How can we possibly know so much about the Ancient Egyptians when they lived so long ago?</p> <ul style="list-style-type: none"> Know where and when the Ancient Egyptians lived. Know the location of the source and mouth of the Nile and its key features. Know how Ancient Egyptians used the Nile and how it influenced farming practices and development of settlements. Know what hieroglyphics and the Egyptian number system are and how they were used by Ancient Egyptians. Know some similarities and differences between how Ancient Egyptians use the river Nile and how it is used today. 	<p>Focus – Going for Gold: Achievements and Influence on the western world</p> <p>Lines of Enquiry:</p> <p>What did the Greeks do for us? Would you have preferred to live in Athens or Sparta? What can we tell about the Ancient Greeks from a study of their Olympics?</p> <ul style="list-style-type: none"> Know where and when the Ancient Greeks lived Know some similarities and differences between Ancient Athens and compare it with life in Sparta Name at least two Ancient Greek influencers and explain why they have influenced our lives today Name and describe key events which can be depicted from Greek Pottery and vase paintings linked to the Olympics e.g. chariot races, javelin and discuss throwing

KEY STAGE TWO Years 3, 4, 5 and 6	Cycle C			Cycle D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Unit Titles	Local history – Victorian Harrogate (NC 5, 6)	Anglo-Saxons, Scots and the Vikings struggle for the kingdom of England to the time of Edward the Confessor (NC 3, 4)		Changes in Britain from the Stone Age to Iron Age (NC 1)		The Roman Empire and its impact on Britain (NC 2)
Key Threshold Concept(s)	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of World History</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. <p>Communicate Historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate 					
Agreed Core Knowledge and Lines of Enquiry	Know some similarities and differences between Harrogate today and in the Victorian era using suitable sources of evidence	<p>Know about some invasions and settlements during this period of history</p> <p>Know the Romans withdrew from Britain because the</p>		<p>Know the chronology of key events dating from the late Neolithic hunter gatherers to the Iron Age</p> <p>Know what the terminology BC and AD mean</p>		<p>To know what an empire is and list specific about the formation of the Roman army</p> <p>To know who Julius Caesar is and when he was in power. To</p>

	<p>Building on from KS1 knowledge to place the key events from the Victorian period on a chronological timeline</p> <p>Know how to find out about the past using primary and secondary sources</p> <p>Know who Queen Victoria was, when she reigned and why she was significant</p> <p>Describe what it was like for Victorian people in terms in leisure – the theatre and make comparisons to now</p> <p>Know who Betty Lupton was in relation to the spa town of Harrogate</p> <p>Explain what life was like for a poor child in the early Victorian period and who improved their lives over time</p>	<p>western Roman Empire fell in 410 AD</p> <p>Know that there was no Scotland before the Scots invaded from Ireland</p> <p>Know the Scots invaded north Britain (now Scotland)</p> <p>Know who the Anglo Saxons were and that Wessex was the name of one of their kingdoms</p> <p>Know that some of our place names originate from Anglo Saxon times</p> <p>Know about what daily life was like for the Anglo Saxons including art and culture</p> <p>Know where Lindisfarne is and to know about St. Aidan and St. Cuthbert and the role of the monks in Christian conversion</p> <p>Know when and where the Vikings invaded from</p> <p>Know who Alfred the Great was and that he was the first King of England</p> <p>Know about the life and death of Edward the Confessor</p>		<p>Know when the Stone Age, Bronze Age and Iron Age were</p> <p>Know and explain similarities and differences in houses from the Stone Age to the Iron Age</p> <p>Know what Stonehenge is and where it is</p> <p>Know some key facts about religion, technology, travel and animals in the Bronze Age period</p> <p>Know what an Iron Age hill fort is</p> <p>Know about Hadrian's Wall, looking at how where and why it was built including the different features of the wall</p>		<p>also know that he led an unsuccessful invasion To know who Claudius is and what his conquest it</p> <p>To know who Boudicca was and why she was a significant historical figure</p>
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Summary Threshold Concept Development Throughout KS1 and KS2

	Milestones 1		Milestones 2		Milestones 3	
	By end of Key Stage 1 (Years 1&2)		By end of Lower Key Stage 2 (Years 3&4)		By end of Upper Key Stage 2 (Years 5&6)	
Threshold Concept	Milestones	Developed in ..	Milestones	Developed in ..	Milestones	Developed in ..

<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 		<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 		<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	
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	Milestones 1		Milestones 2		Milestones 3	
	By end of Key Stage 1 (Years 1&2)		By end of Lower Key Stage 2 (Years 3&4)		By end of Upper Key Stage 2 (Years 5&6)	
Threshold Concept	Milestones	Developed in ..	Milestones	Developed in ..	Milestones	Developed in ..

<p>Build an overview of world history</p> <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 		<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
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	Milestones 1		Milestones 2		Milestones 3	
	By end of Key Stage 1 (Years 1&2)		By end of Lower Key Stage 2 (Years 3&4)		By end of Upper Key Stage 2 (Years 5&6)	
Threshold Concept	Milestones	Developed in ..	Milestones	Developed in ..	Milestones	Developed in ..

<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 		<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 		<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. 	
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	Milestones 1		Milestones 2		Milestones 3	
	By end of Key Stage 1 (Years 1&2)		By end of Lower Key Stage 2 (Years 3&4)		By end of Upper Key Stage 2 (Years 5&6)	
Threshold Concept	Milestones	Developed in ..	Milestones	Developed in ..	Milestones	Developed in ..

<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
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