

## Key Elements: History

Key Historical Element	Main Ideas	Core Knowledge	Over-arching considerations / Disciplinary knowledge
<b>Settlement</b>	Development of the land	<ul style="list-style-type: none"> <li>• Safety &amp; security</li> <li>• Community</li> <li>• Agriculture</li> <li>• Trade</li> <li>• Natural resources</li> <li>• Fortification</li> </ul>	<ul style="list-style-type: none"> <li>• Sources and evidence</li> <li>• Historical interpretations</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Historical significance</li> </ul>
<b>Invasion</b>	Cultural and societal change by force	<ul style="list-style-type: none"> <li>• Migration</li> <li>• Controlling other people</li> <li>• Taking other people's land</li> <li>• Force</li> <li>• Fortifications to hold on to the land</li> <li>• Taxation</li> </ul>	
<b>Empire</b>	Imposition of will Subjugation	<ul style="list-style-type: none"> <li>• Control over many countries</li> <li>• Taking resources for own good (including humans)</li> <li>• Positives for countries conquered?</li> </ul>	
<b>Establishment of the Church of England</b>	Religious (in)tolerance	<ul style="list-style-type: none"> <li>• Religion and reformation</li> <li>• Split with Rome</li> <li>• Henry VIII dynasty</li> <li>• Catholic v Protestant</li> </ul>	
<b>Rule</b>	Monarch & Parliament Taxation & Law	<ul style="list-style-type: none"> <li>• Monarchy – king / queen / king &amp; queen</li> <li>• Parliament</li> <li>• Democracy</li> <li>• Law making and taxation</li> <li>• Civil war</li> </ul>	
<b>Workers' Rights</b> <b>Women's Rights</b> <b>Civil Rights</b> <b>Human Rights</b>	Law Democracy Equality Equity	<ul style="list-style-type: none"> <li>• Class</li> <li>• Labouring class</li> <li>• Working conditions</li> <li>• Wages</li> <li>• Trade unions</li> <li>• Strike</li> <li>• Enfranchisement</li> </ul>	
<b>Education</b>	Democracy Equality Equity	<ul style="list-style-type: none"> <li>• Monasteries</li> <li>• Church schools</li> <li>• Ragged schools – charity</li> <li>• Government action – laws</li> <li>• The 3Rs</li> </ul>	
<b>Industrialisation</b>	Cultural and societal change by necessity	<ul style="list-style-type: none"> <li>• Early inventions - work and transport</li> <li>• 18<sup>th</sup> / 19<sup>th</sup> Century Britain</li> <li>• Steam power</li> <li>• Coal</li> <li>• Factory working</li> <li>• Demise of horse power</li> <li>• Urban growth</li> <li>• Immigration</li> <li>• Cultural change</li> </ul>	
<b>Warfare</b>	Commemoration	<ul style="list-style-type: none"> <li>• Early warfare - weapons</li> <li>• Gunpowder</li> <li>• Industrialised warfare</li> <li>• Strategy</li> <li>• Causation</li> <li>• Commemoration</li> </ul>	

## Progression of skills

### Year One & Two 'I can' statements:

Chronology	1. Draw and label a timeline
	2. Order events on a timeline
	3. Compare different periods in time (at least two)
Vocabulary	4. Use accurate historical names
	5. Use phrases linked to time periods of time
Questioning	6. Ask and answer questions
	7. Use evidence to justify my answers
Knowledge / SLaE	8. Recall key facts
	9. Recall facts about key individuals and their impact on society in their time
	10. Use a variety of sources of evidence to find out about the past
	11. Explain some ways in which we can know about the past

### Year Three & Four 'I can' statements:

Chronology	1. Draw, label and order events on a timeline
	2. Compare and make links between different periods in history
Vocabulary	3. Use accurate historical names and other vocabulary with precision
	4. Use words and phrases linked to periods of time and other aspects of history
Questioning	5. Ask questions, developing understanding as a result
	6. Use evidence from a range of sources to justify my answers, inform my opinions and answer questions
Knowledge / SLaE	7. Recall facts about key elements
	8. Identify similarities and differences across times and peoples
	9. Use a variety of sources of evidence to find out about the past
	10. Identify how historians gather evidence

### Year Five & Six 'I can' statements:

Chronology	1. Draw, label and order events on a timeline
	2. Compare and make links between different periods in history, analysing trends
	3. Explain the significance of civilisations and peoples from the past
Vocabulary	4. Use accurate historical names and other vocabulary with precision
	5. Use words and phrases linked to periods of time and other aspects of history
Questioning	6. Ask questions about change, cause and significance
	7. Select the most appropriate evidence from a range of sources to justify my answers, inform my opinions and answer questions
	8. Organise information coherently when speaking or writing about an aspect of history
	9. Challenge the validity of historical sources
Knowledge / SLaE	10. Recall facts about key elements and significant events or individuals
	11. Identify similarities and differences across times and peoples
	12. Use a wide range of sources of evidence to find out about the past
	13. Identify how historians gather evidence