

History Progression



Arden
Primary School



Our Intent

History develops within us a sense of identity set within social, political, cultural and economic relationships, and sparks pupils' curiosity and understanding of the challenges and triumphs of people who lived in the past. Our history curriculum represents the diverse nature of our school and celebrates the heritage of our pupils and families, helping them to put their own lives and current events in context.

Our History curriculum engenders a curiosity about Britain's past and that of the wider world. Pupils are encouraged to ask questions, think critically, weigh evidence and develop judgement in a range of historical contexts. Pupils learn about the lives of individuals and groups of people from the past, learning to empathise with different people's viewpoints and analysing important historical events. Pupils will make links between these events and themselves, thinking about principles that can be applied to their own lives and understanding how past events have shaped the modern world. We are proud to celebrate Arden's own place in history, within a locality that offers us rich, tangible historical sources to learn from.

Implementation

At Arden we implement a history curriculum that is progressive. We know that the knowledge and vocabulary that pupils develop in the EYFS enable them to access history content at Key Stage One. As pupils make the transition to the National Curriculum in Years 1 - 6, History is taught across a whole term. Leaders and teachers ensure that there is a rigorous focus on the knowledge and skills stated in the National Curriculum, and that this knowledge builds progressively - enabling pupils to develop skills systematically. Connections underpin our teaching: between subjects, to reinforce learning where appropriate, and outside the classroom, to place learning into broader contexts.

History lessons focus on enabling pupils to think as historians. Our lesson sequence is guided by the use of sources and focuses on moving pupils through a series of levels of SOLO taxonomy towards an end goal: mastery of the subject. As far as possible, every child has access to the full History curriculum. A variety of teaching approaches are used, and lessons are carefully planned to include opportunities for pupils to work as pairs, in groups and independently. We encourage adults and pupils to use both rich language and precise, subject-specific vocabulary so that pupils gain excellent understanding in order to reason, articulate and make generalisations.

Building up pupils' knowledge of substantive concepts is key to ensuring that they develop a good understanding in History. They are crucial components for our pupils to gain comprehension of new material and provide a framework for them to make connections, retain and recall information. We always seek to 'generate readiness', so that pupils are continually prepared for the next phase of their learning.

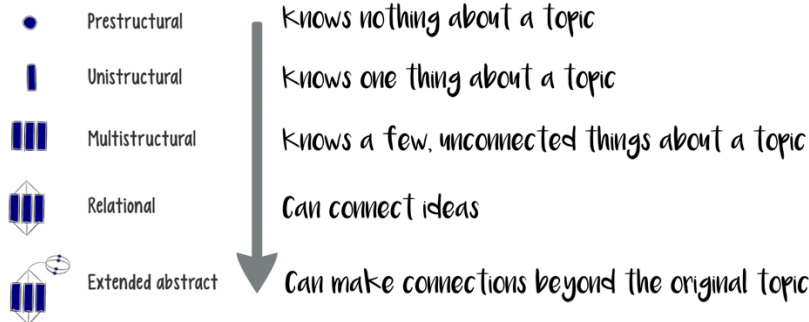


Planning

Lesson planning is at the heart of our approach, and we know that excellent lessons lead to excellent outcomes. Teachers plan together in staff teams and know to 'begin with the end in mind' (Covey, 2006). Before any planning begins, teachers must be clear on the end point: what do we want pupils to know and remember at the end of the lesson or unit, and how do we want them to demonstrate what they know?




SOLO TAXONOMY

J. Biggs & K. Collis



N.B.: we are only concerned with using the final three levels when planning our curriculum.

Exemplar verbs associated with each SOLO level are listed on the right. These verbs are used progressively to formulate learning outcomes throughout the learning journey. These verbs are repeated within and across year groups and subjects – below is an example of how such progressive learning outcomes look in History:

Procedural Knowledge:		
 Multi-Structural	 Relational	 Extended Abstract
<ul style="list-style-type: none"> Recall and place some relevant dates and events into the correct period on a timeline Begin to recognise and interpret primary and secondary sources to find out about an aspect of Examine and describe the reasons for historical events, situations and changes in the period studied 	<ul style="list-style-type: none"> Map the current area of study into the correct period on a timeline and make comparisons between different times. Use factual knowledge to describe different Summarise the reasons for and results of historical events, situations and changes Analyse information from primary and secondary sources to find out about an aspect of the past 	<ul style="list-style-type: none"> Evaluate the usefulness of a wide range of primary and secondary sources Use more than Begin to Hypothesise Appreciate that aspects of the past have been represented and interpreted in different ways

Progression

Teachers use levels of SOLO Taxonomy to frame their lesson 'spine'. On our medium-term plans, procedural knowledge is grouped into three boxes: **multi-structural, relational, and extended abstract**. Lesson objectives progress through multi-structural, to relational, to extended abstract as the learning journey goes on, and are always tightly linked with the learning outcome: what we want pupils to know and remember. These SOLO levels, and accompanying verbs (see below), are repeated within and across year groups and subjects.

SOLO level	Verbs
Unistructural	define, identify, name, draw, find, label, match, follow a simple procedure
Multistructural	describe, list, outline, complete, continue, combine
Relational	sequence, classify, compare and contrast, explain (cause and effect), analyse, form an analogy, organise, distinguish, question, relate, apply
Extended abstract	Generalise, predict, evaluate, effect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform



Sources

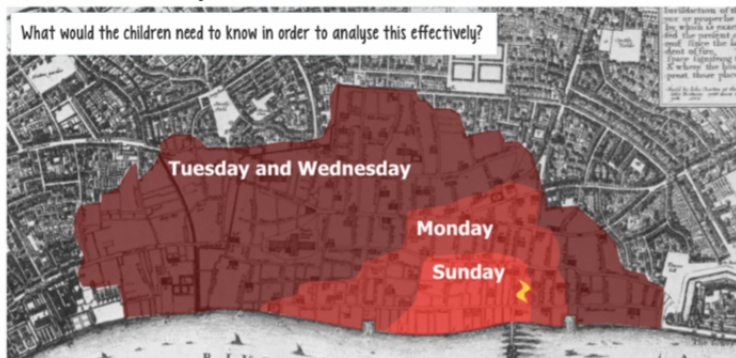
“Begin with the end in mind.” (Covey, 2006)

What do we mean by sources?

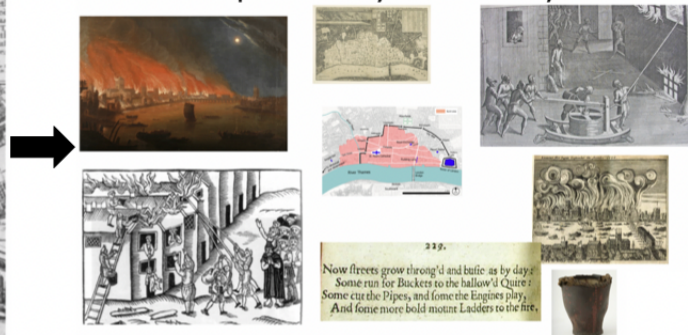
A source might be a physical resource, such as an artefact. A source could also be a photograph, painting, a poem, a piece of text or a graph - anything that the children can learn from that provides information about what they are learning

Before planning begins in KS1 and KS2, leaders and teachers select a final source for pupils to showcase all they have learnt. An unseen assessment source is provided at the end of each sequence of lessons and provides us with information on the pupils ability to use a combination of **substantive**, **disciplinary** and **procedural** knowledge. Sources are used across the sequence of lessons in History to frame planning and supplement the key National Curriculum content pupils explore throughout the term. The use of sources ensures that pupils are given purposeful learning opportunities, and we know that a History curriculum that is delivered using sources throughout takes learning up a notch: pupils develop their knowledge and thinking skills through a mastery approach to learning. The use of sources throughout a learning journey enables pupils to use critical thinking skills (Historical Association, 2023).

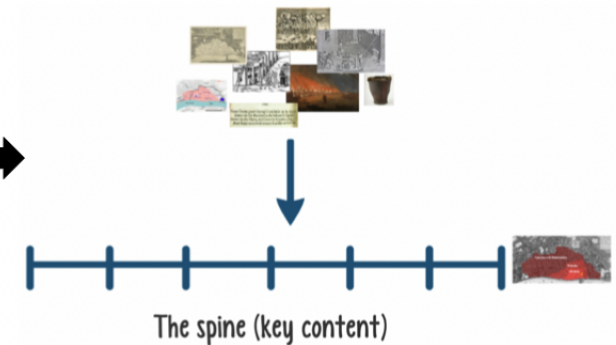
Step one: Select the source



Step two: with the final source in mind, what steps need to be in place to analyse it successfully?



Step three: creating a sequence



Sources underpin planning and supplement the key content children will explore throughout each term. The use of sources ensures that children are given purposeful learning opportunities.



Content and Coverage

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum /EYFS Curriculum Coverage and Learning Journey Overview	<p>In EYFS pupils are taught History through the Understanding the World area of learning.</p> <p>Throughout the year pupils are taught about their living memory.</p> <p>Pupils discover how they, as individuals, change over their lifetime and begin to explore the concept of growth.</p>	<p>Event beyond living memory that is significant nationally: Great Fire of London</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements: Samuel Pepys</p>	<p>Significant historical events, people and places in their own locality: George/Robert Stephenson</p> <p>Changes within living memory: Changes in transport over recent time with a local focus: trains and aeroplanes.</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations and a depth study: Ancient Egypt</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Roman Empire and its impact on Britain</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A non-European society that provides contrasts with British history: The Mayans</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Wars through time</p> <p>A local history study: Stockport's rich history</p>
Key Question		How did the Great Fire affect London?	How - and why - has transport changed over time?	Which age experienced the most change?	What would Britain be like if it hadn't been invaded?	What can we learn from the innovations of the Greeks and the Mayans?	What stories does Stockport have to tell?
Diversity	A diverse range of authors and topics woven throughout classroom libraries and provision.		Amy Johnson Older relatives and their journeys to the UK	Race in Ancient Egypt Female leadership – Cleopatra	Emperor Septimius Severus Legacy of materials used to make Roman statues	Freedom in a society of equals Rights of the Ancient Greeks Rights of women in Ancient Greece	How did the role of women and children change from the beginning of the Industrial Revolution?
Learning beyond the classroom	Local walks and visits/visitors	Staircase House trip Firefighter visit	MOSI: Manchester - Liverpool railway Manchester airport viewing park Lowry art gallery	Stone Age artefact box Manchester Museum trip	Chester trip	Dr Dianne Davies – Mayan archaeologist	Air raid shelters The Plaza, Pear Mill Natwest (Underbank) owned by Arden family



Arden's Golden Threads in History

Substantive knowledge, often referred to as 'Golden Threads' in our History curriculum, encompasses the broad themes and overarching narratives that connect historical events and periods. These threads provide a cohesive framework through which pupils can understand the complexities and continuities of history. At Arden, we have identified five core themes that run through our History curriculum, ensuring that pupils not only learn about discrete historical facts and events but also grasp the larger patterns and forces at play. These themes are:



This theme explores the movements and interactions of peoples, examining how invasions and settlements have shaped societies and cultures. From the Roman invasion of Britain to the Viking settlements and beyond, students investigate how these dynamics influence the development of regions and their inhabitants.



Central to understanding the political and cultural landscapes of history, this thread delves into the role of monarchies and religious institutions. Pupils examine the power struggles, reforms, and revolutions that have defined the relationship between rulers, their subjects, and religious authorities.



This theme focuses on the social structures, cultural achievements, and enduring legacies of past societies. Pupils learn about the everyday lives of people, the art and architecture they created, and the lasting impacts of their societal norms and innovations on subsequent generations.



The age of exploration and the expansion of empires are crucial for understanding global history. This thread traces the journeys of explorers, the establishment of colonies, and the consequences of imperialism. Students explore the motivations, methods, and impacts of these endeavours on both the colonisers and the colonised.



This theme covers the evolution of political systems and ideas of governance. From the development of ancient democracies to modern parliamentary systems, students investigate how societies have organized themselves and how concepts of governance and representation have evolved over time.



Progression of knowledge and skills

Disciplinary knowledge in History at Arden is presented as key, 'second order' concepts. This refers to the methods and conceptual frameworks used by historians and are outlined below. The 6 areas that frame our History curriculum are specifically named in the current National Curriculum and (individually or collectively) form the focus of specific objectives at GCSE and A-level. Effective planning and carefully sequenced progression encompasses, addresses and revisits them all.



Sequencing and chronology

Sequencing events, stories, pictures, and periods over time teaches pupils how different historical periods relate to each other and contribute to a coherent understanding of the past. Through sequencing and chronology, pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events, and significant people, and learn about their impact.



Cause and Effect

Cause and effect is a concept that depicts a relationship in history between an event, a condition, or a decision (the cause) and the events or results that follow it (the effects). Understanding cause and effect is a key aspect of historical analysis and helps historians to understand how and why things happened in the past. This concept will allow pupils to create connections and construct informed responses by tracing the ripples through time. This concept is also linked to chronology where it helps pupils to recognise change across time.



Significance and interpretation

Pupils are taught how historians use this concept to identify what is significant in history, why historians cast their interpretations as to what was significant and apply this skill as historians themselves. Interpretation is an important concept that makes History distinct as a subject. Through significance and interpretation, pupils recognise both the subjective nature of historical evidence and the validity of multiple narrators. This concept considers the reliability of evidence looking at fact, bias or point of view.



Continuity and change

All sorts of things change over time: empires, languages, ideas, technology, attitudes, etc. However, even when things change, many remain the same. Together, change and continuity form a key concept in the study of history, as historians seek to understand both the ways in which societies and cultures have evolved over time, as well as the ways in which certain elements have remained constant. By examining both change and continuity, pupils gain a more complete understanding of the complexities of the human experience.



Historical enquiry

Primary and secondary sources help us to understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves to consider how historians use sources to interpret the past. Through historical enquiry pupils are taught how to ask questions, select and evaluate evidence and to make judgments about the past. It is way in which we teach them that there is often more than one side to a story and that history is multi-perspective.




Using sources as evidence

Historical resources include documents, paintings, audio recordings, images, motion pictures, artefacts, inscriptions and oral history. These sources let us know about historical information and underpin every single lesson in History. There are two main types of source that pupils will explore: primary and secondary sources. The use of such sources ensures that pupils are given purposeful learning opportunities and supplement the key content pupils will explore throughout each term.




Concept: Sequencing and Chronology

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum statements:	To talk about past and present events in their own lives and in the lives of family members.	Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.			
	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just their own</p> <p>Identifying that events and changes have happened in order</p> <p>Identifying that there are different periods of time in history</p>	<p>Identifying and comparing people from different periods of time – Lowry, Pepys</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/ achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p>	<p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Ordering a greater number of significant events, movements, and dates on a timeline</p> <p>Developing a secure chronological knowledge of local, British and world history, using dates</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Demonstrating a secure chronological knowledge of local, British and world history, using dates</p> <p>Ordering a greater number of significant events, movements, and dates on a timeline</p> <p>Describing the main changes in a period in history and placing them in the correct order</p> <p>Summarising the main events from a period of history, explaining the order of events and what happened</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
Cultural Capital	Sequencing and chronology are essential elements in developing cultural capital as they enable individuals to understand historical events in context and appreciate the evolution of societies and cultures. This knowledge fosters critical thinking, a global perspective, and respect for tradition. By grasping the order of events and their impact, individuals enhance their cultural awareness and ability to engage with diverse cultures and navigate various social and educational settings effectively.						



Concept: Cause and Effect

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum statements:	To comment on images of familiar situations in the past	They should understand some of the ways in which we find out about the past and identify different ways in which it is represented		They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance			
 <p>Cause and Effect</p>	<p>Identifying that certain choices have a consequence to them, e.g. through play – putting on armour makes me feel safe</p>	<p>Identifying that certain events and individuals have had major consequences in history</p> <p>Identifying cause and effect of the Great Fire of London: immediate and later</p> <p>Identifying that history can affect the local area, as well as nationally and globally</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'</p> <p>Recognising some causes to historical events</p>	<p>Identifying that certain events and individuals have had major consequences in history</p> <p>Identifying how events from history are so significant that they are remembered each year: Remembrance, Bonfire Night</p> <p>Identifying causes and effects from different periods specific to transport and beginning to establish links between them</p> <p>Recognising why people did things, why events happened and what happened as a result; identifying basic causes & effects</p>	<p>Identifying the major causes of advancement from Stone, to Bronze, to Iron Age and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming: communicating reasons for it and the impact on life</p> <p>Identifying the importance of the Nile for the Ancient Egyptians: identifying the links between natural resources and humans</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by Anglo Saxons and Vikings</p>	<p>Identify and note connections and contrasts between the Ancient Greek and Ancient Maya, referring to people, events and artefacts studied</p> <p>Identifying the effects and influence of Mayan and Greek achievements on the Western world – democracy, philosophy, medicine, language etc</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>To examine causes and results of great events (war) and the impact these had on people</p> <p>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and pupils and how these were affected by events</p> <p>Identifying the effect of wars through time on today's world as either positive or negative</p>
Cultural Capital	Pupils are encouraged to develop an appreciation for culturally significant events and grasp the significance of evolving world dynamics through time by thinking critically, experiencing discussion, examining primary and secondary sources and investigating causes of events and their effects. They establish connections between historical events and their broader implications, encompassing not only their personal lives but also the influence of events on communities, British values, and cultural relevance. This comprehensive understanding allows them to contextualise changes both in Britain and globally over the years.						




Concept: Significance and interpretation

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum statements:	Compare and contrast characters from stories including figures from the past	Pupils should be taught about: 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		They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			
	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/ events are significant in history: achievements, impact etc.	Identifying why certain people/events are significant in the wider context of history – the development of transport	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain	Use 'Boudicca' primary sources to understand that that is one viewpoint and cannot be verified	Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints	Identifying the significance of propaganda its impact
		Identifying why some individuals are significant both locally and nationally	Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Identify why Boudicca is such a significant individual for both British and Roman British history	Identify why interpretations can change in light of new evidence, e.g. change in meaning of the word 'barbarian'	Exploring events from different perspectives and use interpretations to evaluate to what extent events were significant, e.g. viewpoint of the allies
Cultural Capital	Pupils identify and evaluate the significance of historical events, figures, and artifacts. They develop critical thinking skills as they analyse different interpretations of the past, considering perspectives from various sources and viewpoints. This process helps them appreciate the complexity of history, the impact of historical events on society, and the role of bias in historical narratives. By engaging with significance and interpretation, pupils gain a deeper understanding of culture, historical context, and the multifaceted nature of knowledge, contributing to their cultural capital.						




Concept: Continuity and change

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum statements:	Comment on images of familiar situations in the past	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life		History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time			
 <p>Continuity and change</p>	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	<p>Identifying why some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays</p> <p>Identifying that changes throughout history have had important consequences – development of railways, understanding of the world from explorers etc</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the similarities and differences between the Ancient Egyptians and modern Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the similarities and differences between the Ancient Romans and modern Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Comparing similarities and differences between the Ancient Greeks and Ancient Maya through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	<p>Identifying the continuity and changes to the local area since the Industrial Revolution and as a result of war:</p> <ul style="list-style-type: none"> • population • jobs • local significance • entertainment • productivity <p>Identifying the changes of the roles of women and pupils from the beginning of the Industrial Revolution</p>
Cultural Capital	Pupils identify and evaluate the significance of historical events, figures, and artifacts. They develop critical thinking skills as they analyse different interpretations of the past, considering perspectives from various sources and viewpoints. This process helps them appreciate the complexity of history, the impact of historical events on society, and the role of bias in historical narratives. By engaging with significance and interpretation, pupils gain a deeper understanding of culture, historical context, and the multifaceted nature of knowledge, contributing to their cultural capital.						




Concept: Historical enquiry

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum statements:	Begin to understand similarities and differences between themselves and others, and among families, communities, and traditions.	Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		Pupils should understand how our knowledge of the past is constructed from a range of sources.			
 <p>Historical enquiry</p>	Starting to ask simple questions about people or events from within living memory	How did the Great Fire affect London? Guided enquiry using knowledge from topic	How – and why – has transport changed over time? Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify	Which age experienced the most change? Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	What would Britain be like if it hadn't been invaded? Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	What can we learn from the innovations of the Ancient Greeks and Mayans? Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify	What stories does Stockport have to tell? Independently identifying important achievements and events: critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
	Cultural Capital	Pupils develop cultural capital through historical enquiry by gaining a deeper understanding of their, and others, cultural heritage, historical context, and the complexities of the past. They will relate historical events to the impact not only to their immediate lives, but in a wider setting such as community, British values and cultural relevance. This process fosters critical thinking, research skills, and an appreciation for diverse perspectives, equipping them with the ability to engage in informed discussions about their cultural history and that of the broader world. Moreover, historical enquiry cultivates empathy, a sense of identity, and a connection to the cultural roots of themselves, their families and their peers.					



Concept: Using sources as evidence

Year Group:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum statements:	Compare and contrast characters from stories including figures from the past	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life		History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time			
	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions Identifying why sources can be useful in a variety of ways: inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods: Romans/Greeks/Anglo-Saxons/Vikings	Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Cultural Capital	Through the analysis of primary and secondary historical sources, such as letters, documents, and photographs, pupils gain access to a rich tapestry of diverse perspectives and narratives from various cultures and time periods. This engagement fosters critical thinking skills as pupils learn to assess the reliability and context of sources. Moreover, it allows them to better understand and connect with their cultural heritage, possibly uncovering personal or familial connections to historical events. By contextualizing historical events and developing research skills, pupils are equipped not only to appreciate their own cultural history but also to contribute to their cultural capital as informed and engaged citizens throughout their lives.						