



Success in History



Intent – What do we want to achieve?

At Hardy Mill Primary School, our personalised, bespoke History curriculum ensures that our children are inspired to learn about the past. We want our children to love and learn from history, understanding that history is incredibly important. Our high-quality history lessons are structured so that children:

- constantly review previous learning,
- openly ask questions through enquiry and become independent, critical thinkers.
- gain perspective from the judgements that historians have made through investigating primary and secondary sources of evidence.
- develop a sound understanding of chronology, building an overview of Britain's past as well as that of the wider world.
- gain precise subject knowledge.
- understand key historical concepts such as: cause and consequence, similarity and difference, continuity and change and use these to make links and connections.

Through the study of history across the world, across different time periods, through links made to our town, our country, diverse individuals and our British Value golden thread of mutual respect and tolerance, children build understanding, appreciation and pride for their own heritage and of the diverse world they live in.

History teaches our pupils that it is important to learn from past mistakes and triumphs.

Implementation – How do we organise learning?

In EYFS, history starts with the child. Children in Early Years begin to make sense of their own life story and that of their own family. They also find out about the lives of other people in their community and their role in society. They are presented with a range of pictures and stories as well as looking at familiar situations in the past so they can begin to explore and explain similarities and differences. In their classroom, they begin to organise events using basic chronology. They also begin to understand the past through settings, characters and events encountered in books read in class and storytelling.

In KS1, children extend their knowledge to study significant individuals that come from a range of backgrounds and understand the impact they have had locally, nationally and globally. They begin to investigate their locality starting with a familiar place - Hardy Mill School. They are also introduced to living memory and beyond living memory, the key concept of chronology and timelines, starting to develop a history story.

In LKS2, the children develop a British history narrative, studying changes in the Stone age to iron age ending at 1066. They also build upon the local history study in KS1, exploring the Industrial Revolution and the changes this brought to our hometown of Bolton.

This history narrative continues into UKS2 where the children build upon and then extend their knowledge of history post 1066. They explore the history of the wider world - ancient civilisations which have influenced our society today.

At Hardy Mill, history is delivered as a discrete subject and wherever possible cross curricular links are exploited, particularly links with British values and our school values. Teachers make it clear to the children that they are learning history disciplinary skills and encourage them to analyse the work of historians and begin to develop their own historical enquiries.

The history curriculum at Hardy Mill is based on the National Curriculum, supported by the Chris Quigley Milestones. The curriculum has been carefully planned over our two year phase cycles (See Curriculum Implementation) for progression (See below for long term planning).

At the start of each new history unit, prior learning is carefully considered and revision of key facts and historical understanding are built into lessons. Medium term plans for each unit are specifically sequenced and delivery of history lessons across school are planned following the same structure. This sequencing and structure allows children to: revisit and revise key themes, learn and build upon key knowledge; be introduced to and explicitly taught new transferable vocabulary; understand key historical concepts and make links and connections in their history learning.

Vocabulary is pre-taught to groups of children as necessary before each unit of work to assist their understanding. During the learning process, history working walls evolve after each session; new vocabulary is displayed and learning is celebrated.

Knowledge organisers are provided for reference and children are encouraged to use them to help them retain knowledge and vocabulary and make connections. Each knowledge organiser is personal to our school and moves through school with the children to allow them to revisit learning from previous phases and make links with current learning.

Impact

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- teacher questioning in lessons to assess what prior learning children have retained and how well they are understanding new learning.
- looking at pupils' work books where children are given opportunities to demonstrate what they know and apply knowledge to complete tasks set.
- pupil interviews, where children demonstrate that they know and can remember more historical knowledge and are able to define key vocabulary and use it to talk about their learning.

National Curriculum - History

National Curriculum - History		
Purpose of study		
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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>		
Aims		
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 		
EYFS	KS1	KS2
<p>Selected ELG that link to history</p> <p>Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events</p>	<p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Transport, Toys)</p> <p>events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; (The Great Fire of London)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example</p>	<p>Pupils should be taught about:</p> <p>changes in Britain from the Stone Age to the Iron Age; Stone Age to Iron Age Britain (LKS2) the Roman Empire and its impact on Britain; The Romans (LKS2) Britain’s settlement by Anglo-Saxons and Scots; (The Anglo-Saxons and Scots LKS2) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; The Vikings (LKS2) a local history study; (Local history study LKS2) a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; (Beyond</p>

<p>encountered in books read in class and storytelling.</p>	<p>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; (Nursing Heroes, Explorers) significant historical events, people and places in their own locality (Hardy Mill Primary School)</p>	<p>1066 UKS2) 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 Egyptians UKS2) Ancient Greece – a study of Greek life and achievements and their influence on the western world; (Ancient Greece UKS2) 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. (The Maya UKS2)</p>
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Hardy Mill Long Term Plan – History

		Autumn		Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Ongoing timeline of events throughout the year displayed in EY classrooms	All about me	Into the Woods	Our world and beyond	Food glorious food	Can we explore it?	In and around the sea
		All about me, My Family and pets, People who help us	Diwali, Christmas Here and around the world	Chinese New Year Our planet- UK and Spain Space	Where does our food come from		Under the Sea
KS1	Cycle A	Hardy Mill Primary School (A1) What is the story of Hardy Mill?				Transport (Su 1) How has transport changed within the last 100 years?	
	Cycle B	Nursing Heroes (A2) Why do historians think that Florence, Edith and Mary are so significant?		Great Fire of London (Sp1) What were the causes and consequences of the Great Fire of London?			
		Explorers (A2) Why do historians think that Matthew Henson, Robert Falcon Scott and Amelia Earheart are so significant?		Toys (Sp 2) How have toys changed in the last 100 years?			
LKS2	Cycle A	Stone Age to Iron Age Britain (A1) How did life change in Britain from the Stone age to the Iron Age?		The Romans (Sp 1 and 2) How have the Romans changed Britain?		Local history study (Su 1) How did the industrial revolution change Bolton?	
	Cycle B	The Anglo-Saxons and Scots (A2) Who were the Anglo Saxons and why is this period so important in British history?		The Vikings (Sp 2) How should we remember the Vikings?			

UKS2	Cycle A	<p>The Maya (A1 and 2) Why should we study the Maya?</p>		<p>Ancient Egyptians (Su 1 and 2) What were the achievements of the earliest civilisations?</p>
	Cycle B	<p>Ancient Greece (A1 and 2) How have the Greeks influenced the Western world?</p>		<p>Beyond 1066 (Su 1 and 2) Was the British Empire under the Victorians something 'great'?</p>

How do we know our children have made progress? End points

End of EYFS

A good historian at the end of EYFS can: (ELGs)

- Begin to use language relating to time
- Begin to make sense of their own life story and their family's history.
- Compare images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

End of KS1

At the end of KS1 children can:

- Develop an awareness of the past using common words and phrases relating to the passing of time.
- Explain where the key individuals and events they study fit within a chronological framework, within or beyond living memory.
- Describe a historical event.
- Describe significant, diverse people in the past and what makes them significant (explorers, nurses)
- Place these key individuals within or beyond living memory and use dates where appropriate.
- Talk about an event that has happened in our local area (our school opening).
- Talk about the Great Fire of London and its impact on our nation.
- Talk about how toys and transport have changed or stayed the same over the last 100 years.
- Collect information from different sources of evidence (objects, photographs, films and age-appropriate books)
- Give simple reasons for events or actions using because
- Present their findings
- Ask and answer questions
- Use precise, topic specific language
- Identify similarities and differences between ways of life in the period of history they have studied.
- Use a wide range of everyday historical terms.
- Understand some methods of historical enquiry, including how evidence is used to make historic claims
- Begin to understand concepts of cause and consequence and make connections

End of
LKS2

At the end of LKS2 children can:

- Place the historical periods studied in chronological order (British history + events studied in Ks1)
- Describe the changes that happened in Britain throughout the prehistory periods (The Stone Age- Iron Age).
- Explain the impact that the Roman Empire had on Britain, the lasting legacy of the Romans and the invasion of Britain by the Celts.
- Explain who the Anglo Saxons were and why this period of history was so important in British history.
- Talk about who the Vikings were and the struggle for the kingdom of England.
- Describe the impact of the industrial revolution in our local area
- Describe similarities and differences within the periods studied.
- Make comparisons and links within the periods studied in British history
- Ask questions about change and give an example of the consequences
- Give some reasons for why events happened.
- Describe the similarities and differences within the periods studied.
- Combine information from more than one source.
- Present their findings in different ways.
- Use historical and subject specific vocabulary.
- Describe artefacts and make inferences and deductions based on their observations.
- Recognise that sources differ as people had different feelings about events in the past

End of
UKS2

At the end of UKS2 children can:

- Place events across periods at British, local and world level in chronological order.
- Compare and contrast across periods studied.
- Describe some of the achievements of the Ancient Greeks and how they have influenced the Western world
- Describe some of the achievements of the Ancient civilisations with a focus on the achievements of the Ancient Egyptians.
- Discuss the civilisation of the Maya and whether they were a great civilisation.
- Identify trends and patterns and suggests reasons for these. Explain the significance of people and events.
- Take into account bias and credibility of sources. Empathise and recognise that historians/people in the past have different points of view when analysing sources.
- Describe artefacts and make inferences and deductions based on their observations.
- Use historical and subject specific vocabulary precisely and in context.
- Present their findings in different ways and present a balanced point of view.
- Use historical and subject specific vocabulary.

Progression of knowledge in history at Hardy Mill

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Knows about own life-story. Knows how they have changed from birth to age 4. Can talk about the lives of the people around them and their roles in society – people in school, people in the community. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas now and in the past) Knows about figures from the past and recent past (Neil Armstrong and Tim Peake). Knows some similarities and differences between things in the past and now, drawing on experiences and what has been read in class(Milly,Molly, Mandy stories) Knows about the past through settings, characters and events encountered in books read in class and storytelling. Listens to and responds to story of Amelia Earhart (Little People, Big Dreams) Know about the past through comparing everyday items from the past and present day –collection of historical items eg phones/mobile phones, 	<p>Hardy Mill Primary School (A1)</p> <p>What is the story of Hardy Mill?</p> <ul style="list-style-type: none"> Key information about the town of Bolton. Humans have lived in Bolton for thousands of years. That Hardy Mill being built is a significant event. The year Hardy Mill was built. That there is evidence that shows Hardy Mill's history. Why Hardy Mill is named Hardy Mill. Who Samuel Crompton is and why he is significant in Bolton. 	<p>Stone Age to Iron Age Britain (A1)</p> <p>How did life change in Britain from the Stone age to the Iron Age?</p> <ul style="list-style-type: none"> What prehistory is and what happened in Britain in prehistory. The main features of life during the Stone Age,Bronze Age & Iron Age and some changes. That society developed from a hunter-gatherer lifestyle to settled farming. Where these time periods sit in relation to other British periods of history: Key dates, chronology Settlements/farming methods Society Beliefs Achievements Changes 	<p>The Maya (A1 and 2)</p> <p>How did the Maya become so important?</p> <ul style="list-style-type: none"> When and where the Maya civilisation lived. Where the Maya civilisation fit within a chronological framework. The Maya are a non-European civilisation. The ancient Maya people were quite a sophisticated civilisation. Settlements/farming methods Society Beliefs Achievements Changes

<ul style="list-style-type: none"> records,tapes,videos/CDs, • Cameras • Know about the past through settings, characters and events encountered in books read in class and story telling (The Whales' Song) Focus on grandparents and what it was like when they were children. 			
	<p>Nursing Heroes (A2) Why are Florence, Mary and Edith so significant?</p> <ul style="list-style-type: none"> • That significant people are people who have done something that should be remembered. • Who Florence, Edith and Mary were. • When these three individuals lived. • What changed because of these individuals. • Why historians believe that these three individuals were significant. 	<p>The Romans (Sp 1 and 2) How have the Romans changed Britain?</p> <ul style="list-style-type: none"> • Who the Romans were. • That they were building an empire and what this is. • Where the Romans were from. • Why the Romans came to Britain. • Who occupied Britain before the Roman occupation. • Where the Romans fit within the chronology of British history. • Settlements/farming • Social structure • Beliefs • Legacy/impact on Britain 	<p>Ancient Egyptians (Su 1 and 2) What were the achievements of the earliest civilisations?</p> <ul style="list-style-type: none"> • The names of some of the earliest civilisations. • Where these civilisations fit with a chronological framework. • What the similarities and differences between these civilisations were. • That each civilisation were significant and all achieved different things. • The Ancient Egyptian civilisation outlasted all of the early civilisations. • Where the ancient Egyptian civilisation fits within a chronological framework • Where they lived and developed. • Settlements/farming • Social structure • Beliefs • Legacy/impact on Britain

	<p style="text-align: center;">Transport (Su 1)</p> <p>How has transport changed within the last 100 years?</p> <ul style="list-style-type: none"> • What transport is and different types of transport. • Why different modes of transport are used. • How to find out about transport in the past and present. • How transport has changed over the last 100 years (trains, cars) 	<p style="text-align: center;">Local history study (Su 1)</p> <p>How did the industrial revolution change Bolton?</p> <ul style="list-style-type: none"> • There has been a settlement in Bolton since the Roman times. • What the industrial revolution was. • When the industrial revolution happened in Britain. • How Bolton changed. • Who the Luddites were. • Who Samuel Crompton is. • The impact upon Bolton now. 	<p style="text-align: center;">Ancient Greece (A1 and 2)</p> <p>How have the Greeks influenced the Western world?</p> <ul style="list-style-type: none"> • When the Ancient Greeks lived and how this period of time fits into a chronological framework. • Where the Ancient Greeks lived. • Who Alexander the Great was and about the empire he built. • The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians • How ancient Greek ideas spread. • Settlements • Social structure • Beliefs • Legacy/impact on the western world
	<p style="text-align: center;">Explorers (A2)</p> <p>Why are Matthew Henson, Robert Falcon Scott and Amelia Earheart so significant?</p> <ul style="list-style-type: none"> • What an explorer is • Who Amelia Earheart is and why she is significant • Who Robert Falcon Scott is and why he is significant • Who Matthew Henson is and why he is significant • The differences between these explorers and how 	<p style="text-align: center;">The Anglo-Saxons and Scots (A2)</p> <p>Who were the Anglo Saxons and why is this period so important in British history?</p> <ul style="list-style-type: none"> • Where the Anglo Saxons fit into a chronological framework. • Where the Anglo Saxons were from and when they came to Britain. • How we know about the Anglo Saxons • Settlements/farming 	<p style="text-align: center;">Beyond 1066 (Su 1 and 2)</p> <p>Was the British Empire under the Victorians something 'great'?</p> <ul style="list-style-type: none"> • Understanding of chronology post 1066. • Britain had an empire • How long the empire lasted • What impact the empire had on society • What Victorian houses were like and how they were affected by the empire • Why religion was important in spreading the empire and why

	they were treated	<ul style="list-style-type: none">• Society• Beliefs (change to Christianity)• Alfred the Great• Legacy/impact	beliefs began to change <ul style="list-style-type: none">• What sources of evidence tell us about the empire?
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	<p>Great Fire of London (Sp1) What were the consequences of the Great Fire of London?</p> <ul style="list-style-type: none"> • Where London is and what it looked like in 1666. • When the Great fire of London was and where this fits-within/beyond living memory. • Why the fire started. • Why the fire spread. • How they tackled the fire. • What the consequences of the fire were. • How we know about the Great Fire of London. <p>Make links to present day by comparing The Great Fire of London to Grenfell Tower</p>	<p>The Vikings (Sp 2) How should we remember the Vikings?</p> <ul style="list-style-type: none"> • Who the Vikings were and where they came from. • Where they fit in the chronology of British history/a chronological framework • How historians know about the Vikings and what the perception of them is. • Settlements • Social structure • Beliefs • Legacy/impact on Britain 	
	<p>Toys (Sp 2) How have toys changed in the last 100 years?</p> <ul style="list-style-type: none"> • What toys are and different types of toys. • How to find out about toys in the past and present. • How toys have changed over the last 100 years. 		

	<ul style="list-style-type: none"> • That toys have diversified over time. 		
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Progression of skills in history at Hardy Mill (disciplinary knowledge)

	EYFS <small>From bridging document</small>	KS1	LKS2	UKS2
To understand chronology	<p>Use words associated with the past including yesterday, last week, last year</p> <p>Can talk about significant events in their own lives from birth to age 4.</p> <p>Can talk about everyday items from the past and present day and begin put them in order</p> <p>Talk about the order of events in a range of stories.</p> <p>Begin to sequence events and photographs from their own life (class</p>	<p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p style="text-align: center;">Use dates where appropriate.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe event.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p>

	timeline)			
<p>To investigate and interpret the past (sources of evidence and historical interpretations)</p>	<p>Listen to and ask questions about the past from stories, visitors and pictures</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses (theory/question) about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
<p>To communicate historically</p>	<p>Communicate knowledge through: group and class discussion</p> <p>Pupils use words or phrases such as: yesterday, last week, last year, a long time, years, my mum and dad/</p>	<p>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.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>Show an understanding of the concept of nation and a nation's history</p> <p>Show an understanding of concepts such as civilisation,</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Show an understanding of the concept of nation and a nation's history</p>

	nan and grandad did/had	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	monarchy, parliament, democracy, and war and peace.	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Cause and consequence	Know what has caused an event to take place in stories.	Recognise and explain why people did things and what happened because of this. Give a simple explanation of a consequence to an action specifically of an event or action of a person. Give more than one effect of an event with simple explanation	Identify reasons for, and the results of people's actions/ events in time. Understand the causes of events and what the consequences these actions/events had. Explain some of the main events and give reason or cause for change over time.	Make valid judgements for the causation of an event. Begin to understand the complexity of life in past societies/civilisations due to challenges or beliefs at the time. Begin to see the relationship between different periods of time and the impact to me/ my country and globally.
Change and continuity	Identify that some things within the child's living memory have changed and some things have stayed the same	Identify that changes have happened in history that can impact on today Identify that there are reasons why things have changed and some things have stayed the same. Identify that continuity or change can be a good thing or a bad thing.	Identify key features and events in the time period studied and explain what happened because of them / what caused them Identify continuity and change throughout British history through knowledge of <ul style="list-style-type: none"> - Settlements - Society - Beliefs - Achievements Explain some of the main events and give reason or cause for change overtime.	To understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. To see the relationship between different periods and the legacy or impacts for me and my identity Examine the causes and results of great events, with a range of evidence, and the impact
Similarity and difference	Begin to speak about similarities and differences	Know the difference between the past and the present in pupil's own lives	Identify some similarities and differences between different periods of time in British history	Discuss trends over time Compare social structure and

	between now and the past through experiences and stories.	and others lives. Know the difference between ways of life at different times. Know the difference between how people were treated at different times.	Describe similarities and differences between the way people lived/social structure and beliefs across British history.	aspects of life in different time periods/different civilisations Understand and compare beliefs, behaviours and attitudes between different periods/civilisation
Historical significance	Understand why people from the past are important. (Neil Armstrong, Tim Peck, Amelia Earheart).	Understand the term significance. Explain some reasons why people in the past are significant.	Describe how and why people in British history were significant Describe important events in British history and give reasons why they were significant. Understand the criteria historians use to ascribe significance to people or events.	Describe why civilisations were significant with reference to some individuals that were significant in these periods of history.