

Scotton Lingerfield Primary School History Progression

National Curriculum Purpose for History

'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.'

National Curriculum Aims for History

- 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.

Throughout their studies, children will develop their understanding of the key disciplinary concepts of: chronological understanding, change and continuity, cause and consequence, significance and interpretation and historical enquiry.

Substantive Knowledge			
Reception	Year ½	Year ¾	Year 5/6
<p>Begin to make sense of their own life story and family history</p> <p>Know the meaning of words like yesterday, before, last week, once upon a time, etc.</p> <p>Look at photographs of people in their family as they are now and talk about younger and older, etc.</p> <p>Talk about clothes worn by their parents and grandparents after looking at photographs of their relatives when they were as young as they are now.</p>	<p>Why did the Great Fire of London burn for so long?</p> <ul style="list-style-type: none"> • Know where London is • Know why we know that the fire happened in the first place • Know that a great fire engulfed London in the past • Know that the people there found it difficult to control the fire • Know that much of what we know about the fire comes from Samuel Pepys's diary • Know how firefighting equipment has changed over the years 	<p>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</p> <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age • Recognise the importance of the invention of the wheel • Know how important the discovery of iron ore was • Understand why Iron Age hill forts were created • Know the main differences between the Stone, Bronze and Iron Ages 	<p>What was the impact of World War 2 on Britain?</p> <ul style="list-style-type: none"> • Know the dates that WW2 started and ended. • Know about the main events that led to WW2's beginning • Know about significant leaders such as Hitler and Churchill • Know the names of the countries that supported Britain • Know the impact that the war had on ordinary people

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<p>Know that many things were different when their grandparents were children (after listening to grandparents talking to them).</p> <p>Comment on images of familiar situations in the past</p> <p>Appreciate that photographs of the past tell them about how things have changed. Know, by handling artefacts, that people in the past did not have the modern appliances we have today. Recognise that things have changed by looking at old photographs and from direct experiences of past events. Show that they can organise artefacts by age and start to justify their choices.</p>	<p>Pudding Lane Thomas Farriner Samuel Pepys leather buckets plague Thames</p>	<p>the Great Plague (1665) diary St Paul's Cathedral water pump system burning flammable constructed</p>	<ul style="list-style-type: none"> Know what is meant by the term 'hunter-gatherers' <p>hunter-gatherers settlement Iron Age forts Skara Brae Stonehenge archaeologists</p>	<p>Palaeolithic Mesolithic Neolithic bronze iron ore prehistoric monument carbon dating pagan druids flint knapping blacksmith plough ('ard') hill fort siege granary</p>	<p>Axis Allies propaganda no man's land Armistice Day conscription</p> <p>appeasement Czechoslovakia Adolf Hitler Neville Chamberlain Winston Churchill Hitler Youth aerial bombing air raids civilian evacuation Aryan race supremacy indoctrination coalition rationing post-war</p>
<p>Compare and contrast characters from stories, including figures from the past</p> <p>Appreciate that many stories are set at a time in the past. Appreciate that often things need changing and that it can sometimes take a brave person to start the process. Discuss why people did what they did and what drove them to do so. Begin to appreciate that many people did things that helped make the world a better place.</p>	<p>What was my grandparent's childhood like?</p> <ul style="list-style-type: none"> Know how different our grandparents' toys were Know what our grandparents' school days were like Know how shopping habits have changed over the past 50 years Know how birthday celebrations for children have changed over the past 50 years Know how what we eat each day has changed over the past 50 years 	<p>How did Britain change between the end of the iron age and the end of the Roman occupation?</p> <ul style="list-style-type: none"> Know why the Romans came to Britain Know what the Romans did to improve Britain Know why many Britons were opposed to the Roman occupation Know why the Romans left Britain Know the legacy left by the Romans and how this helped to shape Britain 	<p>Why was the early Islamic civilisation known as the Golden Age?</p> <ul style="list-style-type: none"> Know where the Middle East is and particularly, Baghdad Know that the House of Wisdom was similar to a modern university or library Know that the Islamic civilisation around 900AD was known as the Golden Age because of the positive things it brought to the world Know that the Islamic civilisation was the first to introduce hospitals to the world and was advanced where medicine and education were concerned Know about the Prophet Muhammad (PBUH). and know key facts about his life 		

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				<ul style="list-style-type: none"> Know how and why the Golden Age came to an end 	
Beatles hippie Clangers Crackerjack Moon landing McDonald's	word of mouth photographs blackboards/ chalkboards inkwell corner shop supermarket self-service	centurion Londinium Romanisation invade aqueduct senate	villa Hadrian's Wall amphitheatre coliseum Housesteads gladiator mosaic Britannia slavery Celtic tribes forum baths latrines Latin hypocaust colonia Boudicca empire	House of Wisdom Baghdad Prophet Muhammad Ramadan manuscript madrassa	health care education Dark Ages medieval research centre medicine dentistry translation prophet Al Amin (honest and trustworthy) Mecca pulmonary circulation anatomy physiology capillaries dissection Genghis Khan
What would my life have been like if I lived in the Victorian Era? <ul style="list-style-type: none"> Know what is meant by the term 'industrial revolution' Know about how the Industrial Revolution changed different towns and cities in Britain Know what life was like for most Victorian children Know what life at home was like for most Victorian people Know the difference between belonging to a rich or poor family 		How did our homes change between the beginning of the Stone age and the end of the Roman occupation? <ul style="list-style-type: none"> Know that the first people who lived in Britain lived nomadic lives and often did not have a permanent home Know that we have learned much about early Britons by examining what was found in Skara Brae Know that in the Iron Age, hill forts were built to help people live in more permanent communities and to keep them safe from nomadic tribes 		Who were the Maya and what have we learnt from them? <ul style="list-style-type: none"> Know about the impact that the Mayan civilisation has had on the world Know why they are considered an advanced society relative to that period in Europe Know what was happening in Britain when the Maya were at their most powerful Know how different the Maya and the Egyptian pyramids were Know how the Mayan belief in Gods created a culture of sacrifice 	

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			<ul style="list-style-type: none"> • Know that the Romans modernised Britain and built advanced homes, often including heating and baths 	<ul style="list-style-type: none"> • Understand how the pok-ta-pok Mayan game could be described as the earliest football match • Understand why the Mayan civilisation died out 		
	<p>Workhouse farthing gramophone gruel Industrial Revolution chimney sweep</p>	<p>technology engineering factory machines steam engine loom steam locomotive raw materials chimney sweep</p>	<p>shelter settlement Iron Age fort Skara Brae Stonehenge nomadic</p>	<p>Britons cave painting carvings primitive Lascaux (France) archaeologists Neolithic construction occupation hearths carpenter metal worker hill fort (ditch, gateway, defensive wall, siege, roundhouse, granary) Romanisation sanitation aqueducts insulae forum amphitheatre colonia basilica</p>	<p>Chichen Itza Itzamna codices ahau or ahaw batab Kukulcan</p>	<p>pok-ta-pok rituals sacrifice city-state Mesoamerica astronomy cacao beans mica stepped pyramid Bonampak equinox Xibalba Hunahpú Ixbalanqué bloodletting drought</p>
	<p>Who were and are the UK's famous people?</p> <ul style="list-style-type: none"> • Know what being famous means • Know about famous people from the past who are linked to your town or city • Know about the impact these people have made on our lives today 		<p>Why was ancient Egypt's civilisation ahead of its time?</p> <ul style="list-style-type: none"> • Know that there were some advanced civilisations 3,000 years ago and that Britain was not one of them • Know about the link between the Ancient Egyptians and slavery. • Know why the Pharaohs were so powerful. 		<p>How did Britain change between the end of the Roman occupation and 1066</p> <ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring law and order to the country • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms 	

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	<ul style="list-style-type: none"> • Know about a famous person alive today who has a connection with your town or city • Explain why they are famous 		<ul style="list-style-type: none"> • Know why the pyramids were built • Know about how the Ancient Egyptians were influenced by their Gods 		<ul style="list-style-type: none"> • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know where the Vikings originated and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles against the Anglo-Saxons 	
	Emily Pankhurst suffragette Mary Prince Mary Seacole JK Rowling Marcus Rashford	significant famous parliament voting slavery monarch	pharaohs pyramid hieroglyphs vizier sarcophagus papyrus	Egypt Nile Indus Valley Ancient Sumer Mesopotamia Shang Dynasty military emperor deities mortal Middle Kingdom Ma'at (balance and harmony) tombs alchemy	Anglo-Saxon kingdoms Shire reeve churl longship longhouse Jorvik	Angles Saxons Jutes Danes Viking settlers raiders Scandinavia Old Norse Lindisfarne Danelaw Danegeld Winchester sagas Athelstan Norman William the Conqueror Battle of Hastings
	Who are Britain's significant monarchs? <ul style="list-style-type: none"> • Know facts about Henry VIII • Know that Elizabeth I was Henry VIII's daughter and that she was a significant British monarch • Recognise that the Victorian era is named after Queen Victoria • Know that Queen Elizabeth II died only recently and is fondly remembered 		Who lived in the Indus valley and what do we know about them? <ul style="list-style-type: none"> • Know where the Indus Valley is and locate it on a map • Know that the people of the Indus Valley created sophisticated sewage systems • Know that the people of the Indus Valley built some very advanced buildings for their time 		When and why did we create the British Empire? <ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the countries that were part of the British Empire • Know how the British Empire came into being • Know about the positive and negative associated with the British Empire 	

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	<ul style="list-style-type: none"> • Know that King Charles III is the son of Elizabeth II and is our present monarch 		<ul style="list-style-type: none"> • Know what an archaeologist does • Know about Indus Valley seals • Know what a typical day in the life of an Indus Valley child was like 			
	<p>Tudor period Spanish Armada Industrial Revolution Church of England House of Windsor coronation</p>	<p>monarchy Henry VIII Catholic Church the Pope heir line of succession Elizabeth I Sir Walter Raleigh Queen Victoria Elizabeth II King Charles III</p>	<p>Ingot Harappa terracotta querns citadel bandits</p>	<p>Pakistan India Islamabad earthenware glazed/ unglazed ceramic fortified outlaws flood plain ivory traders seals sewage systems</p>	<p>empire mother country Commonwealth colony slavery 'empire on which the sun never sets'</p>	<p>political Queen Elizabeth I customs East India Company expedition War of Independence loyalists Sir Francis Drake Sir John Hawkins Sir Walter Raleigh plantations British Raj famine Mughal rulers Robert Clive Battle of Plassey principalities Mahatma Gandhi</p>
	<p>Why do we have castles?</p> <ul style="list-style-type: none"> • Know that castles were built to keep people safe and secure • Know that there are many stories associated with castles • Know that there is probably a castle not far from where you live • Know the names of the different features of a castle • Know who lived in a castle • Know about William the Conqueror and why he needed castles 		<p>How has crime and punishment changed over the ages?</p> <ul style="list-style-type: none"> • Know about 'crime and punishment' in British history and how punishment has changed through the ages • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past • Order an increasing number of significant events, movements and dates on a timeline using dates accurately 		<p>What are the main events that happened in Britain between 1066 and the present day?</p> <ul style="list-style-type: none"> • Know about themes in British history that extend beyond 1066 and explain why they were important to British history. • Know what is meant by a civil war • Know who Henry VIII was and why he is still significant today. • Know about Elizabeth I's link with the British Empire • Know why the Victorian period was a hugely influential time 	

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		<ul style="list-style-type: none"> Describe the main changes in a period in history using words such as social, religious, political, technological and cultural. Select relevant sections of information to address historically valid questions and construct detailed, informed responses 	<ul style="list-style-type: none"> Know how, even in their lifetime, significant events will happen that will be talked about for centuries 			
	<p>Moat drawbridge knight turret keep portcullis</p>	<p>protection lords enemy invaders peasants servants craftspeople constable Motte and Bailey stronghold battlements arrow loops barbican</p>	<p>blasphemy wergild assizes pillory jury torture</p>	<p>offence courts trial imprisoned judgement vagrants beggars confinement stocks legal system justice jurisdiction</p>	<p>cavaliers Roundheads Covid-19 Protestant Cromwell Industrial Revolution</p>	<p>Henry VIII Elizabeth I Queen Victoria civil war reformation Catholic divorce voyage foreign policy religious tension tortured executed rebellion Parliament the Spanish Armada Sir Francis Drake Sir Walter Raleigh Christopher Columbus the British Empire the slave trade galleons James I Charles I</p>

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Disciplinary Knowledge				
	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Timelines	<ul style="list-style-type: none"> • Know how to set out own life on a simple timeline 	<ul style="list-style-type: none"> • Begin to appreciate what a timeline is by looking at a timeline over the past 10 years • Know how to set out information on a timeline up to 50 years ago • Know that a timeline can be used to help them understand the period they are studying, e.g. the Great Fire of London 	<ul style="list-style-type: none"> • Start using a timeline that identifies different centuries • Use the timeline to show how Britain has changed over the years • Accurately set out different events on a timeline • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 	<ul style="list-style-type: none"> • Have a secure understanding of a British timeline that extends from the Stone Age to the present day • Order an increasing number of significant events, movements and dates on a timeline using dates accurately • Use timelines to demonstrate changes and developments in culture, technology, religion and society • Know the date of any significant event studied from the past and place it correctly on a timeline
Chronology	<ul style="list-style-type: none"> • To begin to appreciate that their life is different to the lives of people in the past • To understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> • Recognise that familiar objects we have today would have been different in the past, e.g. telephone • Describe memories and changes that have happened in their own lives • Order a few events and different artefacts from the recent past 	<ul style="list-style-type: none"> • Put artefacts or information in chronological order from a long time ago • Use appropriate dates and chronological conventions, e.g. BC, BCE and AD • Appreciate that some major events in the past caused major changes to the British 	<ul style="list-style-type: none"> • Show a chronologically secure knowledge and understanding of local, national and global history • Know and describe in some detail the main changes to an aspect in a period of history being studied • Demonstrate a coherent chronological narrative,

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		<ul style="list-style-type: none"> Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after 	<p>landscape, e.g. Roman occupation</p> <ul style="list-style-type: none"> Use words and phrases: century, decade 	<p>knowledge and understanding of Britain's past and the wider world</p> <ul style="list-style-type: none"> Describe the main changes in a period in history using words such as social, religious, political, technological and cultural
Evidence base	<ul style="list-style-type: none"> Ask questions or make remarks about illustrations in a book they are reading, which may be set in the past 	<ul style="list-style-type: none"> Begin to understand that some evidence related to what happened in the past is more reliable than others Observe and handle artefacts and ask simple questions about the past Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the past Recognise what is a reliable piece of information and what is not, e.g. photograph vs word of mouth 	<ul style="list-style-type: none"> Know that much of what is presented as historical fact is based on limited information Observe and use pictures, photographs and artefacts to find out about the past Understand that different types of evidence and sources can be used to help us find out about what happened in the past Recognise the impact that bias has on records of historical events Know that historical recounts are prone to exaggeration 	<ul style="list-style-type: none"> Show an awareness of the concept of propaganda and censorship Know the difference between primary and secondary sources of evidence and the impact of this on reliability Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distant past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding about the past
Interpretation and significance	<ul style="list-style-type: none"> Recognise that the past is different to today 	<ul style="list-style-type: none"> Understand that an invention from the past can lead to something we use today, e.g. television Offer an opinion as to why something may have happened in the past and why they know 	<ul style="list-style-type: none"> Understand that significant discoveries or inventions created much change in the lives of people, e.g. the wheel or iron ore Start to compare two versions of a past event 	<ul style="list-style-type: none"> Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions

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		<ul style="list-style-type: none"> Point out a few similarities and differences between ways of life at different times Begin to reflect on the significance of what has been learnt from the past 	<ul style="list-style-type: none"> Start to use stories or accounts to distinguish between fact and fiction Look at more than one version of the same event or story in history and identify differences Know about the impact of a past action on our lives today 	<ul style="list-style-type: none"> Appreciate that people in the past represent events or ideas in a way that may be to persuade others Form their own opinions about historical events from a range of sources
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Disciplinary Vocabulary

	Reception	Year ½		Year ¾		Year 5/6	
Chronological understanding	yesterday last week last year older younger before after then now next today old new a long time ago	timeline decade century past present very old when I was younger a very long time ago before I was born when my parents/carers were young	timeline decade century past present very old when I was younger a very long time ago before I was born when my parents/carers were young	chronology chronological order AD (Anno Domini) BC (Before Christ) BCE (Before the Common Era) age era period ancient millennium millennia (thousands of years) prehistoric Stone Age/ Bronze Age/Iron Age Palaeolithic/ Mesolithic/ Neolithic	chronology chronological order AD (Anno Domini) BC (Before Christ) B.C.E (Before the Common Era) age era period ancient millennium millennia (thousands of years) prehistoric	chronology chronological order AD (Anno Domini) BC (Before Christ) BCE (Before the Common Era) age era period ancient millennium millennia (thousands of years) prehistoric	chronology chronological order AD (Anno Domini) BC (Before Christ) BCE (Before the Common Era) age era period ancient millennium millennia (thousands of years) prehistoric

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				Archaic period/ Classical period/ Hellenistic period			
Knowledge of people, places & events	babies children parents grandparents family friends home/house school supermarket shop park woods/forest birthday christening wedding Christmas Eid Diwali holiday	Annie Kenny Emily Pankhurst Mary Prince Mary Seacole JK Rowling Marcus Rashford the Beatles the Great Fire of London (1666) the Great Plague (1665)	Rosa Parks Nelson Mandela Mother Teresa Leonardo da Vinci Walt Disney Thomas Farriner Samuel Pepys Neil Armstrong Buzz Aldrin Michael Collins Christopher Columbus Alexander Graham Bell Thomas Edison Lewis Howard Latimer Queen Victoria River Thames Pudding Lane Industrial Revolution	Cheddar Man Darius Alexander the Great Phillip of Macedon Plato Pythagoras Homer Hippocrates Aristotle Socrates Alexander Graham Bell Lewis Howard Latimer (influence on the western world) Skara Brae Stonehenge Beaker Culture Cairo Luxor Valley of the Kings River Nile the Great Pyramid	Tutankhamun Howard Carter Cleopatra Romulus and Remus Numa Pompilius Tullus Hostilius Ancus Marcius Tarquinius Priscus Servius Tullius Tarquinius Superbus Julius Caesar Aurelian Moors Ivory Bangle Lady Beachy Head Lady Boudicca Henry Hunt King Alfred the Great King Athelstan King Edward the Confessor King Ethelred the Unready Palatine Hill Antonine Hill Rome Italy Hadrian's Wall Londinium Trafford Centre	Cavaliers Roundheads Oliver Cromwell King James I Guy Fawkes Robert Catesby Thomas Percy Pakal the Great Itzamna Kukulcan Hunahpú Ixbalanqué Royal African Company Olaudah Equiano Ottobah Cugoano River Thames Houses of Parliament Mesoamerica Mexico Guatemala Belize Honduras Chichen Itza Palenque Tikal Xibalba the Gunpowder Plot (1605) Bonfire Night Atlantic slave trade	Queen Elizabeth I East India Company loyalists Sir Francis Drake Sir John Hawkins Sir Walter Raleigh Robert Clive Mahatma Gandhi Kaiser Wilhelm King George V Archduke Franz Ferdinand Adolf Hitler Neville Chamberlain Winston Churchill Hitler Youth Ancient Greece Athens Sparta Hellas Peloponnese Macedonia Persia Mount Olympus Commonwealth Punjab, India Mirpur, Pakistan Sylhet, Bangladesh War of Independence Battle of Plassey

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					<p>Mamucium Cottonopolis Sutton Hoo Seven Kingdoms (Wessex, Sussex, Essex, Kent, East Anglia, Mercia, Northumbria) Danelaw</p> <p>Industrial Revolution Peterloo massacre the Great Depression Roman invasion Roman occupation fall of Rome Battle of Hastings (1066)</p>	<p>Middle Passage Industrial Revolution <i>*Al-Khwarizmi (mathematician)</i> <i>Muhammad ibn Zakariya Razi (medicine)</i> <i>Al-Zahrawi (surgery)</i></p>	<p>Industrial Revolution The Empire Windrush Armistice Day Peloponnesian War Persian Wars Battle of Marathon The Olympics</p>
Conceptual understanding	<p>in the past in my life before I was born during my parent's life memories artefacts age</p>	<p>local national living memory beyond living memory</p> <p>parliament monarchy technology invention</p>	<p>local national living memory beyond living memory</p> <p>parliament monarchy technology invention</p>	<p>local regional national international cultural economic military political religious social empire civilisation tribal hunter-gatherer farmer technology</p>	<p>local regional national international cultural economic military political religious social empire civilisation peasantry farmer technology travel tribal</p>	<p>local regional national international continuity change cause consequence similarity cultural economic military political religious social</p>	<p>local regional national international continuity change cause consequence similarity cultural economic military political religious social</p>

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				<p>art culture achievement</p> <p>invasion expansion law</p> <p>monarchy oligarchy democracy city-state (polis)</p>	<p>art achievement technology art culture achievement Romanisation settlement raids invasion expansion dissolution army resistance kingdoms law justice</p> <p>monarchy republic dictatorship democracy</p>	<p>empire civilisation parliament invasion rebellion democracy</p> <p>city-state invention legacy sacrifice prejudice racism slavery</p>	<p>empire civilisation monarchy oligarchy democracy city-state (polis) society community invasion democracy constitution prejudice racism slavery</p> <p>invention legacy sacrifice appeasement supremacy indoctrination invasion occupation neutrality</p>
Enquiry	<p>who? when? where? why? same different change</p>	<p>same, different (then/now) objects</p> <p>connections contrasts importance primary source</p>	<p>same, different (then/now) objects</p> <p>connections contrasts importance primary source</p>	<p>historical narrative</p> <p>connections contrasts trends similarity difference significance</p> <p>historical sources historical evidence</p>	<p>historical narrative</p> <p>connections contrasts trends similarity difference significance</p> <p>historical sources historical evidence</p>	<p>historical narrative</p> <p>connections contrasts trends similarity difference significance</p> <p>historical sources historical evidence</p>	<p>historical narrative</p> <p>connections contrasts trends similarity difference significance</p> <p>historical sources historical evidence</p>

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