#### Arnside National School

Year	2018-19	2019-20	2020-21
Nursery	All about me – Family tree Festivals and Celebrations (Guy Fawkes, Harvest, Remembrance Day, The Nativity and St. George's Day) Local History – (Churches, the Seaside and Farming) Traditional Tales Dinosaurs	All about me – Family tree Festivals and Celebrations (Guy Fawkes, Harvest, Remembrance Day, The Nativity and St. George's Day) Local History – (Churches, the Seaside and Farming) Traditional Tales Dinosaurs	All about me – Family tree Festivals and Celebrations (Guy Fawkes, Harvest, Remembrance Day, The Nativity and St. George's Day) Local History – (Churches, the Seaside and Farming) Traditional Tales Dinosaurs
Reception	My family Tree and timelines Toys Famous people (Beatrix Potter) Local History	Family History Festivals around the world Dinosaurs Kings, Queens and Castles The Seaside	Me and My family Toys Famous people (Beatrix Potter) Local History
Υ1	<ul> <li>My family Tree and timelines <ul> <li>Toys</li> <li>Famous people (Beatrix Potter)</li> <li>Local History</li> <li>Recognising the distinction between past and present.</li> <li>Order and sequence some familiar events and objects.</li> <li>Identifying <i>some</i> similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> <li>Retell some events beyond their living memory which are significant nationally or globally.</li> <li>Describe some changes within their living memory (including aspects of national life where appropriate).</li> <li>Make simple observations about different people, events, beliefs and communities.</li> </ul></li></ul>	<ul> <li>Family History</li> <li>Festivals around the world</li> <li>Dinosaurs</li> <li>Kings, Queens and Castles</li> <li>The Seaside</li> <li>Recognising the distinction between past and present.</li> <li>Order and sequence some familiar events and objects.</li> <li>Identifying some similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> <li>Retell some events beyond their living memory which are significant nationally or globally.</li> <li>Describe some changes within their living memory (including aspects of national life where appropriate).</li> <li>Make simple observations about different</li> </ul>	<ul> <li>Me and My family Toys</li> <li>Famous people (Beatrix Potter) Local History</li> <li>Recognising the distinction between past and present.</li> <li>Order and sequence some familiar events and objects.</li> <li>Identifying <i>some</i> similarities and differences between ways of life at different times.</li> <li>Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> <li>Retell some events beyond their living memory which are significant nationally or globally.</li> <li>Describe some changes within their living memory (including aspects of national life where appropriate).</li> <li>Make simple observations about different people, events, beliefs and communities.</li> </ul>

	<ul> <li>Use sources to answer simple questions about the past.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Choose parts of stories and other sources to show what they know about the past.</li> <li>Describe special or significant events.</li> <li>Retell simple stories or events from the past.</li> <li>Use simple historical terms.</li> </ul>	<ul> <li>people, events, beliefs and communities.</li> <li>Use sources to answer simple questions about the past.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Choose parts of stories and other sources to show what they know about the past.</li> <li>Describe special or significant events.</li> <li>Retell simple stories or events from the past.</li> <li>Use simple historical terms.</li> </ul>	<ul> <li>Use sources to answer simple questions about the past.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Choose parts of stories and other sources to show what they know about the past.</li> <li>Describe special or significant events.</li> <li>Retell simple stories or events from the past.</li> <li>Use simple historical terms.</li> </ul>
Y2	Me and My family	Family History	Me and My family
	Тоуѕ	Festivals and Celebrations (Guy Fawkes,	Toys
	Famous people (Beatrix Potter)	Remembrance Day)	Famous people (Beatrix Potter)
	<ul> <li>Local History</li> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality.</li> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Recognise some basic reasons why people in the past acted as they did.</li> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul> <li>Nurturing Nurses (Florence Nightingale)</li> <li>The Seaside (Victorians)</li> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality.</li> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Recognise some basic reasons why people in the past acted as they did.</li> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul> <li>Local History</li> <li>Order and sequence events and objects.</li> <li>Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Develop awareness of significant historical events, people and places in their own locality.</li> <li>Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>Consider why things may change over time.</li> <li>Recognise some basic reasons why people in the past acted as they did.</li> <li>Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>
Υ3	Ancient Egypt	The Ancient Maya	The Romans

The achievements of the earliest	Describe key aspects of a non-European	▶ The Roman
civilisations – Ancient Egypt.	society such Mayan civilisation c. AD 900	Britain.
Use some dates and historical terms when	Use some dates and historical terms when	The legacy of the second se
ordering events and objects.	ordering events and objects.	architecture
Demonstrate awareness that the past can be	Demonstrate awareness that the past can be	periods in Bi
divided into different periods of time.	divided into different periods of time.	present day
Explore trends and changes over time.	Explore trends and changes over time.	<ul> <li>Use some dat</li> </ul>
Use sources to address historically valid	Use sources to address historically valid	ordering even
questions.	questions.	<ul> <li>Demonstrate</li> </ul>
Recognise that our knowledge of the past is	Recognise that our knowledge of the past is	divided into d
constructed from different sources of evidence.	constructed from different sources of	Explore trend
Recognise that different versions of past events	evidence.	Use sources to
may exist.	Recognise that different versions of past	questions.
Describe some of the ways the past can be approximately	events may exist.	Recognise that
represented. <ul> <li>Discuss some historical events, issues.</li> </ul>	Describe some of the ways the past can be represented.	constructed fi
<ul> <li>Discuss some historical events, issues, connections and changes.</li> </ul>	<ul><li>represented.</li><li>Discuss some historical events, issues,</li></ul>	evidence.
<ul> <li>Select and organise historical information to</li> </ul>	connections and changes.	Recognise that
present in a range of ways.	<ul> <li>Select and organise historical information to</li> </ul>	events may ex
<ul> <li>Use relevant historical terms and vocabulary</li> </ul>	present in a range of ways.	Describe som
linked to chronology.	<ul> <li>Use relevant historical terms and vocabulary</li> </ul>	represented.
The Stone Age	linked to chronology.	Discuss some
<ul> <li>Changes in Britain from Stone Age to Iron</li> </ul>	The Vikings/Saxons	connections a
Age	<ul> <li>Describe some aspects of Britain's</li> </ul>	Select and org
<ul> <li>Describe and give reasons for some of the</li> </ul>	settlement by Anglo-Saxons and Scots.	present in a ra <ul> <li>Use relevant l</li> </ul>
changes in Britain from the Stone Age to the	<ul> <li>The Viking and Anglo-Saxon struggle for</li> </ul>	
Iron Age.		
<ul> <li>Use some dates and historical terms when</li> </ul>	the kingdom of England to the time of	Local History/
ordering events and objects.	Edward the Confessor.	A local histo
<ul> <li>Demonstrate awareness that the past can be</li> </ul>	Use some dates and historical terms when ordering quests and chiests	Use dates and
divided into different periods of time.	ordering events and objects. Demonstrate awareness that the past can be	events and ob
Explore trends and changes over time.	Demonstrate awareness that the past can be divided into different periods of time.	Demonstrate
Use sources to address historically valid	<ul> <li>Explore trends and changes over time.</li> </ul>	in British Histo
questions.	<ul> <li>Use sources to address historically valid</li> </ul>	chronological
Recognise that our knowledge of the past is	questions.	Use sources to questions and
constructed from different sources of evidence.	<ul> <li>Recognise that our knowledge of the past is</li> </ul>	questions and Recognise how
Recognise that different versions of past events	constructed from different sources of	make historic
may exist.	evidence.	<ul> <li>Recognise wh</li> </ul>
Describe some of the ways the past can be	Recognise that different versions of past	what happene
represented.		machappen

n Empire and its impact on

- of Roman culture (art, re or literature) on later British history, including the v
- ates and historical terms when ents and objects.
- te awareness that the past can be different periods of time.
- nds and changes over time.
- to address historically valid
- hat our knowledge of the past is from different sources of
- hat different versions of past exist.
- me of the ways the past can be
- ne historical events, issues, and changes.
- organise historical information to range of ways.
- t historical terms and vocabulary

#### /Victorians

- tory study
- nd historical terms when ordering objects.
- te knowledge of an aspect or theme story that extends their al knowledge beyond 1066.
- to address historically valid nd hypotheses.
- ow sources of evidence are used to ical claims.
- why some events happened and ned as a result.

	<ul> <li>Discuss some historical events, issues, connections and changes.</li> <li>Select and organise historical information to present in a range of ways.</li> <li>Use relevant historical terms and vocabulary linked to chronology.</li> </ul>	<ul> <li>events may exist.</li> <li>Describe some of the ways the past can be represented.</li> <li>Discuss some historical events, issues, connections and changes.</li> <li>Select and organise historical information to present in a range of ways.</li> <li>Use relevant historical terms and vocabulary linked to chronology.</li> </ul>	<ul> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology</li> </ul>
Y4	Ancient Egypt	The Ancient Maya	The Romans
	The achievements of the earliest	Descrbe key aspects of a non-European	The Roman Empire and its impact on
	civilisations – Ancient Egypt. Demonstrate more in-depth knowledge of	<ul> <li>society such Mayan civilisation c. AD 900</li> <li>Identify where people and events fit into a</li> </ul>	Britain. <ul> <li>The legacy of Roman culture (art,</li> </ul>
	<ul> <li>one specific civilisation e.g. Ancient Egypt.</li> <li>Use dates and historical terms when ordering events and objects.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different situations.</li> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms</li> </ul>	<ul> <li>chronological framework.</li> <li>Recognise how sources of evidence are used to make historical claims</li> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> <li>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different historical events</li> <li>Discuss significant aspects of, and connections between, different historical events</li> </ul>	<ul> <li>architecture or literature) on later periods in British history, including the present day</li> <li>Use dates and historical terms when ordering events and objects.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different situations.</li> <li>Discuss significant aspects of, and connections between, different historical events.</li> </ul>

	<ul> <li>and vocabulary linked to chronology.</li> <li>The Stone Age</li> <li>Changes in Britain from Stone Age to Iron Age</li> <li>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</li> <li>Use dates and historical terms when ordering events and objects.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> </ul>	<ul> <li>and vocabulary linked to chronology.</li> <li>The Vikings/Saxons</li> <li>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Use dates and historical terms when ordering events and objects.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</li> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different situations.</li> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical iterms and vocabulary linked to chronology.</li> </ul>	<ul> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> <li>Local History/Victorians         <ul> <li>A local history study</li> <li>Use dates and historical terms when ordering events and objects.</li> <li>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</li> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> </ul> </li> </ul>
Y5	Ancient Egypt <ul> <li>The achievements of the earliest</li> </ul>	The Ancient Maya <ul> <li>Describe key aspects of a non-European</li> </ul>	The Romans <ul> <li>The Roman Empire and its impact on</li> </ul>
	civilisations – Ancient Egypt.	society such Mayan civilisation c. AD 900	Britain.

es and appropriate historical terms to	▲	Use dates and appropriate historical terms to		The legacy of Roman culture (art,
e events and periods of time. where people, places and periods of nto a chronological framework. Inks and contrasts within and across periods of time including short-term -term time scales. der range of sources as a basis for to answer questions and to test ses. be how our knowledge of the past is ted from a range of sources. sources and make simple inferences. relevant sources of evidence to support in lines of enquiry and debate historical issues. ropriate vocabulary when discussing cribing historical events. tt responses to historical questions and ses that involve selection and tion of relevant historical information g dates and terms. relevant ways to communicate historical		sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate	<u> </u>	architecture or literature) on later periods in British history, including the present day Describe links and contrasts within and across different periods of time including short-term and long-term time scales. Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate
		-		historical findings.
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test ses. se how our knowledge of the past is teed from a range of sources. e sources and make simple inferences.	<ul> <li>where people, places and periods of nto a chronological framework.</li> <li>links and contrasts within and across t periods of time including short-term time scales.</li> <li>der range of sources as a basis for to answer questions and to test ses.</li> <li>se how our knowledge of the past is ted from a range of sources.</li> <li>sources and make simple inferences.</li> <li>sources and make simple inferences.</li> <li>relevant sources of evidence to support ar lines of enquiry and debate historical issues.</li> <li>ropriate vocabulary when discussing cribing historical events.</li> <li>ct responses to historical questions and ses that involve selection and tion of relevant historical information g dates and terms.</li> <li>relevant ways to communicate historical</li> <li><b>Age</b></li> <li><b>Age</b></li> <li><b>Thestinal from Stone Age to Iron</b></li> <li>and appropriate historical terms to e events and periods of time.</li> <li>where people, places and periods of nto a chronological framework.</li> <li>links and contrasts within and across t periods of time including short-term greem time scales.</li> <li>der range of sources as a basis for to answer questions and to test ses.</li> <li>se how our knowledge of the past is ted from a range of sources.</li> </ul>	<ul> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term time scales.</li> <li>Describe links and contrasts within and across different periods of time including short-term time scales.</li> <li>Use a wider range of sources as a basis for research to answer questions and to test ses.</li> <li>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>Evaluate sources and make simple inferences.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry</li> <li>Discuss and debate historical issues.</li> <li>Use appropriate vocabulary when discussing and describing historical events.</li> <li>Construct responses to historical questions and set timvolve selection and organisation of relevant historical information including dates and terms.</li> <li>Choose relevant ways to communicate historical terms to e events and periods of time.</li> <li>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</li> <li>Use a wider range of sources as a basis for research to answer questions and to test set.</li> <li>Use a wider range of sources as a basis for 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for the kingdom of England to the time of Edward the Confessor.</li> <li>Use dates and periods of time including short-term time scales.</li> <li>Describe links and contrasts within and across different periods of time.</li> <li>Use dates and appropriate historical terms to sequence events and periods of time including short-term and long-term time scales.</li> <li>Use a wider range of sources as a basis for research to answer questions and to test</li> </ul>

	<ul> <li>Choose relevant sources of evidence to support particular lines of enquiry</li> <li>Discuss and debate historical issues.</li> <li>Use appropriate vocabulary when discussing and describing historical events.</li> <li>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>Choose relevant ways to communicate historical findings.</li> </ul>	<ul> <li>Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>Evaluate sources and make simple inferences.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry</li> <li>Discuss and debate historical issues.</li> <li>Use appropriate vocabulary when discussing and describing historical events.</li> <li>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>Choose relevant ways to communicate historical findings.</li> </ul>	information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology
Υ6	<ul> <li>Ancient Greece</li> <li>Demonstrate knowledge of Ancient</li></ul>	<ul> <li>Ancient Greece</li> <li>Demonstrate knowledge of Ancient</li></ul>	<ul> <li>Ancient Greece</li> <li>Demonstrate knowledge of Ancient</li></ul>
	Greece including Greek life and	Greece including Greek life and	Greece including Greek life and
	achievements and their influence on the	achievements and their influence on the	achievements and their influence on the
	western world. <li>The legacy of Greek culture (art,</li>	western world. <li>The legacy of Greek culture (art,</li>	western world. <li>The legacy of Greek culture (art,</li>
	architecture or literature) on later periods	architecture or literature) on later	architecture or literature) on later
	in British history, including the present	periods in British history, including the	periods in British history, including the
	day. <li>Identify where people and events fit into a</li>	present day. <li>Identify where people and events fit into a</li>	present day. <li>Identify where people and events fit into a</li>
	chronological framework. <li>Recognise how sources of evidence are used to</li>	chronological framework. <li>Recognise how sources of evidence are used</li>	chronological framework. <li>Recognise how sources of evidence are used to</li>
	make historical claims <li>Use sources to address historically valid</li>	to make historical claims <li>Use sources to address historically valid</li>	make historical claims <li>Use sources to address historically valid</li>
	questions and hypotheses. <li>Demonstrate more in-depth knowledge of one</li>	questions and hypotheses. <li>Demonstrate more in-depth knowledge of</li>	questions and hypotheses. <li>Demonstrate more in-depth knowledge of one</li>
	specific civilisation e.g. Ancient Egypt. <li>Use dates and historical terms when ordering</li>	one specific civilisation e.g. Ancient Egypt. <li>Use dates and historical terms when ordering</li>	specific civilisation e.g. Ancient Egypt. <li>Use dates and historical terms when ordering</li>
	events and objects. <li>Explore links and contrasts within and across</li>	events and objects. <li>Explore links and contrasts within and across</li>	events and objects. <li>Explore links and contrasts within and across</li>
	different periods of time. <li>Recognise why some events happened and</li>	different periods of time. <li>Recognise how sources of evidence are used</li>	different periods of time. <li>Recognise how sources of evidence are used to</li>
	what happened as a result.	to make historical claims.	make historical claims.

Discuss significant aspects of, and connections Recognise why some events happened and Recognise why some events happened and between, different historical events. what happened as a result. what happened as a result. Select and organise relevant historical Discuss significant aspects of, and connections Discuss significant aspects of, and connections information to present in a range of ways. between, different historical events. between. different historical events. Use relevant and appropriate historical terms Select and organise relevant historical Select and organise relevant historical and vocabulary linked to chronology. information to present in a range of ways. information to present in a range of ways. Describe and compare some of the Use relevant and appropriate historical terms Use relevant and appropriate historical terms ► characteristic features and achievements of the and vocabulary linked to chronology. and vocabulary linked to chronology. earliest civilisations including where and when Describe and compare some of the Describe and compare some of the characteristic features and achievements of characteristic features and achievements of they appeared. the earliest civilisations including where and the earliest civilisations including where and when they appeared. when they appeared. London and World War II A study of an aspect or theme in British London and World War II London and World War II history that extends pupils' chronological > A study of an aspect or theme in British A study of an aspect or theme in British knowledge beyond 1066 history that extends pupils' chronological history that extends pupils' A study of an aspect or theme in British chronological knowledge beyond 1066 knowledge beyond 1066 history that extends pupils' chronological A study of an aspect or theme in British • A study of an aspect or theme in British knowledge beyond 1066. This will include history that extends pupils' history that extends pupils' chronological a significant turning point in British chronological knowledge beyond 1066. knowledge beyond 1066. This will include history, for example, the Battle of Britain. This will include a significant turning a significant turning point in British Use dates and a wide range of historical terms when sequencing events and periods of time. point in British history, for example, the history, for example, the Battle of Britain. Develop chronologically secure knowledge of Battle of Britain. Use dates and a wide range of historical terms the events and periods of time studied. when sequencing events and periods of time. Use dates and a wide range of historical terms Analyse links and contrasts within and across Develop chronologically secure knowledge of when sequencing events and periods of time. different periods of time including short-term Develop chronologically secure knowledge of the events and periods of time studied. and long-term time scales Analyse links and contrasts within and across the events and periods of time studied. Regularly address and sometimes devise Analyse links and contrasts within and across different periods of time including short-term historically valid questions and hypotheses. and long-term time scales different periods of time including short-term Give some reasons for contrasting arguments Regularly address and sometimes devise and long-term time scales and interpretations of the past. historically valid questions and hypotheses. Regularly address and sometimes devise Describe the impact of historical events and Give some reasons for contrasting arguments historically valid guestions and hypotheses. changes. and interpretations of the past. Give some reasons for contrasting arguments Recognise that some events, people and Describe the impact of historical events and and interpretations of the past. changes are judged as more significant than changes. Describe the impact of historical events and Recognise that some events, people and others. changes. Acknowledge contrasting evidence and opinions changes are judged as more significant than Recognise that some events, people and when discussing and debating historical issues. changes are judged as more significant than others.

#### Arnside National School

<ul> <li>Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>Choose the most appropriate way of communicating different historical findings.</li> </ul>	<ul> <li>others.</li> <li>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>Choose the most appropriate way of communicating different historical findings.</li> </ul>	<ul> <li>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> <li>Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>Choose the most appropriate way of communicating different historical findings.</li> </ul>
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