|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 1:  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | | |
| Year 1 | | | |
| **Topic 1 – Schools and how schools have changed** | | **Topic 2 – The Great Fire of London** | |
| **National Curriculum Knowledge**  Changes in living memory (linked to aspects of national life where appropriate) | | **National Curriculum Knowledge**  Events beyond living memory (e.g. the Great Fire of London, the first aeroplane flight or events remembered through festivals or anniversaries). | |
| **Chronology**  Recognising the distinction between past and present.  Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). | | **Chronology**  Recognising the distinction between present and past in their own and other people's lives.  Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past…). | |
| **Events, people and changes**  To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events. | | **Events, people and changes**  Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.  Use simple stories and other sources to show that they know and understand key features of events. | |
| **Communication**  Understand and use simple historical concepts such as now/then and same/different. | | **Communication**  To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). | |
| **Enquiry, interpretation and using sources**  Use sources to answer simple questions about the past.  Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. | | **Enquiry, interpretation and using sources**  Identify some of the basic ways the past can be represented. | |
| **Year 2** | | | |
| **Topic 1 – Neil Armstrong and Christopher Columbus** | | **Topic 2 – Sir Richard Owen** | |
| **National Curriculum Knowledge**  Lives of significant individuals in the past who have contributed to national and international achievements (could be used to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong) | | **National Curriculum Knowledge**  Significant historical events, people and places in their own locality.  Events beyond living memory | |
| **Chronology**  Identifying some similarities and differences between their own present and aspects of the past.  Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). | | **Chronology**  Identifying some similarities and differences between ways of life in different periods.  Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past…). | |
| **Events, people and changes**  Use simple stories and other sources to show that they know and understand key features of events. | | **Events, people and changes**  To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events.  Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.  Use simple stories and other sources to show that they know and understand key features of events. | |
| **Communication**  Understand historical concepts and use them to make simple connections and draw contrasts.  To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). | | **Communication**  Understand historical concepts and use them to make simple connections and draw contrasts.  To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). | |
| **Enquiry, interpretation and using sources**  Use sources to answer simple questions about the past.  Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.  To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). | | **Enquiry, interpretation and using sources**  Identify some of the basic ways the past can be represented.  To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). | |
| **Key Stage 2**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | | |
| **Year 3** | | | |
| **Topic 1 – Stone Age to Iron Age** | | **Topic 2 – Victorian seaside – Morecambe and Blackpool** | |
| **National Curriculum Knowledge**  Changes in Britain from the Stone Age to the Iron Age  (e.g. hunter-gatherers and early farmers. Bronze age religion, technology and travel. Iron age hill factory.) | | **National Curriculum Knowledge**  A local history study (e.g. Victorians, Edwardian) | |
| **Chronology**  Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…).  Making some links between and across periods, such as the differences between clothes, food, buildings or transport. | | **Chronology**  Making some links between and across periods, such as the differences between clothes, food, buildings or transport.  Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | |
| **Events, people and changes**  Understanding some of the ways in which people's lives have shaped this nation. | | **Events, people and changes**  Describing how Britain has influenced and been influenced by the wider world. | |
| **Communication**  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. | | **Communication**  Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | |
| **Enquiry, interpretation and using sources**  Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources).  Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. | | **Enquiry, interpretation and using sources**  Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.  Understand some of the methods of historical enquiry, how evidence is used to make historical claims. | |
| **Year 4** | | | |
| **Topic 1 – The Romans** | | **Topic 2 – Ancient Egypt** | |
| **National Curriculum Knowledge**  Roman Empire and impact on Britain  (E.g. Julius Caesar’s attempted invasion. Roman Empire and successful invasion. British resistance e.g. Boudica. Romanisation of Britain.) | | **National Curriculum Knowledge**  The achievements of earliest ancient civilisations  (Ancient Egypt) | |
| **Chronology**  Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…).  Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | | **Chronology**  Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…).  Making some links between and across periods, such as the differences between clothes, food, buildings or transport. | |
| **Events, people and changes**  Understanding some of the ways in which people's lives have shaped this nation.  Describing how Britain has influenced and been influenced by the wider world. | | **Events, people and changes**  Understanding some significant aspects of history – nature of ancient civilisations;  expansion of empires; characteristic features of non-European societies; achievements and follies of mankind  Understanding some of the ways in which people's lives have shaped this nation. | |
| **Communication**  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. | | **Communication**  Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | |
| **Enquiry, interpretation and using sources**  Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.  Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.  Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources).  Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. | | **Enquiry, interpretation and using sources**  Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.  Understand some of the methods of historical enquiry, how evidence is used to make historical claims.  Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.  Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. | |
| **Year 5** | | | |
| **Topic 1 – Anglo Saxons and Vikings** | **Topic 2 – Ancient Greece** | | **Topic 3 – Early Islamic Civilisation** |
| **National Curriculum Knowledge**  Anglo Saxons and Vikings  (E.g. Roman withdrawal from Britain; Scots invasion. Invasions, settlements and kingdoms. Viking invasions. Edward the Confessor.) | **National Curriculum Knowledge**  Ancient Greece – a study of Greek life and achievements and their influence on the western world. | | **National Curriculum Knowledge**  Non-European society (e.g. early Islamic civilisation including a study of Baghdad AD900. Mayan civilisation, Benin-West Africa) |
| **Chronology**  Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).  Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.  Analyse connections, trends and contrasts over time. | **Chronology**  Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).  Analyse connections, trends and contrasts over time. | | **Chronology**  In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...). |
| **Events, people and changes**  Begin to recognise and describe the nature  and extent of diversity, change and continuity and suggest relationships between causes.  Presenting a clear narrative within and across  periods that notes connections, contrasts and trends over time. | **Events, people and changes**  Understanding significant aspects of history –  nature of ancient civilisations; expansion and  dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. | | **Events, people and changes**  Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. |
| **Communication**  Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. | **Communication** | | **Communication**  Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. |
| **Enquiry, interpretation and using sources**  Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. | **Enquiry, interpretation and using sources**  Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.t | | **Enquiry, interpretation and using sources**  Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.  Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. |
| **Year 6** | | | |
| **Topic 1 - WW2** | | **Topic 2 – Vikings and Anglo Saxons – Edward the Confessor** | |
| **National Curriculum Knowledge**  Extended period study 1066+  (e.g. Changing power of monarchs, significant turning points in British history, Crime and Punishment, leisure.) | | **National Curriculum Knowledge**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | |
| **Chronology**  Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.  In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).  Analyse connections, trends and contrasts over time. | | **Chronology**  Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).  In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).  Analyse connections, trends and contrasts over time. | |
| **Events, people and changes**  Establishing a narrative showing connections and trends within and across periods of study.  Understanding significant aspects of history – nature of ancient civilisations; expansion  and dissolution of empires; characteristic features of non-European societies;  achievements and follies of mankind.  Gaining historical perspective by placing their growing knowledge into different  contexts...between cultural, economic, military, political religious and social history.  Begin to recognise and describe the nature and extent of diversity, change and continuity  and suggest relationships between causes.  Presenting a clear narrative within and across periods that notes connections, contrasts  and trends over time. | | **Events, people and changes**  Establishing a narrative showing connections and trends within and across periods of study.  Understanding significant aspects of history – nature of ancient civilisations; expansion  and dissolution of empires; characteristic features of non-European societies;  achievements and follies of mankind. | |
| **Communication**  Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.  Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. | | **Communication**  Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.  Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. | |
| **Enquiry, interpretation and using sources**  Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.  Begin to recognise why some events, people and changes might be judged as more historically significant than others.  Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.  Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. | | **Enquiry, interpretation and using sources**  Begin to recognise why some events, people and changes might be judged as more historically significant than others.  Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. | |