

| History skills | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Chronology | Sort into old and new Know some similarities and differences between things in the past and now. Order personal events on a timeline | Sequence objects in age order. Understand the passing of time on a timeline | Create a timeline using centuries as markers. | Understand the terms BC and AD Order events from history spanning over BC. | Create a timeline of British history using BC and AD. Prior knowledge Ancient Egypt Y3 | Understand world history in periods of time studied and compare to Britain at that time. Create a timeline with periods of time noted that shows a range of information and accurate dates. | Draw own timeline with 2 time periods -world and British history. Understand how some events occur concurrently e.g. Shang and Prehistoric Britain= stone age. |
| Change and continuity Cause and consequence Similarities and differences | Know what the same is and what is different. | Describe similarities and differences in objects and periods of time. Compare figures from the past. | Describe similarities and difference between ways of life in different periods of time. Understand cause and consequence. | Compare life in the past to life today. Compare actions of people and understand the impact this had on the life of the people in that time. | Understand significant events in different periods of time and how this impacted on life today. | Compare an aspect of life in a different period time with same aspect in Britain. What has changed and what has remained? | Compare behaviour, beliefs and characteristics of people and recognise not everyone shares the same views. Compare changes within and across different time periods. |
| Period of times studied | Personal period of time | 1950's 20 th and 21 st centuries | Tudors - 1485-1603AD 1666AD – Great Fire of London Early 20 th century | Ancient Egypt – 3150BC – 332BC Stone Age to Iron Age 6000BC – 43BC | Romans – 625BC – 476 AD Ancient Greece – 700 – 480 BC | Vikings and Saxons – 449 – 1066AD Victorians – 1837 – 1901AD | Early Islamic civilization – 570 – 1300AD WW2 – 1939 – 1945AD |
| Key Figures studied | Family members | Christopher Columbus Neil Armstrong | Henry VIII and his wives | Tutankhamun | Alexander the Great Julius Caesar | Alfred the Great Erik the Red Queen Victoria and Prince Albert | Winston Churchill |

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| Knowledge and interpretation | Begin to make sense of their own life story and family's history. | Use given books, videos, photos and artefacts to gather information | Use given stories, eye-witness accounts, photos and websites to gather information about an event or person in history. | Use various sources of evidence to answer questions about a period of time in history. Explore the idea there are different accounts of history. | Identify key features and events. Look at different versions of the same event. Look for links between life then and at a similar time in Britain and describe how historical events have affected life today. | Examine cause and effect of great events and the impact on people. Compare accounts of events from different sources – fact or opinion | Consider ways to check and evaluate the accuracy of interpretations. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. |
| Significance | | | | | | | |
| Enquiry | Talk about significant events in their own experience. Ask a simple question to find out more information. Understand the past through settings, characters and events encountered in books. | Sort artefacts into then and now Look at objects from the past and ask questions i.e. what were they used for? | Ask questions – who, what, how where, why Find answers in a given extract of text or video. Understand what is a source. | Use given documents, printouts, websites, pictures, photos, artefacts to answer a given question. Understand the difference between primary and secondary sources. Recognise the role of archaeologists and their reliability. | Use a range of primary and secondary sources to devise their own questions. Begin to use e-learning to conduct research to answer their own questions about an event. | Recognise there could be more than one answer. Investigate own line of enquiry. Use sources to give more than one point of view. | Evaluate the effectiveness and reliability of sources. Suggest why there might be different interpretations of events. Knowledge gather from several sources to create one fluent account of an event. |

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| <p>VOCABULARY</p> <p>Change/delete ?</p> | <p>Now Change Long ago Past Yesterday</p> | <p>Artefact Church Chronology Discovery Explorer Invention Local Museum Present Then After Before Century</p> | <p>TimeLine Archaeology Execution King Queen Monarchy Rebellion Century Sources Medieval Christianity Achievements National Global</p> | <p>AD BC Agriculture Ancient civilisation Tribe Kingdom Century Decade Invasion Neolithic Mesolithic Palaeolithic Stone age Iron age Bronze age Concurrent</p> | <p>Empire Continuity Crusade Interpretation Migration Primary evidence Secondary evidence Invention concurrent</p> | <p>Victorians / Saxons vikings Invasion Industrial revolution Poverty Victorian Migration Invasion Ruler concurrent</p> | <p>WW2/ Early Islamic Aristocracy Democracy Heresy Nation Torture Traitor Conflict Parliament</p> |
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