



# Bramham and Shadwell Federation

## History: Age-related Expectations



### History: Key Stage 1

<b>Year Group</b>	<i>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.</i>		
<b>Year 1</b>	<b>Significant events beyond living memory: The First man on the moon.</b>	<b>Journeys of Exploration; Sir Francis Drake.</b>	<b>Changes within living memory: Seaside holidays in the past.</b>
	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
	Know the name of the first man on the moon. Know some important facts about Neil Armstrong. Know some details about the first manned mission to the moon. Know some facts about the moon.	Know that there were many explorers who travelled the world to find new places. Know some of the journeys which Sir Francis Drake went on. Know some key facts about Sir Francis Drake's life. Know some products that he brought back to England.	Know what the term 'seaside' means and know why some places became seaside resorts. Know which seaside resorts are popular. Know why people went to the seaside in Victorian times and what people did. Know the main differences between their own holidays and those from the past. Know how seaside towns have changed over time.
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events in my own life time and objects in chronological order and give plausible reasons for this order.</li> <li>I can order the events of Neil Armstrong's trip to the Moon.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person (Queen Elizabeth II, Neil Armstrong, my family).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (eg what we have learnt from man landing on the moon).</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events in my own life time and objects in chronological order and give plausible reasons for this order.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person (eg. Sir Francis Drake, comparison of explorers)</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (eg the knowledge and goods that explorers brought back to England)</li> </ul> <p><b>Historical enquiry</b></p>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events in my own life time and objects in chronological order and give plausible reasons for this order (ordering photos of seaside towns by age).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person (eg holidays, entertainment, transport).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (how seaside destinations have changed over time)</li> </ul> <p><b>Historical enquiry</b></p>

	<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings (eg how Sir Francis Drake felt when he visited the new world).</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings (eg how people would have felt to go to the seaside for the first time).</li> </ul>
<b>Year 2</b>	<b>Mary Anning.</b>	<b>First aeroplane flight, The Wright Brothers.</b>	<b>Florence Nightingale and Mary Seacole.</b>
	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
	<p>Know characteristics of some dinosaurs.          Know that dinosaurs existed and where they lived.          Know who Mary Anning was.          Know that she discovered fossils.          Know what important discoveries she made.          Know that her discoveries showed that prehistoric animals lived on Earth.          Know some information about the main prehistoric animals that lived on Earth.</p>	<p>Know the names of the Wright Brothers.          Know that they invented the world's first successful, flying aeroplane.          Create a timeline of the brothers' attempts to make the aeroplane fly.          Know the importance of their invention to the world.          Know how the aeroplane they made was different from modern day aeroplanes.</p>	<p>Know about a famous person and explain why they are famous.          Know that Florence went to Scutari and know about the hospital conditions there.          Know how she improved conditions at Scutari.          Compare the different achievements of Florence and Mary and how their achievements are interpreted.          Know how medical care has changed over time.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events in my own life time and objects in chronological order and give plausible reasons for this order.</li> <li>I can order the events of Mary Anning's life.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person from the past. (Mary Anning).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (eg dinosaurs and discovery of fossils).</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings.</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events in my own life time and objects in chronological order and give plausible reasons for this order.</li> <li>I can order the events in the Wright Brothers' lives.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person (eg. Wright Brothers)</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (eg invention of air travel)</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings (eg how the Wright Brothers felt on their earlier attempts at flight).</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence events in my own life time and objects in chronological order and give plausible reasons for this order.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between my life and the life of an older person (eg Florence Nightingale and Mary Seacole).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain how significant people and events have changed our way of life (developments in medicine and hospital care).</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using different historical sources (eg photographs, written records, people).</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can use my historical imagination to make inferences about people's lives and their feelings (eg how people felt when they were treated in hospital by Florence or Mary).</li> </ul>

## History: Key Stage 2

<b>Year Group</b>	<i>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.</i>		
<b>Year 3</b>	<b>Changes in Britain from the Stone Age to the Bronze Age.</b>	<b>The achievements of the Ancient Egyptians.</b>	<b>Changes in Britain from the Bronze Age to the Iron Age.</b>
	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
	<p>Know what humans needed for survival in the Stone Age.</p> <p>Know about the everyday lives of Stone Age people.</p> <p>Know how Britain changed between the beginning of the Stone Age and the Bronze Age.</p> <p>Know the main differences between the Stone Age and the Bronze Age.</p> <p>Know what is meant by 'hunter-gatherers'.</p> <p>Know about the lives of people at Skara Brae.</p> <p>Know how Stonehenge might have been built.</p> <p>Know the tools that were needed for survival.</p> <p>Use a timeline to show the Stone Age to the Bronze Age.</p>	<p>Know the significance of communication in Ancient Egypt.</p> <p>Know the importance of the River Nile.</p> <p>Know what a Pharaoh was and the power he held.</p> <p>Know the importance of the Gods in Ancient Egypt.</p> <p>Know the importance of the afterlife to Ancient Egyptians.</p> <p>Know who Howard Carter was.</p> <p>Know the key differences between Ancient Egypt and modern day Egypt.</p> <p>Use a timeline to show the Ancient Egyptian civilisation and compare this with the same period of time in Britain.</p>	<p>Know how Bronze was made.</p> <p>Know how Britain changed between the beginning of the Bronze Age and the Iron Age.</p> <p>Know the main differences between the Bronze Age and the Iron Age.</p> <p>Know how the advances in technology impacted on home life.</p> <p>Know why hillforts were important in the Iron Age.</p> <p>Know the beliefs and rituals of the period.</p> <p>Use a timeline to show the Bronze Age to the Iron Age.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg what did the development of bronze mean for British people ).</li> </ul> <p><b>Historical sources</b></p>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why did they believe in the afterlife and what did this mean for the Ancient Egyptian people?)</li> </ul> <ul style="list-style-type: none"> <li><b>Historical sources</b></li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time (Contrast Stone Age – Iron Age).</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why hillforts were important and what this meant for British people).</li> </ul>

	<ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past (eg about Stone Age people) and that there may be different points of view in primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding (eg. compare technological development of Ancient Egypt against same time frame in Britain).</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past (eg Howard Carter: tomb raider or celebrated archaeologist?) and that there may be different points of view in primary and secondary sources.</li> </ul>	<p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past and that there may be different points of view in primary and secondary sources.</li> </ul>
<b>Year 4</b>	<b>The Roman Empire and its impact on Britain.</b>	<b>Britain's settlement by Anglo Saxons and Scots.</b>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to 1066.</b>
	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
	<p>Know how Britain changed from the end of the Iron Age to the end of the Roman occupation.          Know how the Roman occupation of Britain helped to advance British society.          Know how there was resistance to the Roman occupation and know about Boudica.          Know about at least one famous Roman Emperor.          Know that the Romans came to Britain 2000 years ago.          Know that the Romans conquered Britain but left Britain with many important features, such as roads.          Know that the Roman army was very powerful and had many weapons.</p>	<p>Know how Britain changed between the end of the Roman occupation and AD779.          Know about how the Anglo-Saxons attempted to bring about law and order into the country.          Know some key features about the Anglo-Saxons' daily lives.          Know that during the Anglo-Saxon period, Britain was divided into many kingdoms.          Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.          Use a timeline to show when the Anglo-Saxons were in England.</p>	<p>Know where the Vikings originated from and show this on a map.          Know that the Vikings and Anglo-Saxons were often in conflict.          Know why the Vikings frequently won battles with the Anglo-Saxons.          Know some of the main characteristics of the Vikings.          Know how Britain changed between the time of Anglo-Saxon rule to AD1066.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates (Contrast Roman Empire with Stone Age).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Romans invaded Britain and what this meant for British people).</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates (Contrast Anglo Saxons with the Romans).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Anglo Saxons came to Britain and what this meant for British people).</li> </ul>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods and events in chronological order using historical knowledge and / or enquiry skills and a growing awareness of dates (Contrast Vikings with the Romans).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences between the lives of people living in different periods of time.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened, why people behaved as they did, and begin to think about the consequences this may have had (eg why the Vikings invaded Britain and what this meant for British people).</li> </ul>

	<p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past (eg were the Romans conquerors or settlers) and that there may be different points of view in primary and secondary sources.</li> </ul>	<p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past and that there may be different points of view in primary and secondary sources.</li> </ul>	<p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can ask and answer questions about the past using primary and secondary sources to gain a clearer understanding.</li> <li>I can begin to evaluate historical sources with an awareness that recent history has a greater number of sources.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I understand that people may have different interpretations of the past (eg views of what Vikings were like) and that there may be different points of view in primary and secondary sources.</li> </ul>
<b>Year 5</b>	<b>The Mayan Civilisation c. AD900</b>	<b>Ancient Greeks – study of Greek life and achievements and their influence on the Western world.</b>	<b>Historical local study – how the local area of Shadwell/Bramham has changed over time.</b>
	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
	<p>Know the timeline of the Mayan civilisation.          Know who the Mayans were and what made them special.          Know about the impact that the Ancient Mayans had on the world.          Know why they were considered an advanced society in relation to that period of time in Europe.          Know the class structure of the Mayan civilisation.          Understand why the Mayan civilisation declined.</p>	<p>Know some of the main characteristics of the Spartans and Athenians.          Know about the influence that the Gods had on Ancient Greece.          Compare the Ancient Greek Olympics with the modern day Olympics.          Know about the everyday lives of the Ancient Greeks.          Know the influences and legacies left behind by the Ancient Greeks.</p>	<p>Know important facts about key landmarks in the local area.          Know the past influences which have impacted on the local area.          Know significant dates that have impacted on the locality.          Research historical information about the locality.          Know the legacies that have been left behind in the local area.          Know the key changes to my locality over time.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods of British and world history in chronological order using dates.</li> <li>I can use a timeline to give information about a period of history (eg plot key developments across a period of Mayan history) or a theme.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing Mayan civilisation with Baghdad and Benin c. AD900).</li> </ul> <p><b>Cause and effect</b></p>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods of British and world history in chronological order using dates.</li> <li>I can use a timeline to give information about a period of history (eg plot key developments across a period within Greek civilisation) or a theme.</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing Ancient Greece to Ancient Egypt).</li> </ul> <p><b>Cause and effect</b></p>	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods of British and local history in chronological order using dates.</li> <li>I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg plot key developments of a theme, like transport, across periods of history).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time and also between people living during the same period of time but in different places (eg comparing the lives</li> </ul>

	<ul style="list-style-type: none"> <li>I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances).</li> </ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can evaluate historical sources based on reliability and bias.</li> <li>I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view (eg. reason for decline of Mayan civilization).</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts between Athenians and Spartans, inventions and other advances).</li> </ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can evaluate historical sources based on reliability and bias.</li> <li>I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view (Ancient Greeks' influence on the Western world).</li> </ul>	<p>of Romans and Vikings in Bramham/comparing lives of Victorians with Medieval times in Shadwell).</p> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances).</li> </ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"> <li>I can evaluate historical sources based on reliability and bias.</li> <li>I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.</li> </ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.</li> </ul>
<b>Year 6</b>	<b>How life changed after WW1 and during WW2 and investigate the implications following WW2.</b>		<b>Historical unit linked to the school production. Historical influences and changes since ...</b>
	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>	<b>Knowledge and other learning</b>
	<p>Know the key events of WW1.          Know the impact of the Treaty of Versailles and consider two perspectives of the treaty.          Know the causes of WW2.          Know the term 'propoganda'.          Know the axis, allies and neutral countries in WW2.          Use historical enquiry skills to discuss the holocaust.          Know the events that led to the end of WW2.          Know the experiences of people who were evacuated and those who were not.          Know the impact of rationing on the people of Britain.</p>		<p>Changes each year dependent on school production. History theme will include understanding of chronology, historical interpretation and be enquiry based with the opportunity for research.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<p><b>Time and chronology</b></p> <ul style="list-style-type: none"> <li>I can sequence key periods of British and world history in chronological order using dates.</li> <li>I can use a timeline to give information about a period of history (eg plot key developments across a period of local history) or a theme (eg rationing in 1940's and 1950's).</li> </ul> <p><b>Change and continuity</b></p> <ul style="list-style-type: none"> <li>I can recognise and offer plausible explanations for similarities and differences between the lives of</li> </ul>		

	<p>people living in different periods of time and also between people living during the same period of time but in different places (eg comparing lives of people in Britain with another global country during WW2).</p> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"><li>• I can explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (eg conflicts, inventions and other advances).</li></ul> <p><b>Historical sources</b></p> <ul style="list-style-type: none"><li>• I can evaluate historical sources based on reliability and bias.</li><li>• I can ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.</li></ul> <p><b>Historical interpretation</b></p> <ul style="list-style-type: none"><li>• I can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view (eg. propaganda posters).</li></ul>		
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## History Vocabulary

Year Group	Autumn 2	Spring 2	Summer 2
Year 1	royal family, Queen Elizabeth II, Prince Philip, Prince Charles, Camilla, Prince William, Princess Kate, George, Charlotte, Louis, Buckingham Palace, Westminster Abbey, ceremony, Coronation, crown, Neil Armstrong, Moon, Apollo 11, space, astronaut, space.	Sir Francis Drake, explorers, Sir Walter Raleigh, pirates, treasure, maps, Golden Hind, ship, gold, silver, spices, knight, oceans, land,	beach, seaside, coast, town, cliffs, sand, pebbles, sea, lighthouse, promenade, deckchair, punch and Judy, donkey ride, pier, aeroplane, coach, airport, hotel, ship, boat, sunhat, suntan cream, passport.
Year 2	Mary Anning, fossils, plant, rocks, dinosaurs, prehistoric, collector, Lyme Regis, Jurassic coast, chalk, scientist.	Wright brothers, Wilber, Orville, aeroplane, fly, flight, glider, Kitty Hawk, America, invention, wings, aircraft,	Florence Nightingale, Mary Seacole, Jamaica, Crimean War, wound, soldiers, hospital, medicine, nurse, patients, hygienic, gowns, Lady of the Lamp.
Year 3	Archaeologists, shelter, Stone Age, Bronze Age, hunter gatherers, weapons, spear, tribe, arrow, Mesolithic, Neanderthal, sabre-toothed, Neolithic, flint, Skara Brae, mammoth, jewellery, Palaeolithic, antler, fur pelt.	Pyramid, Eye of Horus, papyrus, hieroglyphics, scribe, Cleopatra, amulet, scarab beetle, Egypt, ankh, River Nile, mummification, canopic jars, Tutankhamun, afterlife, sarcophagus, Sphinx, tomb, temple, Giza, Anubis, pharaoh, Howard Carter.	Bronze Age, Iron Age, beliefs, rituals, chief, smelting, copper, chariot, metalworker, potter's wheel, roundhouse, ceremonies, axe, clan, trade, warrior, agriculture, tin, metal, plough, armour, hillforts.
Year 4	Centurion, Emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths, Julius Caesar, Boudicca, Hadrian's Wall, colosseum, amphitheatre.	Anglo-Saxons, Northumbria, Alfred the Great, runes, brooch, Sutton Hoo, Christianity, East Anglia, Bayeux Tapestry, Offa's Dyke, St Bede, Mercia.	Vikings, mast, conquer, merchant, Danelaw, runes, seafaring, Norway, longship, helmet, settlement, Jorvik, Scandinavian, blacksmith, brooch, invader, colonise, raid, York, Thor, Odin.
Year 5	Mayan, stelae, maize, calendar, ocelot, jaguar, cacao beans, chocolate, chilli pepper, priest, monument, astronomy, temple, codex, sacrifice, nobles, Central America, Mexico, Kukulcan.	city state, Olympia, Parthenon, column, civilisation, democracy, government, conquer, mountainous, myths, Sparta, Acropolis, Alexander the Great, Acropolis, Aristotle, chiton, Peloponnese, Plato, Socrates, minotaur, lyre, cyclops, cereberus.	legacy, locality, historic, manor, settlement, chronology, medieval.
Year 6	axis, allies, neutral, propaganda, rationing, Treaty of Versailles, evacuee, evacuation, siren, air raid, grenade, submarine, Spitfire, ration book, Winston Churchill, blackout, Nazi, blitz, rifle, Neville Chamberlain, Anne Frank, Anderson shelter, Adolf Hitler, ARP warden, home guard, telegram. (World War 2 is studied throughout all of Autumn term in Year 6).		

RAG historical vocabulary on Launch day.



## KEY KS1 and KS2 historical terms

AD	Change	Democracy	Hunter-gatherer	Metal-working	Parliament	Sacrifice
Agriculture	Church	Discovery	Immigrant	Migration	Past	Secondary evidence
Ancient civilisations	Christianity	Diversity	International	Missionary	Peasant	Settler
Archaeology	Chronology	Emigrant	Interpretation	Monarchy	Pope	Significance
Aristocracy	Colony	Emperor	Invasion	Monastery	Prehistory	Slave
Artefact	Conquest	Empire	Invention	Museum	Present	Stone Age
BC	Continuity	Execution	Iron Age	Myths and legends	Primary evidence	Torture
Bronze Age	Court	Explorer	Islam	Nation	Rebellion	Traitor
Calendar	Crusades	Global	King/Queen	Nomad	Republic	Treason
Causation	Dark Ages	Gods / Goddesses	Local	Oral history	Revolt	Yesterday
Century	Decade	Heresy	Long ago			