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| **FS1/2*** **Understanding of the world**

**ELG*** I can talk about the lives of people around them and their roles in society
* I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
* I understand the past through settings, characters and events encountered in books read in class and storytelling
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|  | **Knowledge** | **Vocabulary** |
| **3-4yrs** * I can begin to make sense of my own life-story and family’s history.
 | * Know about their life story and family

**Significant people:*** The Queen
 | Old, new, then, here, now, yesterday, different, a long time ago, many years ago, nowadays, before.  |
| **Reception*** I can comment on images of familiar situations in the past.
* I can compare and contrast characters from stories, including figures from the past.
 | * First-hand experience of artefacts from the past e.g. phones
* Know about their life story and how they have changed
* Traditional tales from different time periods and places, e.g. noticing the difference in clothing

**Significant people:*** Family
* The Queen – The Royal Family
* Neil Armstrong – linked to moon landings
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| **Vocabulary** |
| **Key Stage One**Chronological, in order, past, present, then, here, now, after, before, timeline, events, recall, compare, inferences, questions, chronologically order, date, year, month, sequence, local, national, global, sources, hours, days, weeks, months, years, sources, significant people, history, local, artefacts, The Great Fire of London, King Charles II, Samuel Pepys, castles, kings, queens, banquets, Captain Scott, facts, similarities, differences, Mary Seacole, research, valid, reliable, reasons, real, Blackbeard. |
| **Key Stage Two** *(as above + the list below)*Themes, societies, Neolithic, Mesolithic, Palaeolithic, achievements, periods, period labels, artefacts, Stone Age, Bronze Age, Iron Age, explanation, Ancient Egyptians, Romans, Anglo-Saxons, Vikings, World War 1 (WW1), World War 2 (WW2), Ancient Greece, Greeks, overviews, individuals, summary, features, Mayans, awareness, accurately, accuracy, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE, civilization, migration, immigration, monarchs, Black History. |

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| **Area** | **Year** | **Skills** | **Knowledge** |
| Chronology | 1 | I can recall some events, people and features of a particular relevant historical event.I can independently depict on a timeline the sequence events or pieces of information. E.g. The development of different transport throughout History, in chronological order on a timeline.  | * Know what a timeline is
* Know why we use a timeline
* Know and use the words chronological order
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| 2 | I can explain a range of features covering family, local, national and global history and draw conclusions. E.g. Recall events from The Great Fire of London and draw conclusions about it.I can give a valid reasons for my sequence of events on a timeline. | * Know how to chronologically order events on a timeline
* Explain a sequence of events on a timeline and add dates
* Recall key events about The Great Fire of London, Captain Scott’s Expedition and castles throughout the ages
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| 3 | I can demonstrate some overall awareness of themes, societies, events and people. E.g. Recall a number of details about the Neolithic/Mesolithic/Palaeolithic people and their achievements. I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages. I can sequence a number of the most significant events, objects, themes, societies, periods and people. Using, some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages. | * Know the order of the periods within the Stone Age
* Able to recognise the chronology of The Stone Age, Bronze Age and Iron Age in relation to previous learning, e.g. GFoL
* Be able to identify artefacts from The Bronze Age and Iron Ages
* To know how people fit in within Ancient Egyptian society
* To know the key events of Ancient Egypt
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| 4 | I can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms. I can describe the main context of particular themes, societies, people and events including some explanation.  | * Know the sequence of key events in Roman Britain and WW1/WW2
* Know why the Romans invaded Britain and why they left
* To know why WW1 and WW2 started
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| 5 | I can provide overviews of the most significant features of different themes, individuals, societies and events. E.g. Give a summary of the main features of Mayan society.I can sequence the key events, objects, themes, societies and people using dates, period labels and terms. | * To know how Mayans, Victorians, Vikings and Anglo-Saxons fit within chronology
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| 6 | I can show a detailed awareness of the themes, events, societies and people covered across different topics. I can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately. | * To know the sequence of events and the impact on society and world today e.g the legacy of the Industrial Revolution
* To know the sequence of events and the impact on society of key figures in history (Rosa Parks, Edward Jenner, Martin Luther King Jr.)
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Historical enquiry | 1 | I can verbally ask and answer a few valid historical questions. E.g. Ask questions about a historical picture during a class discussion.I can plan questions and produce answers to a few historical enquiries, using historical terminology.  | * Know about old and new toys
* Know and recall an early form of transport
 |
| 2 | I can independently ask a series of valid questions for different enquiries and produce effective responses. E.g. Plan a small investigation on a significant person in history, locate information and collate information. | * Be able to identify different sources
* Know how to record research and enquiry
* Be able to ask and answer questions linked to people. places and events within history
 |
| 3 | I can ask valid questions for enquiries and answer using a number of sources. I can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.  | * Know how to ask and write historical enquiry questions
* Be able to answer own questions and given questions, using a range of sources
* Know how to give valid responses to historical enquiry both verbally and written
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| 4 | I can independently devise historical enquiries to produce substantiated and focused responses.  | * To be able to independently decide on a research area for historical enquiry
* Be able to independently pose questions to find out substantiated responses
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| 5 | I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for improvement. | * To be able to pose questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion
* Be able to participate in a debate about the life of a child in the workhouse during Victorian Britain
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| 6 | I can plan and produce quality responses to a wide range of historical enquiries, which require the use of a variety of sources and different forms of communication.I can use detailed ideas on ways to develop or improve responses.  | * To be able to independently plan an investigation into the successes and failures of the inventors/inventions and produce an extended response based on different sources of evidence.
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Using sources as evidence | 1 | I can extract information from several different types of source, including: written, visual, oral sources and artefacts. E.g. Extract some relevant information about and event or significant person, using pictures, artefacts or a story.  | * Know the different sources we can use to research about something (e.g. old and new toys, what pirates used to eat)
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| 2 | I can select information independently from several different types of sources, including: written, visual, oral sources and artefacts to answer historical questions. I can critically evaluate the usefulness of sources and parts of sources to answer historical questions. E.g. Choose from a range of sources, such as: artefacts, different written accounts, oral and visual evidence.  | * Able to name different sources and can use them independently
* Be able to explain the usefulness of sources
* Know the meaning of the word ‘reliable’
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| 3 | I can understand how sources can be used to answer a range of historical questions. E.g. Answer the question: *Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?*I can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children’s lives in different historical periods. | * Use different sources to be able to answer questions
* Be able to give valid reasons as to why a particular source was chosen/used
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| 4 | I can comment on the usefulness and reliability of a range of sources for particular enquiries.  | * To be able to check different sources to ensure the information provided is correct
* Be able to independently decide on the best source for a given enquiry
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| 5 | I can explain with confidence the value of a range of sources for enquiries, including extended enquiries. | * Be able to select evidence that supports the judgements of how a specific event in History affected life in Britain today
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| 6 | I can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. | * Be able to recognise and comment on the context of sources for an enquiry about life in the local area in a significant time period in History.
* Explore the motivations behind the source. Be able to answer: Why was the source produced? What is the reliability of the author?
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Significance and interpretations | 1 | I can consider one reason why an event or person might be significant.  | * Know why Blackbeard is significant in History
* Recall facts about Blackbeard
* Know why transport is important
* Recall different forms of transport throughout history
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| 2 | I can provide some valid reasons for selecting an event, development or person as significant. E.g. Explain the achievements of various people in past and present history.  | * Know a few significant people from the past and present, e.g. Mary Seacole.
* Be able to recall facts about Captain Scott
* Know the parts of a castle and their significance
* Recall some jobs within a castle
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| 3 | I can explain why some aspects of historical accounts; themes or periods are significant.E.g. Explain why Stone Age – Iron Age achievements were significant.I can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Cavemen. | * Able to recall some significant places linked to The Stone Age
* Be able to explain some reasons of why accounts may be significant and different
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| 4 | I can independently explain why a historical topic; event, person, inventions were distinctive or significant. I can explain historical situations, events, developments and individuals from more than one viewpoint.  | * Know many significant people from various topics, such as: Alan Turing, Boudicca
* Know what technology was left behind by previous civilisations
* Be able to recognise the similarities and differences in opinions across topics
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| 5 | I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. I can explain how and why it is possible to have different interpretations of the same event or person. | * To know the importance of Queen Victoria within the Victorian Britain
* To be able to explain why people had different opinions of Queen Victoria.
* To know the importance of the Lindisfarne Raid
* To be able to critically evaluate the significance of the achievements and legacy of the Anglo-Saxons.
* Be able to explain different dimensions and characteristics of the Mayan civilisation with evidence
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| 6 | I can compare the significance of events, development and people across topics and time periods.I can understand and explain the nature and reasons for different interpretations in a range of topics. | * Be able to explain which period of Ancient Greek history was the most important, giving reasons for their choice
* Understand the impact and legacy of the Greeks and be able to discuss this
* Recognise and explain how and why there could be different interpretations about industrial revolution
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Cause and consequence | 1 | I can identify a few relevant causes and effects for some of the main events covered. E.g. Identify the cause and effect of Blackbeard’s actions. | * Know facts about Blackbeard and the impact he had on history
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| 2 | I can comment on a few valid causes and effects relating to many of the events covered. E.g. Make a few valid judgements about the causes and effects of The Great Fire of London. | * Know and be able to explain the impact The Great Fire of London had on people and what changes were made
 |
| 3 | I can identify and comment on the importance of causes and effects for some of the key events and developments within topics.  | * Be able to recognise the impact The Stone Age had on civilisation then and now
 |
| 4 | I can explain with confidence the significance of particular causes and effects for many of the key events and developments.  | * Be able to explain the cause of WW1 and WW2 and the impact they had
* Be able to explain the impact Roman invasion had on Britain at the time
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| 5 | I can explain the role and significance of different causes and effects of a range of events and developments. | * Be able to explain how and why the Vikings were such successful travellers and how important this was in their success.
* Know and be able to explain why Queen Victoria was so successful
* Be able to identify the legacy the Mayans have left behind
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| 6 | I can independently comment on the different types of causes and effects for most of the events covered, including longer and shorter-term aspects. | * Recognise and explain different causes and effects for the industrial revolution, suffragettes, racial equality e.g. Civil Rights Act
* Understand the significance of key events e.g. Edward Jenner invention of the small pox vaccine
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| **Area** | **Year** | **Skills** | **Knowledge** |
| Change and development | 1 | I can identify a few similarities, differences and changes occurring within a particular topic. E.g. Identify differences and similarities between early and modern transport.  | * Know the similarities and difference between old and new toys
* Know and be able to compare old and new toys
* Know and be able to recall how transport has changed throughout history
* Be able to compare travel, transport of the past, present and future
 |
| 2 | I can independently and accurately identify similarities, differences and changes both within and across time periods and topics. E.g. Identify and describe several changes, similarities and differences between what Captain Scott took on his expedition compared to what we would take now. | * Be able to compare resources and clothing needed to go on an expedition in the past vs now
* Know the differences between houses in 1666 and now
* Know how castles have changed over time periods and recall some types of castles
* Be able to explain some reasons of how banquets have changed
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| 3 | I can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Stone Age. | * Be able to recognise the difference between The Stone, Bronze and Iron Age
 |
| 4 | I can explain why certain changes and developments were of particular significance within topics and across time periods.  | * Know how Roman inventions have an impact on our lives today
* Know how technology created in WW2 affects our lives today
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| 5 | I can compare similarities, differences and changes within and across some topics. | * To know inventions from the Victorian era and how they have developed over time
* Be able to compare and contrast the Mayans, Victorians, Vikings and Anglo-Saxons
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| 6 | I can independently compare similarities, differences and changes and evaluate how typical or unusual they were.  | * Be able to identify and explain whether some developments in communication (inventions) were exceptional developments or commonplace everywhere at the time.
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