

Subject: History	These skills are not time or term specific but can be taught across any topic throughout the year with work being done across all 3 areas in one unit if needed.			
	Chronological understanding	Events, people and changes	Historical enquiry	Topics
Y1 Skills	Place objects in chronological order; Use words and phrases linked to time: <i>new, old, a long time ago, once upon a time</i> ; Tell others about things that happened when they were little; Recognise that a story that is read to them might have happened in the past; Understand that some objects belong to the past; Retell a familiar story set in the past; Explain how they have changed since they were born.	Appreciate that some famous people have helped our lives be better today; Recount the life of someone famous who lived in the past, giving attention to what they did before and after; Begin to identify the differences between old and new objects, such as toys; Give examples of things that are different in their lives compared to their grandparents; Recognise that we celebrate certain events because of events that happened many years ago.	Ask and answer questions about new and old objects; Spot old and new things in a picture; Answer questions using a picture/artefact; Give a plausible explanation about what an object was used for in the past; Find out something about the past by talking to an older person; Find out about a historical place or event in the locality - e.g. Blackpool Tower	Toys (link with Commando Joe) - What was life like for my grandparents when they were little? Biographies of significant individuals (link with Commando Joe) Historical places - Blackpool Tower (link with toys and entertainment)
Y2 Skills	Understand that some objects belong in the past; Retell a familiar story set in the past; Use words or phrases such as, 'before I was born', 'when I was younger', 'I remember when'; Use phrases and words correctly: 'before', 'after', 'past', 'present', 'now', 'then', 'last week', 'last year'; Use a variety of historical words to describe the past; Sequence a set of historical events in chronological order and give reasons for their order.	Explain how my local area was different in the past; Recount some interesting facts from an historical event, such as where the Fire of London started; when was the Queen's coronation? Explain why Britain has a special history by naming some famous events and some famous people; Explain why someone in the past acted as they did;	Answer questions by using a specific source; Use different resources to find out about the life of a famous person, e.g. the Queen; Research a famous event and explain why it has been happening for some time, using a range of sources - pictures, plays, films, written accounts, songs, museum displays, stories; Research the life of someone who used to live in their area, using a range of sources to help them	Significant individuals (link with Commando Joe - Pocohontas, Samuel Pepys, the Queen) Victorian Blackpool - The Winter Gardens and William Cocker Castles The Great Fire of London (link with Commando Joe - Samuel Pepys).
Y3 Skills	Describe events and periods using the words: BC, AD, BCE, CE, ancient, century and decade; Use correct vocabulary to describe the Stone Age, Iron Age, Ancient Egypt; Describe events from the past, using dates when things happened; Use a timeline to set out the order events may have happened; Use mathematical knowledge to work out how long ago events would have happened; Use mathematical knowledge to round up differences into decades and centuries.	Appreciate that early Britons would have lived a different life to ours - communication, food, clothing, transport, housing and make some links with the present; Begin to picture what life was like for early settlers; Suggest why certain events happened as they did in history; Suggest why certain people acted as they did in history.	Recognise the part that archaeologists have had to play in helping us to understand what happened in the past; Use various sources of evidence to answer questions; Use various sources to help piece together information about a period of history - look at change, cause, similarity and difference and also significance; Use sources to research a specific event from the past, then present that information using specialist terms, such as settlement, pharaoh, pyramid, gods; Identify similarities and differences between given periods in history.	Ed Stafford (link with Commando Joe - Stone Age) Ancient Egypt The life of children during the Victorian era (link with Nellie Bly - Commando Joe)

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Y4 Skills	<p>Can describe events from the past using dates when events happened and specific vocabulary - decade, century, Vikings, Greeks;</p> <p>Use a timeline within a specific time in history to set out the order things may have happened;</p> <p>Place periods of history on a timeline showing periods of time;</p> <p>Use mathematical knowledge to work out how long ago events would have happened;</p> <p>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</p>	<p>Suggest why certain events happened as they did in history;</p> <p>Describe how Britain has influenced and been influenced by the wider world - Ancient Greeks, Romans;</p> <p>Explain how events from the past have helped shape our lives;</p> <p>Appreciate why Britain would have been an important place to conquer;</p> <p>Recognise that the lives of the wealthy are different from the poor;</p>	<p>Use various sources to piece together information as evidence to test hypotheses about the past;</p> <p>Use 'information finding'skills in writing to help write about historical information and organise relevant historical information clearly;</p> <p>Identify similarities and differences between given periods in history;</p> <p>Research what life was like for a child in a given period from the past;</p> <p>Give more than one reason to support an historical argument;</p> <p>Understand that our knowledge of the past comes from a range of different sources and that different versions of the past might exist, giving possible reasons for this(written evidence, artists pictures, museum displays).</p>	Ancient Greece
				Commando Joe Y5 unit on Romans
				History detectives
Y5 Skills	<p>Place periods of history on a detailed timeline showing periods of time;</p> <p>Use dates and historical language in own work;</p> <p>Place features of historical events and people from past societies and periods in chronological order;</p> <p>Use vocabulary related to the passing of time - <i>empire, civilisation, parliament, peasantry</i>;</p> <p>Note connections, trends and contrasts over time;</p> <p>Analyse connections, trends and contrasts over time</p>	<p>Explain how people who lived in the past travelled, cooked and used different weapons compared to modern society;</p> <p>Appreciate how artefacts from the past are helping us to build an accurate picture of what life was like for people in th past;</p> <p>Describe historical events from the different periods they are studying;</p> <p>Gain historical perspective by placing their growing knowledge into different contexts - cultural, economic, military, political, religious and social history;</p> <p>Appreciate that significant events in history have helped shape the country we have today;</p> <p>Make comparisons between historical periods - explain which things have changed and which have stayed the same;</p> <p>Describe the extent of diversity, change and continuity and suggest links between causes.</p>	<p>Give more than one reason to support a historical argument;</p> <p>Understand how our knowledge of the past is constructed from a variety of different sources and that there are different versions of these events;</p> <p>Research more than one version of an event and how they differ;</p> <p>Communicate knowledge and understanding through written and oral work;</p> <p>Offer points of view from what they have found;</p>	The Anglo-Saxons
				Commando Joe Y4 unit on Vikings
				The Mayans

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Y6 Skills	Chronological understanding	Events, people and changes	Historical enquiry	Topics
	<p>Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them; Say where a period of history fits in a timeline; Place a specific event on a timeline by decade; Place features of historical events and people from past societies and periods in chronological order; Use appropriate vocabulary - propaganda, bias, primary source, secondary source, reliability;</p>	<p>Appreciate that significant events in history have helped shape the Britain of today; Summarise the main events from a specific period in history, explaining the order in which key things happened; Summarise how Britain has had a major influence on world history; Recognise and describe differences and similarities or changes and continuity between different periods of history; Describe features of historical events and people from past societies that they may have studied; Summarise what Britain may have learnt from other countries and civilizations through time</p>	<p>Identify and explain their understanding of propaganda; Understand that evidence is used to make historical claims and begin to appreciate why contrasting interpretations and arguments about the past have been formed; Look at more than one version of events and explain how the author may be attempting to persuade or give a specific viewpoint; Use a range of evidence from different sources to describe a key event from Britain's past; Communicate knowledge and understanding in writing and orally and offer points of view from what they have found out; Research what life was like for a child in a given period of history, using primary and secondary sources, including artefacts; Recognise that some events, changes and people might be considered more historically significant than others.</p>	<p>Local Study - World War 2 and how it affected Blackpool. Nancy Wake unit -Commando Joe</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Amelia Earhart (link with Commando Joe)</p>