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| **Year 1 – Our History (Timelines and Family Trees, History of Toys) and Local History (Transport)** | |
| **Areas of Study:**  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own identity | **Chronological Understanding:**  Sequence some events or 2 related objects in order **on a number (time) line of 20 years duration**  **Y1 Graphical representation of data to record changes over time**  Use words and phrases: old, new, **day, months years** |
| **Knowledge and Understanding:** Recall some facts about people/events before living memory  Say why people may have acted the way they did  Tell the difference between past and present in own and others’ lives | **Historical Interpretation:**  Look at and use books, photographs, pictures, videos and artefacts to find out about the past  Begin to identify and recount some details from the past |
| **Historical Enquiry:**  Identify different ways in which the past is represented  Find answers to simple questions about the past from sources of information  Explore events, look at pictures and ask questions e.g. “Which things are old and new?” “What were people doing?”  Look at objects from the past and ask questions “What were they used for?” and attempt to answer | **Organisation and Communication:**  Use subject specific vocabulary  Use timelines to order events or objects  Tell stories about the past  Show knowledge and understanding through role play, drawing, writing and talking |

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| **Year 2 – Sappho and Great Explorers** | |
| **Areas of Study:**  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. | **Chronological Understanding:**  Use a timeline to place important events  Understand how to put 3 people, events or objects in order using a given scale  Use words and phrases: recently, before, now, after, later  Use past and present when telling others about an event  **Recount changes in own life over time and sequence intervals**  **Y2 Graphical representation of data to record changes over time** |
| **Knowledge and Understanding:** Recount the main events from a significant event in history. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Describe the differences between then and now. Use evidence to explain reasons why people in the past acted the way they did. | **Historical Interpretation:**  Look at and use pictures, books, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.  Understand some of the ways in which we find out about the past. |
| **Historical Enquiry:**  Look carefully at pictures or objects to find information about the past.  Identify different ways in which the past is represented.  Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events. | **Organisation and Communication:**  Use subject specific vocabulary Describe objects, people or events in history Use timelines to order events or objects or place significant people  Communicate ideas through drawing, speaking, writing, role-play, story-telling, ICT |

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| **Year 3 – Changes in Britain – Stone Age to Iron Age and Ancient Civilisations (Ancient Egypt)** | |
| **Areas of Study:** Changes in Britain from the Stone Age to the Iron Age The achievement of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth of one study – FPS – Ancient Egypt | **Chronological Understanding:   Uses timeline to place events in order up to 1000 years** Use words and phrases: century and decade Understand that timelines can be divided into BCE and AD  **Y3 Graphical representation of data to record changes over time** Describe dates of and order significant events from the area of study |
| **Knowledge and Understanding:** Use evidence to find out how changes have happened in the area of study. Describe similarities and differences between people, events and objects. Use evidence to describe the culture and leisure activities, clothes, way of life, actions, buildings and their uses of people from the past. | **Historical Interpretation:** Look at two versions of the same event and identify similarities and differences Explore that there are different accounts of history |
| **Historical Enquiry:**  Suggest sources of evidence to use to help answer questions Ask historically valid questions  Use printed sources, the internet, pictures, photographs, music, artefacts, historic buildings, documents, printed sources, databases, and visits to museum and galleries as evidence about the past. | **Organisation and Communication:** Use subject specific vocabulary Present findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skills Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes |

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| **Year 4 – Ancient Greece and Romans (Local Study Element)** | |
| **Areas of Study:**  The Roman Empire and its impact on Britain with a local study element Ancient Greece – a study of Greek like and achievements and their influence on the Western world | **Chronological Understanding:** Divide recent history into present using 21st Century, and the past using 19th and 20th centuries.  Use words and phrases: century, decade, BC, AD, before, during  Understand that the past is divided into differently named periods Name and place dates of significant events from the past on a timeline  Put artefacts in chronological order  **Y4 graphical representations of data to record changes over time** |
| **Knowledge and Understanding:** Describe features of the past, societies and periods Describe similarities and differences between people, events and artefacts studied Describe how some of the things studied from the past influence life today Make a few connections and contrasts  Give a few reasons for and the results of the main events and changes of a time studied | **Historical Interpretation:** Give reasons why there may be different accounts of history Describe how the past can be represented or interpreted in a few different ways. Look at different versions of the same event in history and identify differences. |
| **Historical Enquiry:**  Understand the difference between primary and secondary sources Answer and sometimes ask a range of historically valid questions Use one or more sources of information to help answer questions about the past  Use printed sources, the internet, pictures, photographs, music, artefacts, historic buildings, documents, printed sources, databases, and visits to museum and galleries as evidence about the past. | **Organisation and Communication:** Use subject specific vocabulary Use dates and terms correctly Use Roman Numerals  Present findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skills Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes |

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| **Year 5 – Anglo-Saxons, Vikings and Scots and The History of Baghdad** | |
| **Areas of Study:**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor Britain’s settlement by Anglo-Saxons and Scots A non-European society that provides contrasts to British history – a study of Baghdad c. AD 900 | **Chronological Understanding:**  **Use timelines to place ad sequence local, national and international events up to 10,000 years**  **Y5 graphical representation of data to record changes over time**  **Sequence historical periods Describe events using words and phrases: century, decade, BCE, AD, after, before, during, era, period**  **Identify changes within and across historical periods** |
| **Knowledge and Understanding:**  Identify the links between social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world Choose reliable sources of information to find out about the past Give own reasons why changes may have occurred, backed up by evidence Describe similarities and differences between some people, events, and artefacts studied Describe how historical events studied affect/influence life today | **Historical Interpretation:** Look at different versions of the same events and identify differences in the accounts  Give clear reasons why there may be different accounts of history Know that people (now and in the past) can represent events or ideas in ways that persuade others Evaluate evidence to choose the most reliable forms  Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history |
| **Historical Enquiry:**  Understand the difference between primary and secondary sources Answer and sometimes ask a range of historically valid questions Use one or more sources of information to help answer questions about the past  Ask a range of questions about the past  Realise that there is often not a single answer to historical questions  Choose reliable sources of evidence to answer questions  Use printed sources, the internet, pictures, photographs, music, artefacts, historic buildings, documents, printed sources, databases, and visits to museum and galleries as evidence about the past. | **Organisation and Communication:** Use subject specific vocabulary Use dates and terms correctly Use Roman Numerals  Present findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skills Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes |

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| **Year 6 – WW2 (Long Arc of Time) and Local Study and Vikings (Isle of Man)** | |
| **Areas of Study:**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **Chronological Understanding:  Y6 graphical representation of data to record changes over time** Understand how some historical events occurred concurrently in different locations (e.g. Prehistoric Britain and Ancient Egypt) Identify and compare changes within and across different periods Use key periods as reference points **Construct a scales timeline and place a significant events studied** |
| **Knowledge and Understanding:** Make links between some of the features of past societies (religion, houses, society, technology)  Choose reliable sources of factual evidence  Give own reasons why changes may have occurred, backed up with evidence Describe similarities and differences between some people, events, objects and artefacts of the areas of study Describe how some changes affect/influence life today | **Historical Interpretation:**  Look at different versions of the same events and identify differences in the accounts  Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Know that people (now and in the past) can represent events or ideas in ways that persuade others Evaluate evidence to choose the most reliable forms  Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history |
| **Historical Enquiry:** Understand the difference between primary and secondary sources  Use printed sources, the internet, pictures, photographs, music, artefacts, historic buildings, documents, printed sources, databases,, visits to museum and galleries as evidence about the past.  Investigate own lines of enquiry by posing questions to answer Choose reliable sources of evidence to answer, realising that there is often not a single answer to historical questions  Evaluate the usefulness and accurateness of different sources of evidence | **Organisation and Communication:**  Use subject specific vocabulary Plan and present a self-directed project or research about the area of study Communicate findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skills Use dates and terms with increasing accuracy |