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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 lifeEvents beyond living memory that are significant nationally or globallyThe 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 periodsSignificant 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 memorySay why people may have acted the way they didTell 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 representedFind 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 vocabularyUse timelines to order events or objects Tell stories about the pastShow 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 eventsUnderstand how to put 3 people, events or objects in order using a given scaleUse words and phrases: recently, before, now, after, laterUse 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 vocabularyDescribe objects, people or events in historyUse timelines to order events or objects or place significant peopleCommunicate 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 AgeThe 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 decadeUnderstand 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 differencesExplore that there are different accounts of history |
| **Historical Enquiry:**Suggest sources of evidence to use to help answer questionsAsk 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 vocabularyPresent findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skillsUse dates and terms with increasing accuracyDiscuss 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 elementAncient 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, duringUnderstand that the past is divided into differently named periodsName and place dates of significant events from the past on a timelinePut artefacts in chronological order **Y4 graphical representations of data to record changes over time** |
| **Knowledge and Understanding:** Describe features of the past, societies and periodsDescribe similarities and differences between people, events and artefacts studiedDescribe how some of the things studied from the past influence life todayMake 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 historyDescribe 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 sourcesAnswer and sometimes ask a range of historically valid questionsUse 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 vocabularyUse dates and terms correctlyUse Roman Numerals Present findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skillsUse dates and terms with increasing accuracyDiscuss 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 confessorBritain’s settlement by Anglo-Saxons and ScotsA 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 periodsDescribe 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 worldChoose reliable sources of information to find out about the pastGive own reasons why changes may have occurred, backed up by evidenceDescribe similarities and differences between some people, events, and artefacts studiedDescribe how historical events studied affect/influence life today  | **Historical Interpretation:** Look at different versions of the same events and identify differences in the accountsGive clear reasons why there may be different accounts of historyKnow that people (now and in the past) can represent events or ideas in ways that persuade othersEvaluate 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 sourcesAnswer and sometimes ask a range of historically valid questionsUse one or more sources of information to help answer questions about the pastAsk a range of questions about the pastRealise that there is often not a single answer to historical questionsChoose reliable sources of evidence to answer questionsUse 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 vocabularyUse dates and terms correctlyUse Roman Numerals Present findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skillsUse dates and terms with increasing accuracyDiscuss 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 periodsUse 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 evidenceDescribe similarities and differences between some people, events, objects and artefacts of the areas of studyDescribe how some changes affect/influence life today | **Historical Interpretation:** Look at different versions of the same events and identify differences in the accountsSuggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different waysKnow that people (now and in the past) can represent events or ideas in ways that persuade othersEvaluate 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 sourcesUse 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 answerChoose reliable sources of evidence to answer, realising that there is often not a single answer to historical questionsEvaluate the usefulness and accurateness of different sources of evidence  | **Organisation and Communication:** Use subject specific vocabularyPlan and present a self-directed project or research about the area of studyCommunicate findings about the past using speaking, writing, ICT, drama role-play, storytelling, data-handling, and drawing skillsUse dates and terms with increasing accuracy |