

	Who We Are	Sharing the Planet	How the World Works	How we organise ourselves	Where we are in place and time	How We Express Ourselves
EYFS	Talk about the lives of the people around them and their roles in society. Know some similarities and differences.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things.		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things.		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things.
Year 1	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> *Can they say why they think a story was set in the past? *Can they recognise that a story that is read to them may have happened a long time ago? *Can they retell a familiar story set in the past? *Can they put up to five objects/events in chronological order (recent history)? <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> *Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? 		<p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> *Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? *Can they identify objects from the past, such as vinyl records? *Can they tell us about an important historical event that happened in the past? *Can they explain differences between past and present in their life and that of other children from a different time in history? 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> *Can they put up to three objects in chronological order (recent history)? *Can they use words and phrases like: old, new and a long time ago? *Can they tell me about things that happened when they were little? <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> *Do they appreciate that some famous people have helped our lives be better today? *Can they begin to identify the main differences between old and new objects? 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> *Can they use the words before and after correctly? *Do they know that some objects belonged to the past? *Can they explain how they have changed since they were born? *Can they use words and phrases like: very old, when mummy and daddy were little? <p>Historical Enquiry:</p> <ul style="list-style-type: none"> *Can they ask and answer questions about old and new objects? *Can they spot old and new things in a picture? *Can they answer questions using a artefact/ photograph provided? *Can they give a plausible explanation about what an object was used for in the past? *Can they answer questions using a range of artefacts/ photographs provided? *Can they find out more about a famous person from the past and carry out some research on him or her? 	<p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> *Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? *Do they know who will succeed the queen and how the succession works?
Year 2	<p>Use words and phrases like: before I was born, when I was younger.</p> <p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.</p> <p>Use the words 'past' and 'present' accurately.</p> <p>Sequence events about their own life.</p> <p>Give examples of things that</p>	<p>Sequence a set of events in chronological order and give reasons for their order.</p> <p>Explain how their local area was different in the past.</p> <p>Give examples of things that are different in their life from that of their grandparents when they were young.</p>	<p>Research the life of a famous Briton from the past using different resources to help them.</p> <p>Explain why someone in the past acted in the way they did.</p>	<p>Use a range of appropriate words and phrases to describe the past.</p> <p>Say at least two ways they can find out about the past, for example using books and the internet.</p> <p>Sequence a set of objects in chronological order and give reasons for their order.</p>	<p>Sequence events about the life of a famous person.</p> <p>Try to work out how long ago an event happened.</p> <p>Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>Recount some interesting facts from an historical event, such as where the 'Fire of London'</p>	<p>Research about a famous event that happens somewhere else in the world and why it has been happening for some time.</p> <p>Answer questions by using a specific source, such as an information book.</p>

Year 3	<p>Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for</p>	<p>Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information?</p>	<p>Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p>	<p>Can they, through research, identify similarities and differences between given periods in history? Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?</p>	<p>Can they research a specific event from the past? The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?</p>	<p>The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one or more of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?</p>
Year 4	<p>Chronological understanding: Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can they explain how events from the past have helped shape our lives? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p>	<p>Ancient Greece: A study of Greek life and achievements and their influence on the western world.</p>	<p>Knowledge and interpretation: Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>	<p>Britain's settlements by Anglo-Saxon's and Scots: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. British resistance, e.g. Boudica Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture.</p>	<p>Historical enquiry: Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument?</p>	<p>Christian conversion – Canterbury, Iona and Lindisfarne</p>

<p>Year 5</p>	<p>A local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>A chronological understanding Can they use dates and historical language in their work?</p>	<p>A chronological understanding Can they use dates and historical language in their work? Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Knowledge and interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? Can they begin to appreciate that</p>	<p>Knowledge and interpretation Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p>	<p>Historical Enquiry Can they test out a hypothesis in order to answer a question?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, e.g. the Industrial Revolution (Darwinism, Irish potato famine, rationing in the war).</p> <p>A Chronological Understanding Can they use their mathematical skills to work out exact time scales and differences as need be?</p>	<p>Historical Enquiry Can they test out a hypothesis in order to answer a question? Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Knowledge and interpretation Do they appreciate how major events have created huge differences to the way medicines and health care were developed? Do they appreciate that significant events in history have helped shape the country we have today?</p> <p>Chronological Understanding Can they create timelines which outline the development of specific features, such as medicine: weaponry; transport.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the changing power of monarchs (using case studies such as John, Anne and Victoria) and the British Empire</p> <p>Knowledge and interpretation Can they explain the role that</p>
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<p>Year 6</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened • Recognise and describe differences and similarities/ changes and continuity between different periods of history <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Explain two different versions and say how the author may be attempting to persuade or give a specific viewpoint • Describe a key event from Britain's past using a range of evidence from different sources • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present, leisure and entertainment in the 20th Century, immigration and changing demographics in Britain (e.g. the Windrush generation) 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened • Summarise how Britain has had a major influence on world history • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities/ changes and continuity between different periods of history • Suggest relationships between causes in history <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Two different versions and say how the author may be attempting to persuade or give a specific viewpoint • Identify and explain their understanding of propaganda • Describe a key event from Britain's past using a range of evidence from different sources • Suggest why there may be different interpretations of events • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • a significant turning point in British history, e.g. WWI or the Battle of Britain 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by 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from Britain's past using a range of evidence from different sources • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions <p>A local history study</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed in the National Curriculum • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Summarise how Britain has had a major influence on world history • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Two different versions and say how the author may be attempting to persuade or give a specific viewpoint • Identify and explain their understanding of propaganda • Describe a key event from Britain's past using a range of evidence from different sources • Suggest why there may be different interpretations of events • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions 	<ul style="list-style-type: none"> • Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened • Recognise and describe differences and similarities/ changes and continuity between different periods of history • Suggest relationships between causes in history <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions <p>A non-European society that provides contrast with British history</p> <ul style="list-style-type: none"> • one in-depth study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin civilisation (West Africa) c. AD 900-1300.
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