



## History

	Year 1	Year 2
<b>Knowledge skills and understanding</b>	<ul style="list-style-type: none"> <li>• Place known events in chronological order (chronological understanding)</li> <li>• Sequence events and recount changes within living memory (chronological understanding)</li> <li>• Use common words and phrases relating to the passing of time (chronological understanding)</li> <li>• Understand key features of events (understanding of events, people and changes)</li> <li>• Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>• Relate his/her own account of an event and understand that others may give a different version (historical interpretations)</li> <li>• Find answers to some simple questions about the past from simple sources of information (historical enquiry)</li> <li>• Sort artefacts from 'then' and 'now' (historical enquiry)</li> <li>• Ask and answer relevant basic questions about the past (historical enquiry)</li> <li>• To assess historical recounts and make evaluations about the evidence they give.</li> <li>• To interpret historical sources deciding between fact and opinion.</li> <li>• To describe significant historical people in his/her own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak about how he/she has found out about the past (organisation and communication)</li> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Describe where the people and events he/she studies fit within a chronological framework</li> <li>• Use a wide vocabulary of everyday historical terms</li> <li>• Ask and answer historical questions</li> <li>• Choosing and using parts of stories and other sources to show that he/she knows and understands [key features of events]</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g Neil Armstrong.</li> </ul>

	Year 3	Year 4
Knowledge skills and understanding	<ul style="list-style-type: none"> <li>•Develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal.</li> <li>•To know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.</li> <li>•Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.</li> <li>•To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>•Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Viking artefacts and deducing what they can teach us about Viking culture.</li> <li>•To interpret a variety of sources to learn about aspects of life in Celtic Britain.</li> <li>•Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>•Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>•Address historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>•Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>•Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</li> <li>•To generate historical questions.</li> <li>•To interpret evidence that has survived from Ancient Egypt to find out about what it was like there over 5,000 years ago.</li> <li>•To use accurate historical vocabulary when discussing and writing about Ancient Egypt.</li> <li>•To choose and justify the most important discovery in learning about Egyptian life.</li> <li>•Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Egyptian Artefacts</li> <li>•To describe characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past eg. Spartans and Athenians.</li> <li>•To use dates and vocabulary relating to the passing of time, including ancient, modern, BC and AD</li> <li>•To understand how Britain has been influenced by the wider world</li> </ul>

	<ul style="list-style-type: none"> <li>•To use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD.</li> <li>•To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	Year 5	Year 6
<b>Knowledge skills and understanding</b>	<ul style="list-style-type: none"> <li>•Use dates to order and place events on a timeline (chronological understanding)</li> <li>•Give some reasons for some important historical events (understanding of events, people and changes)</li> <li>•Make comparisons between aspects of periods of history and the present day (historical interpretations)</li> <li>•Understand that the type of information available depends on the period of time studied</li> <li>•Evaluate the usefulness of a variety of sources (historical interpretations)</li> <li>•Compare sources of information available for the study of different times in the past (historical enquiry)</li> <li>•Present findings and communicate knowledge and understanding in different ways (organisation and communication)</li> <li>•Provide an account of a historical event based on more than one source (organisation and communication)</li> <li>•Describe changes in Britain from the Stone Age to the Iron Age</li> <li>•Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>•Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>•Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>•Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>•Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>•Understand how our knowledge of the past is constructed from a range of sources</li> <li>•Make confident use of a variety of sources for independent research (historical enquiry)</li> <li>•Use evidence to support arguments (understanding of events, people and changes)</li> <li>•Describe a local history study</li> <li>•Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>•</li> </ul>