<table>
<thead>
<tr>
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<th>Year 1</th>
<th>Year 2</th>
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</table>
| **To investigate and interpret the past** | • Observe or handle evidence to ask questions  
• Use artefacts, pictures, stories, online sources and databases to find out about the past.                                                                                       | • Observe or handle evidence to ask questions and find answers to questions about the past.  
• Use artefacts, pictures, stories, online sources and databases to find out about the past.  
• Ask questions such as: What was it like for people? What Happened? How long ago?  
• Identify some of the different ways the past has been represented.                                                                 |
| **To build an overview of world history** | • Describe significant people from the past (eg Florence Nightingale, Isaac Newton, Brunel)                                                                                                             | • Describe historical events.  
• Recognise that there are reasons why people in the past acted as they did.                                                                                                                             |
| **To understand chronology** | • Recount changes that have occurred in their own lives.  
• Place events and artefacts on a time line.  
• Label time lines with words or phrases such as: past, present, older or newer.                                                                                           | • Place events and artefacts in order on a time line.  
• Use dates where appropriate.                                                                                                                                         |
| **To communicate historically** | • Use words and phrases such as: a long time ago, recently, when my parents/carers were young, years, decades and centuries to describe the passing of time.                                              | • Show an understanding of the concept of nation and a nation’s history.  
• Show an understanding of concepts such as civilisation, parliament, democracy and war and peace.                                                |
| **General**               | **Significant historical events, people and places in their own locality.**                                                                                                                              |                                                                                                                                                                                                 |

Sam Taylor 2019
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<th>Year 6</th>
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</table>
| • Early Civilisations achievements and an in-depth study of Ancient Egypt.  
  • Ancient Greece | • A non European society that contrasts with British History – Mayan Civilisation  
  • Changes in Britain from the Stone Age to the Iron Age | • The Roman Empire and its impact on Britain  
  • Britain’s settlement by Anglo Saxons and Scots  
  • The Viking and Anglo Saxon struggle for the Kingdom of England | • A local history study  
  • A study beyond 1066, Victorians or Britain since 1930’s |

To investigate and interpret the past

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| • Use evidence to ask questions and find answers to questions about the past.  
  • Suggest suitable sources of evidence for historical enquiries.  
  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | • Use evidence to ask questions and find answers to questions about the past.  
  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  
  • Use more than one source of evidence in historical enquiry in order to gain a more accurate understanding of history.  
  • Suggest causes and consequences of some of the main events and changes in history. | • Use sources of evidence to deduce information about the past.  
  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  
  • Understand that no single source of evidence gives the full answer to questions about the past.  
  • Refine lines of enquiry as appropriate. | • Select suitable sources of evidence, giving reasons for choices.  
  • Use sources of information to form testable hypotheses about the past.  
  • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  
  • Refine lines of enquiry as appropriate. |

To build an overview of

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<tbody>
<tr>
<td>• Describe changes that have happened in the locality of the school throughout</td>
<td>• Give a broad overview of life in Britain from ancient until medieval times.</td>
<td>• Give a broad overview of life in Britain from medieval until the Tudor and Stuart</td>
<td>• Identify continuity and change in the history of the locality of the school.</td>
</tr>
</tbody>
</table>
| **world history** | • Give a broad overview of life in Britain from ancient until medieval times.  
• Compare some of the times studied with those of other areas of interest around the world.  
• Describe the social, ethnic, cultural or religious diversity of past society.  
• Compare some of the times studied with those of other areas of interest around the world.  
• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  
• Give a broad overview of life in Britain from medieval until the Tudor and Stuart times.  
• Compare some of the times studied with those of the other areas of interest around the world.  
• Describe the social, ethnic, cultural or religious diversity of past society.  
• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| --- | --- | --- | --- | --- |
| **To understand chronology** | • Place events, artefacts and historical figures on a time line using dates.  
• Use dates and terms to describe events.  
• Place events, artefacts and historical figures on a time line using dates.  
• Use dates and terms to describe events.  
• Understand the concept of change over time, representing this, along with evidence, no a time line.  
• Describe the main changes in a period of history (using terms such as; social, religious, political, technological and culture)  
• Identify periods of rapid change in history and contrast them with times of relatively little change.  
• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  
• Use dates and terms accurately in describing events.  
• Describe the main changes in a period of history (using terms such as; social, religious, political, technological and culture)  
• Identify periods of rapid change in history and contrast them with times of relatively little change.  
• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  
• Use dates and terms accurately in describing events. |
| **To** | • Use appropriate historical vocabulary to communicate  
• Use appropriate historical vocabulary to communicate  
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• Use appropriate historical vocabulary to communicate |
| **communicate historically** | including: dates, time period, era, change, chronology.  
- Use literacy, numeracy and computer skills to a good standard in order to communicate information about the past. | including: dates, time period, era, change, chronology.  
- Use literacy, numeracy and computer skills to a good standard in order to communicate information about the past. | including: dates, time period, era, change, chronology.  
- Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past.  
- Use original ways to present information about the past. | including: dates, time period, era, change, chronology, continuity, century, decade, legacy.  
- Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past.  
- Use original ways to present information about the past. |