

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Great Fire of London	Changes Through Time (Transportation)	Anglo-Saxons	WW2 and Local History Study	Ancient Greece	Stone, Bronze and Iron
	Notable Figures	Changes Through Time (Communication)	Vikings	Ancient Egypt	Ancient Romans	Early Civilisations (Benin and Islamic Empires)
Spring Term	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past;</li> <li>start to use stories or accounts to distinguish between fact and fiction;</li> <li>explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past;</li> <li>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> <li>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>start to compare two versions of a past event;</li> <li>observe and use pictures, photographs and artefacts to find out about the past;</li> <li>explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past;</li> <li>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own lives;</li> <li>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>look at more than two versions of the same event or story in history and identify differences;</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) OR BCE (Before Common Era) and CE (Common Era).</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> <li>find out about the everyday lives of people in time studied compared with our life today;</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>look at more than two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past;</li> <li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> <li>begin to undertake their own research.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) OR BCE (Before Common Era) and CE (Common Era).</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>show an awareness of the concept of propaganda;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand how some historical events/periods occurred concurrently in different locations.</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>begin to evaluate the usefulness of different sources.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> </ul>

	<p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>talk, write and draw about things from the past;</li> <li>use drama/role play to communicate their knowledge about the past.</li> </ul>	<ul style="list-style-type: none"> <li>identify similarities and differences between ways of life in different periods;</li> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>talk, write and draw about things from the past;</li> <li>use historical vocabulary to retell simple stories about the past;</li> <li>use drama/role play to communicate their knowledge about the past.</li> </ul>	<ul style="list-style-type: none"> <li>identify key features, aspects and events of the time studied.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</li> </ul>	<p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>start to present ideas based on their own research about a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>examine causes and results of great events and the impact these had on people;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing.</li> </ul>	<ul style="list-style-type: none"> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>understand how some historical events/periods occurred concurrently in different locations.</li> </ul> <p><b>Knowledge and Understanding of Events, People and Changes in the Past</b></p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul> <p><b>Presenting, Organising and Communicating</b></p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing;</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>
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