

History Pupils should be taught....	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	
<p>develop an awareness of the past, using common words and phrases relating to the passing of time. (KS1)</p> <p>continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. (KS2)</p>	Begin to make sense of their own life-story and family's history.	<p>recognise the distinction between present and past (old & new) in their own and other people's lives</p> <p>use everyday terms about the passing of time</p> <p>know and recount episodes from stories about the past</p>	<p>show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied</p> <p>begin to recognise that there are reasons why people in the past acted as they did.</p> <p>use terms concerned with the passing of time, know and recount episodes from stories about the past</p>	<p>show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms</p>	<p>show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms</p>	<p>show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods</p>	<p>show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods</p>	
<p>know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. (KS1)</p> <p>note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>show an emerging sense of chronology by placing a few events and objects in order,</p>	<p>show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past</p>	<p>compare characteristic features from different historical periods</p> <p>begin to produce structured work, making appropriate use of dates and terms.</p> <p>e.g. decades, centuries (also see KS1 & 2 Historical Terminology below)</p> <p>During the reign of ____....</p> <p>In 1939,...</p>	<p>compare characteristic features from different historical periods</p> <p>begin to produce structured work, making appropriate use of dates and terms.</p> <p>e.g. decades, centuries (also see KS1 & 2 Historical Terminology below)</p> <p>During the reign of ____....</p> <p>In 1939,...</p>	<p>compare characteristic features from different historical periods and draw some conclusion</p> <p>produce structured work, making appropriate use of dates and terms.</p> <p>e.g. AD, ACE, BC, BCE, millennia, eras, epochs, (also see KS1 & 2 Historical Terminology below)</p> <p>Throughout the Maya period, ...</p> <p>Towards the end of the Roman empire, ...</p> <p>Pre-1066, ...</p>	<p>compare characteristic features from different historical periods and draw some conclusion</p> <p>produce structured work, making appropriate use of dates and terms.</p> <p>e.g. AD, ACE, BC, BCE, millennia, eras, epochs, (also see KS1 & 2 Historical Terminology below)</p> <p>Throughout the Maya period, ...</p> <p>Towards the end of the Roman empire, ...</p> <p>Pre-1066, ...</p>	
use a wide vocabulary of everyday historical terms.		here yesterday last week	hours, weeks, years, last year, x years ago, decades,	yr 3 - BC Century Global Gods / Goddesses International Invasion Primary evidence Secondary evidence, Empire, Myths, Legends, Hunter-gatherer Iron Age Metal-working Stone Age				

			During the reign of _____, In 1939....	<p>Yr 4- Discovery Diversity , Explorer , Global Gods / Goddesses , Long ago Oral history, Past, Secondary evidence, Yesterday, Torture, Traitor, Treason, Yesterday</p> <p>Yr 5 - Calendar Century Christianity Chronology Colony Conquest Decade Democracy Discovery Diversity Explorer Goddesses Immigrant Invasion King/Queen Long ago Monarchy Monastery Myths and legends Nation Oral history Past Peasant Rebellion Settler Slave Torture Yesterday</p> <p>Yr 6 - Chronology Decade Democracy Significance International Nation, Parliament, Primary evidence, Sacrifice Church Christianity Chronology Decade Democracy Discovery King/Queen Monarchy Monastery Pope Traitor Treason</p>				
ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (KS1)		find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts	observe or handle sources of information to ask and answer questions about the past on the basis of simple observations. ask and answer a question by using a specific source	research what it was like in a given time period and present their findings show knowledge and understanding of some of the main events, people and changes studied.	research what it was like in a given time period and present their findings show knowledge and understanding of some of the main events, people and changes studied.	describe some of the main events, people and changes. communicate knowledge and understanding while giving their point of view	describe some of the main events, people and changes. communicate knowledge and understanding while giving their point of view	
construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)								
understand some of the ways in which we find out about the past and identify different ways in which it is represented. (KS1)	Understand the past through settings, characters and events encountered in books read in class and storytelling.	find out something about the past from an older person find out something about the past by looking closely at objects or photographs find out something from the past by listening to and reading stories	begin to identify some of the different ways in which the past is represented use two ways to find out about the past explain why eye-witness accounts may vary	identify some of the different ways in which the past is represented use various sources of information in ways that go beyond simple observations to answer questions about the past. use search engines to find historical sources rapidly look at viewpoints from an author and see how they may	identify some of the different ways in which the past is represented use various sources of information in ways that go beyond simple observations to answer questions about the past. use search engines to find historical sources rapidly look at viewpoints from an author and see how they may be trying to persuade	begin to select and combine information from a range of different sources. show some understanding that aspects of the past have been represented and interpreted in different ways: identify and explain propaganda suggest why there may be different interpretations of events suggest why some events in history may be more significant than others	begin to select and combine information from a range of different sources. show some understanding that aspects of the past have been represented and interpreted in different ways: identify and explain propaganda suggest why there may be different interpretations of events suggest why some events in history may be more significant than others	
understand how our knowledge of the past is constructed from a range of sources. (KS2)								

				be trying to persuade				
<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (KS1)</p> <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (KS2)</p>			Changes within / to - City of London / Monarchy	<p>In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes.</p>	<p>In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes.</p>	<p>In response to others' and own questions:</p> <ul style="list-style-type: none"> test out a hypothesis in order to answer a question give some reasons for, and results of, the main events and changes. research two versions of events and compare them 	<p>In response to others' and own questions:</p> <ul style="list-style-type: none"> test out a hypothesis in order to answer a question give some reasons for, and results of, the main events and changes. research two versions of events and compare them 	
<p>events beyond living memory that are significant nationally or globally [<i>for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>] (KS1)</p> <p>significant historical events, people and places in their own locality. (KS1)</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	Life of pirates	The Great Fire of London					
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			Amelia Earhart, Time Peake, Elizabeth 1, Queen Victoria					

in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] KS1)								
<p>changes in Britain from the Stone Age to the Iron Age (KS2)</p> <p>the Roman Empire and its impact on Britain (KS2)</p> <p>Britain's settlement by Anglo-Saxons and Scots (KS2)</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KS2)</p> <p>a local history study (KS2)</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (KS2)</p>				<p>The impact of the Romans on our daily lives.</p> <p>The Shang Dynasty.</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Mayans</p> <p>Ancient Greece</p>	<p>History of the Titanic / shipbuilding, Nagasaki</p> <p>Anglo-Saxons, Scots and Vikings (inc local history study)</p> <p>Native American history including geographical similarities and differences, beliefs, art and culture then moving on to look at the slave trade and civil rights uprising, focussing on Rosa Parks and Harriet Tubman.</p>	<p>WW2</p> <p>Tudors</p>	

<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (KS2)</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world (KS2)</p>								
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