



Year 1/2	Year 3/4	Year 5/6
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • 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 in different periods 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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 to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • A local history study 	

National Curriculum Aims

- The National Curriculum for history aims to ensure that all pupils:
- 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
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
 - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
 - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year	Chronology	Historical Knowledge	Historical Interpretation	Historical Enquiry
Year 1	<ul style="list-style-type: none"> Sequence some events from their own life. Use vocabulary: old, new, before, after, a long time ago, first, next Recognise past and present and sequence some events in time order Retell a familiar story set in the past 	<ul style="list-style-type: none"> Appreciate that some famous people have helped our lives be better today Recognise that we celebrate certain events because of what happened many years ago Identify objects from the past and identify different ways about how the past is represented Identify how their local area was different in the past Recount basic details when told a story about the past 	<ul style="list-style-type: none"> Begins to identify and recount some details from the past from sources eg. pictures, stories. 	<ul style="list-style-type: none"> Ask and answer questions about the past Spot old and new things in a picture Answer questions using an artefact/photograph provided
Year 2	<ul style="list-style-type: none"> Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago in their historical learning Sequence a set of events in chronological order from their own lives and give reasons for their order Sequence events on a short timeline (including people and events) Begin to use dates 	<ul style="list-style-type: none"> Recount some interesting facts from an historical event, such as how the Gunpowder Plot started Give examples of things that are different in their life from that of their grandparents when they were young Explain why Britain has a special history by naming some famous events and some famous people (eg Queen Victoria, Charles I) 	<ul style="list-style-type: none"> Look at books and pictures as sources (and eye-witness accounts, photos, artefacts) Understand why some people in the past did things using sources 	<ul style="list-style-type: none"> Answer questions by using a specific source, such as an information book Look carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did happen?', Estimate the ages of people by studying and describing their features.

Year	Chronology	Historical Knowledge	Historical Interpretation	Historical enquiry
Year 3	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD across their topics Use word and phrases: century, decade Describe events from the past using dates when things happened Describe events and periods using the words: ancient and century Use a timeline within a specific time in history to set out the order things may have happened eg Stone Age/Iron Age 	<ul style="list-style-type: none"> Begin to picture what life would have been like for the early settlers Recognise that Britain has been invaded by several different groups over time Suggest why certain events happened as they did in history eg, farming, tools Suggest why certain people acted as they did in history eg Why did the Romans invade Britain? Begin to explain how events from the past have helped shape our lives (eg. Greeks, Romans – their impact) 	<ul style="list-style-type: none"> Begin to understand that different sources give us different versions of the past (compare two versions of the same event and identify differences in the accounts) 	<ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past Compare various sources of evidence to answer questions and piece together information about a period in history Asks questions such as ‘how did people? What did people do for?’ Suggests sources of evidence to use to help answer questions
Year 4	<ul style="list-style-type: none"> Plot recent history on a timeline using centuries (21st present, 20th, 19th etc past) Place periods of history on a timeline (Anglos Saxons, Vikings) showing periods of time and recognise previous areas of study 	<ul style="list-style-type: none"> Explain how events from the past have helped shape our lives eg. the impact of the Vikings and link with the Romans in Y3) Compare similarities and differences between different periods in history from a different part of the World (Shang Dynasty) 	<ul style="list-style-type: none"> Give reasons as to why there may be different accounts in history and suggest reasons for this ie. Reliability of sources. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> Begin to understand the difference between primary and secondary sources of evidence. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ and research the answers Suggest sources of evidence from a selection provided to use to help answer questions.

Year	Chronology	Historical Knowledge	Historical Interpretation	Historical enquiry
Year 5	<ul style="list-style-type: none"> Use dates and historical language in their work Use timelines to place and sequence local, national and international events Describe events using words and phrases such as century, decade, BC, AD, after, before, during, Tudors, Victorians etc. Identify changes within and across historical periods Relate the study of ancient civilization to times they have studied 	<ul style="list-style-type: none"> Make comparisons about their locality in relation to the past and explain why these differences occur (Victorian Britain) Make comparisons between historical periods, explaining things that have changed and things which have stayed the same Examine the cause, effect and impact of an event on a period, including its subsequent developments (eg. Henry VIII and reformation/impact on religion) Appreciate that significant events in history have helped shape the country we have today (link from Tudors to previous topics) 	<ul style="list-style-type: none"> Know that people (now and past) can represent events or ideas in ways that persuade others. Consider the ways to check accuracy of interpretations – is it fact, fiction, opinion? Comment on the reliability of sources eg. X is anti-monarch so he paints an bad light whereas Y is a royal adviser so has to be positive 	<ul style="list-style-type: none"> Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions Reach a conclusion about an enquiry based on evidence (eg. What was Henry VIII like as a person?)
Year 6	<ul style="list-style-type: none"> Identify where a period of history fits on a timeline and place current studies on a timeline, including others previously taught Use key periods as reference points Place features of historical events and people from past societies and periods in a chronological framework Sequence key events, objects and people within a topic being studied eg. WWII 	<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 what Britain may have learnt from other countries and civilizations (Maya) through time gone by and more recently 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 Compare beliefs and behaviour across time periods and how this has had an impact on the time (crime and punishment) 	<ul style="list-style-type: none"> Offer reasons for different versions of events and suggest which is most accurate and why Know and understand that some evidence is propaganda (WWII), opinion or misinformation and that this affects interpretations of history 	<ul style="list-style-type: none"> Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources.