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|  | FS | **Yr1** | **Yr2** | **Yr3** | **Yr4** | **Yr5** | **Yr6** |
|  Topics  | -Space ship/Rocket (moon landing)-My family | Personal HistoryLearning about Famous people from the pastArtists through History | Famous people in Space LocallyGuy FawkesSoldiers of WarEnglish MonarchyArtists from around our area. | Changes in Britain from the stone age to the Iron ageThe Roman Empire and its impact on Britain | Britains settlement by the Anglo Saxons and Scots.The Viking and Anglo Saxon struggle for the Kingdom of England to the time Edward the Confessor Including a local history study of Viking York | A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 - The changing power of the monarchy including comparison to Ancient Greece and influence of Ancient Greece on our democratic systems. | Ancient EgyptMayan Civilization |
| Chronology  | I can show an awareness of the passing of timeI can sequence school day/days of the weekI can sequence photos ofpeople of different agesI can use basic time vocabulary | I can sequence events in my life I can begin to match objects to people of different ages I can sequence photos from different periodsIn significant people’s lives | I can sequence 3 or 4 artefacts from distinctlydifferent periods of timeI can Sequence artefacts closer together intimeI can describe key events in lives of significant people.  | I can place the time studies on a timelineI can sequence several events I can use dates and terms related to the study unit I can place events from the period studied on atimeline | I can sequence several artefactsI can use dates and terms related to the study unitand the passing of timeI can use terms related to the period and begin todate eventsI can understand more complex terms e.g. BC AD | I Know and can sequence key events of timeStudiedI can use relevant terms and periods labelsI can make comparisons between different times inthe pastI can use relevant dates and terms | I can relate current studies to previous studiesI can place current study on timeline in relation toother studiesI can sequence up to 10 events on a timeline |
| Range and depth ofhistorical knowledge | I can recognise change in my life – now and babyI can talk about similarities and differences now and then. | I can discuss why people did things in thePastI can use a range of sources to find out about significant people and events from the pastI can remember information about people and events inother times | I can suggest why people did things in thePastI can use evidence to support my ideas. I can use a range of sources to find out about significant people and events from the pastI can recount information about people and events inother times | I can find out about everyday lives of people intimes studied and compare with our life todayI can suggest reasons for and results of people’sActionsI can begin to understand why someone may have wanted to do somethingI can begin to use evidence to reconstruct life in time studied | I can research the everyday lives of people intimes studied and compare with our life todayI can Identify key features and eventsI can look for links and effects in time studiedI can offer a reasonable explanation for some events | I can discuss the different aspects of lives of differentpeople e.g. differences between men andwomenI can examine causes and results of great eventsand the impact on peopleI can compare life in early and late times studiedI can compare beliefs and behaviour with anothertime studiedI can write another explanation of a past event in terms of cause and effect using evidence to support I can remember most key dates, characters and events of time studied | I can compare an aspect of life with the sameaspect in another periodI can research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings.I can write another explanation of a past event in terms of cause and effect using evidence tosupport I can remember key dates, characters and events of time studied |
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| Historical enquiry | I can use a source by handling it and asking questions. I can distinguish betweenold and newI can develop vocabularyrelated to type of‘source’ and evidence | I can sort artefacts ‘then’ and ‘now’I can sequence collections from different periods – similarities and differencesI can begin to use a range of sources I can use a source by handling it, making observations and asking questionsI can use the question stems what, who and whereI can use a time line – collection of artefacts – I can discus similarities and differences betweensources | I can sort artefacts ‘then’ and ‘now’I can sequence collections from different periods – similarities and differencesI can use as wide a range of sources as possible.I can use a source by handling it, making observations, asking questions and sketchingI can use the question stems why, what, how,I can sequence a collection of artefactsI can create a time line and check it with reference textsI can present similarities and differences betweensources | I can use a range of sources to find out about a shortPeriod of time.I can observe small details of artefacts and picturesI can record information relevant to the StudyI can begin to use the library for ResearchI can use evidence to build up a picture of a small case studyI can use relevant material to present a picture of one aspect of life in past timesI can ask a variety of questions with the question stems what, who and where | I can use a range of sources to find out about a long Period of timeI can observe small details of artefacts and pictures. Incl. famous artwork and architecture. I can select and record information relevant to theStudyI can begin to use ICT programs for researchI can use evidence to build up a picture of a pastEventI can choose relevant material to present a picture of one aspect of life in past timesI can ask a variety of questions with the question stems why, what, how,I can use the library for research | I can begin to identify primary and secondarySourcesI can use evidence to build up a picture of life in time studiedI can select relevant sections of informationI can confidently use the library, internet to researchI can use a range of sources to find out about an aspect of past times. I can bring knowledge gathered from severalsources together in a fluent account | I can identify primary and secondary sourcesI can use evidence to make comparisons between lives of different people in time studied (E.g. men and women)I can select relevant sections of information and organise my notesI can confidently use the library, internet to research and begin to identify unreliable information. I can use a range of sources to find out about an aspect of past times and suggest omissions and the means of finding outI can bring knowledge gathered from severalsources together in a fluent argument.  |
| Interpretations of history | I can listen to different versions of the same storyI can look different illustrations of the same person and notice difference. I can discuss differentversions of an event atschool | I can begin to distinguish between non-fiction and fictionI can begin to compare adults talking about the past –and discuss how reliable are memoriesI can compare pictures or photographs ofpeople or events in the past | I can distinguish between non-fiction and fictionI can compare adults talking about the past – discus how reliable are memoriesI can Compare two versions of a past eventI can compare pictures or photographs of people or events in the pastI can discuss reliability of photos/ accounts/stories | I can start to identify and give reasons for ways in which the past is representedI can compare different versions of the same storyI can Look at representations of the period – museum, cartoons etcI can look at the evidence available sources | I can identify and give reasons for different ways in which the past is representedI can distinguish between different sources relating to the same event. I can Look at representations of the period – museum, cartoons etcI can begin to evaluate the usefulness of differentsources | I can compare accounts of events from differentsourcesI can offer some reasons for different versions of eventsI can consider ways of checking the accuracy ofinterpretations – fact or fiction and opinionI can discuss the effect of different evidence on the Conclusions | I can use evidence to offer reasons for different versions of eventsI can link sources and work out how conclusionsare arrived atI can use methods to checking the accuracy ofinterpretations – fact or fiction and opinionI am aware that different evidence will lead todifferent conclusions |
| Attainment target | Pupils should develop an awareness of the pastThey should ask and answer questions, choosing and using parts of stories to show that they know key events. | Pupils should develop an awareness of the past.They should know where the people and events they study fit within a chronological frameworkThey should use a wide vocabulary of everyday historical terms.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.They should understand some of the ways in which we find out about the past.  | Pupils should develop an awareness of the past, using common words and phrasesrelating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between waysof life in different periods. They should use a wide vocabulary of everyday historical terms.They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | Pupils begin to develop a chronological knowledge of British, local and world historyThey should note similarities and differences over time and begin to use basic historical terms. They should begin to discuss historical questions about similarities and differenceThey should understand that our knowledge of the past is constructed from different sources.Understanding of the long arc of history. | Pupils begin to develop a chronologically secure knowledge and understanding of British, local and world historyThey should note similarities and differences over time and develop use of historical terms. They should regularly address and sometimes devise historically valid questions similarity and difference. They should understand that our knowledge of the past is constructed from different sources.Understanding of the long arc of history. | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, begin to give narratives within and across the periods they study. They should note connections, contrasts and begin to use appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause. They should understand how our knowledge of the past is constructed from a range of sources.Understanding of the long arc of history complexity of specific aspects of the content.. | Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Understanding of the long arc of development and the complexity of specific aspects of the content. |
| 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
* Attainment targets
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