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|  | FS | **Yr1** | **Yr2** | **Yr3** | **Yr4** | **Yr5** | **Yr6** |
| Topics | -Space ship/Rocket (moon landing)  -My family | Personal History  Learning about Famous people from the past  Artists through History | Famous people in Space Locally  Guy Fawkes  Soldiers of War  English Monarchy  Artists from around our area. | Changes in Britain from the stone age to the Iron age  The 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 Egypt  Mayan Civilization |
| Chronology | I can show an awareness of the passing of time  I can sequence school day/  days of the week  I can sequence photos of  people of different ages  I 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 periods  In significant people’s lives | I can sequence 3 or 4 artefacts from distinctly  different periods of time  I can Sequence artefacts closer together in  time  I can describe key events in lives of significant people. | I can place the time studies on a timeline  I can sequence several events  I can use dates and terms related to the study unit  I can place events from the period studied on a  timeline | I can sequence several artefacts  I can use dates and terms related to the study unit  and the passing of time  I can use terms related to the period and begin to  date events  I can understand more complex terms e.g. BC AD | I Know and can sequence key events of time  Studied  I can use relevant terms and periods labels  I can make comparisons between different times in  the past  I can use relevant dates and terms | I can relate current studies to previous studies  I can place current study on timeline in relation to  other studies  I can sequence up to 10 events on a timeline |
| Range and depth of  historical knowledge | I can recognise change in my life – now and baby  I can talk about similarities and differences now and then. | I can discuss why people did things in the  Past  I can use a range of sources to find out about significant people and events from the past  I can remember information about people and events in  other times | I can suggest why people did things in the  Past  I can use evidence to support my ideas.  I can use a range of sources to find out about significant people and events from the past  I can recount information about people and events in  other times | I can find out about everyday lives of people in  times studied and compare with our life today  I can suggest reasons for and results of people’s  Actions  I can begin to understand why someone may have wanted to do something  I can begin to use evidence to reconstruct life in time studied | I can research the everyday lives of people in  times studied and compare with our life today  I can Identify key features and events  I can look for links and effects in time studied  I can offer a reasonable explanation for some events | I can discuss the different aspects of lives of different  people e.g. differences between men and  women  I can examine causes and results of great events  and the impact on people  I can compare life in early and late times studied  I can compare beliefs and behaviour with another  time studied  I 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 same  aspect in another period  I 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 to  support  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 between  old and new  I can develop vocabulary  related to type of  ‘source’ and evidence | I can sort artefacts ‘then’ and ‘now’  I can sequence collections from different periods – similarities and differences  I can begin to use a range of sources  I can use a source by handling it, making observations and asking questions  I can use the question stems what, who and where  I can use a time line – collection of artefacts –  I can discus similarities and differences between  sources | I can sort artefacts ‘then’ and ‘now’  I can sequence collections from different periods – similarities and differences  I can use as wide a range of sources as possible.  I can use a source by handling it, making observations, asking questions and sketching  I can use the question stems why, what, how,  I can sequence a collection of artefacts  I can create a time line and check it with reference texts  I can present similarities and differences between  sources | I can use a range of sources to find out about a short  Period of time.  I can observe small details of artefacts and pictures  I can record information relevant to the Study  I can begin to use the library for Research  I can use evidence to build up a picture of a small case study  I can use relevant material to present a picture of one aspect of life in past times  I 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 time  I can observe small details of artefacts and pictures. Incl. famous artwork and architecture.  I can select and record information relevant to the  Study  I can begin to use ICT programs for research  I can use evidence to build up a picture of a past  Event  I can choose relevant material to present a picture of one aspect of life in past times  I 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 secondary  Sources  I can use evidence to build up a picture of life in time studied  I can select relevant sections of information  I can confidently use the library, internet to research  I can use a range of sources to find out about an aspect of past times.  I can bring knowledge gathered from several  sources together in a fluent account | I can identify primary and secondary sources  I 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 notes  I 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 out  I can bring knowledge gathered from several  sources together in a fluent argument. |
| Interpretations of history | I can listen to different versions of the same story  I can look different illustrations of the same person and notice difference.  I can discuss different  versions of an event at  school | I can begin to distinguish between non-fiction and fiction  I can begin to compare adults talking about the past –and discuss how reliable are memories  I can compare pictures or photographs of  people or events in the past | I can distinguish between non-fiction and fiction  I can compare adults talking about the past – discus how reliable are memories  I can Compare two versions of a past event  I can compare pictures or photographs of people or events in the past  I can discuss reliability of photos/ accounts/  stories | I can start to identify and give reasons for ways in which the past is represented  I can compare different versions of the same story  I can Look at representations of the period – museum, cartoons etc  I can look at the evidence available sources | I can identify and give reasons for different ways in which the past is represented  I can distinguish between different sources relating to the same event.  I can Look at representations of the period – museum, cartoons etc  I can begin to evaluate the usefulness of different  sources | I can compare accounts of events from different  sources  I can offer some reasons for different versions of events  I can consider ways of checking the accuracy of  interpretations – fact or fiction and opinion  I can discuss the effect of different evidence on the  Conclusions | I can use evidence to offer reasons for different versions of events  I can link sources and work out how conclusions  are arrived at  I can use methods to checking the accuracy of  interpretations – fact or fiction and opinion  I am aware that different evidence will lead to  different conclusions |
| Attainment target | Pupils should develop an awareness of the past  They 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 framework  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. | Pupils should develop an awareness of the past, using common words and phrases  relating 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 ways  of 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 history  They should note similarities and differences over time and begin to use basic historical terms.  They should begin to discuss historical questions about similarities and difference  They 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 history  They 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 | | | | | | |