

HISTORY

Key Skills:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

	Breadth of Study	Chronological Events	Use of Source	Historical Enquiry	Analysis and Evaluation	Vocabulary
EYFS	<p><u>ELG Understanding the World</u> <u>People and Communities</u> Enjoys joining in with family customs and routines. Talks about past and present events in their own lives and in the lives of family members Knows other children don't always enjoy the same things, and are sensitive to this Knows about similarities and differences between themselves and others Knows about similarities and differences among families, communities and traditions</p> <p><u>The World</u> Looks closely at similarities, differences, patterns and change Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments may vary from one another Makes observations of plants and animals Explain why some things occur, and talk about changes</p>					
Year 1	1.Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 2. Events beyond living memory that are significant nationally or globally.	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.	Understand that there are different ways that we find out about the past and identify different ways in which it is represented.	Ask and answer simple historical questions relating to the topic using stories and other sources to show that they know and understand key features of events.	Talk about why something happened. Identify similarities and differences between ways of life in different periods.	Use language relating to the passing of time and historical terms.
Year 2	3. Victorians- 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. 4. Significant historical events, people and places in their own locality.	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.	Understand that there are different ways that we find out about the past and identify different ways in which it is represented.	Ask and answer simple historical questions relating to the topic using stories and other sources to show that they know and understand key features of events.	Talk about why something happened. Identify similarities and differences between ways of life in different periods.	Use language relating to the passing of time and historical terms.

Year 3	1.Changes in Britain from the Stone Age to the Iron Age. 9.A non-European society that provides contrasts with British history –c. AD 900; Mayan civilization	Order events over a wider timescale and understand this.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Difference between primary and secondary sources.	Answer and begin to ask historical questions	Note connections and contrasts. Question why something happened and how it impacted on people.	Develop use of historical terms.
Year 4	2.The Roman Empire and its impact on Britain. 7.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 Egypt 5.A local history study- Mining	Order events over a wider timescale and understand this.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Difference between primary and secondary sources.	Answer and begin to ask historical questions	Note connections and contrasts. Question why something happened and how it impacted on people.	Develop use of historical terms.
Year 5	3.Britain's settlement by Anglo-Saxons and Scots. 4.The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Understand the impact of historical events, including in relation to other events and to the modern day.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.	Answer and ask historical questions about change, cause, similarity, difference and significance.	Connections, contrasts and trends over time. Detailed study of a particular historical person and their historical legacy Martin Luther King Anglo-Saxon King – King Ethelred Links to Science topics: Neil Armstrong/Tim Peake	Develop appropriate use of historical terms.
Year 6	6.A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. WW1 8.Ancient Greece-A study of Greek life and achievements and their influence on the western world	Understand the impact of historical events, including in relation to other events and to the modern day.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.	Answer and ask historical questions about change, cause, similarity, difference and significance.	Connections, contrasts and trends over time. Detailed study of a particular historical person and their historical legacy Link to prominent figure from WW1 poetry (e.g. Wilfred Owen)	Develop appropriate use of historical terms.