



	Years 1 and 2		Years 3 and 4		Years 5 and 6	
	<ul style="list-style-type: none"> ➤ Pupils should be taught about: <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 		<ul style="list-style-type: none"> ➤ Pupils should be taught to: <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 			
Chronological Awareness	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ➤ Sequence events in their life ➤ Sequence 3 or 4 artefacts from distinctly different periods of time ➤ Match objects to people of different ages 	<ul style="list-style-type: none"> ➤ Sequence artefacts closer together in time - check with reference book ➤ Sequence photographs etc. from different periods of their life ➤ Describe memories of key events in lives 	<ul style="list-style-type: none"> ➤ Place the time studied on a time line ➤ Use dates and terms related to the study unit and passing of time ➤ Sequence several events or artefacts 	<ul style="list-style-type: none"> ➤ Place events from period studied on time line ➤ Use terms related to the period and begin to date events ➤ Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> ➤ Know and sequence key events of time studied ➤ Use relevant terms and period labels ➤ Make comparisons between different times in the past 	<ul style="list-style-type: none"> ➤ Place current study on time line in relation to other studies ➤ Use relevant dates and terms ➤ Sequence up to 10 events on a time line
	Years 1 and 2		Years 3 and 4		Years 5 and 6	
Historical Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ➤ Recognise the difference between past and present in their own and other's lives 	<ul style="list-style-type: none"> ➤ Recognise why people did things, why events 	<ul style="list-style-type: none"> ➤ Find out about every day lives of people in time studied 	<ul style="list-style-type: none"> ➤ Use evidence to reconstruct 	<ul style="list-style-type: none"> ➤ Study different aspects of different 	<ul style="list-style-type: none"> ➤ Find out about beliefs, behaviour and characteristics

and Understanding	<ul style="list-style-type: none"> ➤ They know and recount episodes from stories about the past 	<p>happened and what happened as a result</p> <ul style="list-style-type: none"> ➤ Identify differences between ways of life at different times 	<ul style="list-style-type: none"> ➤ Compare with our life today ➤ Identify reasons for and results of people's actions ➤ Understand why people may have wanted to do something 	<p>life in time studied</p> <ul style="list-style-type: none"> ➤ Identify key features and events of time studied ➤ Look for links and effects in time studied ➤ Offer a reasonable explanation for some events 	<p>people - differences between men and women</p> <ul style="list-style-type: none"> ➤ Examine causes and results of great events and the impact on people ➤ Compare life in early and late 'times' studied ➤ Compare an aspect of life with the same aspect in another period 	<p>of people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> ➤ Compare beliefs and behaviour with another time studied ➤ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation ➤ Know key dates, characters and events of time studied
	Years 1 and 2		Years 3 and 4		Years 5 and 6	
Historical Context	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ➤ Use stories to encourage children to distinguish between fact and fiction ➤ Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> ➤ Compare 2 versions of a past event ➤ Compare pictures or photographs of people or events in the past ➤ Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> ➤ Identify and give reasons for different ways in which the past is represented ➤ Distinguish between different sources - compare different versions of the same story ➤ Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> ➤ Look at the evidence available ➤ Begin to evaluate the usefulness of different sources ➤ Use text books and historical knowledge 	<ul style="list-style-type: none"> ➤ Compare accounts of events from different sources - fact or fiction ➤ Offer some reasons for different versions of events 	<ul style="list-style-type: none"> ➤ Link sources and work out how conclusions were arrived at ➤ Consider ways of checking the accuracy of interpretations - fact or fiction and opinion ➤ Be aware that different evidence will lead to different conclusions

						➤ Confidently use the library and internet for research
	Years 1 and 2		Years 3 and 4		Years 5 and 6	
Historical Enquiry, Organisation and Communication	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	➤ Find answers to simple questions about the past from sources of information e.g. artefacts,	➤ Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.	<ul style="list-style-type: none"> ➤ Use a range of sources to find out about a period ➤ Observe small details - artefacts, pictures ➤ Select and record information relevant to the study ➤ Begin to use the library and internet for research 	<ul style="list-style-type: none"> ➤ Use evidence to build up a picture of a past event ➤ Choose relevant material to present a picture of one aspect of life in time past ➤ Ask a variety of questions ➤ Use the library and internet for research 	<ul style="list-style-type: none"> ➤ Begin to identify primary and secondary sources ➤ Use evidence to build up a picture of a past event ➤ Select relevant sections of information ➤ Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> ➤ Recognise primary and secondary sources ➤ Use a range of sources to find out about an aspect of time past ➤ Suggest omissions and the means of finding out ➤ Bring knowledge gathered from several sources together in a fluent account
	<ul style="list-style-type: none"> ➤ Communicate their knowledge through: <ul style="list-style-type: none"> ○ Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing..Using ICT... 			<ul style="list-style-type: none"> ➤ Recall, select and organise historical information ➤ Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> ➤ Select and organise information to produce structured work, making appropriate use of dates and terms.