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| **History** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Topic Title** | **Great Fire of London****Changes within living memory (Houses and Castles)** | **Children’s lives in the past****Significant people – Neil Armstrong and Christopher Columbus** | **Ancient Britain to Modern Britain (Stone Age, Stonehenge – Roman Britain)** | **World War Two (including local history)****Ancient Egypt (River Nile)** | **Anglo-Saxons and Vikings****Ancient Greece** | **Industrial revolution****Mayan** |
| **Chronological understanding** | Begin to recognise the distinction between past and present. | Recognise the distinction between past and present in their own and other people’s lives. | Use some specialist dates and terms, and place topics into different periods (*century, decade, BC, AD, Victorian, Roman…)* | Use specialist dates and terms, and place topics into different periods (*century, decade, BC, AD, World War 2, Egyptian…)* | Order and sequence a range of historical events on a timeline using more complex terminology such as empire and civilisation (British and World). | Order and sequence a range of historical events on a timeline using more complex terminology such as parliament and peasantry (British and World). |
| Identifying *some* similarities and differences between their own present and aspects of the past.  | Identifying *some* similarities and differences between ways of life in different periods.  | Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport within the periods studied. | Making links between and across periods, such as the differences between clothes, food, buildings or transport within the periods studied. | Identify and analyse trends and contrasts over time. | Identify and analyse trends, connections and contrasts over time. |
| Place *a few* events and objects in order by using common phrases to show the passing of time (*old, new/young, days* and *months, timeline of own life and events in memories.*  | Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (*before, after, a long time ago, past…)* | Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | Begin to know the history of these lands as a chronological narrative, from the earliest times onwards. | Know and understand the history of these lands as a coherent, chronological narrative, from the earliest times towards the present day. |
| Use appropriate vocabulary when describing the passing of time and historical concepts such as primary source, secondary source and reliability (period specific vocabulary). | Build on the use of appropriate vocabulary when describing the passing of time and historical concepts such as propaganda and bias (period specific vocabulary) |
| **Events, People and Changes** | Use simple stories and other sources to show that they know key features of events. | Use simple stories and other sources to show that they know and understand key features of events. | Understand some significant aspects of history – nature of ancient civilisations; expansion of empires; achievements and follies of mankind. | Understand some significant aspects of history – nature of ancient civilisations; expansion of empires; achievements and follies of mankind. | Understand significant aspects of history – nature of ancient civilisations, expansion and dissolution of empires, achievements of the earliest civilisations. | Understand significant aspects of history – nature of ancient civilisations, expansion and dissolution of empires, characteristic features of non-European societies and achievements of the earliest civilisations. |
| Begin to recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.  | Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. | Describe how Britain has influenced and been influenced by the wider world. | Describe and explain how Britain has influenced and been influenced by the wider world. | Gain historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political, religious and social history. | Gain historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political, religious and social history. |
| Begin to tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to *parts* of stories, and features of events. | Tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to *parts* of stories, and features of events. | Understand *some* of the ways in which people's lives have shaped this nation. | Understand the ways in which people's lives have shaped this nation. | Begin to recognise the nature and extent of diversity, change and continuity and suggest relationships between causes. | Recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. |
| Establish a narrative showing connections and trends within and across periods of study. | Present a clear narrative within and across periods that notes connections, contrasts and trends over time. |
| **Communication** | Use simple historical concepts such as now/then and same/different and begin to make connections. | Understand historical concepts and use them to make simple connections and draw contrasts. | Construct informed responses that involve thoughtful selection and organisation of relevant historical information and begin to question and make connections. | Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | I can present findings, communicate knowledge and understanding, make connections, draw contrasts, analyse trends and frame historically-valid questions in different ways using specific dates and terms. | I can provide an account of a historical event based on more than one source and make appropriate use of historical terminology and contrasting evidence. |
| To show what they know about the past in different ways *(speaking, role-play, drawing and writing).* | To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).* | Use specialist terms (for example *settlement and invasion)* and vocabulary linked to chronology. | Use specialist terms (for example *settlement and invasion)* and vocabulary linked to chronology. |
| **Enquiry, Interpretation and Using Sources** | Use sources to answer *simple* questions about the past. | Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. | Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. | Understand some of the methods of historical enquiry and how evidence is used to make historical claims. | Understand how arguments about history are made. | Understand how arguments about history are made and why. |
| Construct responses that involve selection and organisation of relevant historical information. | Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |
| Use a picture as a source to identify the past. | Identify some of the *basic* ways the past can be represented. | Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance. | Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. | Use some sources as a basis for research from which they will begin to use information as evidence to test hypotheses. | Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. |
| To begin to understand the reasons why people in the past acted as they did from a range of sources *(pictures, written accounts, stories, songs, museum displays).* | To gain a deeper understanding about the reasons why people in the past acted as they did from a range of sources *(pictures, plays, films, written accounts, songs, museum displays, stories).* | Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist (*artist’s pictures, museum displays, written sources)*. | Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past may exist, giving some possible reasons for this. | To recognise why certain events, people and changes are more historically important. | To recognise and justify why certain events, people and changes are more historically important. |
| To know that the past is made from different sources and versions and why this is so (Pendle Witches). |