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|  | **Year 1/2** | **Year 3/4** | **Year 5/6** |
|  | Pupils should be taught about:* 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
 | Pupils should be taught about:* 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
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| **Suggested Focused****Enquiries** | *For instance:* | *For instance:* | *For instance* | *For instance* | *For instance* | *For instance* |
| *I’m making History**History on my doorstep – where shall we go?**Who / what made my corner of the world special long ago?* | *Who was here before me?**To bravely go! - Explorers and adventurers**Who made history?* | *Stone age to Iron age – Who was here before me?**Early civilisation –why are there pyramids in Ancient Egypt?* | *What did the Ancient Greeks do for us?**Why did the Ancient Romans march through Durham?* | *What happened to**Britain when the Romans left?**How vicious were the Vikings?* | *Who was making history in faraway places?**A magnificent millennium – how did Britain change between 1000 – 2000?* |
|  | *Happy holidays now and then* |  |  |  |  |

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|  | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Chronology** | *For instance:**Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time**Show where places, people and events fit into a broad chronological framework**Begin to use dates* | *For instance:**Develop increasingly secure chronological knowledge and understanding of history, local, British and world**Put events, people, places and artefacts on a time- line**Use correct terminology to describe events in the past* | *For instance:**As Year 3/4, and**Use greater depth and range of knowledge* |
| **Historical****Terms** | *For instance:**Develop, the use a wide vocabulary of historical**terms, such as: a long time ago, recently, when my**…. were younger, years, decades, centuries* | *For instance:**Develop use of appropriate subject terminology, such as: empire, civilisation, monarch* | *For instance:**Record knowledge and understanding in a variety of ways, using dates and key terms appropriately* |
| **Historical Enquiry** | *For instance:**Ask and begin to answer questions about events**e.g. When? What happened? What was it like…?**Why? Who was involved?**Understand some ways we find out about the past**e.g. using artefacts, pictures, stories and websites**Choose and use parts of stories and other sources to show understanding of events**Communicate understanding of the past in a variety**of ways* | *For instance:**Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance**Suggest where we might find answers to questions considering a range of sources**Understand that knowledge about the past is con- structed from a variety of sources**Construct and organise responses by selecting relevant historical data* | *For instance:**Devise, ask and answer more complex questions about the past, considering key concepts in history**Select sources independently and give reasons for choices**Analyse a range of source material to promote evidence about the past**Construct and organise response by selecting and organising relevant historical data* |

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|  | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Interpreting****History** | *For instance**Identify different ways that the past is represented,**e.g. fictional accounts, illustrations, films, song,**museum displays* | *For instance**Be aware that different versions of the past may**exist and begin to suggest reasons for this* | *For instance**Understand that the past is represented and**interpreted in different ways and give reasons for**this* |
| **Continuity****and Change** | *For instance**Discuss change and continuity in an aspect of life,**e.g. holidays* | *For instance:**Describe and begin to make links between main events, situations and changes within and across different periods and societies* | *For instance:**As Year 3/4, and**Use a greater depth of historical knowledge* |
| **Causes and****Consequences** | *For instance:**Recognise why people did things Recognise why some events happened**Recognise what happened as a result of people’s actions or events* | *For instance:**Identify and give reasons for historical events, situations and changes**Identify some of the results of historical events, situations and changes* | *For instance:**Begin to offer explanations about why people in the past acted as they did* |
| **Similarities /****Differences** | *For instance:**Identify similarities and differences between ways of life in different periods, including their own lives* | *For instance:**Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual* | *For instance:**Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual* |
| **Significance** | *For instance:**Recognise and make simple observations about**who was important in an historical event/account,**e.g. talk about important places and who was important and why* | *For instance:**Identify and begin to describe historically significant**people and events in situations* | *For instance:**Give reasons why some events, people or developments are seen as more significant than others* |