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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 | | | |
| **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* |