

#### History Progression of skills

|            |                          | EYFS   | Year<br>1  | Year 2  | Year 3   | Year<br>4  | Year 5   | Year 6  |
|------------|--------------------------|--|--|---|--|--|--|---|
|            |                          |  |  |   |  |  |  |   |
|            | • /                      | onal Curriculum.  s should be taught to:  An awareness of the past using co  Know where the people and even  Use a wide vocabulary of everyda  | ts they study fit withina chronolog  |   | National Curriculum.  Pupils should be taught to:  Develop chronologically secure knowledge  Develop the appropriate use of historical to                              |  | al and world history.  |   |
|            | Identifying time periods | <ul> <li>Begin to make sense of their own life-story and family's history For instance, explore their family tree.</li> <li>Comment on familiar situations in the past. E.g, discuss significant events in their lives.</li> <li>Identify events from the past Knows when their birthday is coming up (not the date).</li> </ul> | <ul> <li>Sequence events in their own lives. For instance, Talk about their life events to a partner, sequence events and write a recount</li> <li>Recognise the difference between past and present.</li> </ul> | Describe memories of key events from their own lives. <i>E.g. Talk about their life events to a partner</i>                         | Place the time studied on a timeline. For instance,     Show the class a timeline with familiar events and     indicate where the Stone Age era was in     comparison. | Place events from the time studied on a timeline.  | Relate current studies to previous studies of the same time period.                          | Place current study on timeline in relation to other studies.                               |
| Chronology | Sequencing               | <ul> <li>F2 – Sequence the day using visual timetable.</li> <li>Sequence pictoral representations of experiences e.g. a trip they've experienced</li> </ul>  | Sequence objects or pictures<br>from distinctly different<br>periods of time.  | Sequence events, photos and objects from periods of time closer together. For instance, look at a range of photos of the local area | Sequence events, artefacts and pictures.     E.g. look at a range of photos showing objects     found during Palaeolithic time and compare to     today's objects.     | Sequence time periods, events<br>and artefacts drawing on<br>previous studies, e.g. identify<br>the time passed between the<br>stone age and Viking invasion | <ul><li>time studied.</li><li>Make comparisons between different times in history.</li></ul> | Sequence up to ten events on a timeline.  |
|            | Language of time         | F1 - Start to use "today, tomorrow, yesterday" in the correct context.   | • Use "last week, month, year".  | Correctly refer to a measure of time when explaining an event, e.g. last year/when I was 5/ hundreds of years ago                   | Use dates related to the passing of time. For instance, Show the class how prehistory is split up into 3 eras.   | Use BC/AD, pre- post- to show<br>relationship between time<br>periods/events.  | Use language to capture time periods,<br>e.g. empire, dynasty, civilisation                  | Use relevant dates and terms.  Use language specific to time periods, e.g. Holocaust, Blitz |
|            |                          |  |  |   |  |  |  |   |



|                      |   | National Curriculum.   |  |  | National Curriculum.  |  |   |  |
|----------------------|---|--|--|--|---|--|---|--|
|                      |   | Pupils should be taught to:  |  |  | Pupils should be taught to:   |  |   |  |
|                      |   | <ul> <li>Identify similarities and diffe</li> </ul>  | rences between ways of life in di  | fferent periods.   | Note connections, contrasts and trends over ti  | me.  |   |  |
| Compare and Contrast | • | Compare and contrast characters from stories, including figures from the past.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Eg, use memory books/photos to discuss events and learning of the year. | Describe the differences and similarities between objects from the past and present. | Identify differences and similarities between ways of life at different times. For instance, look at a range of photos of the local area over time. Discuss differences.     | different clothing, objects and food used by Stone  | Look for links and effects of actions/events.  | <ul> <li>Compare life in the early and late periods of the time studied.</li> <li>Compare one aspect of life with the same aspect in another period.</li> </ul> | <ul> <li>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. For instance, research Hitler's beliefs and plans.         Compare these to your own beliefs and those of the Englisteaders at the time. Aut 1 – Lesson 5</li> <li>Compare beliefs and behavious with another period studied.</li> <li>For instance, read passages from Anne Frank's diary. Look at online footage and tour helphouse virtually. Write a diary linked to findings. Aut 1 – Lesson 6</li> <li>Know key dates, characters and events of time studied. For instance, share facts and information related to key events during WW2 and order these events through a blog. Aut 1 – Lesson 1.</li> </ul> |
| Use sources          | • | Talk about the lives of people around them and their roles in society. <i>Eg, identify similarities and differences between jobs.</i>  | programmes, visitors, mus  | ind out about the past (books, computer eums)  | Follow a line of enquiry about the everyday lives of people in the time period studied. Eg, research foods and clothing of Stone Age people.  | Use evidence to represent, reconstruct or act out life in the time studied. Eg, drama techniques, scale models, etc. | Study different aspects of life of<br>different people – differences<br>between men and women, adults<br>and children of the time.                              | •  |
|                      |   |  |  |  | Year 3  | Year 4   |   |  |
| Cause and Effect     |   |  |  | <ul> <li>Recognise why people did things, why events happened and what the results were.</li> <li>Begin to apply empathy and understanding to events of the past.</li> </ul> | <ul> <li>Understand why people may have wanted actions, events or changes to happen.</li> <li>Identify possible reasons for people's actions and the subsequent results of these actions.</li> <li>Eg, give children the question of 'Why did Stone Age people create cave art?'</li> </ul> | Offer an explanation for<br>some events, e.g.<br>Lindisfarne.  | Examine causes and results of<br>events and the impact these had<br>on people.  | Write another explanation of a<br>past event in terms of cause an<br>effect using evidence to suppor<br>and illustrate their explanation   |
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Pupils should be taught to:

- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Understand the past through settings, characters and events encountered in books read in class and storytelling. For instance, talk about characters from
  - Look at books, videos, photographs, pictures and artefacts to find out about the past. For instance, look at a range of photos, video clips and first person recounts
- Compare two versions of a historical event.
- Compare pictures or photos of events and people from the past. For instance, look at a range of photos, video clips and
- Understand how our knowledge of the past is constructed from a range of sources
  - Identify different interpretations Look at the evidence available. of the past and explain why these For instance, children to use may differ. For instance, look at cave
  - videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 – Lesson 3 paintings and as a class come up with ideas of what the paintings
- Compare accounts of events from different sources (fact or fiction). For instance, look at the dangers within a coal mine. Read through articles related to the Oasks Colliery disaster. See personal
- Link sources and work out how conclusions were arrived at.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. For instance, read passages from Anne Frank's



stories including fictional

figures from the past.

about how houses have

to sequence images and

changed over time. Children

first person recounts about how

houses have changed over

time. Children to sequence

#### **Birley Spa Primary Academy - History Curriculum**

Begin to evaluate the usefulness

of different sources.

Use text books and existing

recounts, official findings and

newspaper reports. Write a

newspaper report. . Aut 1 -

diary. Look at online footage and

accounts from the time and

tour her house virtually. Read other

meant. Were people opinion's

different? Aut 1 - Lesson 4

Distinguish between different

|                    |                             | discuss differences. Aut 1 – Lesson 7  • Visitors and family members.  • Discuss the reliability of storie or photos from the past. For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss difference Aut 1 – Lesson 7 | evaluate the effectiveness of each source.  • Study representations of the period as a whole; cartoons, films, museum etc.  • Market and discussions to describe an Anglo Saxon settlement. Aut 1 — Lesson 3  • Offer some reasons for different versions of events. For instance, look at the dangers within a coal mine. Read through articles related to the Oasks Colliery disaster. How did this affect the community? Write a newspaper report. Aut 1 — Lesson 5   | compare to what Anne was saying. Aut 1 – Lesson 6 Be aware that different evidence will lead to different conclusions. Confident use of the library etc. for research. For instance, research Hitler's beliefs and plans. Compare these to your own beliefs and those of the English leaders at the time. Aut 1 – Lesson 5 |
|--------------------|-----------------------------|---|--|--|
|                    | National Curriculum.        |   | National Curriculum.   |  |
|                    | Pupils should be taught to: |   | Pupils should be taught to:  |  |
|                    | Ask and answer questions    |   | • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and  |  |
|                    | Ask questions about the     | Ask and answer questions     Find answers to questions abo  | <ul> <li>significance.</li> <li>Use a range of sources to find out</li> <li>Use evidence to build up a picture</li> <li>Begin to identify primary and</li> </ul>   | Recognise primary and secondary  |
|                    | past. For instance, talk    | about the past. For instance, the past using age-appropriate  |  | sources.   |
|                    | about celebrations within   | look at a range of photos, sources (articles, objects,  |  | Use a range of sources to find out   |
|                    | their own family.           | video clips and first person photos, stories). For instance, recounts about how houses look at a range of photos, vid   |  | about an aspect of time past. For instance, look at recounts and   |
|                    |                             | have changed over time. clips and first person recounts   |  | footage of the blitz. Read   |
|                    |                             | Children to sequence images about how houses have and discuss differences. Aut 1 changed over time. Children t  | Observe small details through     texts and discussions to describe     Confident use of library, e-   | newspaper articles, first person accounts and stories from the blitz.  |
| l.≅                |                             | - Lesson 7 sequence images and discuss  | , and a second of the second o | Write a first person narrative based   |
| pu                 |                             | Investigate objects and differences. Aut 1 – Lesson 7   | research the different clothing,  • Ask a variety of questions. For at the start of Victorian period.  | on your findings. Aut 1 – Lesson 2   |
| Historical Enquiry |                             | pictures from the past. For  instance, look at a range of  use and create simple timeling  For instance, look at a range of   |  | Suggest omissions and the means of finding out.  |
| r.                 |                             | photos, video clips and first photos, video clips and first   | of Age people compared to what we texts and discussions to describe today. Aut 1 – Lesson 2  use today. Aut 1 – Lesson 2 and 3 an Anglo Saxon settlement. Aut 1  | Bring knowledge gathering from   |
| sto                |                             | person recounts about how person recounts about how   | Select and record information that     - Lesson 3  | several sources together in a fluent   |
| Έ                  |                             | houses have changed over houses have changed over time. Children to sequence time. Children to sequence   | is relevant to a study or learning of the study or learning for see arch, For instance, children to focus. For instance, children to   | account. For instance, look at recounts and footage of the blitz.  |
|                    |                             | images and discuss images and discuss difference  | ,  | Read newspaper articles, first   |
|                    |                             | differences. Aut 1 – Lesson 7 Aut 1 – Lesson  | stone age people create cave to describe an Anglo Saxon  | person accounts and stories from   |
|                    |                             | <ul> <li>Sorting objects and pictures into 'then' and 'now'. For different sources.</li> </ul>  | <ul> <li>art?'. Aut 1 – Lesson 5</li> <li>Begin to use the internet and</li> </ul> settlement. Aut 1 – Lesson 3  | the blitz. Write a first person narrative based on your findings.  |
|                    |                             | instance, look at a range of  | library independently for  | Aut 1 – Lesson 2   |
|                    |                             | photos, video clips and first   | research. For instance, children to  |  |
|                    |                             | person recounts about how<br>houses have changed over   | research the questions 'Why did stone age people create cave   |  |
|                    |                             | time. Children to sequence  | art?'. Aut 1 – Lesson 5  |  |
|                    |                             | images and discuss  |  |  |
|                    |                             | differences. Aut 1 – Lesson 7   |  |  |



#### **Birley Spa Primary Academy - History Curriculum**

|  | National Curriculum.                                   |   |   | National Curriculum.  |   |   |  |
|--|--|---|---|---|---|---|--|
|  | Pupils should be taught to:  Choose and use parts of s | stories and other sources to showtha  | t they know and understand key  | Pupils should be taught to:  Construct informed responses that  | involve thoughtful selection and organis  | ation of relevant historical information  |  |
| liry                                   | features of events.                                    | otories and other sources to snowtha  | tiney know and anderstand key   | Construct mornica responses that  | moore moughture selection and organis   |   |  |
| Organisation and communication Enquiry |  | Sort events or objects into groups.  Use timelines to orderevents or objects. For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences.  Tell stories about the past. For instance, Talk about their life events to a partner, sequence events and write a sentence.  Talk, write and draw about things from the past. | first person recounts about how houses have changed over time. Children to sequence images and discuss differences.  Communicate ideas about people, objects or events from | handling, drama role-play, storytelling and using ICT. For instance, children to write a diary entry as a stone age child living in today's modern world.                     | <ul> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, datahandling, drama role-play, storytelling and using ICT.</li> <li>For instance, children to hot seat what life was like as an Anglo Saxon?</li> </ul> | Communicate ideas about the past using different genres of writing, drawing, diagrams, datahandling, drama role-play, storytelling and using ICT. For instance, look at the dangers within a coal mine. Read through articles related to the Oasks Colliery disaster. See personal recounts, official findings and newspaper reports. Write a newspaper report.  Plan and present a self-directed project or research about the studied period. | <ul> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. For instance, share facts and information related to key events during WW2 and order these events through a blog.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul> |
| Technical Vocabulary and               | then, when, now,                                       | Old, new, past, then, when, now, today, yesterday, in, on First, next, after that, then, finally They are the same because They are different because They are alike because It is(description)   | Last of all I agree/disagree because I thinkbecause They are similar because Theybecause  | First because Thentherefore Eventuallybecause An argument for is because An argument againstisbecauseandare bothandare alike in thatiswhileis It reminds me of As a result of | meanwhile I understandbut would argueandhave the following points in common It appears to bebecause It reminds me ofbecause Because I know thatI know that  | Following this/that In the beginning Perhaps some people would argue that In some waysand are alike in that However, they also differ in some ways, for example The reason(s) forwere Due to As a result of Perhaps the reason is   | Whilst x was y was Initially, thewere however On the one handbut The similarities/ differences seem more significant than the similarities/ differences because In comparison toit is Due tox had Owing tox had This has altered Evidently Based on the evidence, I can conclude Having pondered   |



|          |   |   | Area of Study  |   |  |  |  |
|----------|---|---|--|---|--|--|--|
|          | Autumn  |   | Sp   | oring   | Sun  | nmer   |  |
| EYFS     | Being Me  | <u>Let's Celebrate</u>  | Once upon a time   | Imagine if  | How do things grow?  | We are explorers!  |  |
|          | <ul> <li>FS1</li> <li>Talk about photos of family members and events in their own life story</li> </ul> | <ul> <li>Talk about celebrations within their own families – focus on birthdays and Christmas 'Can you remember?'</li> <li>Explore unknown objects and artefacts</li> </ul> | ► Make links between their own families and other families, including families in stories              | <ul> <li>Understand that some things happened a long time ago – both in real life and in stories</li> </ul> | <u>FS1</u> ■ Compare and contrast characters from stories including fictional figures from the past  | FS1  ■ Use the vocabulary of yesterday, to and tomorrow  FS2               |  |
|          | <ul> <li>Talk about members of immediate family in more detail</li> </ul>                               | FS2   | FS2 • Identify emergency situations and know   | • Compare past and present features of  | FS2  Identify similarities and differences   | Compare past and present features<br>familiar places – seaside and local a |  |
|          |   | Talk about past and upcoming events     with their immediate family   | who to call  • Know the meaning of past and present  | similar places – castles  Compare and contrast historical figures   | between jobs   | Name a famous astronaut – Neil     Armstrong                               |  |
|          | <ul> <li>between people and their family</li> <li>Discuss different occupations of family</li> </ul>    | with their immediate family   | • Know the meaning or past and present   | and objects from non-fiction texts,<br>sharing similarities and differences                                 |  | Compare and contrast characters f  |  |
|          | members • Sequence family members, explaining   |   |  | Share some similarities and differences   |  | stories, sharing similarities and differences                              |  |
|          | who they are (baby, toddler, child, teenager, adult, elderly)   |   |  | between characters, figures or objects  |  |  |  |
|          | <ul> <li>Sequence family members explaining<br/>who they are and the key differences</li> </ul>         |   |  |   |  |  |  |
|          | between what they can/cannot do   |   |  |   |  |  |  |
| Year 1/2 | Toys from the past  |   | Famous people from the past – Neil Armstrong   |   | The Great Fire of London   |  |  |
| Cycle A  | <ul><li>Chronology</li><li>Sequence objects or pictures from</li></ul>                                  |   | Chronology   |   | Chronology   |  |  |
|          | distinctively different periods of time   |   | Sequence events, photos and objects  |   | Sequence events, photos and objects  |  |  |
|          | <ul> <li>Sequence events, photos and objects<br/>from periods of time closer together</li> </ul>        |   | from periods of time closer together   |   | from periods of time closer together   |  |  |
|          | <ul> <li>Describe memories of key events from</li> </ul>  |   | Range and depth of knowledge   |   | Range and depth of knowledge  Use a range of sources to find out about                               |  |  |
|          | their own lives   |   | <ul> <li>Use a range of sources to find out about<br/>the past (books, computer programmes,</li> </ul> |   | the past (books, computer programmes,  |  |  |
|          | Range and depth of knowledge  Recognise the difference between past                                     |   | visitors, museums)  • Recognise why people did things, why   |   | <ul><li>visitors, museums)</li><li>Recognise why people did things, why</li></ul>                    |  |  |
|          | and present   |   | events happened and what the results   |   | events happened and what the results   |  |  |
|          | <ul> <li>Use a range of sources to find out about<br/>the past (books, computer programmes,</li> </ul>  |   | were  Begin to develop empathy and   |   | <ul><li>were</li><li>Begin to develop empathy and</li></ul>  |  |  |
|          | visitors, museums)  • Describe the differences and similarities   |   | understanding  |   | understanding  |  |  |
|          | between objects from the past and   |   | Interpretations of History   | l .   | Interpretations of History   |  |  |
|          | present   |   | Compare pictures or photos of events     and people from the past.                                     |   | <ul> <li>Look at books, videos, photographs,<br/>pictures and artefacts to find out about</li> </ul> |  |  |
|          | <ul> <li>Identify differences and similarities<br/>between ways of life at different times</li> </ul>   |   | <ul><li>and people from the past</li><li>Discuss the reliability of stories or photo.</li></ul>        | S   | the past   |  |  |
|          | <ul> <li>Use a range of sources to find out about</li> </ul>  |   | from the past.   |   | Compare pictures or photos of events   |  |  |
|          | the past  |   | Historical Enquiry   |   | <ul><li>and people from the past</li><li>Discuss the reliability of stories or photos</li></ul>      |  |  |
|          | Interpretations of History  |   | Ask and answer questions about the pas   | l .   | from the past.   |  |  |
|          | <ul> <li>Stories about the past from visitors and<br/>family members</li> </ul>                         |   | <ul> <li>Investigate objects and pictures from the past</li> </ul>                                     |   | Historical Enquiry   |  |  |
|          | <ul> <li>Compare pictures or photos of events</li> </ul>  |   | <ul> <li>Find answers to questions about the pas</li> </ul>  | · [   | Ask and answer questions about the past  |  |  |
|          | <ul><li>and people from the past</li><li>Discuss the reliability of stories or photos</li></ul>         |   | using age-appropriate resources (articles objects, photos, stories)                                    | 5,  | <ul> <li>Investigate objects and pictures from the<br/>past</li> </ul>                               |  |  |
|          | from the past.  |   | Use and create a simple timeline   |   | <ul> <li>Find answers to questions about the past</li> </ul>   |  |  |
|          | Ulata alta I Formation  |   | Discuss the effectiveness of different   |   | using age-appropriate resources (articles, objects, photos, stories)                                 | ,  |  |
|          | <ul><li>Historical Enquiry</li><li>Ask and answer questions about the past</li></ul>                    |   | sources  |   | <ul> <li>Discuss the effectiveness of different</li> </ul>   |  |  |
|          | • Investigate objects and pictures from the   |   |  |   | sources  |  |  |
|          | <ul><li>past</li><li>Investigate objects and pictures from the</li></ul>                                |   |  |   |  |  |  |
|          | past  |   |  |   |  |  |  |
|          | <ul> <li>Sort objects and pictures into 'then' and<br/>'now'</li> </ul>                                 |   |  |   |  |  |  |
|          | • Find answers to questions about the past  |   |  |   |  |  |  |
|          | using age-appropriate resources (articles, objects, photos, stories)                                    |   |  |   |  |  |  |
|          | objects, priotos, stories/  |   | I  |   |  |  |  |
|          | <ul><li>Use and create a simple timeline</li><li>Discuss the effectiveness of different</li></ul>       |   |  |   |  |  |  |



| 2025  1 Page 2025  | Year   | Was the Anglo-Saxon period really a dark | Not taught | Would the Vikings do anything for | Not taught | How has crime and punishment changed | Not taught |
|--|--------|--|------------|-----------------------------------|------------|--------------------------------------|------------|
| New York   Part   Control of the C   |        | age?                                     | -          | I                                 | _          | over time?                           | -          |
| Figure events from the client  - State of the control of the client  - State of the control of the client  - State of the client of the client of the client  - State of the client of the client of the client  - State of the client of | 3/4    |  |            |                                   |            |                                      |            |
| State of a natural code on the circle  1. Understand terms in deal on the circle  1. Understand terms indeed on th | 2024-  |  |            |                                   |            |                                      |            |
| Use from moderal both or times and large to fideline week and large to fideline and  | 2025   |  |            | 1                                 |            |                                      |            |
| and begin to determined the second control.  Understand thems selected to the timer of BURNS are years.  From an office of Burns and Second Control Co | 2023   |  |            |                                   |            |                                      |            |
| Understand terms reclared to the time to get (2000), they proper years.      However and table of if considering to the time of get (2000), they properly get (2000), they get (2000), th      |        |  |            | 1                                 |            |                                      |            |
| time c. a EACA, pr. post  Searce of Depth of Responding  - Use weddered in recommission  - Use first in the first per decided.  - Use of this is well districted  - Use of this well districted  - Use first in the first per recommission.  - Use first indicated district per recommission.  - Use first indicated district per recommission.  - Use first indicated distriction.  - Use first indicated intervention.  - An activity of personal  |        | _  |            |                                   |            | _                                    |            |
| The extraction of interest and an extract of an extraction and an extract of a extraction and an extractio |        |  |            | 1                                 |            |                                      |            |
| Use ordance to reconstruct and act of life in the time studed act of life in the student act of l |        | time e.g. BC/AD, pre- post-              |            | time e.g. BC/AD, pre- post-       |            | time e.g. BC/AD, pre- post-          |            |
| Use ordance to reconstruct and act of life in the time studed act of life in the student act of l |        | Dangs and Danth of Knowledge             |            | Dangs and Donth of Knowledge      |            | Dange and Donth of Knowledge         |            |
| act out life in the from excluded.  • locarity hay features and events:  **Enterrectations of listers**  • Locarity hay features and events:  • Locarity for excluded.  • Locarity for excluded in the form of substance working in the form of the features and events.  • Locarity of the survey of constitute.  • Locarity and e-locarity of constitute.  • Locarity of the form of the feature and events.  • Locarity of the form of the feature and events.  • Locarity of the form of the feature and events.  • Locarity of the feature and events.  • Loc |        |  |            |                                   |            |                                      |            |
| I Learning by pleasures and events.  I temporation of electors  I Look at the contents cerebrate  I Look at  |        |  |            | 1                                 |            |                                      |            |
| Lock for links and effects of exchange representations of films and effects of exchange representations and extensive state of the exchange representation of films and exchange representations and extensive state of the exchange representation of films and exchange representations and extensive state of the exchange representation of the extensive state of the ex   |        |  |            | 1                                 |            |                                      |            |
| internationises of statistics y  • Local and the ordered available, • Local and the or |        | identity key reduces and events.         |            | 1                                 |            |                                      |            |
| Look aft no continue parallable.  Use not shook and solving bookers and solving bookers are solving to the not shooker and solving bookers are solving to the solving to th |        | Interpretations of History               |            | 1                                 |            |                                      |            |
| Use to the books and counting historical improved.   |        | Look at the evidence available.          |            |                                   |            |                                      |            |
| Degit to evaluate the userfunders of effects sources   Country and plantations.   Desit to evaluate the userfunders of effects sources   Country and evaluate the userfunders   Country and evaluate the userfunder   |        | Use text books and existing              |            | Interpretations of History        |            |                                      |            |
| **Statistic Finality**  **As a variety of questions.**  **Dise the fibrury and elearning for yester of the fibrury and elearning for yester a picture of one spect or yester a picture of one spect of yester a picture of yester a picture of one spect of yester of yester a picture  |        | historical knowledge.                    |            | Look at the evidence available.   |            |                                      |            |
| Use the library and e-learning for nessarch.  We the library and e-learning for nessarch,  We the library and e-learning for nessarch,  What was new about the Stone April  10 and 10 an |        |  |            | Begin to evaluate the usefulness  |            | Interpretations of History           |            |
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| about the period. each source. each source.  |        |  |            |                                   | ·          | · ,                                  |            |
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|        | Observe small details through   |            | Study representations of the  |              | Study representations of the                         |            |
|--------|---|------------|---|--------------|--|------------|
|        | pictures and objects.   |            | period as a whole; cartoons,  |              | period as a whole; cartoons,                         |            |
|        | Select and record information   |            | films, museum etc.  |              | films, museum etc.                                   |            |
|        | that is relevant to a study or  |            | , i   |              | ,  |            |
|        | learning focus.   |            | Historical Enquiry  |              | Historical Enquiry                                   |            |
|        |   |            | Use a range of sources to find  |              | Use a range of sources to find out                   |            |
|        | Begin to use the internet and  University departs for an experience of the second sectors of the sectors |            | · · · · · · · · · · · · · · · · · · ·   |              | -  |            |
|        | library independently for   |            | out about the period.   |              | about the period.                                    |            |
|        | research.   |            | Observe small details through   |              | Observe small details through                        |            |
|        |   |            | pictures and objects.   |              | pictures and objects.                                |            |
|        |   |            | Select and record information   |              | Select and record information                        |            |
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|        |   |            | learning focus.   |              | learning focus.                                      |            |
|        |   |            | Begin to use the internet and library   |              | Begin to use the internet and                        |            |
|        |   |            | independently for research.   |              | library independently for                            |            |
|        |   |            | masponasimy for research.   |              | research.  |            |
|        |   |            |   |              |  |            |
| Year 5 | What happened when the Romans came  | Not taught | Why should we preserve our locality?  | Not taught   | What makes people go on a journey?                   | Not taught |
|        | to Britain?   |            | Chronology  | _            | Chranalagy   |            |
|        | Chronology  |            | Chronology  Polate current studies to   |              | Chronology  Make comparisons between                 |            |
|        | Chronology  |            | Relate current studies to   |              | Make comparisons between  different times in history |            |
|        | Know and sequence key events  |            | previous studies of the same  |              | different times in history.                          |            |
|        | of the time studied.  |            | time period.  |              |  |            |
|        | Use relevant terms and labels for   |            | Make comparisons between  |              | Range and Depth of Knowledge                         |            |
|        | periods of time.  |            | different times in history.   |              | Study different aspects of life of                   |            |
|        | Relate current studies to   |            |   |              | different people – differences                       |            |
|        | previous studies of the same  |            | Range and Depth of Knowledge  |              | between men and women, adults                        |            |
|        | time period.  |            | Study different aspects of life of  |              | and children of the time.                            |            |
|        | Make comparisons between  |            | different people – differences  |              | <ul> <li>Examine causes and results of</li> </ul>    |            |
|        | different times in history.   |            | between men and women, adults   |              | events and the impact these had                      |            |
|        | , , , , , , , , , , , , , , , , , , ,   |            | and children of the time.   |              | on people.   |            |
|        | Range and Depth of Knowledge  |            | Examine causes and results of   |              | Compare one aspect of life with                      |            |
|        | Study different aspects of life of  |            | events and the impact these had   |              | the same aspect in another                           |            |
|        | different people – differences  |            | on people.  |              | period.  |            |
|        | between men and women, adults   |            | Compare one aspect of life with   |              |  |            |
|        | and children of the time.   |            | the same aspect in another  |              | Interpretations of History                           |            |
|        | Examine causes and results of   |            | period.   |              | Compare accounts of events                           |            |
|        |   |            | period.   |              | from different sources (fact or                      |            |
|        | events and the impact these had   |            | Interpretations of History  |              | fiction).  |            |
|        | on people.  |            | Interpretations of History  |              | Offer some reasons for different                     |            |
|        | Compare life in the early and late  |            | Compare accounts of events  |              |  |            |
|        | periods of the time studied.  |            | from different sources (fact or   |              | versions of events.                                  |            |
|        | Compare one aspect of life with   |            | fiction).   |              |  |            |
|        | the same aspect in another  |            |   |              | Historical Enquiry                                   |            |
|        | period.   |            | Historical Enquiry  |              | Begin to identify primary and                        |            |
|        |   |            | Begin to identify primary and   |              | secondary sources.                                   |            |
|        | Interpretations of History  |            | secondary sources.  |              | Use evidence to build up a                           |            |
|        | Compare accounts of events  |            | <ul> <li>Select relevant sections of</li> </ul>                                       |              | picture of life in time studied.                     |            |
|        | from different sources (fact or   |            | information.  |              | Select relevant sections of                          |            |
|        | fiction).   |            | Confident use of library, e-  |              | information.   |            |
|        | Offer some reasons for different  |            | learning, research.   |              | Confident use of library, e-                         |            |
|        | versions of events.   |            | <u> </u>  |              | learning, research.                                  |            |
|        |   |            |   |              |  |            |
|        | Historical Enquiry  |            |   |              |  |            |
|        | Begin to identify primary and   |            |   |              |  |            |
|        | secondary sources.  |            |   |              |  |            |
|        | Use evidence to build up a  |            |   |              |  |            |
|        | picture of life in time studied.  |            |   |              |  |            |
|        | Select relevant sections of   |            |   |              |  |            |
|        | information.  |            |   |              |  |            |
|        | Confident use of library, e-  |            |   |              |  |            |
|        | learning, research.   |            |   |              |  |            |
| Vaar C | Did WWI or WWII have the biggest impact   | Not taught | How much did the ancient Egyptians  | Not taught   | Why should we remember the Maya?                     | Not taught |
| Year 6 | on our locality?  | tuugiit    | achieve?  | itot taagiit |  | not taugnt |
| and IR | <u></u>   |            |   |              | Chronology   |            |
|        | Chronology  |            | Chronology  |              | Place current study on timeline in                   |            |
|        | Place current study on timeline in  |            | Sequence up to ten events on a  |              | relation to other studies                            |            |
|        | relation to other studies   |            | timeline.   |              | Use relevant dates and terms                         |            |
|        |   |            | 1   |              | 1  |            |
|        | Use relevant dates and terms  |            | <ul> <li>Place current study on timeline<br/>in relation to other studies.</li> </ul> |              | Sequence up to ten events on a timeline              |            |
|        |   |            | IN THISTIAN TO OTHER STUDIES  | ,            | TIMOUNA  |            |



|                                    | -                                   |                                     |
|------------------------------------|-------------------------------------|-------------------------------------|
| Range and Depth of Knowledge       |                                     |                                     |
| Know key dates, characters and     | Range and Depth of Knowledge        | Range and Depth of Knowledge        |
| events of time studied             | Know key dates, characters and      | Find out about beliefs, behaviour   |
| Write another explanation of a     | events of time studied.             | and characteristics of people,      |
| past event in terms of cause and   | Compare beliefs and behaviour       | recognising that not everyone       |
| effect using evidence to support   | with another period studied         | shares the same views and           |
| and illustrate their explanation.  |                                     | feelings.                           |
| Find out about beliefs, behaviour  | Interpretations of History          | Write another explanation of a      |
| and characteristics of people,     | Link sources and work out how       | past event in terms of cause and    |
| recognising that not everyone      | conclusions were arrived at.        | effect using evidence to support    |
| shares the same views and          | Consider ways of checking the       | and illustrate their explanation.   |
| feelings.                          | accuracy of interpretations – fact  | Know key dates, characters and      |
|                                    | or fiction and opinion.             | events of time studied              |
| Interpretations of History         | Be aware that different evidence    |                                     |
| Confident use of the library etc.  | will lead to different conclusions. | Interpretations of History          |
| for research.                      |                                     | Link sources and work out how       |
| Link sources and work out how      | Historical Enquiry                  | conclusions were arrived at.        |
| conclusions were arrived at.       | Recognise primary and               | Consider ways of checking the       |
|                                    | secondary sources.                  | accuracy of interpretations – fact  |
| <u>Historical Enquiry</u>          | Use a range of sources to find      | or fiction and opinion.             |
| Recognise primary and secondary    | out about an aspect of time past.   | Be aware that different evidence    |
| sources.                           | Suggest omissions and the means     | will lead to different conclusions. |
| Use a range of sources to find out | of finding out.                     | Confident use of the library etc.   |
| about an aspect of time past       | Bring knowledge gathering from      | for research                        |
|                                    | several sources together in a       |                                     |
|                                    | fluent account.                     | Historical Enquiry                  |
|                                    |                                     | Recognise primary and secondary     |
|                                    |                                     | sources.                            |
|                                    |                                     | Use a range of sources to find out  |
|                                    |                                     | about an aspect of time past.       |
|                                    |                                     | Bring knowledge gathering from      |
|                                    |                                     | several sources together in a       |
|                                    |                                     | fluent account.                     |
|                                    |                                     |                                     |
|                                    |                                     |                                     |



| <ul> <li>I give examples of things that were different when my grandparents were children.</li> <li>I talk about someone famous who was born or lived near our town.</li> <li>I know why there is a monument to a famous person or event in the town centre.</li> <li>I give examples of things about the past by talking to an older person.</li> <li>I give examples of things that were different when my grandparents were children.</li> <li>I give examples of things that were different when my grandparents were children.</li> <li>I explain what an object from the past might have been used for.</li> <li>I know about the struggle between the Athenians and the Spartans.</li> <li>I explain about some of the things that the Greeks gave the world</li> <li>I know that the Greeks were responsible for the birth of the Olympics.</li> </ul> | Y1 End Of Year Expectations:   | Y2 End Of Year Expectations:   | Y3 End Of Year Expectations:   |
|--|--|--|--|
| • I know that the Greek Gods were an important part of Greek culture.  | <ul> <li>I explain how I have changed since I was born.</li> <li>I ask and answer questions about old and new object, using phrases like: old, new and a long time ago.</li> <li>I spot old and new things in a picture.</li> <li>I use words and phrases like: before, after, past, present, then and now.</li> <li>I give examples of things that were different when my grandparents were children.</li> <li>I talk about someone famous who was born or lived near our town.</li> <li>I know why there is a monument to a famous person or event in</li> </ul> | <ul> <li>I explain how some people have helped us to have better lives.</li> <li>I recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later in their life.</li> <li>I research the life of a famous person from the past using different sources of evidence.</li> <li>I answer questions using books and the internet.</li> <li>I find out things about the past by talking to an older person.</li> <li>I give examples of things that were different when my grandparents were children.</li> </ul> | <ul> <li>I explain how stone age people hunted for their food and what they ate.</li> <li>I understand some of the differences between the stone, bronze and iron ages.</li> <li>I know what people learnt from stone aged paintings.</li> <li>I describe what a typical day would have been like for a stone age man, woman or child.</li> <li>I know about the struggle between the Athenians and the Spartans.</li> <li>I explain about some of the things that the Greeks gave the world.</li> <li>I know that the Greeks were responsible for the birth of the Olympics.</li> <li>I know that the Greek Gods were an important part of Greek</li> </ul> |

| Y4 End Of Year Expectations:   | Y5 End Of Year Expectations:   | Y6 End Of Year Expectations:   |
|--|--|--|
| <ul> <li>I explain where the Anglo-Saxons came from.</li> <li>I know at least two famous Anglo-Saxons</li> <li>I use a time line to show when the Anglo-Saxons were in England</li> <li>I know the link between Anglo-Saxons and Christianity.</li> <li>I know that many Anglo-Saxons were farmers.</li> <li>I know that the Anglo-Saxons gave us many of the words that we use today.</li> <li>I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>I know that Britain was invaded on more than one occasion.</li> <li>I know that the Anglo-Saxons and Vikings were often in conflict.</li> <li>I place on a timeline when the Vikings raids started.</li> <li>I explain why the Vikings often overpowered the Anglo-Saxons.</li> <li>I show on a map where the Vikings came from and where they invaded our country.</li> <li>I describe how crime and punishment has changed over a period of time.</li> <li>I summarise how Britain has had a major influence on the world.</li> <li>I explain how the lives of wealthy people were different from the lives of poorer people.</li> </ul> | <ul> <li>I talk about at least three things that the Romans did for our country.</li> <li>I explain why the Romans needed to build forts in this country.</li> <li>I understand that Rome was a very important place and many decisions were made there.</li> <li>I know about the lives of at least two famous Romans.</li> <li>I describe events from the past using dates when things happened.</li> <li>I explain how an event or events from the past has shaped our life today.</li> <li>I draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>I use research skills to find answers to specific historical questions about our locality.</li> <li>I research what it was like for children in a given period of history and present my findings to an audience.</li> <li>I appreciate how our locality today has been shaped by what happened in the past.</li> <li>I explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>I talk about the impact that one of these periods of history had on the world.</li> </ul> | <ul> <li>I research in order to find similarities and differences between two or more periods of history.</li> <li>I place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>I summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>I am aware that many of the early civilizations gave much to the world.</li> <li>I understand British, local and world history</li> <li>I devise historically valid questions about change, cause and significance</li> <li>I identify and explain the main achievements for the Ancient Egyptians</li> <li>I compare the achievements with those of other societies</li> <li>I discuss the society and way of life of the Ancient Egyptians including Pharaohs, Scribes, Priests and Farmers</li> <li>I understand a range of features of Maya society – religion, food, etc. and categorise into appropriate themes</li> <li>I provide evidence to support a balanced argument, making reference to other societies</li> </ul> |