


Birley Spa Primary Academy - History Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> An awareness of the past using common words and phrases using the passing of time. Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Develop the appropriate use of historical terms. 			
	<ul style="list-style-type: none"> Sequence events in their own lives. <i>For instance, Talk about their life events to a partner, sequence events and write a sentence Aut 1 – Lesson 5</i> Sequence objects or pictures from distinctly different periods of time. <i>For instance, look at a range of photos of the local area over time. Order these chronologically. Aut 1 – Lesson 5</i> 	<ul style="list-style-type: none"> Sequence events, photos and objects from periods of time closer together. <i>For instance, look at a range of photos of the local area over time. Order these chronologically. Aut 1 – Lesson 5</i> Describe memories of key events from their own lives. <i>For instance, Talk about their life events to a partner, sequence events and write a sentence Aut 1 – Lesson 5</i> 	<ul style="list-style-type: none"> Place the time studied on a timeline. <i>For instance, Show the class a timeline with familiar events and indicate where the Stone Age era was in comparison. Aut 1 – Lesson 1</i> Use dates related to the passing of time. <i>For instance, Show the class how prehistory is split up into 3 eras. Aut 1 – Lesson 1</i> Sequence events, artefacts and pictures. <i>For instance, look at a range of photos showing objects found during Palaeolithic time and compare to today's objects. Aut 1 – Lesson 2</i> 	<ul style="list-style-type: none"> Place events from the time studied on a timeline. Use terms related to the time and begin to date events. Understand terms related to the time e.g. BC/AD, pre- post- 	<ul style="list-style-type: none"> Know and sequence key events of the time studied. <i>For instance, children to learn about significant events linked to coal mining and order the events on a timeline. Aut 1 – Lesson 1</i> Use relevant terms and labels for periods of time. Relate current studies to previous studies of the same time period. Make comparisons between different times in history. 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies. Use relevant dates and terms. <i>For instance, share facts and information related to key events during WW2 and order these events through a blog. Aut 1 – Lesson 1.</i> Sequence up to ten events on a timeline. 
Range and depth of Knowledge	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time. 			
	<ul style="list-style-type: none"> Recognise the difference between past and present. <i>For instance, look at a range of photos of the local area over time. Discuss differences. Aut 1 – Lesson 5</i> Describe the differences and similarities between objects from the past and present. Use a range of sources to find out about the past (books, computer programmes, visitors, museums). <i>For instance, research how the local area has changed. Children to write the differences. Aut 1 – Lesson 6</i> 	<ul style="list-style-type: none"> Identify differences and similarities between ways of life at different times. <i>For instance, look at a range of photos of the local area over time. Discuss differences. Aut 1 – Lesson 5</i> Recognise why people did things, why events happened and what the results were. Begin to develop empathy and understanding. 	<ul style="list-style-type: none"> Find out about the everyday lives of people in the time period studied. <i>For instance, research foods and clothing of Stone Age people. Aut 1 – Lesson 3</i> Compare life in the past to our lives today. <i>For instance, show photos and research the different clothing, objects and food used by Stone Age people compared to what we use today. Aut 1 – Lesson 2 and 3</i> Identify possible reasons for people's actions and the subsequent results of these actions. <i>For instance, give children the question of 'Why did Stone Age people create cave art?' research and find reasons why. Aut 1 – Lesson 5</i> Understand why people may have wanted actions, events or changes to happen. 	<ul style="list-style-type: none"> Use evidence to reconstruct and act out life in the time studied. <i>For instance, children to hot seat what life was like as an Anglo Saxon? Aut 1 – Lesson 1</i> Identify key features and events. <i>For instance, children to research Anglo Saxon past times and create a report. Aut 1 – Lesson 7</i> Look for links and effects of actions/events. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women, adults and children of the time. <i>For instance, look at the various jobs on offer within a coal mine. Look at the different roles women, children and men had to play within a coal mine. Write a diary entry as a child. Aut 1 – Lesson 3</i> Examine causes and results of events and the impact these had on people. <i>For instance, look at the dangers within a coal mine. Read through articles related to the Oaks Colliery disaster. How did this affect the community? Write a newspaper report. . Aut 1 – Lesson 5</i> Compare life in the early and late periods of the time studied. <i>For instance, look at what coal was used for at the start of Victorian period. Compare to what it is used for today. Aut 1 – Lesson 2</i> Compare one aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. <i>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</i> Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. <i>For instance, read passages from Anne Frank's diary. Look at online footage and tour her house virtually. Write a diary linked to findings. Aut 1 – Lesson 6</i> Know key dates, characters and events of time studied. <i>For instance, share facts and information related to key events during WW2 and order these events through a blog. Aut 1 – Lesson 1.</i>

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Interpretations of History	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		<p>National Curriculum.</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources 			
	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. <i>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. Aut 1 - Lesson 7</i> Visitors and family members. 	<ul style="list-style-type: none"> Compare two versions of a historical event. Compare pictures or photos of events and people from the past. <i>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. Aut 1 - Lesson 7</i> Discuss the reliability of stories or photos from the past. <i>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. Aut 1 - Lesson 7</i> 	<ul style="list-style-type: none"> Identify different interpretations of the past and explain why these may differ. <i>For instance, look at cave paintings and as a class come up with ideas of what the paintings meant. Were people opinion's different? Aut 1 - Lesson 4</i> Distinguish between different sources of information and evaluate the effectiveness of each source. Study representations of the period as a whole; cartoons, films, museum etc. 	<ul style="list-style-type: none"> Look at the evidence available. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 - Lesson 3</i> Begin to evaluate the usefulness of different sources. Use text books and existing historical knowledge. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 - Lesson 3</i> 	<ul style="list-style-type: none"> Compare accounts of events from different sources (fact or fiction). <i>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. . Aut 1 - Lesson 5</i> Offer some reasons for different versions of events. <i>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</i> 	<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. <i>For instance, read passages from Anne Frank's diary. Look at online footage and tour her house virtually. Read other accounts from the time and compare to what Anne was saying. Aut 1 - Lesson 6</i> Be aware that different evidence will lead to different conclusions. Confident use of the library etc. for research. <i>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</i>
Historical Enquiry	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Ask and answer questions 		<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 			
	<ul style="list-style-type: none"> Ask and answer questions about the past. <i>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. Aut 1 - Lesson 7</i> Investigate objects and pictures from the past. <i>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. Aut 1 - Lesson 7</i> Sorting objects and pictures into 'then' and 'now'. <i>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. Aut 1 - Lesson 7</i> 	<ul style="list-style-type: none"> Find answers to questions about the past using age-appropriate sources (articles, objects, photos, stories). <i>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. Aut 1 - Lesson 7</i> Use and create simple timelines. <i>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. Aut 1 - Lesson 7</i> Discuss the effectiveness of different sources. 	<ul style="list-style-type: none"> Use a range of sources to find out about the period. <i>For instance, children to research the questions 'Why did stone age people create cave art?'. Aut 1 - Lesson 5</i> Observe small details through pictures and objects. <i>For instance, show photos and research the different clothing, objects and food used by Stone Age people compared to what we use today. Aut 1 - Lesson 2 and 3</i> Select and record information that is relevant to a study or learning focus. <i>For instance, children to research the questions 'Why did stone age people create cave art?'. Aut 1 - Lesson 5</i> Begin to use the internet and library independently for research. <i>For instance, children to research the questions 'Why did stone age people create cave art?'. Aut 1 - Lesson 5</i> 	<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 the time studied. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 - Lesson 3</i> Ask a variety of questions. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 - Lesson 3</i> Use the library and e-learning for research, <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 - Lesson 3</i> 	<ul style="list-style-type: none"> 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. <i>For instance, research what coal was used for at the start of Victorian period. Compare to what it is used for today. Aut 1 - Lesson 2</i> 	<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. <i>For instance, look at recounts and footage of the blitz. Read newspaper articles, first person accounts and stories from the blitz. Write a first person narrative based on your findings. Aut 1 - Lesson 2</i> Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account. <i>For instance, look at recounts and footage of the blitz. Read newspaper articles, first person accounts and stories from the blitz. Write a first person narrative based on your findings. Aut 1 - Lesson 2</i>

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Organisation and communication	National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 			
	<ul style="list-style-type: none"> Sort events or objects into groups. Use timelines to order events or objects. <i>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.</i> Tell stories about the past. <i>For instance, Talk about their life events to a partner, sequence events and write a sentence</i> Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or places significant people. <i>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.</i> Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. <i>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.</i> 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, children to write a diary entry as a stone age child living in today's modern world.</i> 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, children to hot seat what life was like as an Anglo Saxon?</i> 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, look at the dangers within a coal mine. Read through articles related to the Oaks Colliery disaster. See personal recounts, official findings and newspaper reports. Write a newspaper report. .</i> Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, share facts and information related to key events during WW2 and order these events through a blog.</i> Plan and present a self-directed project or research about the studied period.
Technical Vocabulary and Language Development Each year group builds on the previous one – pupils to use all language accumulatively	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 think...because... They are similar because... They...because...	First...because... Then...therefore... Eventually...because... An argument for... is... because... An argument against...is...because... ...and...are both... ...and...are alike in that... ...is...while...is... It reminds me of... As a result of...	Firstly...however/ although/ meanwhile... I understand...but would argue... ...and...have the following points in common... It appears to be...because... It reminds me of...because... Because I know that...I know that...	Following this/that... In the beginning... Perhaps some people would argue that... In some ways...and... are alike in that... However, they also differ in some ways, for example... The reason(s) for...were... Due to... As a result of... Perhaps the reason is...	Whilst x was... y was... Initially, the...were... however... On the one hand...but... The similarities/ differences seem more significant than the similarities/ differences because... In comparison to...it is... Due to...x had... Owing to...x had... This has altered... Evidently... Based on the evidence, I can conclude... Having pondered...

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Area of Study (2022-23)						
	Autumn		Spring		Summer	
EYFS	<u>Being Me</u>	<u>Let's Celebrate</u>	<u>Once upon a time...</u>	<u>Imagine if...</u>	<u>How do things grow?</u>	<u>We are explorers!</u>
	<p><u>FS1</u></p> <ul style="list-style-type: none"> Talk about photos of family members and events in their own life story <p><u>FS2</u></p> <ul style="list-style-type: none"> Talk about members of immediate family in more detail Discuss similarities and differences between people and their family Discuss different occupations of family members Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) Sequence family members explaining who they are and the key differences between what they can/cannot do 	<p><u>FS1</u></p> <ul style="list-style-type: none"> Talk about celebrations within their own families – focus on birthdays and Christmas ‘Can you remember..?’ Explore unknown objects and artefacts <p><u>FS2</u></p> <ul style="list-style-type: none"> Talk about past and upcoming events with their immediate family 	<p><u>FS1</u></p> <ul style="list-style-type: none"> Make links between their own families and other families, including families in stories <p><u>FS2</u></p> <ul style="list-style-type: none"> Identify emergency situations and know who to call Know the meaning of past and present 	<p><u>FS1</u></p> <ul style="list-style-type: none"> Understand that some things happened a long time ago – both in real life and in stories <p><u>FS2</u></p> <ul style="list-style-type: none"> Compare past and present features of similar places – castles Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences Share some similarities and differences between characters, figures or objects 	<p><u>FS1</u></p> <ul style="list-style-type: none"> Compare and contrast characters from stories including fictional figures from the past <p><u>FS2</u></p> <ul style="list-style-type: none"> Identify similarities and differences between jobs 	<p><u>FS1</u></p> <ul style="list-style-type: none"> Use the vocabulary of yesterday, today and tomorrow <p><u>FS2</u></p> <ul style="list-style-type: none"> Compare past and present features of familiar places – seaside and local area Name a famous astronaut – Neil Armstrong Compare and contrast characters from stories, sharing similarities and differences
Year 1/2	<p><u>Toys from the past</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Sequence objects or pictures from distinctively different periods of time Sequence events, photos and objects from periods of time closer together Describe memories of key events from their own lives <p><u>Range and depth of knowledge</u></p> <ul style="list-style-type: none"> Recognise the difference between past and present Use a range of sources to find out about the past (books, computer programmes, visitors, museums) Describe the differences and similarities between objects from the past and present Identify differences and similarities between ways of life at different times Use a range of sources to find out about the past <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Stories about the past from visitors and family members Compare pictures or photos of events and people from the past Discuss the reliability of stories or photos from the past. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Ask and answer questions about the past Investigate objects and pictures from the past Investigate objects and pictures from the past Sort objects and pictures into ‘then’ and ‘now’ Find answers to questions about the past using age-appropriate resources (articles, objects, photos, stories) Use and create a simple timeline Discuss the effectiveness of different sources 		<p><u>Famous people from the past – Neil Armstrong</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Sequence events, photos and objects from periods of time closer together <p><u>Range and depth of knowledge</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about the past (books, computer programmes, visitors, museums) Recognise why people did things, why events happened and what the results were Begin to develop empathy and understanding <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Compare pictures or photos of events and people from the past Discuss the reliability of stories or photos from the past. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Ask and answer questions about the past Investigate objects and pictures from the past Find answers to questions about the past using age-appropriate resources (articles, objects, photos, stories) Use and create a simple timeline Discuss the effectiveness of different sources 		<p>TBC</p>	

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<p>Year 3</p>	<p><u>What was new about the Stone Age?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place the time studied on a timeline. Use dates related to the passing of time. Sequence events, artefacts and pictures. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Find out about the everyday lives of people in the time period studied. How stone age people hunted for their food and what they ate. Compare life in the past to our lives today. Describe what a typical day would have been like for a stone age man, woman or child. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Distinguish between different sources of information and evaluate the effectiveness of each source. What people learnt from stone aged paintings? <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about the period. Observe small details through pictures and objects. Select and record information that is relevant to a study or learning focus. Begin to use the internet and library independently for research. 	<p>Not taught</p>	<p><u>What did the Greeks do for us?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place the time studied on a timeline. Use dates related to the passing of time. Sequence events, artefacts and pictures. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Find out about the everyday lives of people in the time period studied. Ancient Greek life Identify possible reasons for people's actions and the subsequent results of these actions. Know that the Greek Gods were an important part of Greek culture. Struggle between the Athenians and the Spartans. Know that the Greeks were responsible for the birth of the Olympics. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Distinguish between different sources of information and evaluate the effectiveness of each source. Study representations of the period as a whole; cartoons, films, museum etc. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about the period. Observe small details through pictures and objects. Select and record information that is relevant to a study or learning focus. Begin to use the internet and library independently for research. 	<p>Not taught</p>	<p><u>Which was more impressive – The Bronze Age or The Iron Age?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place the time studied on a timeline. Use dates related to the passing of time. Sequence events, artefacts and pictures. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Find out about the everyday lives of people in the time period studied. Compare life in the past to life today Identify possible reasons for people's actions and the subsequent results of these actions. Understand why people may have wanted actions, events or changes to happen <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Identify different interpretations of the past and explain why these may differ Distinguish between different sources of information and evaluate the effectiveness of each source. Study representations of the period as a whole; cartoons, films, museum etc. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about the period. Observe small details through pictures and objects. Select and record information that is relevant to a study or learning focus. Begin to use the internet and library independently for research. 	<p>Not taught</p>
<p>Year 4</p>	<p><u>Was the Anglo-Saxon period really a dark age?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place events from the time studied on a timeline. Use terms related to the time and begin to date events. Understand terms related to the time e.g. BC/AD, pre- post- <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Use evidence to reconstruct and act out life in the time studied. Identify key features and events. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Look at the evidence available. 	<p>Not taught</p>	<p><u>Would the Vikings do anything for money?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place events from the time studied on a timeline. Use terms related to the time and begin to date events. Understand terms related to the time e.g. BC/AD, pre- post- <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Use evidence to reconstruct and act out life in the time studied. Identify key features and events. Look for links and effects of actions/events <p><u>Interpretations of History</u></p>	<p>Not taught</p>	<p><u>How has crime and punishment changed over time?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place events from the time studied on a timeline. Use terms related to the time and begin to date events. Understand terms related to the time e.g. BC/AD, pre- post- <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Use evidence to reconstruct and act out life in the time studied. Identify key features and events Look for links and effects of actions/events Offer a reasonable explanation for some events 	<p>Not taught</p>

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	<ul style="list-style-type: none"> Use text books and existing historical knowledge. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Ask a variety of questions. Use the library and e-learning for research, 		<ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources Use text books and existing historical knowledge. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Choose relevant material to present a picture of one aspect of life in the time studied. Ask a variety of questions. Use the library and e-learning for research 		<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Look at the evidence available. Begin to evaluate the usefulness of different sources Use text books and existing historical knowledge. <p><u>Historical Enquiry</u></p> <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 the time studied. Ask a variety of questions. Use the library and e-learning for research 	
Year 5	<p><u>What happened when the Romans came to Britain?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Know and sequence key events of the time studied. Use relevant terms and labels for periods of time. Relate current studies to previous studies of the same time period. Make comparisons between different times in history. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women, adults and children of the time. Examine causes and results of events and the impact these had on people. Compare life in the early and late periods of the time studied. Compare one aspect of life with the same aspect in another period. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Compare accounts of events from different sources (fact or fiction). Offer some reasons for different versions of events. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> 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. 	Not taught	<p><u>Why should we preserve our locality?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Relate current studies to previous studies of the same time period. Make comparisons between different times in history. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women, adults and children of the time. Examine causes and results of events and the impact these had on people. Compare one aspect of life with the same aspect in another period. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Compare accounts of events from different sources (fact or fiction). <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources. Select relevant sections of information. Confident use of library, e-learning, research. 	Not taught	<p><u>What makes people go on a journey?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Make comparisons between different times in history. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Study different aspects of life of different people – differences between men and women, adults and children of the time. Examine causes and results of events and the impact these had on people. Compare one aspect of life with the same aspect in another period. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Compare accounts of events from different sources (fact or fiction). Offer some reasons for different versions of events. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> 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. 	Not taught
Year 6	<p><u>Did WWI or WWII have the biggest impact on our locality?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms 	Not taught	<p><u>How much did the ancient Egyptians achieve?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Sequence up to ten events on a timeline. 	Not taught	<p><u>Why should we remember the Maya?</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms 	Not taught

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	<p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> Confident use of the library etc. for research. Link sources and work out how conclusions were arrived at. <p><u>Historical Enquiry</u></p> <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 		<ul style="list-style-type: none"> Place current study on timeline in relation to other studies. <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied. Compare beliefs and behaviour with another period studied <p><u>Interpretations of History</u></p> <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. <p><u>Historical Enquiry</u></p> <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 gathering from several sources together in a fluent account. 		<ul style="list-style-type: none"> Sequence up to ten events on a timeline <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. 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 <p><u>Interpretations of History</u></p> <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. Confident use of the library etc. for research <p><u>Historical Enquiry</u></p> <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. Bring knowledge gathering from several sources together in a fluent account. 	
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Y1 End Of Year Expectations:	Y2 End Of Year Expectations:	Y3 End Of Year Expectations:
<ul style="list-style-type: none"> • I explain how I have changed since I was born. • I ask and answer questions about old and new object, using phrases like: old, new and a long time ago. • I spot old and new things in a picture. • I use words and phrases like: before, after, past, present, then and now. • I give examples of things that were different when my grandparents were children. • I talk about someone famous who was born or lived near our town. • I know why there is a monument to a famous person or event in the town centre. 	<ul style="list-style-type: none"> • I explain how some people have helped us to have better lives. • 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. • I research the life of a famous person from the past using different sources of evidence. • I answer questions using books and the internet. • I find out things about the past by talking to an older person. • I give examples of things that were different when my grandparents were children. • I explain what an object from the past might have been used for. 	<ul style="list-style-type: none"> • I explain how stone age people hunted for their food and what they ate. • I understand some of the differences between the stone, bronze and iron ages. • I know what people learnt from stone aged paintings. • I describe what a typical day would have been like for a stone age man, woman or child. • I know about the struggle between the Athenians and the Spartans. • I explain about some of the things that the Greeks gave the world. • I know that the Greeks were responsible for the birth of the Olympics. • I know that the Greek Gods were an important part of Greek culture.

Y4 End Of Year Expectations:	Y5 End Of Year Expectations:	Y6 End Of Year Expectations:
<ul style="list-style-type: none"> • I explain where the Anglo-Saxons came from. • I know at least two famous Anglo-Saxons • I use a time line to show when the Anglo-Saxons were in England • I know the link between Anglo-Saxons and Christianity. • I know that many Anglo-Saxons were farmers. • I know that the Anglo-Saxons gave us many of the words that we use today. • I summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • I know that Britain was invaded on more than one occasion. • I know that the Anglo-Saxons and Vikings were often in conflict. • I place on a timeline when the Vikings raids started. • I explain why the Vikings often overpowered the Anglo-Saxons. • I show on a map where the Vikings came from and where they invaded our country. • I describe how crime and punishment has changed over a period of time. • I summarise how Britain has had a major influence on the world. • I explain how the lives of wealthy people were different from the lives of poorer people. 	<ul style="list-style-type: none"> • I talk about at least three things that the Romans did for our country. • I explain why the Romans needed to build forts in this country. • I understand that Rome was a very important place and many decisions were made there. • I know about the lives of at least two famous Romans. • I describe events from the past using dates when things happened. • I explain how an event or events from the past has shaped our life today. • I draw a timeline with different historical periods showing key historical events or lives of significant people • I use research skills to find answers to specific historical questions about our locality. • I research what it was like for children in a given period of history and present my findings to an audience. • I appreciate how our locality today has been shaped by what happened in the past. • I explain how historic items and artefacts can be used to help build up a picture of life in the past. • I talk about the impact that one of these periods of history had on the world. 	<ul style="list-style-type: none"> • I research in order to find similarities and differences between two or more periods of history. • I place features of historical events and people from the past societies and periods in a chronological framework. • I summarise the main events from a period of history, explaining the order of events and what happened. • I am aware that many of the early civilizations gave much to the world. • I understand British, local and world history • I devise historically valid questions about change, cause and significance • I identify and explain the main achievements for the Ancient Egyptians • I compare the achievements with those of other societies • I discuss the society and way of life of the Ancient Egyptians including Pharaohs, Scribes, Priests and Farmers • I understand a range of features of Maya society – religion, food, etc. and categorise into appropriate themes • I provide evidence to support a balanced argument, making reference to other societies