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|  | **Subject content** | **Historical chronology** | **Historical concepts** | **Historical interpretation** | **Historical enquiry** | **Historical communication** |
| EYFS | To show interest in the lives of people who are familiar to them.  To remember and talk about significant events in their own experiences.  To recognise and describe special times or events for family or friends.  To talk about why things happen and how things work.  To develop an understanding of growth, decay and changes over time.  To look closely at similarities, differences, patterns and change. | I can tell the past is different from today  I know my life is different from the lives of people in the past. I can put 2 events or objects in the correct order they happened or were made. | I can recall some simple facts.  I can give one cause of an event. | I may be able to give you my own view on why something happened in the past or how I know. | Find answers to simple questions in a piece of writing or from a picture. | Show awareness of the past. I can tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.). |
| Year 1 | Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.  Events beyond living memory that are significant nationally or globally. | Pupils should develop an awareness of the past. They should know where the people and events they study fit within a chronological framework.  Begin to show where people and events fit into a broad chronological framework. | Give more than one cause of an event and give a reason why people in the past acted as they did.  Change and Continuity  Similarities and Differences  Causes and consequences  Significance | Understand some of the ways in which we find out about the past.  Think critically, weigh evidence, sift arguments, and develop perspective and judgement.  Make connections, draw contrasts and analyse trends. | Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | Use a wide vocabulary of everyday historical terms - using common words and phrases relating to the passing of time.  e.g A long time ago, recently, when my…… were younger, years |
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| Year 2 | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]  Significant historical events, people and places in their own locality. | Pupils should develop an awareness of the past. They should know where the people and events they study fit within a chronological framework  Begin to show where people and events fit into a broad chronological framework.  Begin to use dates. | Give more than one cause of an event and give a reason why people in the past acted as they did.  Change and Continuity  Similarities and Differences  Causes and consequences  Significance | Understand some ways we find out about the past  Choose and use parts of stories and other sources to show understanding of events.  Think critically, weigh evidence, sift arguments, and develop perspective and judgement.  Make connections, draw contrasts and analyse trends. | Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | Use a wide vocabulary of everyday historical terms - using common words and phrases relating to the passing of time.  e.g. A long time ago, recently, when my…… were younger, years decades, centuries |
| Year 3 | Changes in Britain from the Stone Age to the Iron Age  This could include:  •late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  •Bronze Age religion, technology and travel, for example, Stonehenge  •Iron Age hill forts: tribal kingdoms, farming, art and culture  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. | Develop increasingly secure chronological knowledge and understanding of history, local, British and world.  Put events, people, places and artefacts on a timeline.  Use correct terminology to describe events in the past. | Change and Continuity  Similarities and Differences  Causes and consequences  Significance  Know how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Understand the connections between local, regional, national and international history; and between cultural, economic, military, political, religious and social history | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.  Suggest where we might find answers to questions considering a range of sources.  Construct and organise responses by selecting relevant historical data. | Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | Present recalled or selected information in a variety of ways using specialist terms.  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Create their own structured accounts, including written narratives and analyses. |
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| Year 4 | The Roman Empire and its impact on Britain  This could include:  • Julius Caesar’s attempted invasion in 55-54 BC  • the Roman Empire by AD 42 and the power of its army  • successful invasion by Claudius and conquest, including Hadrian’s Wall  • British resistance, for example, Boudica  •‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  Ancient Greece – a study of Greek life and achievements and their influence on the western world | Develop increasingly secure chronological knowledge and understanding of history, local, British and world.  Put events, people, places and artefacts on a timeline.  Use correct terminology to describe events in the past. | Change and Continuity  Similarities and Differences  Causes and consequences  Significance  Know how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Understand the connections between local, regional, national and international history; and between cultural, economic, military, political, religious and social history | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.  Suggest where we might find answers to questions considering a range of sources.  Construct and organise responses by selecting relevant historical data. | Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | Present recalled or selected information in a variety of ways using specialist terms.  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Create their own structured accounts, including written narratives and analyses. |

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| Year 5 | Britain’s settlement by Anglo-Saxons and Scots  This could include:  • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  • Scots invasions from Ireland to north Britain (now Scotland)  • Anglo-Saxon invasions, settlements and kingdoms: place names and village life  • Anglo-Saxon art and culture  • Christian conversion – Canterbury, Iona and Lindisfarne  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  This could include:  • Viking raids and invasion  •resistance by Alfred the Great and Athelstan, first king of England  •further Viking invasions and Danegeld  • Anglo-Saxon laws and justice  •Edward the Confessor and his death in 1066  A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | Develop increasingly secure chronological knowledge and understanding of history, local, British and world.  Put events, people, places and artefacts on a timeline.  Use correct terminology to describe events in the past. | Change and Continuity  Similarities and Differences  Causes and consequences  Significance  Know how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Understand the connections between local, regional, national and international history; and between cultural, economic, military, political, religious and social history | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.  Suggest where we might find answers to questions considering a range of sources.  Construct and organise responses by selecting relevant historical data.  Analyse a range of source material to promote evidence about the past.  Select sources independently and give reasons for choices. | Devise, ask and answer more complex questions about the past, considering key concepts in history.  Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | Construct and organise response by selecting and organising relevant historical data.  Present recalled or selected information in a variety of ways using specialist terms.  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Create their own structured accounts, including written narratives and analyses. |
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| Year 6 | A local history study  This could include:  •a depth study linked to one of the British areas of study listed above  • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  This could include:  •the changing power of monarchs using case studies such as John, Anne and Victoria  •changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century  • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day  • a significant turning point in British history, for example, the first railways or the Battle of Britain | Develop increasingly secure chronological knowledge and understanding of history, local, British and world.  Put events, people, places and artefacts on a timeline.  Use correct terminology to describe events in the past. | Change and Continuity  Similarities and Differences  Causes and consequences  Significance  Know how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Understand the connections between local, regional, national and international history; and between cultural, economic, military, political, religious and social history | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.  Suggest where we might find answers to questions considering a range of sources.  Construct and organise responses by selecting relevant historical data.  Analyse a range of source material to promote evidence about the past.  Select sources independently and give reasons for choices. | Devise, ask and answer more complex questions about the past, considering key concepts in history.  Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | Construct and organise response by selecting and organising relevant historical data.  Present recalled or selected information in a variety of ways using specialist terms.  Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’  Create their own structured accounts, including written narratives and analyses. |