

Year Group



Understanding the world

Understanding past and present

Reception

Autumn:

- Begin to make sense of their own life-story and family's history.

Spring:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Compare lives of explorers compared to our own.
- Comparing ships from past and present adventures

Summer:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Year Group	<u>Autumn:</u> Significant events, people, places in our own locality. Lives of significant individuals who have contributed to national and international achievements. (Kings, Queens and castles)	<u>Spring:</u> Changes within living memory (<u>Belonging</u>)	<u>Summer:</u> Events beyond living memory that are significant nationally and globally. Lives of significant individuals. (<u>Incredible creatures</u>)
Year 1	<p>I can describe significant people from the past such as different Kings and Queens as well as those who lived in local castles.</p> <p>I can ask questions such as:</p> <ul style="list-style-type: none"> • What happened? • How long ago? • What was it like for people to live and work there? • Can use artefacts, pictures and stories to find out about the past. <p>I can place events and artefacts in order on a timeline. I can use dates where appropriate to discuss monarchs' lives. I can label timelines with words or phrases such as; past, present, older, newer. I can use artefacts, pictures and stories to find out about the past and compare and contrast that to now. I can describe significant people from the past. I can ask questions about people in the past and discuss the impact they have had on today's society.</p>	<p>I can ask questions such as:</p> <ul style="list-style-type: none"> • What happened? • How long ago? • What was it like for people? <p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can recount changes that have occurred in my own life and know about my family background discussing the idea of belonging.</p> <p>I can use artefacts, pictures and stories to find out about the past.</p> <p>I can label timelines with words or phrases such as; past, present, older, newer.</p> <p>I can use dates where appropriate to discuss significant people and why they</p>	<p>I can describe historical events.</p> <p>I can use artefacts, pictures and stories to find out about the past of Charles Waterton.</p> <p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can place events in order on a timeline I can use phrases such as; a long time ago, recently.</p>

		felt like they did or didn't belong in society.	
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Year Group	<u>Autumn:</u> Changes within living memory Events beyond living memory that are significant nationally and globally. (Mining)	<u>Spring:</u> Lives of significant individuals who have contributed to national and international achievements. (Africa – Nelson Mandela)	<u>Summer:</u> Significant events, people, places in our own locality. Events beyond living memory that are significant nationally and globally. (Changes to weather)
Year 2	<p>I can ask questions and find answers about the past such as:</p> <ul style="list-style-type: none"> • What happened? • How long ago? • What was it like for people? <p>I can label timelines with an increasing broader vocabulary of everyday historical terms to describe mining and the events that took place including different inventions.</p> <p>I can recount changes that have occurred in my own life and other cultures and identify similarities and differences between ways of life in Victorian times of mining.</p> <p>I can use artefacts, pictures, stories, online sources and databases to find out about the past and how that is similar or different to today.</p> <p>I can describe historical events including governmental decisions when learning about the miner strikes.</p> <p>I can ask questions and find answers about the past</p>	<p>I can show a basic understanding of concepts such as civilisation, monarchy, parliament, and war and peace.</p> <p>I can use artefacts, pictures and stories to find out about the past of apartheid and Nelson Mandela's life.</p> <p>I can ask questions about people in the past and debate whether they made good or bad decisions and what impact that has on today.</p> <p>I can use dates where appropriate</p> <p>I can ask questions and find answers about the past such as:</p> <ul style="list-style-type: none"> • What happened? • How long ago? • What was it like for people? <p>I can show an understanding of the concept of nation and of a nation's history.</p>	<p>I can describe significant inventions from the past and compare aspects of life in different periods.</p> <p>I can recognise and explain that there are reasons why people in the past acted as they did and why they had particular jobs.</p> <p>I can ask questions and finds answers about the past such as:</p> <ul style="list-style-type: none"> • What happened? • How long ago? • What was it like for people? • Can use artefacts, pictures and stories to find out about the past.

	I can use words such as; a long time ago, recently, years, decades and centuries to describe the passing of time.		I can use dates where appropriate.
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Year Group	<u>Autumn</u> Prehistoric Britain Changes to Britain (Stone age to Iron age)	<u>Spring:</u> British History A Viking community. The Viking struggle for the Kingdom until the time of Edward the Confessor (Vikings)	<u>Summer:</u> Local History Study A study over time tracing how several aspects of national history are reflected in locality (Agricultural revolution)
Year 3	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the Stone Age and use different source to help indicate what could have happened during this time but understand how it cannot prove.</p> <p>I can use evidence to ask questions and find answers to questions about the past such as the inventions created at that time and fossils from before this time period.</p> <p>I can suggest causes and consequences of some of the main events and changes in history such as the invention of the wheel as well as how they hunted and gathered food.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line showing the different time periods with the Stone Age (Neolithic, Mesolithic and palaeolithic) through to the Bronze and Iron age.</p> <p>I can use appropriate historical vocabulary to communicate including the different time periods to explain how they developed as a civilisation.</p>	<p>I can use evidence to ask questions and find answers to questions about the past linking to the strands such as: Where they invaded from and where they settled, how they traded for a living, the societal make up of their civilisation.</p> <p>I can suggest suitable sources of evidence for historical enquiries and what I could find more reliable.</p> <p>I can place artefacts and historical figures on a time line using dates and explanations to describe the impact of events such as that raiding of Lindisfarne.</p> <p>I can describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children to show how their society functioned.</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history using different points of views such as those of the farmers and those in society.</p> <p>I can use evidence to ask questions and find answers to questions about the past such as the agricultural revolution and the development of farming technology.</p> <p>I can suggest causes and consequences of some of the main events and changes in agricultural history specifically for Britain.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line with key detail and explanation to explain the impact this has had on today.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> ● Time period ● Era ● change

Year Group	<u>Autumn 1:</u> Ancient Greece A study of Ancient Greek life, achievements and their influence on the western world (Ancient Greece)	<u>Autumn 1:</u> Britain settlements Struggle for the Kingdom of England to the time of Edward the Confessor (Anglo-Saxons)	<u>Spring:</u> Ancient Civilisations The achievements of the earliest civilisations. (Indus Valley)	<u>Summer:</u> Local History Study A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 (Industrial revolution)
Year 4	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history discussing different elements of society within the ancient Greek times.</p> <p>I can use evidence to ask questions and find answers as to what the Greeks had done for today's society and government.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can understand how democracy was invented and how that is still relevant to today's society.</p>	<p>I can use different sources of information to create an understanding as to why the Anglo Saxons came to Britain.</p> <p>I can use evidence to ask questions and find answers as to what society was like and how villages worked in the Anglo-Saxon period.</p> <p>I can suggest causes and consequences of some of the main events such as the battle of Hastings and changes in history.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the history of the Indus Valley and the impact it has on today.</p> <p>I can use evidence to ask questions and find answers to questions about the past and what society was like in the ancient times using different artefacts to help gain understanding. I can understand the concept of change over time, representing this, along with evidence, on a time line to fully understand how long ago the Indus valley civilisation actually was.</p> <p>I can compare some of the times studied with those of other areas of interest around the world.</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the industrial revolution and in particular the first railway.</p> <p>I can use evidence to ask questions and to evaluate different inventions and discuss whether they were good inventions and whether they are still relevant to today's society.</p> <p>I can suggest causes and consequences of some of the main inventions and changes in history and how fair they have impacted on to today.</p> <p>I can represent the time period on a timeline discussing the importance of the people,</p>

	<p>I can discuss the impact that the Ancient Greeks have had on many periods of history.</p>	<p>time line to understand the order of Kings in this period and what they achieved.</p> <p>I can evaluate the significant individuals and how successful they were at converting Britain to Christianity from Paganism.</p>		<p>inventions and nationwide changes to travel e.g., railways and canals.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none">• Time period• Era• change
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Year Group	<p style="text-align: center;"><u>Autumn:</u></p> <p style="text-align: center;">Local History Study</p> <p style="text-align: center;">A study over time tracing how several aspects of national history are reflected in the locality</p> <p style="text-align: center;">(World War 2)</p>	<p style="text-align: center;"><u>Summer:</u></p> <p style="text-align: center;">The Roman empire and its impact on Britain</p> <p style="text-align: center;">Romanisation, Julius Caesar, the Roman army and their settlement in Britain</p> <p style="text-align: center;">(The Roman empire)</p>	<p style="text-align: center;"><u>Spring:</u></p> <p style="text-align: center;">A study of British history</p> <p style="text-align: center;">A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p style="text-align: center;">(Changes to land use)</p>
<p>Year 5</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of events that took place in World War II and how they impacted the war and society at the time.</p> <p>I can use evidence to ask questions and find answers to questions about the past to evaluate the decisions made by the government.</p> <p>I can suggest causes and consequences of some of the main events and changes in history such as the inventions made for the war such as shelters and communication devices.</p> <p>I can understand the key turning points of the war and place these on a timeline and evaluate their significance.</p>	<p>I can use sources of evidence to deduce information about the roman period including the rulers of this time period.</p> <p>I can understand that no single source of evidence gives the full answer to questions about the past.</p> <p>I can describe the social, ethnic, cultural or religious diversity of the roman period including the changes they made to bathing, travelling and how societies lived in their towns and cities.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Chronology • Continuity • Decade • legacy <p>I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line as well discussing the impact this has had on society today.</p>	<p>I can use evidence to ask questions and find answers to questions about the development of technology and how different it is through the decades.</p> <p>I can suggest causes and consequences of some of the main events and how that changed technology</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line displaying different inventions and how they were used for a purpose.</p> <p>I can compare technology and discuss the relevance and impact this has had throughout the 20th and 21st century.</p>

Year Group	<u>August 1:</u> Ancient Civilisations The achievements of the earliest civilisations (Ancient Egypt)	<u>August 2:</u> A non- European society that provides a contrast with British history. (Mayan Civilisation AD 900)	<u>Spring:</u> Local History Study A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 (Adversity)	Summer: Local History Study A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 (Tudors)
Year 6	<p>I can use appropriate historical vocabulary to communicate the importance of the Ancient Egyptians including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • legacy <p>I can use a wide range of sources to be able to understand the mummification process as well as the reason for doing so.</p> <p>I can discuss what life was like in Ancient</p>	<p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Century • Decade • legacy <p>I can use original ways to present information and ideas.</p> <p>I can select suitable sources of evidence, giving reasons for your choices.</p>	<p>I can refine lines of enquiry as appropriate.</p> <p>I can use different sources of information to identify significant individuals throughout history that have gone through adversity.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change in relation to governmental changes and societal changes to help those going through adversity.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Chronology • Continuity • Century • Decade • Legacy. 	<p>I can refine lines of enquiry as appropriate.</p> <p>I can identify continuity and change in the local history of the locality of the school relating to the Tudors and whether have done that is still relevant and impactful on today.</p> <p>I can understand the different societal changes that were made during the Tudor times and the impact, using a compare and contrast.</p> <p>I can use appropriate historical vocabulary to communicate including:</p> <ul style="list-style-type: none"> • Century • Decade • Legacy <p>I can select suitable sources of evidence, giving reasons for choices to help understand the Tudor time period.</p>

	Egypt by using different sources to help aid my understanding.		I can name jobs that local industries provide and can say how they have changed over time, and how they may change in the future.	I can understand the role of significant individuals during this time such as William Shakespeare and the orle he had on society at the time.
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