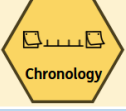


HISTORY

	 Topics	 Chronological Understanding	  Historical People, Events and Periods	 Historical Enquiry and Evidence (Sources)	 Historical significance
Reception	Global History – Dinosaurs  British History – Toys in the past 	Develop an awareness of time and change through personal history and familiar events To use time related vocabulary e.g. before, after, now, then, long ago, old and new Talk about the past in relation to themselves and family Recognise that some things have changed over time Order familiar daily events or life stages (baby-child-adult)	Famous Person Study – David Attenborough  Mary Anning (Fossils)  Florence Nightingale  Who is this person?	Developing curiosity about the past through observations and talk Begin to ask simple questions “Who is that?” “What is this?” Look at and handle real-life objects and photos (toys, clothes) Recognise differences between past and present Start to make personal connections Comparing old and new	Recognise and talk about important people in their own lives e.g. family members Identify people/events from the past e.g. the queen Begin to understand that some people did something special or helpful Develop vocabulary such as important, special, hero, past, before Recognise that some people/events happened a long time ago

HISTORY

			What did they do?		
Year 1	Global History – Explorers (Ice age)/Titanic  	Ordering events and beginning to place key people/events on a simple timeline Sequence events from their own lives and the past Recognise that events happen a long time ago Use Phrases like a long time ago, in the past, years ago, century Place known events and objects in chronological order	Famous Person Study – Robert Scott  Queen Elizabeth 2 	Asking questions and beginning to use sources to find out about the past Ask questions like “What was it like?” “How do you know” Use simple sources of evidence (photographs, artefacts, stories, videos) Understand that some things are from the past Recognise that people in the past may have lived differently Begin to identify what a source is and what it shows	Identify significant individuals and events and why we remember them Recognise that some people/events are remembered for doing something important Understand the concept of being famous or remembered for something Explain why we remember them and why they are important
	British History – Kings and Queens/Castles 	Begin to use simple timelines to represent time visually	Mary Seacole  Who is this person? What did they do? Why do we remember them? What did they do that was special or helpful?		

HISTORY

Year 2	Global History – Explorers (Across the sea)  British History – Great Fire of London 	Ordering events and beginning to place key people/events on a simple timeline Sequence events from their own lives and the past Recognise that events happen a long time ago Use Phrases like a long time ago, in the past, years ago, century Place known events and objects in chronological order Begin to use simple timelines to represent time visually	Famous Person Study – Christopher Columbus  Floella Benjamin  Samuel Pepys  Who is this person? What did they do? Why do we remember them? What did they do that was special or helpful? How was their life different from mine? Who else is like them?	Asking questions and beginning to use sources to find out about the past Ask questions like “What was it like?” “How do you know” Use simple sources of evidence (photographs, artefacts, stories, videos) Understand that some things are from the past Recognise that people in the past may have lived differently Begin to identify what a source is and what it shows	Identify significant individuals and events and why we remember them Recognise that some people/events are remembered for doing something important Understand the concept of being famous or remembered for something Explain why we remember them and why they are important

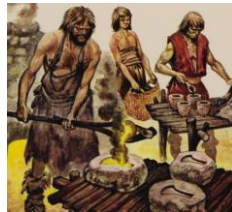
HISTORY

Year 3

Global History – Egyptians



British History – Stone Age and Iron Age



Building a broader sense of historical time and developing use of dates

Place events from world and British history on a timeline using dates and centuries

Understanding BC/AD and place events accordingly

Develop a sense of duration

Begin comparing life across different time periods

Use timelines to support Historical comparisons and enquiry

Famous Person Study – Tutankhamun



Isaac Newton (Science)



Nelson Mandela



Who is this person?
What did they do?
Why do we remember them?
What problems did they face and how did they overcome them?
What changed because of their actions?
What was life like before/after them?

Developing enquiry skills using a wider range of sources and forming simple interpretations

Ask and investigate historical questions
“Why did this happen?”
“What was it like for different people?”

Use a wider range of sources such as artefacts, buildings, written accounts, images. Maps

Begin to understand that sources can give different views

Consider the usefulness and limitations of different types of evidence

Begin to distinguish between fact and opinion in historical accounts

Understand what makes something historically significant and how it impacted life at that time or later

Explain how an event or person changed life at the time

Recognise different viewpoints

Use basic criteria e.g. it affected many people because...
It changed the country because....

HISTORY

Year 4

Global History – Greeks



British History – Roman Britain



Building a broader sense of historical time and developing use of dates

Place events from world and British history on a timeline using dates and centuries

Understanding BC/AD and place events accordingly

Develop a sense of duration

Begin comparing life across different time periods

Use timelines to support Historical comparisons and enquiry

Famous Person Study – Alexander the Great



Julius Caesar



Alma Thomas (Art)



Who is this person?
What did they do?
Why do we remember them?
What problems did they face and how did they overcome them?
What changed because of their actions?
What was life like before/after them?
Did everyone think they were important at the time?

Developing enquiry skills using a wider range of sources and forming simple interpretations

Ask and investigate historical questions
“Why did this happen?”
“What was it like for different people?”

Use a wider range of sources such as artefacts, buildings, written accounts, images. Maps

Begin to understand that sources can give different views

Consider the usefulness and limitations of different types of evidence

Begin to distinguish between fact and opinion in historical accounts

Understand what makes something historically significant and how it impacted life at that time or later

Explain how an event or person changed life at the time

Recognise different viewpoints

Use basic criteria e.g. it affected many people because...
It changed the country because....

HISTORY

Year 5

Global History – Mayans



British History – Vikings and Anglo Saxons



Deepening Chronological reasoning , connecting periods and identifying patterns of change

Place multiple historical periods on complex timelines with accuracy

Use historical terms like era, decade, century, ancient, modern, medieval, empire, industrial, dynasty

Understand overlaps and contrast between civilisations /events

Recognise change and continuity across long timeframes (medicine over time)

Use timelines to analyse cause and effect. change over time and historical significance

Famous Person Study – Ragnar Lothbrok



Neil Armstrong (Science)



Mohammad Ali



Who is this person?
What did they do?
Why do we remember them?
How significant was this person compared to others?
Did they change the world, or just part of it?

Using evidence to build arguments, question reliability and reach reasoned conclusions

Frame and pursue more complex enquires
“ Was the British Empire a force for good?”

Use a variety of primary and secondary resources purposefully

Evaluate the reliability and bias of sources (E.G Propaganda, wartime letters)

Make supportive judgements using evidence
“I think X because...”

Understand how and why historical interpretation differs

Evaluating significance of using multiple criteria and understanding interpretations

Use multiple criteria to judge significance
e.g. Impact – How many people did it affect ?
Duration – How long did it last?
Relevance – Is it still important today?
Recognition – How widely is it remembered?

Compare relative significance of people/events
E.g. Which monarch had a bigger legacy?

Recognise different perspectives using sources

HISTORY

Year 6

Global History – Chinese Dynasty



British History – WW2



Deepening Chronological reasoning , connecting periods and identifying patterns of change

Place multiple historical periods on complex timelines with accuracy

Use historical terms like era, decade, century, ancient, modern, medieval, empire, industrial, dynasty

Understand overlaps and contrast between civilisations /events

Recognise change and continuity across long timeframes (medicine over time)

Use timelines to analyse cause and effect. change over time and historical significance

Famous Person Study – Qin Shi Huang



Winston Churchill



Charles Darwin (Science)



Martin Luther King



Who is this person?
What did they do?
Why do we remember them?
How significant was this person compared to others?

Using evidence to build arguments, question reliability and reach reasoned conclusions

Frame and pursue more complex enquires
“ Was the British Empire a force for good?”

Use a variety of primary and secondary resources purposefully

Evaluate the reliability and bias of sources (E.G Propaganda, wartime letters)

Make supportive judgements using evidence
“I think X because...”

Understand how and why historical interpretation differs

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Compare relative significance of people/events
E.g. Which monarch had a bigger legacy?

Recognise different perspectives using sources

HISTORY

			Did they change the world, or just part of it? Is their story told differently by different people? Why? Why do we still learn about them now? Should we?		
Skills	Chronological skills • Sequencing events • Vocabulary • Measurement of time • Representation of information • Comparisons Historical Enquiry and Evidence • Asking Questions • Using Evidence • Understanding reliability • Forming conclusions Historical Significance • Recognising significance • Identifying significance • Understanding why something is significant • Evaluating and comparing significant people/events				