

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p><b>All About Me</b> Order events in their lives Personal timeline</p> <p>Talk about own life and those of people I know.</p> <p>Explain how they have changed since they were born</p>	<p><b>Kings and queens</b> Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger.</p> <p>Recounts main events from a significant point in history Can they recount the life of someone famous from Britain who lived in the past? Can they name some famous events and some famous people?</p> <p>Talk about similarities and differences between my life and that of others.</p>	<p><b>The Roman Empire</b> Uses timelines to place events in order – when special events took place</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Gives reasons why there may be different accounts of history</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p> <p><b>Ancient Egypt</b> Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>		<p><b>Britain's settlement by Anglo-Saxons and Scots</b> Uses timelines to place events in order – when special events took place</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period.</p> <p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the characteristics of a range of significant groups from the past</p>	<p><b>Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor</b> Uses timelines to place events in order – when special events took place</p> <p>Gives reasons why there may be different accounts of history</p>

			<p><b>Stone Age to Iron Age</b> Uses timelines to place events in order – when special events took place.</p>	<p>Compare and analyse the factors that caused change in the past.</p>	
	<p><b><u>Florence Nightingale</u></b></p> <p>Study the lives of significant individuals in the past who contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p><b><u>Great Fire of London</u></b></p> <p>Order events Key people How London changed after Look at different sources (how and why the fire spread)</p> <p>Use dates and historical terms to describe historical periods</p> <p>Answer questions about the past selecting information from a wide range of sources</p>	<p>Understands timeline can be divided into BC and AD.</p> <p><b><u>A local historical study.</u></b></p> <p><b>Local History – The Tudors</b> Pupils should be taught about an aspect of local history For example:</p> <ul style="list-style-type: none"> <li>a. a depth study linked to one of the British areas of study listed above</li> <li>b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> </ul> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b><u>Non European settlements</u></b> <b><u>Study of Baghdad - Rise of Islam</u></b></p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p><b><u>Ancient Greece</u></b></p> <p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p>
				<p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b></p>	<p><b><u>A local historical study. - Immigration (Empire Windrush)</u></b> Uses documents, printed sources, the internet,</p>

				<p><b>WW2</b></p> <p>Uses timelines to place and sequence local, national and international events</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Compare and contrast challenges for Britain, Europe and the wider world 1901 to the present day,</p>	<p>databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies</p>
<p><b>Key learning</b></p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should</p>			

events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils will learn about historical figures and events through primary and secondary sources and artefacts.

regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils will learn about historical figures and events through primary and secondary sources and artefacts.