



			HISTORY					
Skills			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Children talk about past and present events in their own lives and those of family members	Past, present, old/new, remember, young/old	1a) Sequence events or objects within own experience in chronological order. 1/2A, 3/4A, 1/2B, 5,6B	2a) Describe where the people and events studied fit on a timeline. 1/2A, 3/4A, 1/2B, 5/6B	3a) Place the time studied on a timeline, using dates to help sequencing. 1/2A, 5/6A, 1/2B, 3/4B	4a) Place a number of events within the period studied onto a timeline. 1/2A, 5/6A 1/2B, 3/4B 5/6B	5a) Use dates confidently to place and order events on a timeline. 1A, 2A, 6A, 3B, 6B, 5b) Make comparisons between different times in history using historical language. 2A, 2B	6a) Place the current study on a timeline in relation to other periods studied. 2A, 6A 2B,
Vocabulary			Past, present, future, next, before, after, first, then, old, new, timeline	Living memory, Chronology and derivatives, historical, ancient, older than	Period, era, age, history and pre-history, early, middle, late, ancient, modern	BCE AD, decade, century, millennium		Translating dates into centuries
Interpretations of History			1c) Begin to identify different ways the past has been represented (e.g. photos, stories, adults talking about the past). 1/2A, 5/6B, 1/2B, 5/6B	2c) Identify different ways the past has been represented (e.g. photos, first-person narratives, retelling of events). 1/2A, 5/6B, 1/2B, 5/6B	3c) Identify and give reasons for different ways in which the past is represented. 1/2A, 5/6A, 1/2B, 3/4B	4c) Understand that sources can give different versions of events and can sometimes contradict each other. 1/2A, 5/6A, 1/2B, 3/4B	5c) Make a reasoned judgement about the validity of different representations from the past. 6A 3B, 6B	6c) Consider ways of checking the accuracy of interpretations of the past. 1A 2B
Vocabulary			Artefacts,	Opinion, evidence Sources: written, oral, visual and physical	Primary, secondary	Bias, reliability, trustworthy	Perspective, viewpoint, reasoned judgement, propaganda	Justify, accuracy, interpretation

Historical Enquiry			<p>1d) Talk about and describe artefacts from the past and present. 1/2A, 5/6A, 1/2B, 5/6B</p> <p>1e) Ask and answer simple questions related to different sources or artefacts. 1/2A, 5/6A, 5/6B</p>	<p>2d) Ask questions about a source and consider where to find answers. 1/2A, 3/4A, 5/6A, 1/2B 5/6B</p> <p>2e) Begin to discuss how useful a source is. 1/2A, 5/6A, 1/2B, 5/6B</p>	<p>3d) Ask a wider range of questions about a source. 1/2A, 5/6A, 1/2B, 3/4B</p> <p>3e) Compare different sources and evaluate their usefulness. 1/2A, 5/6A, 1/2B, 3/4B</p>	<p>4d) Use more than one source of information to answer questions about the past. 1/2A, 5/6A, 1/2B, 3/4B, 5/6B</p> <p>4e) Suggest which source was most useful and why. 1/2A, 5/6A, 1/2B, 3/4B</p>	<p>5d) Begin to identify primary and secondary sources. 1A, 2A, 2B, 3B, 6B,</p> <p>5e) Use evidence from a range of sources to answer own questions about the past. 1A, 2A, 3A, 2B, 3B, 6B,</p>	<p>6d) Recognise and use primary and secondary sources effectively to find out about the past. 1A, 2A, 2B, 6B,</p> <p>6e) Devise historically valid questions about change and cause. 3A, 6A, 3B,</p>
Vocabulary			Similarities and differences, past, present, future	Opinion Artefacts, sources written, oral, visual and physical	Comparison and contrast, Primary, secondary	Validity, origin of source, purpose of source, content of source, Bias, reliability, trustworthy	Perspective, viewpoint, reasoned judgement	Propaganda, balance, cause and consequence, Justify, accuracy, interpretation
Events, People and Places			<p>1f) Understand key features of events. 1/2A, 3/4A, 1/2B, 5/6B</p> <p>1g) Identify some similarities between ways of life in different periods. 1/2A, 3/4A, 5/6A 5/6B</p>	<p>2f) Discuss the lives of significant individuals in the past. 1/2A, 3/4A, 1/2B, 5/6B</p> <p>2g) Describe significant historical events and places in own locality. 1/2A, 3/4A, 5/6B</p>	<p>3f) Use given sources of information to find out about a significant historical person from the period studied. 1/2A, 5/6A, 3/4B, 5/6B</p> <p>3g) Identify and describe key events in their life. 1/2A, 5/6A 5/6B</p>	<p>4f) Choose between a range of sources to find out about a significant person or event from the period studied. 1/2A, 5/6A, 1/2B, 3/4B, 5B</p> <p>4g) Begin to examine the causes of events. 1/2A, 5/6B 1/2B, 3/4B, 5/6B</p>	<p>5f) Give some reasons for important historical events. 2A, 6A, 2B,</p> <p>5g) Examine causes of great events and the impact on people of the time. 1A, 2A, 6A, 2B,</p>	<p>6f) Use evidence to support arguments about events in the past. 2A, 2B</p> <p>6g) Make confident use of a variety of sources for independent research about events and people from the past. 1A, 3A, 6B</p>
Vocabulary			significant, important cause, consequence, equality, fairness, event, society, achievement	Significant historical event, commemorate, memorial, tradition, individual, contribute, achievement, society, key events, extinction	Invasion, settlement, migration, population, national, international, global,	Biography, autobiography, change, continuity, empathy	Economic, social, political	

List of concepts to be included each 2 years ie KS1, Lower KS2 and Upper KS 2

<p>Artefacts and Evidence</p> <ul style="list-style-type: none"> • London and the Great Fire • Charles Wicksteed • Nurturing Nurses <ul style="list-style-type: none"> • Ancient Egypt • The Victorians • Stone Age to Iron Age • The Romans <ul style="list-style-type: none"> • Ancient Maya • Ancient Greeks 	<p>Settlements</p> <ul style="list-style-type: none"> • Nurturing Nurses <ul style="list-style-type: none"> • Ancient Egypt • Stone Age to Iron Age • The Romans <ul style="list-style-type: none"> • Anglo-Saxons • North America 	<p>Culture and Pastimes</p> <ul style="list-style-type: none"> • Charles Wicksteed <ul style="list-style-type: none"> • Ancient Egypt • Stone Age to Iron Age • The Romans • The Park <ul style="list-style-type: none"> • The Tudors • Ancient Maya • North America 	<p>Travel and Exploration</p> <ul style="list-style-type: none"> • Nurturing Nurses • Frozen Lands <ul style="list-style-type: none"> • Ancient Egypt • The Victorians • Stone Age to Iron Age <ul style="list-style-type: none"> • Race to Space 	<p>Conflict</p> <ul style="list-style-type: none"> • Nurturing Nurses <ul style="list-style-type: none"> • Stone Age to Iron Age • The Romans <ul style="list-style-type: none"> • Anglo-Saxons • WW2 • North America 	<p>Change and Continuity</p> <ul style="list-style-type: none"> • Charles Wicksteed • Frozen Lands <ul style="list-style-type: none"> • The Victorians • Stone Age to Iron Age • The Romans <ul style="list-style-type: none"> • Tudors
<p>Location</p> <ul style="list-style-type: none"> • London and the Great Fire • Nurturing Nurses • Frozen Lands <ul style="list-style-type: none"> • Ancient Egypt • The Victorians • The Romans <ul style="list-style-type: none"> • Anglo-Saxons • WW2 	<p>Beliefs</p> <ul style="list-style-type: none"> • Ancient Egypt • The Victorians • Stone Age to Iron Age <ul style="list-style-type: none"> • Tudors • Ancient Greeks • Ancient Maya 	<p>Food and Farming</p> <ul style="list-style-type: none"> • Rainforests • Down Under <ul style="list-style-type: none"> • Ancient Egypt • Stone Age to Iron Age <ul style="list-style-type: none"> • Ancient Maya 	<p>Society</p> <ul style="list-style-type: none"> • London and the Great Fire • Charles Wicksteed • Nurturing Nurses <ul style="list-style-type: none"> • Ancient Egypt • The Victorians • The Romans <ul style="list-style-type: none"> • Anglo-Saxons • Ancient Greeks 	<p>Significant People and Events</p> <ul style="list-style-type: none"> • Great Fire of London • Charles Wicksteed • Nurturing Nurses • Frozen Lands <ul style="list-style-type: none"> • Ancient Egypt • The Victorians • The Romans • The Park <ul style="list-style-type: none"> • Race to Space • Tudors • WW2 	