

		Y1	Y2	Y3	Y4	Y5	Y6
		Building understanding		Expand understanding		Refine and manipulate	
NC Aims		<p>Know & understand the history of these lands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influence and been influenced by the world.</p> <p>Know & understand significant history of the wider world: the nature of ancient civilisations; empires; characteristic features of past non-European societies; achievements & follies of mankind.</p> <p>Gain & deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' & 'peasantry'</p> <p>Understand concepts such as continuity & change, cause & consequence, similarity, difference & significance and use them to make connections, contrasts and create structured accounts</p> <p>Understand methods of historical enquiry, how evidence is used rigorously to make claims & discern how and why contrasting arguments/interpretations of the past have been constructed</p> <p>Gain perspective by placing our growing knowledge into different contexts, understanding connections between local, regional, national & international history and short & long term timescales</p>					
Knowledge / Theme	Chronology	Sequence events in their life Sequence 3/4 artefacts from distinctly different periods Match objects to people of different ages	Sequence artefacts closer together in time Sequence photos from different periods of their life Describe memories of key events in their lives	Place the time studied on a simple time line Use dates & terms related to the event/time Sequence several events or artefacts	Place key events from period studied on a time line Use terms related to the period & begin to date events Understand more complex terms such as BC/AD	Know & sequence key events of time studied Use relevant terms & period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates & terms Sequence up to 10 events on a timeline
	Events, people, changes, UK	Recognise the difference between past & present in their own & others lives	Recognise why people did things, why events happened & what happened as a result	Learn about everyday lives of people in time studied, compare with present	Use evidence to reconstruct life in time studied Identify key features & events of time studied	Study different aspects of different people, e.g. men & women Compare life in early & late times studied	Learn about beliefs, behaviour & characteristics of people and their differences Compare beliefs & behaviour with another time studied
	Events, people, changes, world	Know & recount episodes from stories about the past	Identify differences between ways of life in the past compared to the present	Identify reasons for & results of people's actions Understand why people may have wanted to do something	Offer a reasonable explanation for some events Identify key features & events of time studied	Examine cause & result of great events, impact on people Compare an aspect of life with the same aspect in another period	Know key dates, characters and events of time studied Write an explanation of a past event in terms of cause & effect, using evidence to support their argument
Skills	Interpretatio	Use stories to encourage children to distinguish between fact & fiction Compare pictures or photos of people or events	Compare adults talking about the past – how reliable are their memories? Discuss reliability of photos/accounts/stories	Distinguish between, compare different sources/accounts of the same story Look at different representations of a period – museum, cartoons, paintings	Look for/make links between times studied Begin to evaluate the utility of different sources Use textbooks and the internet to learn more	Compare accounts of events from different sources – fact or fiction Offer some reasons for differing versions of events	Link sources & consider how conclusions were arrived at Consider ways of checking accuracy – fact, fiction Understand that differing evidence will lead to different conclusions
	Enquiry	Explore historical artefacts & answer simple questions about the past	Use a source (observe, read or handle) to answer questions about the past	Use a range of sources to supplement knowledge about a time period Select & record information relevant to the study Use the Internet for research	Use different sources to build up a picture of a past event Select relevant material to present a picture of one aspect of life in the past Ask a variety of questions	Begin to identify primary & secondary sources Use evidence to build up a picture of a past event Select relevant sources of information	Recognise primary & secondary sources Use a range of sources – bring knowledge from several sources together into a coherent account
	Organise & comm	Pupils should understand a variety of historical terms such as 'monarch', 'parliament', 'government', 'war', 'remembrance' Talk, write, draw and role-play people/events from the past Use ICT to present their work		Use PowerPoint to present their work, speaking clearly to the rest of the class Use drama to demonstrate understanding of the period studied	Select and organise information to produce structured work Make appropriate use of dates and terms Use advanced vocabulary clearly and accurately		
Vocabulary		Monarch, parliament, war, government, remembrance, artefact, old, new, before, after, a long time ago, ancient, compare, change, similarity, difference, inventor, king, queen		Evidence, reliable, unreliable, empire, pre-history, tribe, Neanderthal, early man, homosapien, Chieftain, ruler, tomb, afterlife, technology, archaeology		Primary, secondary sources, feminism, equality, equal rights, burial site, democracy, slave trade, ceremony, merchant, society, pastime, propoganda	