

Subject:	HISTORY	
Key stage 2	Year 1	Year 2
Coverage	<ul style="list-style-type: none"> • Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> • The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Events beyond living memory that are significant nationally or globally

Skills Objectives Year 1 and Year 2		A1	A2	A3	B1	B2	B3
Chronological understanding	Sequence events in their life	✓				✓	
	Know where people and events fit within a chronological framework.	✓		✓		✓	✓
	Sequence 3 or 4 artefacts and photographs from different periods of time	✓				✓	
	Match objects to people of different ages	✓				✓	
	Describe memories of key events in lives Describe other key events and when they happened in time.	✓		✓		✓	✓
Characteristic Features	Recognise the difference between past and present in their own and others' lives	✓		✓		✓	
	Understand changes within living memory	✓		✓			
	Recognise why people did things, why events happened and what happened as a result			✓		✓	✓
	Know/understand key features of events beyond living memory that are significant nationally and globally.			✓		✓	✓
	Recount episodes from stories about the past					✓	
Interpretation of History	Know about the lives of significant individuals in the past who have contributed to national and international achievements					✓	✓
	Identify different ways in which the past is represented [e.g. text, photographs, artefacts, recordings]	✓		✓		✓	
	Use stories to encourage children to distinguish between fact and fiction					✓	
	Choose and use parts of stories to show knowledge and understand of key features of events					✓	
	Find answers to questions using primary and secondary sources	✓				✓	
Continuity and Change	Compare 2 versions of a past event and create simple structure accounts.					✓	
	Compare adults talking about the past – how reliable are their memories? Discuss reliability of photos/accounts/stories.	✓					
Understanding Significance	Identify similarities and differences between ways of life in different periods	✓				✓	
	Use knowledge of significant individuals to compare aspects of life in different periods					✓	
	Understand the significant historical events in their own locality					✓	
Understanding Significance	Understand the significant historical people in their own locality					✓	
	Understand the significant historical places in their own locality					✓	

Subject:	HISTORY	
Key stage 2	Year 3	Year 4
Coverage	Ancient Greece A study of Greek life and achievements, and their influence on the Western world	Ancient Rome
	Local History study <i>Note: This could also be linked to other areas of History relevant to locality such as Roman, Victorian, Tudor time periods</i>	
	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire's impact on Britain

Skills Objectives Year 3		A1	A2	A3	B1	B2	B3
Chronological understanding	Place the time studied on a time line on varying scales		✓		✓	✓	
	Use dates and terms related to the study unit and passing of time. Place these on a timeline.		✓		✓	✓	
	Sequence several events or artefacts		✓			✓	
	Understand more complex terms e.g. BC/AD		✓			✓	
	Establish clear narratives within and across the periods they study		✓			✓	
Characteristic Features	Find out about everyday lives of people in time studied		✓			✓	
	Use evidence to reconstruct life in time studied.					✓	
	Identify key features and events of time studied					✓	
	Look for links and effects in time studied and compare with our life today		✓			✓	
	Identify reasons for and results of people's actions		✓				
	Understand why people may have wanted to do something		✓			✓	
	Offer a reasonable explanation for some events		✓			✓	
Interpretation of History	Know and understand the expansion and dissolution of empires		✓				✓
	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims						✓
	Identify and give reasons for different ways in which the past is represented. Look at representations of the periods					✓	✓
	Look at the evidence available before drawing simple conclusions		✓			✓	✓
	Observe small details – artefacts, pictures		✓			✓	✓
	Distinguish between different sources – compare different versions of the same story						✓
	Develop perspective and judgement						✓
Continuity and Change	Think critically, weighing evidence and sifting arguments						✓
	Identify and reflect on connections between historical periods studied		✓			✓	✓
	Identify and reflect on contrasts between historical periods studied					✓	✓
	Identify and reflect on trends over time and understand the process of change		✓			✓	✓
	Understand historical concept of continuity and change and use to make connections and draw contrasts		✓				✓
	Address historically valid questions about change, cause, similarity and difference					✓	✓
Understanding Significance	Devise historically valid questions about change, cause, similarity and difference					✓	✓
	Address historically valid questions about significance						✓
	Know and understand significant aspects of the history of the wider world		✓			✓	✓
	Devise historically valid questions about significance		✓				✓
	Know and understand the significance of how Britain has influenced and been influenced by the wider world		✓				✓

Subject:	HISTORY	
Key stage 2	Year 5	Year 6
Coverage	The achievements of the Earliest Civilisations An overview of where and when they appeared and a detailed study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt, The Shang Dynasty of Ancient China	Time period post-1066 of schools choice e.g. WW2, Victorians, Tudors
	Britain's settlement by Anglo-Saxons and Scots, and The Viking and Anglo-Saxon struggle for the Kingdom of England	A non-European society that provides contrasts with British history One chosen from: Early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300

Objectives Year 5 and Year 6		A1	A2	A3	B1	B2	B3
Chronological understanding	Know and sequence key events of time studied and place them on a time line in relation to other studies	✓			✓	✓	✓
	Have a chronologically secure knowledge and understanding of British, local and world history	✓			✓		
	Use relevant terms, dates and period labels. Sequence up to 10 events on a time line	✓	✓		✓	✓	✓
	Make comparisons between different times in the past				✓		✓
	Understand the connections between short and long term timescales	✓			✓		✓
Characteristic Features	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	✓	✓		✓		✓
	Study different aspects of different people - differences between men and women	✓			✓		✓
	Compare beliefs and behaviour with another time studied	✓	✓		✓		✓
	Know key characters and events of time studied	✓			✓	✓	
	Examine causes and results of great events and the impact on people	✓	✓		✓	✓	
	Compare life in early and late 'times' studied	✓			✓		✓
	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation	✓			✓		
Interpretation of History	Compare an aspect of life with the same aspect in another period	✓			✓		✓
	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims	✓		✓	✓		✓
	Recognise and use primary and secondary sources	✓			✓	✓	✓
	Compare accounts of events from different sources – fact or fiction	✓			✓	✓	
	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion	✓			✓		
	Be aware that different evidence will lead to different conclusions. Develop perspective and judgement	✓			✓		
Continuity and Change	Think critically, weighing evidence and sifting arguments. Offer some reasons for different versions of events	✓	✓	✓	✓		✓
	Analyse connections between periods studied	✓		✓	✓		✓
	Analyse contrasts between periods studied	✓		✓	✓		✓
	Analyse trends over time	✓		✓			
Understanding Significance	Understand historical concept of cause and consequence and use to frame historically valid questions	✓			✓		✓
	Understand the significant connections between local, regional, national and international history	✓	✓	✓	✓		
	Understand the significant connections between cultural, religious and social history	✓			✓		✓
	Understand the significant connections between economic, military and political history				✓		✓
	Know/understand the diversity of societies/relationships between different groups, their identity and challenges of their time	✓			✓	✓	✓
Understand the significant connections between local, regional, national and international history	✓			✓	✓		

