

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Areas of Study	<p>Talk about the lives of people around them and their roles in society. (UTW P&P)</p> <p>Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW P&P) (Have I grown?)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW P&P) (Guy Fawkes / Bonfire night Poppy/Remembrance day/Famous Pirates)</p>	<p>Understand the lives of significant individuals (including local significant individuals) in the past who have contributed to National achievements. (Queen Victoria and Queen Elizabeth, LS Lowry, Suffragettes – Emily Pankhurst /Annie Kenney)</p> <p>Compare aspects of life in different periods. (Queen Victoria Queen Elizabeth 11)</p> <p>Understand changes within Living memory and change in National Life. (Victorian – Modern Day toys)</p> <p>Understand significant historical people, events and places in their own locality. (Dawn Mill (Asda), Elk Mill, Salford (Lowry).</p>	<p>Understand the lives of significant individuals in the past who have contributed to International achievements. (<i>Christopher Columbus Neil Armstrong</i>)</p> <p>Compare aspects of life in different periods. (<i>Christopher Columbus Neil Armstrong</i>)</p> <p>Understand events beyond living memory that are significant Nationally (Great Fire of London Gunpowder plot Remembrance Day)</p>	<p>Understand changes in Britain from the Stone Age to Iron Age.</p> <p>Understand the achievements of the earliest civilizations. (Ancient Egypt)</p>	<p>Understand the Roman Empire and its impact on Britain.</p> <p>Understand local History. (Industrial Revolution)</p> <p>Understand Britain's Settlement by Anglo-Saxons and Scots. (Roman withdrawal from Britain and Anglo-Saxon invasions, settlements and kingdoms)</p>	<p>Understand the Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Understand an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Changes in crime and punishment from the Anglo-Saxons to the present.)</p>	<p>Study a non-European society that provides contrasts with British history – (Mayan civilization c.AD 900)</p> <p>Understand Ancient Greek life, their achievements, and influence on the western world.</p>

	<p>Begin to make sense of their own life-story and family's history. (UTW ELG) (Who is my family and where do I live? Have I grown?)</p> <p>Comment on images of familiar situations in the past. (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past.(UTW) (Famous Pirates)</p>						
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Knowledge and Understanding	<p>Look at and compare things from the past and today. (homes and ships -All Aboard...?)</p> <p>Recognise past, present and future, understanding that we change from baby, toddler, child, adult and elderly. (Sequence</p>	<p>Compare similarities and differences about individuals or items from the past. (toys)</p> <p>Compare the lives of different people within one place or era. (equality – Suffragettes)</p> <p>Understand why an event or individual from the past is important for us to learn about.</p>	<p>Describe the differences between then and now.</p> <p>Recount the main events from a significant event in history (Great Fire of London).</p> <p>Describe why an event or individual from the past is important for us to learn about (e.g. in discoveries and exploration)</p>	<p>Understand the process of change. (Homes and settlements/ Hunter Gatherers to farmers)</p> <p>Note connections, contrasts and trends over time (Stone Age to Iron Age)</p> <p>Develop a broad understanding</p>	<p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p>	<p>Compare and contrast ancient civilisations and their influence on the western world</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied</p>

	<p>how grown - All Aboard...?)</p> <p>Know why we celebrate bonfire night and know who Guy Fawkes is. (What and why do people celebrate?)</p> <p>Recognise a poppy and know these are worn to remember soldiers in the war. (What and why do people celebrate?)</p>			<p>of ancient civilisations. (Ancient Egyptians)</p> <p>Compare lives of people from the past to our own and identify differences (daily life as a hunter-gatherer)</p>	<p>Look for links and effects in the time studied. (invasion and settlement in Britain)</p> <p>Give reasons why people in the past acted as they did. (why the Romans left Britain, Anglo Saxons.)</p>	<p>Compare and describe the differences between the lives of people from the past to our own today. (Victorian crimes, police and prisons with today).</p> <p>Describe how events affected lives in the past. (Police force established/ changes in society)</p>	<p>from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (religion, houses, society, technology.)</p>
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Chronology	<p>Order a simple set of events in chronological order. (Sequence how grown - All Aboard...?)</p> <p>Begin to use the correct words such as yesterday, past etc. (All Aboard...?)</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Use words and phrases to describe the passing of time. (now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when ... were young)</p> <p>Order a set of events or objects in chronological order.</p>	<p>Understand and use the words that relate to the passing of time such as past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened. (using a scale given)</p> <p>Use a timeline to place important people and events.</p>	<p>Use a timeline to order significant events from the period studied.</p> <p>Understand that a timeline can be divided into BC and AD.</p>	<p>Place events from period studied on a timeline use terms related to the period</p> <p>Begin to date events and understand more complex terms. (BCE/AD)</p> <p>Describe the main changes in a period of history.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history. Noting connections and contrasts over time (Anglo Saxons and Vikings)</p>	<p>Order significant events, movements and dates on a timeline on all areas of history studied.</p> <p>Note connections and contrasts over time and make comparisons between different times in history.</p>

		(sequence artefacts such as toys from different points in history)					
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Interpretations of History	<p>Show awareness of and interest in the past.</p>	<p>Begin to understand that past is represented in different ways. (photos, stories, books, videos, artefacts, adults talking about the past)</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Discuss the reliability of photos, accounts and stories.</p>	<p>Identify some of the different ways in which the past is represented about the periods studied.</p> <p>Investigate different accounts of historical events.</p>	<p>Show some Understanding that aspects of the past have been represented and interpreted in different ways of previous periods studied and current</p> <p>Begin to select and combine information from different sources.</p> <p>Compare accounts of events from different sources. (Fact or fiction) Offer some reasons for different versions of events.</p>	<p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>

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Historical Enquiry	Explore and ask questions.	<p>Identify the different ways in which the past is represented.</p> <p>Look at objects, pictures and stories from the past and ask questions.</p> <p>Ask and answer questions to show their understanding of the topics studied.</p>	<p>Identify different ways in which the past is represented. (different sources)</p> <p>Understand that there are different ways to find out about the past.</p> <p>Ask and answer questions about the past to show their understanding of periods/people studied.</p> <p>Begin to make inferences about the lives of people from the past based on physical evidence. (diary of Samuel Pepys)</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. (use printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries)</p> <p>Observe and handle sources of information to answer questions about the past, making simple observations.</p>	<p>Use a range of sources of information that go beyond simple observations to answer questions about the past.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing own questions to answer.</p>	<p>Use their knowledge and understanding and begin to evaluate sources of information, and identify those that are useful for particular tasks.</p> <p>Recognise primary and secondary sources and begin to consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>
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Organisation and Communication	Answer questions to show	Talk, write and draw about things from the past.	Use the correct historical vocabulary from the	Use key historical terms and vocabulary	Use key historical terms to describe events.	Use key historical terms and	Use key historical terms and vocabulary

	<p>understanding of the topic.</p> <p>Talk, draw and write about things from the past. (Famous Pirates - All Aboard...?) (Guy Fawkes / Bonfire night Poppy/Remembrance day -What and why do people celebrate?)</p> <p>Begin to use the correct words to describe events and things that have happened in the past.</p>	<p>Use the correct historical terms to describe events and things that have happened in the past.</p>	<p>knowledge mat to describe events.</p> <p>Communicate ideas about people, objects or events from the past. (speaking, writing, drawing, role-play, storytelling and using ICT)</p> <p>Show an understanding of key historical terms. (monarch, parliament, government, war, remembrance)</p>	<p>to describe events.</p> <p>Communicate ideas about the past using different methods. (different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT).</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>vocabulary to describe events.</p> <p>Record and communicate knowledge in different forms.</p>	<p>from the knowledge mat to describe events.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Know and show a good understanding of historical vocabulary including abstract terms. (democracy, civilisation, social, political, economic, cultural and religious.)</p>
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