

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of study	<ul style="list-style-type: none"> <li>The Royal Family</li> <li>The Norman conquest (<i>Invasion and settlement</i>)</li> <li>Florence Nightingale and Mary Seacole (<i>significant people</i>)</li> <li>Dr David Livingstone &amp; Lake Victoria (<i>significant people and discovery</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Queen Victoria (<i>Lives of children, law and social reform</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Mary Anning</li> <li>Stone Age to Iron Age (<i>settlement, civilisation, change and continuity</i>)</li> <li>Ancient Egypt (<i>civilisation, Birth and rebirth, change and continuity</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece (<i>settlement, civilisation, democracy, law and society</i>)</li> <li>-Roman Britain (<i>invasion, settlement, revolt, change and continuity</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Anglo-Saxons and Vikings (<i>settlement, invasion, immigration, change and continuity</i>)</li> <li>Evolution of River Thames (<i>trade, slavery</i>)</li> <li>Victorian Britain (<i>growth of the British Empire and trade</i>)</li> </ul>	<ul style="list-style-type: none"> <li>World War 2 and its impact (<i>invasion, trade, British Empire, change and continuity</i>)</li> <li>Islamic civilization -study of Baghdad (<i>law and society</i>)</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Crown, castle, heir, throne, Prince, Duchess, Queen, monarchy, coronation</li> <li>Britain, Norway, Duke, battle, conqueror, defeat</li> <li>Injured, treatment, ill, wounded, disease</li> <li>Explorers, slavery, Scutari Hospital</li> </ul>	<ul style="list-style-type: none"> <li>Monarch, reign, era, British Empire, royal, Victorian, noble</li> </ul>	<ul style="list-style-type: none"> <li>Fossil, extinct, rocks, prehistoric, coast, geology</li> <li>Neolithic, mammoth, jewellery, cave painting,</li> <li>Amulet, papyrus, Pharaoh, hieroglyphics, sphinx, tomb, Nile, jar Canopic, plough, River Nile</li> </ul>	<ul style="list-style-type: none"> <li>Settlement, civilization</li> <li>Civil, Bronze Age, Golden Age, Minoan</li> <li>Mycenaen, Athens, Sparta</li> <li>City states, Democracy, Oligarchy, Tyranny</li> <li>Invasion, revolt, emperor, gladiators, aqueducts, Britannia, amphitheatre, Roman baths, Julius Caesar, conspiracy, Hadrian's wall</li> </ul>	<ul style="list-style-type: none"> <li>Northumbria, Bayeys Tapestry, thatched wooden house, Sutton Hoo, resistance, Angles, Saxons, Jutes, Geats</li> <li>Mouth, estuary, channel, meander, acres, Cholera, Tudors, landmarks, William the Conqueror, committee</li> <li>Industrialisation, contribution, exploitation, world trade, empire</li> </ul>	<ul style="list-style-type: none"> <li>Evacuation, Blitz, spitfire, Winston Churchill, Adolf Hitler, swastika, blackout, air raid shelter, ration, ARP warden, Axis, Allies, armistice</li> <li>Empire, House of Wisdom, Baghdad, Sumer, Caliph, mosque, silk road, trade</li> </ul>
Chronology	<ul style="list-style-type: none"> <li>Sequence events in a human's life in chronological order</li> <li>Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events and photos</li> <li>Describe memories of key events in their lives and lives of family members</li> <li>Demonstrate sense of chronology by placing events and objects in order, and by using everyday terms (before, yesterday, a long time ago, past, present, future)</li> <li>Identify similarities and differences between periods (how their current life is different to Victorian times)</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line (Stone Age, Bronze Age, Iron Age)</li> <li>Use dates and terms related to the study unit</li> <li>Understand history as a coherent, chronological narrative, from the earliest times to the present day</li> <li>Describe features of past societies and periods                             <ul style="list-style-type: none"> <li>(identify key features of Stone Age man and hunter gatherers)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line (use Year 3 knowledge as well)</li> <li>Understand terms like BCE and AD. Know what they mean.</li> <li>Use terms related to the period (Golden Age, Dark Age) and begin to date events</li> <li>Describe features of past societies and periods                             <ul style="list-style-type: none"> <li>(identify key features of Roman Britain)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line build on Year 3 and 4 knowledge</li> <li>Make comparisons between different times in the past (e.g. rule under Anglo-Saxons was different to rule under Romans because...)</li> <li>Use terms related to the period and date events</li> <li>Devise historically valid questions about change, and cause once features of past societies and periods are known (identify key features of Anglo Saxon settlement and why did they live like that)</li> </ul>	<ul style="list-style-type: none"> <li>Arrange ten events studied on a time line showing some period overlapping each other</li> <li>Establish clear narratives within periods studied</li> <li>Devise historically valid questions once knowledge of past societies is secured. Recognise connections, contrasts and trends over time (identify key features of Islamic civilisation)</li> </ul>

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Depth of historical knowledge	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what people did in the past and know about the events that had happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did (e.g. Egyptians settled near the Nile for water, food, transportation and excellent, fertile soil for growing food)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the reasons why people in the past acted as they did and the consequence of it (e.g. Boudicca led British resistance due to Claudius' successful conquest of Britain)</li> </ul>	<ul style="list-style-type: none"> <li>Examine and explain the reasons for, and results of people's actions events and changes (e.g. Roman withdrawal from Britain led to Anglo-Saxon invasion. This directed towards a struggle for the Kingdom of England)</li> <li>Identify some of the different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Examine and explain the reasons for and results of, people's actions events and changes</li> <li>Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>Find answers to some simple questions about the past from sources of information.</li> <li>Look closely at pictures or objects to find out new information</li> <li>Sort artefacts "then" and "now"</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle sources of information to answer questions about the past on the basis of simple observations.</li> <li>Look closely at pictures or objects to find out new information</li> <li>Sequence a collection of artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Use sources observe or handle sources to answer questions about the past – tools related to Stone Age</li> <li>Pupils able to select relevant information to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate the usefulness of different sources</li> <li>Ask questions and find answers about the past</li> <li>Use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Investigate own lines of enquiry by posing questions to answer</li> <li>Select and combine information from different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and evaluate sources of information, which they use critically to reach and support conclusions using their knowledge and understanding</li> <li>Investigate own lines of enquiry by posing questions to answer</li> <li>Determine how and why contrasting arguments and interpretations of the past have been constructed (seeing it from both sides)</li> </ul>
Historical interpretations	<ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences of the same event in history when presented in different versions</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some evidence from the past is opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the term propaganda</li> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>

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Organisation and communication	<ul style="list-style-type: none"> <li>Record what they have found out.</li> </ul>	<ul style="list-style-type: none"> <li>Record relevant information to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Record relevant information to answer a question using dates and terms related to the study unit</li> </ul>	<ul style="list-style-type: none"> <li>Produce structured work, making appropriate use of dates and historical vocabulary</li> <li>Communicate ideas about/from the past using different genres of writing, drawing, diagrams, role-play, and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Organise information to produce structured work making appropriate use of dates and historical vocabulary</li> <li>Communicate ideas about/from the past using different genres of writing, drawing, diagrams, role-play, and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Organise information to produce structured work. Use historical vocabulary related to that topic and use dates.</li> <li>Communicate ideas about from the past using different genres of writing, diagrams, symbols and drama</li> </ul>