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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | * They know and recount episodes from stories about the past
 | * Sequence artefacts closer together in time - check with reference book
* Sequence photographs etc. from different periods of their life
* Describe memories of key events in lives
* Compare 2 versions of a past event
* Compare pictures or photographs of people or events in the past
* Discuss reliability of photos/ accounts/stories
* Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
 |  |  | * Know and sequence key events of time studied
* Use relevant terms and period labels
* Make comparisons between different times in the past
 | * Place current study on time line in relation to other studies
* Use relevant dates and terms
* Sequence up to 10 events on a time line
* Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
* Compare beliefs and behaviour with another time studied
* Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
* Know key dates, characters and events of time studied
* Link sources and work out how conclusions were arrived at
* Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
* Be aware that different evidence will lead to different conclusions
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| Spring | * Sequence events in their life
* Sequence 3 or 4 artefacts from distinctly different periods of time
* Match objects to people of different ages
* Recognise the difference between past and present in their own and others’ lives
 | * Sequence artefacts closer together in time - check with reference book
* Sequence photographs etc. from different periods of their life
* Describe memories of key events in lives
* Recognise why people did things, why events happened and what happened as a result
* Identify differences between ways of life at different times
* Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
 | * Place the time studied on a timeline
* Use dates and terms related to the study unit and passing of time
* Sequence several events or artefacts
* Identify and give reasons for different ways in which the past is represented
* Distinguish between different sources – compare different versions of the same story
* Look at representations of the period – museum, cartoons etc
 | * Place events from period studied on time line
* Use terms related to the period and begin to date events
* Understand more complex terms E.G. BC/AD
* Use evidence to reconstruct life in time studied
* Identify key features and events of time studied
* Look for links and effects in time studied
* Offer a reasonable explanation for some events
* Look at the evidence available
* Begin to evaluate the usefulness of different sources
* Use text books and historical knowledge
* Use evidence to build up a picture of a past event
* Choose relevant material to present a picture of one aspect

of life in time past * Ask a variety of questions

Use the library and internet for research | * Know and sequence key events of time studied
* Use relevant terms and period labels
* Compare accounts of events from different sources – fact or fiction
* Offer some reasons for different versions of events
* Study different aspects of different people - differences between men and women
* Examine causes and results of great events and the impact on people
* Compare life in early and late 'times' studied
* Compare an aspect of life with the same aspect in another period
 |  |
| Summer | * Use stories to encourage children to distinguish between fact and fiction
* Compare adults talking about the past – how reliable are their memories? Find answers to simple questions about the past from sources of information
 |  | * Place the time studied on a timeline
* Use dates and terms related to the study unit and passing of time
* Sequence several events or artefacts
* Find out about everyday lives of people in time studied
* Compare with our life today
* Identify reasons for and results of people's actions
* Understand why people may have wanted to do something
* Use a range of sources to find out about a period
* Observe small details – artefacts, pictures
* Select and record information relevant to the study
* Begin to use the library and internet for research
 |  | * Begin to identify primary and secondary sources
* Use evidence to build up a picture of a past event
* Select relevant sections of information
* Use the library and internet for research with increasing confidence
 | * Place current study on time line in relation to other studies
* Use relevant dates and terms
* Confidently use the library and internet for research
* Recognise primary and secondary sources
* Use a range of sources to find out about an aspect of time past
* Suggest omissions and the means of finding out
* Bring knowledge gathered from several sources together in a fluent account
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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Changes within living memory | Events beyond living memory |  |  |  |  |
| Autumn 2 | Events beyond living memory | Events beyond living memory |  |  | Britain’s settlement by Anglo-Saxons and Scots | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: WW2 |
| Spring 1 |  | Significant individuals: William the Conqueror | Stone Age to Iron Age | Ancient Greece – a study of Greek life and achievements and their influence on the western world.The Roman Empire and its impact on Britain | The Viking and Anglo-Saxon struggle for the Kingdom of England |  |
| Spring 2 | Events beyond living memory |  | The achievements of the earliest civilisations: Ancient Egypt |  |  |  |
| Summer 1 | Significant individuals: Neil Armstrong |  |  |  |  |  |
| Summer 2 | Significant historical events |  |  |  | Non-European Society: Benin Kingdom | A Local History Study: Port Sunlight |

\*Romans to be omitted from Y4 teaching in 2019-2020 as current Y4 studied them whilst they were in Y3. The Roman Empire and its impact on Britain is to be used alongside as a comparison to Ancient Greece and its influence on the western world.