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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 |
| 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.