

	Year 1/2	Year 3/4	Year 5/6
Chronology	<p>For instance:</p> <ul style="list-style-type: none"> <li>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Show where places, people and events fit into a broad chronological framework</li> <li>Begin to use dates</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>Put events, people, places and artefacts on a timeline</li> <li>Use correct terminology to describe events in the past</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>As Year 3/4, and</li> <li>Use greater depth and range of knowledge</li> </ul>
Historical Terms	<p>For instance:</p> <p>‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’</p>	<p>For instance:</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>For instance:</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Historical enquires	<p>For instance:</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>For instance:</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p>	<p>For instance:</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>For instance:</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>
Interpreting History	<p>For instance:</p> <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>For instance:</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>For instance:</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>

Continuity and change	Discuss change and continuity in an aspect of life For e.g. holidays.	For instance:  Describe and begin to make links between main events, situations and changes within and across different periods and societies	For instance:  As Year 3/4, and  Use a greater depth of historical knowledge
Causes and Consequence	For instance:  Recognise why people did things  Recognise why some events happened  Recognise what happened as a result of people's actions or events	For instance:  Identify and give reasons for historical events, situations and changes  Identify some of the results of historical events, situations and changes	For instance:  Begin to offer explanations about why people in the past acted as they did
Similarities / Differences	For instance: Identify similarities and differences between ways of life in different periods, including their own lives	For instance:  Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	For instance:  Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	For instance:  Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	For instance:  Identify and begin to describe historically significant people and events in situations	For instance:  Give reasons why some events, people or developments are seen as more significant than others

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Pupils should be taught about:

#### **Britain's settlement by Anglo-Saxons and Scots**

- Examples (non-statutory)
- This could include:
  - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
  - Scots invasions from Ireland to north Britain (now Scotland)
  - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
  - Anglo-Saxon art and culture
  - Christian conversion – Canterbury, Iona and Lindisfarne

#### **the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor**

- Examples (non-statutory)
- This could include:
  - Viking raids and invasion
  - resistance by Alfred the Great and Athelstan, first king of England
  - further Viking invasions and Danegeld
  - Anglo-Saxon laws and justice
  - Edward the Confessor and his death in 1066

#### **a local history study**

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

#### **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- **the achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world

**a non-European society** that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



