



# Subject Area: History

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical knowledge:</p> <p>Key events/key individuals</p>	<p><b>Nursery</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Show interest in different occupations.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p><b>Reception</b> Recognise some environments that are different from the one in which they live. Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Lives of significant historical figures, including comparison of those from different periods and significant local people (eg. Ebenezer Howard).</p> <p>Changes in living memory – seaside holidays, changing homes (WGC)</p> <p>Recognise the difference between past and present.</p> <p>Know and recount information about past people/ events.</p>	<p>Changes in living memory -toys.</p> <p>Lives of significant historical figures eg. Samuel Pepys.</p> <p><i>Comparison</i> of key individuals from different periods eg. Florence Nightingale and Mary Seacole</p> <p>Recognise simple reasons for why people did things and why events happened.</p> <p>Identify differences in lives between different times (e.g. before/after an event).</p>	<p>Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology &amp; travel - Iron age hill forts</p> <p>Roman influence in Britain</p> <p>Information about everyday life in the time period and compare with life today.</p> <p>Identify reasons for and results of actions and events.</p>	<p>Anglo-Saxon struggle for freedom</p> <p>Viking settlers and the impact on Britain.</p> <p>Earliest ancient civilisations, Ancient Egypt</p> <p>Identify key features/events of the time period.</p> <p>Look for links, patterns and effects within the time period.</p> <p>Using evidence to construct an understanding of life in the time period and explain why something occurred.</p>	<p>Tudors – local history study (looking locally and considering this in the context of the wider Tudor period).</p> <p>Ancient Greeks and impact on western world.</p> <p>Vesuvius/Pompeii (Geography links)</p> <p>Consider different aspects of different people (e.g. life for men vs women).</p> <p>Compare life across the start and end of the time period.</p> <p>Compare across different periods.</p> <p>Examine in detail the cause and result of different events.</p>	<p>First World War, Second world war (Fascism)</p> <p>British empire</p> <p>Comparing non-European societies of South American Aztecs, Incas and Mayans</p> <p>Study different beliefs, behaviour and characteristics of people and compare these across time periods. Use variety of primary and secondary sources to explain past events.</p> <p>Know key dates, events and figures.</p>

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Chronology	<p><b>Nursery</b> Begin to make sense of their own life-story and family's history.</p> <p><b>Reception</b> Name and describe people who are familiar to them. Talk about members of their immediate family and community</p>	<p>Match objects to people from different periods.</p> <p>Sequence events in their own lives and the lives of others.</p> <p>Order a small number of artefacts by chronology.</p>	<p>Ordering and sequencing key events in their own lives and in history.</p> <p>Looking at before and after key events.</p> <p>Sequencing artefacts closer together in time.</p>	<p>Sequencing events over a <i>longer period</i>: (Ordering changes in Britain from Stone to Iron Age) and knowing where time periods would come on a timeline.</p> <p>Beginning to use dates to chronologically order.</p>	<p>Sequencing in timelines and using terms/ dates related to the period.</p> <p>Understand more complex chronological terms like CE/BCE.</p>	<p>Know and sequence key dates/events.</p> <p>Use relevant terms and dates.</p> <p>Make detailed comparisons between different times in the past (e.g. within the start and end of a period).</p>	<p>Place a period on a wider timeline.</p> <p>Use relevant terms/dates.</p> <p>Sequence more events on a timeline (up to 10).</p> <p>Why things have changed and how they may change next. Looking at trends of change.</p>
Enquiry	<p><b>Nursery</b> Understand why questions. Use a wider range of vocabulary. Develop communication but may continue to have problems with irregular tenses and plurals. Be able to express a point of view and to debate when they</p>	<p>Use sources to find answers to simple questions or find basic information.</p> <p>Can sort by 'now' and 'then' artefacts.</p>	<p>Use a source to ask questions – why, what, who, how, where - and find answers</p>	<p>Using a range of sources to find out about a time period.</p> <p>Look at smaller details of a time period using sources.</p> <p>Begin to use secondary sources from the library or internet for research.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Ask a wider variety of questions and choose relevant material to answer the questions.</p> <p>Use secondary sources from the library or internet for research.</p>	<p>Identify and distinguish between primary and secondary sources.</p> <p>Use both types of source to build up a picture of the past.</p> <p>Use secondary sources from the library or internet for research independently.</p>	<p>Use a range of primary and secondary sources and use them to form fluent arguments/ explanations.</p> <p>Follow own lines of enquiry and answer own questions.</p>

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Sources and interpretations of history	<p>disagree with an adult or friend.</p> <p><b>Reception</b> To learn and use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Distinguishing between fact and fiction stories.</p> <p>Explore sources, and begin to use them to gather simple information about the past.</p>	<p>Compare 2 versions of a past event.</p> <p>Identify that there are different ways to represent the past.</p> <p>Introduce the concept of reliability.</p>	<p>Look at different sources and representations of the period.</p> <p>Distinguish between sources and compare different versions of the event.</p>	<p>Look at evidence/sources and begin to evaluate their usefulness.</p> <p>Use primary sources alongside secondary sources.</p>	<p>Compare different sources and accounts of events.</p> <p>Offer reasons as to why there are different versions of events and talk about reliability of sources.</p>	<p>Link and group sources.</p> <p>Consider reliability and accuracy and compare sources in this context.</p> <p>Aware that different sources will provide different conclusions.</p>