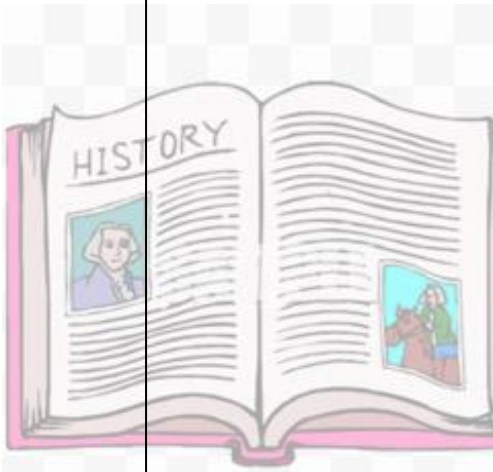


	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics- Autumn	All about me	What a Wonderful World	Look out London	Stones and Bones	We came, we saw, we conquered (Romans and Volcanoes)	The Groovy Greeks	Down with Darwin
Topics- Spring	Our wonderful world	Superheroes	Amazon Adventures	The land of pharaohs	The Mighty Midlands	London to Las Vegas	Mayans
Topics- Summer	Fairytales	Fantastic Beasts	Africa	Oh the places you'll go	Incredible India	Anglo Saxons	Raging Rivers
Chronology Knowledge	<p>Show an awareness of the past.</p> <p>Begin to use correct words such as yesterday, a long time ago, past.</p> <p>Convey information about the past in one way e.g. orally using common words relating to the passing of time.</p> <p>Put two objects or events in chronological order.</p> <p>Understand personal history over time.</p> <p>Put significant events in their life in order.</p> <p>Sort in past and present and old and new.</p>	<p>Use common words and phrases relating to the passing of time.: present, future, earliest and latest.</p> <p>Understand that things change over time.</p> <p>Sequence events in own life.</p> <p>Put objects, artefacts and events in order. Put events studied on a basic unnumbered timeline.</p> <p>Begin to tell a story of the past beyond my living memory in Britain.</p>	<p>Use common words and phrases relating to the passing of time, time period, dates, century and chronological order.</p> <p>Understand that things change over time.</p> <p>Put objects, artefacts and events in order. Put events studied on a basic numbered timeline.</p> <p>Begin to tell a story of the past beyond my living memory in Britain and sequence the order of that event.</p>	<p>With guidance, begin to explain and understand that the past is divided into differently named periods of time. Place some events, dates and people of British, and world history, on a timeline, using AD and BC or BCE and CE. Put some artefacts or some information in chronological order. Begin to tell a chronological story of the events and periods studied. Tell the story of events within the time periods studied. Explain some changes across the time period</p>	<p>With guidance, begin to explain and understand that the past is divided into differently named periods of time. Place some events, dates and people of British, local and world history, on a timeline, using AD and BC or BCE and CE. Put some artefacts or some information in chronological order. Begin to tell a chronological story of the events and periods studied. Tell the story of events within the time periods studied. Explain some changes across the time period. Begin to tell a chronological story of the past locally and nationally (Britain).</p>	<p>Explain and understand that the past is divided into differently named periods of time. Use some dates to explain British history, local, world history. Place events, people and changes of British, local and world history, on a timeline, using appropriate dates and chronological conventions (e.g. BC, BCE & CE/AD). Put artefacts or information in chronological order. Begin to tell a chronological story of the past nationally (Britain) and globally too. Tell the story of events within and across the time periods we have studied. Explain changes across the time period studied and perhaps other time periods too.</p>	<p>Explain and understand that the past is divided into differently named periods of time. Use some dates to explain British history, local, world history. Place events, people and changes of British, local and world history, on a timeline, using appropriate dates and chronological conventions (e.g. BC, BCE & CE/AD). Put information in chronological order. Link important world events to an historical period taught.</p>
Cause & Consequence Knowledge	<p>Can give a cause of an event by answering how and why questions.</p>	<p>Give reasons as to why people in the past acted the way they did. Explain why people did things.</p> <p>Ask questions about change, cause, difference, similarity and significance in a wider context.</p>	<p>Give one cause of an event and give a reason why people in the past acted the way they did. Explain why people did things, why events happened and what happened as a result (The Great Fire of London and the Gun Powder plot).</p> <p>Ask questions about change, cause, difference, similarity and significance in a wider context.</p>	<p>Begin to explain what cause and consequence is. Identify some simple reasons for people's actions and results of those actions. Begin to describe and make links between events that happened in the time period. Give some reasons for events and explain what the results of these were. Ask questions about change, cause, difference, similarity and significance. Begin to talk about the relationship between different periods.</p>	<p>Begin to explain what cause and consequence is. Identify some simple reasons for people's actions and results of those actions. Begin to describe and make links between events that happened in the time period. Give some reasons for events and explain what the results of these were (e.g. How, where and why did the Romans settle in Britain, and what changed when they did? How has this impacted us today?). Ask questions about change, cause, difference, similarity and significance. Begin to talk</p>	<p>Explain what cause and consequence is. Explain why the main events and changes of the time that we studied happened what the result/impact was. Identify the reasons for people's actions (especially leaders) and results of those actions. Describe and make links between events and the changes that happened in the time period. Give reasons for these events and changes and explain what the results of these were (e.g. How, where and why did the</p>	<p>Explain cause and consequence with greater understanding. Explain why the main events and changes of the time that we studied happened what the result/impact was. Identify the reasons for people's actions and results of those actions. Describe and make links between events (Spanish Invasion of Maya) and the changes that happened in the time period. Give reasons for these events and changes and explain what the results of these were (e.g. How, where and why did the</p>



					about the relationship between different periods.	Saxons/Vikings settle in Britain, and what changed when they did? How has this impacted us today?). Ask questions about change, cause, difference, similarity and significance in a wider context. Understand the consequences and impact of what happened. Talk about the legacy that events and significant people have had.	Saxons/Vikings settle in Britain, and what changed when they did? How has this impacted us today?). Ask questions about change, cause, difference, similarity and significance in a wider context. Understand the consequences and impact of what happened. Talk about the legacy that events and significant people have had including Darwin voyage evolution
Continuity & Change Knowledge	<p>Begin to understand how things change over time.</p> <p>Understand how we change as people over time</p>	<p>Begin to give reasons for the results of main events and changes of the time.</p> <p>Begin to Explain aspects of life in different periods.</p> <p>Explain what continuity and change is.</p>	<p>Give reasons for the results of main events and changes of the time.</p> <p>Explain aspects of life in different periods. Explain what continuity and change is.</p>	<p>Begin to give reasons for the result of a main event and how it changed the time.</p> <p>Begin to explain how a period changed over history. Start to understand what continuity and change is. Begin to spot trends and patterns over time. Begin to understand how different periods relate to each other and the legacy they have left (for example farming). Understand people's lives in the past and how some societies are very different due to changes and challenges over time. Identify some changes within and across different periods studied so far.</p>	<p>Continue to begin to give reasons for the result of a main event and how it changed the time. Begin to explain how a period changed over history. Develop understanding of what continuity and change is. Begin to spot trends and patterns over time. Begin to understand how different periods relate to each other and the legacy they have left (for example Roman civilisation, language etc.) Understand people's lives in the past and how some societies are very different due to changes and challenges over time. Identify some changes within and across different periods studied so far.</p>	<p>Give reasons for the results of main events and changes of the time. Understand how a period changed over history. Explain what continuity and change is. Spot trends and patterns over time. Talk about the relationship between different periods and the legacy they have left. Understand the complexity of people's lives in the past and how some societies are very different due to changes and challenges over time. Identify specific changes within and across different periods. Make valid comparisons between periods. Describe connections, contrasts and trends over short and longer time periods.</p>	<p>Research and give reasons for the results of main events and changes of the time. Use independent research to develop understanding of how a period changed over history. Explain what continuity and change is. Spot trends and patterns over time using information gathered to support our understanding. Talk about the relationship between different periods and the legacy they have left. Understand the complexity of people's lives in the past and how some societies are very different due to changes and challenges over time. Identify specific changes within and across different periods. Make valid comparisons between periods. Describe connections, contrasts and trends over short and longer time periods</p>
Significance Knowledge	<p>Compare old and new objects.</p> <p>Know my life is different from the lives of people in the past.</p> <p>Tell the past is different to today.</p> <p>Look at the differences between "long ago" and "now".</p>	<p>Talk about a few people of the past who have contributed to national and international achievements.</p> <p>Explain why some people and events were so important.</p> <p>Talk about the legacy left by the significant people and the significant events.</p>	<p>Talk about a few people of the past who have contributed to national and international achievements.</p> <p>Explain why some people and events were so important. Reflect on the significance of what I have learned about the past.</p> <p>Talk about the legacy left by the significant people and the significant events.</p>	<p>Begin to share some of the significant events that happened in the period studied. Talk about a significant person of the times studied and why they were important (Tutankhamun). Begin to discuss the significant changes that occurred. Begin to take part in discussion on how the time period we've just studied relates to other ones (Stone to Iron Age).</p>	<p>Share some of the significant events that happened in the period studied. Talk about the significant people of the times studied and why they were important (I.e. Boudicca). Begin to discuss the significant changes that occurred. Take part in discussion on how the time period we've just studied relates to other ones. Start to understand the legacy the period has left and how it</p>	<p>Talk about some of the significant events that happened in the period. Talk about the significant people (e.g. Were they leaders and how did they lead? Did they lead into war and invasion and an empire?). Discuss the significant changes that occurred. Talk about how the time period we've just studied relates to other ones. Discuss the legacy the period</p>	<p>Research and share some of the significant events that happened in the period. Talk about the significant people (e.g. Were they leaders and how did they lead? Did they lead into war and invasion and an empire?). Discuss the significant changes that occurred. Talk about how the time period we've just studied relates to other ones (Mayans and Anglo-Saxons). Discuss the legacy the period</p>

	Know about significant figures of the past and present.			Begin to understand the legacy the period has left and how it has impacted on our lives today.	has impacted on our lives today	has left and how it has impacted on our lives today.	has left and how it has impacted on our lives today.
Historical Evidence & Interpretation Knowledge	Give own view on why something happened in the past or how I know. Know stories from the past.	Know how I can find out about the past. Talk about some ways the past has been described. Create my own questions about the past and look at historical evidence.	Know how I can find out about the past. Begin to appreciate the reliability of pictures of the past. Talk about some ways the past has been described. Create my own questions about the past. Question the past by looking at historical evidence and find answers.	Begin to describe how the past can be represented or interpreted in different ways through historical sources including artefacts. Together, ask simple questions about the past. Start to understand that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources. Begin to understand that past events and people can be interpreted in different ways. Begin to evaluate some simple historical sources to find the most useful information. Begin to see that all sources can be useful. To begin to weigh evidence and develop own perspective and judgement. Begin to consider different viewpoints or think about how some might be biased...and why! Start to make simple deductions about how reliable sources might be.	Begin to describe how the past can be represented or interpreted in different ways through historical sources including artefacts. Together, ask some questions about the past. Start to understand that more than one source of information can help me answer historically valid questions about change, cause, similarity and difference and significance, and that knowledge of the past comes from lots of sources. Begin to understand that past events and people can be interpreted in different ways. Begin to evaluate some different historical sources to find the most useful information. Begin to see that all sources can be useful. Weigh evidence and develop own perspective and judgement. Consider different viewpoints or think about how some might be biased...and why! Start to make deductions about how reliable sources might be.	Describe how the past can be represented or interpreted in a few different ways through historical sources including artefacts. Devise questions about the past. Know that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources. Explain that past events and people can be represented or interpreted in many different ways. Give reasons why different versions of the past exist. Carefully evaluate a range of different historical sources to find relevant information. See how important it is to consider different viewpoints or think about bias or anachronism. See that all sources can be useful explain why. Know that historians need to think critically, weigh evidence, sift arguments, and develop own perspective and judgement. Make well considered deductions about how reliable different sources are and why.	Represent or interpret a range of sources in many different ways. Give reasons why different versions of the past exist. Carefully evaluate a range of different historical sources to find relevant information. See how important it is to consider different viewpoints or think about bias or anachronism. See that all sources can be useful explain why. Know that historians need to think critically, weigh evidence, sift arguments, and develop own perspective and judgement. Make well considered deductions about how reliable different sources are and why.
Similarity & Difference Knowledge	To begin to talk about the similarities and differences between old and new. (I.e. comparing toys)	To begin to talk about some of the simple similarities and differences between different times and events that I have learnt so far. (I.e. comparing Beatrix Potter's life to ours today)	Talk about the similarities and differences between different times and events that I have learnt so far 1666/present day. I.e. houses in London in 1666 and modern London due to changes made after the Great Fire.	Talk about the similarities and differences between different periods in the Bronze Age and Ancient Egypt.	Talk about the similarities and differences between different times in the past in periods learnt so far. (I.e. Ancient Rome and the industrial revolution)	Talk about the similarities between different times in the past in periods learnt so far. Ancient Greeks and Ancient Romans	Talk about the similarities and differences between different times in the past in periods learnt so far – I.e. Maya and Anglo Saxons
Using Evidence Skills	I can tell the past is different from today. Begin to give my own view on why something happened in the past or how I know.	I know some of the ways in which we find out about the past. I am developing the skills of asking questions about the past.	I know some of the ways in which we find out about the past. I am developing the skills of presenting an idea and	I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement. I can describe how the past can be represented in a few different ways.	To start to think critically, weigh evidence, sift arguments and develop perspective and judgement. I can describe how the past can be represented or	To think critically and begin to debate ideas. I can explain that the past can be represented or interpreted differently. I am becoming aware of different views about people and events	To think critically, weigh evidence, sift arguments, develop perspective and judgement. I can explain that the past can be represented or interpreted in many different ways. I am aware of

			raising questions about the past		interpreted in a few different ways.	studied and can give some reasons why different versions of the past exist.	different views about people and events studied and can give some reasons why different versions of the past exist. I can evaluate and carefully select from a range of historical sources to find relevant historical information. I consider different viewpoints or think about possible bias or anachronism.
Historical Enquiry Skills	I show an interest in the past. I begin to ask questions about artefacts, suggesting what they might be used for.	I can ask questions about artefacts. I might be able to investigate questions to find answers. I can use parts of stories to show I know and understand key features of events or people's lives which I have studied.	I can ask and answer questions about artefacts. I might be able to investigate questions to find answers. I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives which I have studied.	I can answer historically valid questions. I can use sources of information to help me answer simple questions about the past in sentences.	I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences.	I understand the methods of historical enquiry. I can answer and devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources.	I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. I can answer and devise my own historically valid questions. I make perceptive deductions about the reliability of sources. I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.
Historical communication Skills	I show awareness of the past. I use words such as yesterday and today. I can verbally tell you about the past.	I use common words and phrases relating to passing of time. I can tell you about a time before I was born. I can recount stories accurately and explain why some people and events were important.	I use common words and phrases relating to passing of time. I can tell you about a time before I was born and can compare aspects. of life in different periods linked to significant people in different ways using every day historical terms. I can recount stories accurately and explain why some people and events were important	I can present recalled or selected information in a variety of ways. I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world. I am beginning to use place value in the context of timelines.	I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. I am continuing to explore ways of using place value in the context of timelines.	I can create my own structured accounts, including written narratives. I can use key historical terms accurately e.g. century, decade in structured, informed, written responses. I make pertinent and valid comparisons between periods. I am beginning to use/apply mathematical skills when placing events in chronological order, using place value, negative numbers etc.	I can create my own structured accounts, including written narratives and analyses. I can use key historical terms accurately e.g. century, decade in structured, informed, written responses or descriptions of the main features of past societies/periods. I make pertinent and valid comparisons between periods. I confidently use/apply mathematical skills when placing events in chronological order, using place value, negative numbers etc.
Key Vocab	Then, now, old, new, past, change	History, present, future, compare, historical person, time line, ruler, earliest, latest.	Chronological order, time period, sources, dates, artefacts, significant person, century, monarchy	BCE (Before common era)/ CE (Common Era) Archaeology Prehistoric Bronze/ Stone/ Iron Age Neolithic/ Mesolithic/ Palaeolithic Civilisation	Primary/Secondary Source Empire Emperor Revolution Conquest Invasion Settlement Industrial Invention	Ancient and Modern Greece City States Democracy -laws, governance, law and order without policing Social Hierarchy Culture - Greek place in the timeline of World History/	Bias Propaganda Mesoamerica glyphs – logograms; syllabograms codices/codex conquest (conquistadors)

				Hieroglyphics Pharaoh Ancient		developments e.g. Science, Arts, theology, democracy Mythology Historian Reliable Anglo Saxons and Vikings Alliances – Dane Law	
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“You have to know the past to understand the present”
— Carl Sagan

