



	EYFS	KS1		LKS2		UKS2	
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>SUBJECT CONTENT STATUTORY</b>  Understanding the World  People and Communities Own life and families  Past and present – why peoples’ lives are different  Toys from the past		1. Great Fire of London  1. Bonfire Night / Guy Fawkes  4. History of Transport	1. 2. Civil Rights Movement – Rosa Parkes  1. 2. Suffragettes Florence Nightingale / Mary Seacole  3. History of Mining / Local Study / Strikes / Margaret Thatcher	1. Stone Age to Iron Age  7. Greeks  2. Romans	4. Viking  2, 4, 5. Anglo Saxons – Norman Conquest-Local History - Conisbrough Castle	8. Egyptians  9. Mayan Civilisation (non-European contrasting British)	Victorians– 6. Railways changes across a period of time beyond 19 <sup>th</sup> Century.  6. WW2 – Child at War
<b>Statutory Aim (KNOWLEDGE)</b>		1. Events beyond living memory that are significant nationally or globally  2. The lives of significant individuals who have contributed to national and international achievements and compare over different time periods  3. Significant people and places in own locality.  4. Changes within living memory – aspects of change in national life		1. Changes in Britain from the Stone Age to the Iron Age  2. The Roman Empire and its impact on Britain  3. Britain’s settlement by Anglo Saxons  4. The Viking and Anglo Saxon struggle to the time of Edward the Confessor  5. A local history study  6. A study of an aspect or theme in British history that extends chronological knowledge beyond 1066.  7. Ancient Greece - a study of Greek life and its influence on the western world.  8. Achievements of the earliest civilisations – a depth study of one of these.  9. A non-European society that provides a contrast with British history.			



<p><b>Statutory Aim SKILLS</b></p> <p><b>1.Chronological understanding</b></p> <p><b>(non statutory)</b></p>	<p><i>Sequencing events in their life</i></p> <p><i>Sequencing 2 events in order using photographs and objects</i></p> <p><i>Use words and phrases like old, new, days and months</i></p>	<p>Artefacts from distinctly different periods of time that they can compare.</p> <p>Uses words like past and present</p>	<p>Artefacts and photographs sequenced from different periods of time.</p> <p>Uses words and phrases like recently, before, after, now</p>	<p>Place time on a timeline in chronological order and separate it into AD and BC.</p> <p>Sequencing events, people, places and artefacts.</p> <p>Uses words like after, before and during. BC and AD</p>	<p>Place events, people, places and divide recent history into present, 19<sup>th</sup> Century, 20<sup>th</sup> Century, 21<sup>st</sup> Century.</p> <p>Uses words and phrases like decade and century including BC and AD</p>	<p>Sequence historical periods in history. For example, the Egyptians compared to other periods studied. Make comparisons between different times in the past.</p> <p>Use words and phrases like decade, century, BC and AD, era and period. Including periods of time like Romans, Tudors, Anglo Saxons and Greeks understanding when these periods in history were in relation to each other.</p>	<p>Sequence historical events, periods and cultural movements like religion, technology, culture and society. (Specific reference to impact on Britain)</p> <p>Describes main changes in history using words such as social, religious, political technological and cultural. (Specific reference to impact on Britain)</p>
<p><b>2.Knowledge and understanding of past events, people and changes in the past.</b></p> <p><b>(non statutory)</b></p>	<p><i>Tell the difference between past and present in own lives</i></p>	<p>Tell the difference between past and present in both their own and other people’s lives.</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a</p>	<p>Uses evidence to describe the past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p><i>Identifies some ideas, beliefs, attitudes and experiences of men,</i></p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies how any of above may have</p>



			<p>significant time in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p><i>Buildings and their uses</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p> <p><i>Differences between lives of rich and poor</i></p>	<p><i>women and children from the past.</i></p> <p><i>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</i></p>	<p><i>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</i></p>	<p>changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence in a written narrative</p> <p><i>Shows identified changes on a timeline.</i></p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>
			<p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects <i>Shows changes on a timeline</i></p>	<p>Describes how some of the past events/people affect life today.</p>			



<p><b>3. Historical interpretation</b> <i>(non statutory)</i></p>	<p><i>Look at pictures from their own past events.</i></p>	<p>Begins to identify and recount some details from the past from sources (significant individuals, stories)</p>	<p>Looks at books and sources (<i>eye-witness accounts, photos, artefacts, buildings and visits, internet</i>).</p> <p>Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts. (<i>Boudicca</i>)</p> <p><i>Evolution vs God</i> <i>Stone Age</i></p>	<p>Gives reasons why there may be different accounts of history.</p> <p><i>Primary and Secondary Sources of evidence. Fact and Fiction</i></p>	<p><i>Looks at different versions of the same event and identifies differences in the accounts.</i></p> <p>Gives clear reasons why there may be different accounts of history. <i>Look at different sources of evidence and provenance.</i></p> <p><i>Knows that people (now and in past) can represent events or ideas in ways that persuade others</i></p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p><i>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Notion of bias.</i></p>
<p><b>4. Historical enquiry</b> <i>(non statutory)</i></p>	<p><i>Ask and answer questions about their own lives.</i></p>	<p>Finds answers to simple questions about the past from sources of information (e.g. Important figures, stories and artefacts.</p> <p>Ask questions like when, what happened, what</p>	<p>Looks carefully at important figures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a ....?', 'what</p>	<p><i>Uses printed sources, the internet, important figures, photos, music, artefacts, historic buildings and visits to collect information about the past.</i></p>	<p><i>Understands the difference between primary and secondary sources of evidence.</i></p> <p><i>Uses documents, printed sources, the internet, databases, important figures, photos, music,</i></p>	<p><i>Uses documents, printed sources, the internet, databases, important figures, photos, music, artefacts, historic buildings and visits to collect information about the past.</i></p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p>



		<p>was it like, why, who was involved?</p>	<p><i>happened in the past?</i>, <i>'how long ago did .... happen?'</i>,  <b>Estimates the ages of people by studying and describing their features.</b></p>	<p>Asks questions such as 'how did people ....? What did people do for ....?' Suggests sources of evidence to use to help answer questions.</p>	<p><b>artefacts, historic buildings and visits to collect information about the past.</b>  Asks questions such as 'what was it like for a ..... during .....?'  Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Asks a range of questions about the past.  Chooses reliable sources of evidence to answer questions.  Realises that there is often not a single answer to historical questions.</p>	<p>Selects the most appropriate source of evidence for particular tasks.  Forms own opinions about historical events from a range of sources.</p>
<p><b>5. Organisation and communication</b>  <b>(non statutory)</b></p>	<p><b>Can use role play and small world to understand the past.</b>  <b>Uses subject specific words.</b></p>	<p>Shows knowledge and understanding about the past in different ways (e.g. <b>role play, drawing, writing, talking</b>).  Uses subject specific words.</p>	<p><b>Describes objects, people and events during assembly.</b>  <b>Writes own date of birth.</b>  Writes simple stories and recounts about the past.  Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Presents findings about the past using speaking (<b>during assembly</b>) <b>writing, computing and drawing skills.</b>  Uses dates and terms with increasing accuracy.  Discusses different ways of presenting information for different purposes.  Uses subject specific words.</p>	<p>Presents findings about past using speaking (<b>during assembly, writing, maths data handling, computing, drama and drawing skills</b>)  Uses dates and terms correctly.  Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>Presents structured and organised findings about the past (<b>using speaking during assembly, writing, maths, computing, drama and drawing skills</b>).  Uses dates and terms accurately.  Chooses most appropriate way to present information to an audience  Uses subject specific words.</p>	<p>Presents information in an organised and clearly structured way.  <b>Makes use of different ways of presenting information for example during assembly.</b>  Presents information in the most appropriate way (e.g. <b>written explanation/tables</b>)</p>



			Uses subject specific words.		Uses subject specific words.	<i>and charts/labelled diagram).</i> <i>Makes accurate use of specific dates and terms.</i> Uses subject specific words.
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