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| KS1  Year A |  | | | Living memory | | | | Significant events | | | Significant people | | | | Local History | |
| • Develop an awareness of the past, using common words and phrases relating to the passing of time.  • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  • Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.  • Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  *In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.* | | | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | | | |  | | | The lives of significant individuals in the past who have contributed to national and international achievements.  *David Attenborough, Jane Goodall, famous children’s authors.* | | | | • Significant historical events and places in their own locality.  *Year a- focus, Year b re visit* | |
| Chronological understanding | Interpretations of history | | | | | Historical enquiry- questioning | | | | | | Communication and organisation | | | |
| • Sequence artefacts closer together in time (photos, objects).  • Sequence events. | • Use parts of stories and other sources to show that they know and understand key features.  • Be able to compare pictures and artefacts for things that are the same and different to the way our lives are now, and within the area of history being studied | | | | | • Ask and answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources. | | | | | | • Show what they know and understand about the past in different ways, e.g. speaking, roleplay, drawing and writing.  • Use a wide vocabulary of everyday historical terms. | | | |
| Vocabulary:  - Ancient - Timeline - Living memory - Source - New/recent - Lifetime - The past - Date - Modern - Decade - Century - Artefact - Different - Similar - Because - Opinion - Important- Significant - Investigate - Opinion - Impact - Evidence - Experts - Websites - Source - Archaeologist - Historian - Research - Recent | | | | | | | | | | | | | | | | |
| Skylark Class  Year A | Chronological understanding | Stone age | Romans | | Anglo-Saxons | Vikings | | | Local History | Theme | | Civilisations | | Ancient Greeks | | World History |
| • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  • Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.  *In planning to ensure the progression described above through teaching the British, local* *and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.* |  |  | |  |  | | | A local history study  *A study of a site dating from a period beyond 1066 that is significant in the locality- Stonehenge* | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW2) | |  | |  | |  |
| Chronological understanding | Interpretations of history | | | | | Historical enquiry- questioning | | | | | | Communication and organisation | | | |
| • Place the time studied on a time line.  • Sequence events or artefacts. • Use dates related to the passing of time. | • Begin to understand why people did things in the past, and how this past has been represented (sources).  • Answer questions about change, cause, similarity and difference and significance. | | | | | • Make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.  • Find answers to questions about the past by using sources of information | | | | | | • Show what they know and understand in different ways, e.g. speaking, role-play, drawing and writing. When doing this they can use some specific historical terms and vocabulary like monarch, settlement, invasion. | | | |
| Vocabulary:  - Era/period - B.C.E (Before the Common Era) - C.E (Common Era) - A.D (Anno Domini) - B.C (Before Christ) - Archaeologist - Sources - Effects - Evidence - Significance - Impact - Reliable - Museum - Artefact - Monarchy -Bias - Historian - Achievements - Impact - Infer - Invasion - Reputation - Consequence - Cause/s - Conclusion - Change | | | | | | | | | | | | | | | | |
| Peregrine Falcon Class  Year A | Chronological understanding | Stone age | Romans | | Anglo-Saxons | Vikings | | | Local History | Theme | | Civilisations | | Ancient Greeks | | World History |
| • Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  • Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.  *In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.* |  | The Roman Empire and its impact on Britain | |  |  | | |  | Re visit to WW2- ArmisticeDay | |  | | Ancient Greece – a study of Greek life and achievements and their influence on the western world | |  |
| Chronological understanding | Interpretations of history | | | | | Historical enquiry- questioning | | | | | | Communication and organisation | | | |
| • Know and sequence key events of time studied.  • Use relevant terms and period labels.  • Sequence up to ten events on a time line. | • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  • Note connections, contrasts and trends over time.  • Establish clear narratives within and across periods of study. | | | | | • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | | | | | | • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Use appropriate vocabulary to show correct historical terms and dates. | | | |
| Vocabulary:  - B.C.E (Before the Common Era) - A.D (Anno Domini) - B.C (Before Christ) - Era/period - Infer - Historian - Agriculture - Reform - Archaeology - Continuity - Extent of change - Primary/ secondary evidence - Impact - Effects - Significance - Reliable - Consequences - Impression - Cause/s - Conclusion - Influence - Interpretation - Eye witness - Culture - Traditional view - Represent - Attitudes - Excavate - Motive - Variety of sources - purpose… - One sided - Bias - Mistake - Ambiguous - Legacy | | | | | | | | | | | | | | | | |