

Subject:	<b>HISTORY</b>	
Key stage 1	Year 1 & 2	
Coverage	<ul style="list-style-type: none"> <li>• <b>Changes</b> within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Significant <b>historical events, people</b> and <b>places</b> in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>

Skills Objectives Year 1 and Year 2		A1	A2	A3	B1	B2	B3
<b>Chronological understanding</b>	Sequence events in their life	✓		✓		✓	✓
	Know where people they study fit within a chronological framework.			✓		✓	
	Know where events they study fit within a chronological framework.					✓	✓
	Sequence 3 or 4 artefacts/objects or photographs to link people of different ages in chronological order	✓					
	Describe other key events and when they happened in time.					✓	
<b>Characteristic Features</b>	Develop an awareness of the past and the difference between past and present using common words/phrases relating to passing of time	✓		✓		✓	✓
	Understand changes within living memory	✓				✓	
	Know/understand key features of events beyond living memory that are significant nationally and globally.			✓		✓	
	Recognise why people did things, why events happened and what happened as a result			✓			
	Know about the lives of significant individuals in the past who have contributed to national and international achievements			✓		✓	
<b>Interpretation of History</b>	Understand and identify some of the different ways in which the past is represented [e.g. text, photographs, artefacts, recordings]	✓		✓		✓	✓
	Distinguish between fact and fiction using stories					✓	✓
	Use primary and secondary sources	✓		✓			
	Ask and answer questions using stories or parts of stories and other sources to show they understand key features of events					✓	✓
<b>Continuity and Change</b>	Identify similarities and differences between ways of life in different periods [e.g Mary Seacole and Florence Nightingale compared to medicine now]	✓		✓		✓	✓
<b>Understanding Significance</b>	Understand the significant historical events in their own locality			✓			✓
	Understand the significant historical people in their own locality					✓	
	Understand the significant historical places in their own locality			✓			✓

Subject:	<b>HISTORY</b>	
Key stage 2	Year 3 & 4	
Coverage	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots
	Local History study <i>Roman Exeter</i>	Ancient Greece – a study of Greek life and achievements and their influence on the western world

Skills Objectives Year 3 and Year 4		A1	A2	A3	B1	B2	B3
<b>Chronological understanding</b>	Place the time studied on a time line on varying scales	✓	✓		✓	✓	
	Use dates and terms related to the study unit and passing of time. Place these on a timeline.	✓	✓		✓	✓	
	Sequence several events or artefacts	✓	✓		✓	✓	
	Understand more complex terms e.g. BC/AD	✓	✓		✓	✓	
	Establish clear narratives within and across the periods they study	✓	✓			✓	
<b>Characteristic Features</b>	Find out about everyday lives of people in time studied	✓	✓			✓	
	Use evidence to reconstruct life in time studied.	✓	✓			✓	
	Identify key features and events of time studied	✓	✓		✓	✓	
	Look for links and effects in time studied and compare with our life today	✓	✓			✓	
	Identify reasons for and results of people's actions		✓		✓		
	Understand why people may have wanted to do something		✓			✓	
	Offer a reasonable explanation for some events		✓			✓	
	Know and understand the expansion and dissolution of empires		✓				
<b>Interpretation of History</b>	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims	✓			✓		
	Identify and give reasons for different ways in which the past is represented. Look at representations of the periods	✓				✓	
	Look at the evidence available before drawing simple conclusions		✓		✓	✓	
	Observe small details – artefacts, pictures	✓	✓			✓	
	Develop perspective and judgement				✓	✓	
	Think critically, weighing evidence and sifting arguments	✓	✓		✓		
<b>Continuity and Change</b>	Identify and reflect on connections and contrasts between historical periods studied	✓	✓			✓	
	Identify and reflect on trends over time and understand the process of change		✓			✓	
	Understand historical concept of continuity and change and use to make connections and draw contrasts		✓				
	Address and devise historically valid questions about change, cause, similarity and difference	✓	✓			✓	
<b>Understanding Significance</b>	Address and devise historically valid questions about significance	✓	✓		✓		
	Know and understand significant aspects of the history of the wider world		✓			✓	
	Know and understand the significance of how Britain has influenced and been influenced by the wider world		✓			✓	

Subject:	<b>HISTORY</b>	
Key stage 2	Year 5 and Year 6	
Coverage	The achievements of the earliest civilizations Ancient Egypt	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II
	Local History study World War II	
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history Mayan civilization c. AD 900

Objectives Year 5 and Year 6		A1	A2	A3	B1	B2	B3
<b>Chronological understanding</b>	Know and sequence key events of time studied and place them on a time line in relation to other studies	✓			✓	✓	✓
	Have a chronologically secure knowledge and understanding of British, local and world history	✓			✓		✓
	Use relevant terms, dates and period labels. Sequence up to 10 events on a time line	✓			✓	✓	✓
	Make comparisons between different times in the past				✓		
	Understand the connections between short and long term timescales				✓		
<b>Characteristic Features</b>	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	✓			✓		✓
	Study different aspects of different people - differences between men and women				✓		✓
	Compare beliefs and behaviour with another time studied	✓					✓
	Know key characters and events of time studied	✓			✓	✓	
	Examine causes and results of great events and the impact on people	✓					
	Compare life in early and late 'times' studied	✓					✓
	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation	✓			✓		
	Compare an aspect of life with the same aspect in another period	✓			✓		✓
<b>Interpretation of History</b>	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims	✓			✓		✓
	Recognise and use primary and secondary sources	✓			✓	✓	✓
	Compare accounts of events from different sources – fact or fiction	✓			✓	✓	
	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion	✓			✓		
	Be aware that different evidence will lead to different conclusions. Develop perspective and judgement	✓			✓		
	Think critically, weighing evidence and sifting arguments. Offer some reasons for different versions of events	✓	✓		✓		✓
<b>Continuity and Change</b>	Analyse connections between periods studied						✓
	Analyse contrasts between periods studied						✓
	Analyse trends over time						
	Understand historical concept of cause and consequence and use to frame historically valid questions				✓		✓
<b>Understanding Significance</b>	Understand the significant connections between local, regional, national and international history		✓		✓	✓	
	Understand the significant connections between cultural, religious and social history		✓		✓		✓
	Understand the significant connections between economic, military and political history		✓		✓		✓
	Know/understand the diversity of societies/relationships between different groups, their identity and challenges of their time	✓			✓		✓

