

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area(s) of study	<p>1H1 Changes within living memory</p> <p>1H2 Significant local historical events/people</p> <p>1H3 Lives of significant individuals</p>	<p>2H1 Great Fire of London (significant historical event)</p> <p>2H2 Life in different periods (London life focus)</p> <p>2H3 Lives of significant individuals</p>	<p>3H1 Ancient Egypt (achievement of early civilisations)</p> <p>3H2 Stone Age to Iron Age</p>	<p>4H1 Ancient Greece</p> <p>4H2 Roman Empire</p>	<p>5H1 Vikings & Anglo-Saxons</p> <p>5H2 Crime & punishment (aspect studied across time)</p>	<p>6H1 Non-European society (Mayans)</p> <p>6H2 Local history unit</p>
Characteristic features of period	<p>1H4 Can see how life must have been different in the past</p> <p>1H5 Can identify significant differences, eg: what classrooms and lessons were like,</p> <p>1H6 Can confidently identify old and new toys, and can match pictures of people they think would have played with the toys in the past using old photographs.</p> <p>1H7 Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail,</p>	<p>2H4 Key concept – change</p> <p>2H5 Compare themes between now, then & another then (e.g. 60's and 30's)</p> <p>2H6 Identify similarities and differences across periods</p> <p>2H7 Can offer reasons why simple changes occur</p> <p>2H8 Increased use of precise terms.</p> <p>2H9 Can see that not everyone in the past had the same experience (difference between poor & rich)</p>	<p>3H3 Understand key characteristics of the period being studied</p> <p>3H4 Identify anachronisms</p> <p>3H5 Secure in understanding the main differences between today and the period being studied.</p> <p>3H6 Show an understanding of the main ideas associated with that society</p> <p>3H7 Describe rather than explain and tend to speak about the society as if everyone <u>felt</u> the same.</p> <p>3H8 Know that not everyone in the past lived in the same way.</p> <p>3H9 Contrast life for rich and poor</p> <p>3H10 Know that there are different levels in society.</p> <p>3H11 Understand that people's experiences varied depending on status</p>	<p>5H3 Make links between different features of a society to make sense of the world lived in by people in the past.</p> <p>5H4 Explain beliefs and attitudes in terms of why people might have had those ideas.</p> <p>5H5 Understand that people in the past had a range of different ways of looking at their world and can explain ideas.</p> <p>5H6 Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing</p> <p>5H7 Instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p> <p>5H8 Role of slave culture to that society.</p>		

<p>Cause & consequence</p>	<p>1H8 Explain why one character in a simple story took the action he or she did. 1H9 Explain why they took an action they did when discussing 'myself' 1H10 Give simple reasons why a real person acted as they did in a historical situation, 1H11 Give simple consequences of somebody's actions</p>	<p>2H10 Give clear explanation of an important event, offering two or three reasons why an event took place (e.g causes of Fire of London) 2H11 Give explanation of at least 2 consequences/ effects of an event</p>	<p>3H12 Analysing actions of people in historical settings; focusing only on what one person wanted 3H13 Understand that events have more than one cause and can explain slightly more complex events than in Key Stage 1 3H14 Explain general and impersonal causes; seeing that events happen because of other reasons than just human action. 3H15 Moving from two causes to realising that you need to give several causes to explain some events; 3H16 Moves away from simply listing to trying to give a little detail about each cause; 3H17 Realises that events usually happen for a combination of reasons</p>	<p>5H9 Understand consequences in terms of immediate and longer-term effects and can see that people were affected differently; 5H10 Understand that causes might be connected in some way; one cause might be linked to another making the event much more likely to happen 5H11 Explain rather than list causes 5H12 Explains an event using simple form of classification e.g. to do with money or religion; 5H13 Explain an event with reference to abstract ideas such as long and short-term or events building up; 5H14 Starts to express explanation in term of relative importance backed up by reasoned argument e.g. the main reason was...</p>
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<p>Historical enquiry</p>	<p>1H12 Find an answer to a question by looking at a simple picture 1H13 Say whether a picture is of a baby or a toddler and explain why. 1H14 Identify familiar images in pictures of themselves and their own family. 1H15 Describe the main features of an artefact. 1H16 How we know what we were like when we were younger. 1H17 Draw simple conclusions about their lives from clues in evidence 1H18 Ask simple, but relevant, questions of the teacher when they are in role</p>	<p>2H12 Make deductions about artefacts, spotting clues to function and use 2H13 Use information from two simple sources to find information 2H14 Find answers to questions about objects by looking in books 2H15 Find out about a person's life by using a range of sources 2H16 Identify differences between sources 2H17 Begin to identify potential weaknesses in eyewitness accounts</p>	<p>3H18 Extract simple information from text/pictures/objects showing basic comprehension 3H19 Make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict. 3H20 Combine information from more than one source 3H21 Begin to cross-reference information to see if other sources agree, rather than taking everything on face value. 3H22 Understand that some sources are more useful than others and can explain why.</p>	<p>5H15 Raise questions about what the evidence tells us. 5H16 Aware of the need not to rush to conclusions based on flimsy evidence e.g. use phrases such as: we cannot tell for sure, most evidence suggests. 5H17 Understand reasons why a source might be unreliable e.g. we need to know who produced it and why. Who was the audience? 5H18 Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda</p>
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<p>Chronological Understanding</p>	<p>1H19 Can describe differences between themselves as a baby and as they are now.</p> <p>1H20 Sequences images of themselves as baby, toddler and infant.</p> <p>1H21 Can sort pictures and objects, matching them to babies, children and adults.</p> <p>1H22 Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'</p> <p>1H23 Realises that images are not from nowadays by reference to some period detail</p> <p>1H24 That simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme.</p>	<p>2H18 Uses simple timelines to sequence processes, events and objects within their own experience</p> <p>2H19 More confident in use of terms 'old' and 'new'.</p> <p>2H20 Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'.</p> <p>2H21 Can sequence within clock and to some extent in calendar time. E.g. Halloween is before Christmas</p> <p>2H22 Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London.</p> <p>2H23 Use phrases such as 'over 300 years ago' in their writing</p> <p>2H24 Describe change over time using appropriate words & phrases to suggest the more distant past, e.g. in Victorian times.</p>	<p>3H23 Identify major anachronisms from most periods studied when compared with today.</p> <p>3H24 Sequence events in simple narrative</p> <p>3H25 Use words which mark the passing of time</p> <p>3H26 Talk about the past in terms of periods e.g. Egyptian, Roman;</p> <p>3H27 Differentiate within a longer period e.g. Roman, Saxon and Vikings.</p> <p>3H28 Use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt;</p> <p>3H29 Increasingly use dates and specific terms confidently to establish period detail e.g. when describing</p> <p>3H30 Match simple iconic images to each of the periods studied</p>	<p>5H19 Accurately use all major anachronisms for period studied compared to today</p> <p>5H20 Refer to three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.</p> <p>5H21 That Ancient means thousands of years ago.</p> <p>5H22 Use more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years.</p> <p>5H23 Make links between three periods in history, comparing, spotting similarities and differences</p> <p>5H24 Match iconic images to each period studied</p> <p>5H25 Confidently use dates and specific terms to establish period detail</p>
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<p>Historical interpretation</p>	<p>1H25 Know that a familiar event, like a birthday, can be represe. in different ways, 1H26 Know there are different versions of the same story 1H27 Begin to understand that we have different views of familiar events, eg: first day at school and we cannot always remember what happened in the past. 1H27 That there are different versions of real historical situations, (written, spoken pictorial)</p>	<p>2H25 Identify differences between versions 2H26 There is more than one way of looking at a significant historical person 2H27 How written accounts differ in reasons for something, e.g. why the Fire spread so quickly. 2H28 Understand that people can disagree about what happened in the past without one of them being wrong &that it is not always possible to know for sure what happened.</p>	<p>3H31 Identify differences between versions of the same event 3H32 Provide a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation. 3H33 Understand that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction (particularly true of events from the remote past) 3H34 Realise that history is continuously being rewritten; as we find more we have to rewrite the past e.g. Rosetta Stone. 3H35 Understand that some interpretations might be more accurate and reliable than others by use of their own background knowledge</p>	<p>5H26 Understand that people create different versions of the past for different audiences and therefore might give a different emphasis 5H27 Understand that all history is to some extent interpretations and see why some people might write different versions of the same event. 5H28 Understand that interpretations might differ depending on the aspect that people are looking at e.g. views of the Victorians might be more positive if looking at benefits of industrialization and more negative if looking at child labour or slavery.</p>
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<p>Organisation & communication</p>	<p>1H28 Talk about pictures of themselves using appropriate vocabulary, 1H29 Write simple captions and sentences describe. 1H30 Label/annotate simple drawings (possibly using a key). 1H31 Can write 4 or 5 captions to show sequence (connectives) 1H32 Write simple sentences describing event 1H33 Orally retell the main episodes of famous past events</p>	<p>2H29 Label/annotate picture to identify features not seen today. 2H30 Use period specific vocabulary. 2H31 Retell a complicated story in a simple way using time connectives 2H32 Use terms such as another reason & also to connect ideas. 2H33 Time conventions in writing (e.g. 100's of years ago) 2H34 Use period specific detail.</p>	<p>3H36 Show understanding through oral answers and simple recording devices such as speech bubbles & annotations. 3H37 Use some simple period-specific references; 3H38 Write in simple and accurate, sequenced, sentences when narrating what happened in the past; 3H39 Use explanations rather than just descriptions (may be mainly lists or unlinked ideas) 3H40 Begin to sustain an answer, providing some supporting evidence. 3H41 Use appropriate ways of communicating understanding;</p>	<p>5H29 Answers are structured and provide supporting evidence for statements made 5H30 Able to see two sides of a question and can offer arguments on both sides. 5H31 Consistent use of period specific detail to make the work more convincing and authentic; 5H32 Appropriate reference made to dates and to see importance of lengths of time e.g. when describing causes. 5H33 Use of provisional and tentative language, to express uncertainty e.g. perhaps, may might, some people think.</p>
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