

Year 1 National Curriculum Objectives: in this unit children will be taught to:	
<p><u>KS1 Areas of study</u></p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be use to compare aspects of life in different time periods. • Significant historical events, people and places in their own locality. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and present. • Pupils complete sequencing activities e.g. putting the events of a well know story in order. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects. • Use a timeline to place important events. (Pupils can sequence real life events within living memory e.g. given a set of events from their own life such as going to nursery – first day at school – reception Christmas party – 5th birthday – meeting new year 1 teacher. Children to sequence these in chronological order) • Use word and phrases such as : before, after, past, present, then, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, When my parents/carers were young.
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past.

<ul style="list-style-type: none"> Children identify key features of historical events e.g. in small groups children discuss key events that happened children to understand simple terms. <p>Discuss and identify similarities and differences between ways of life in different time periods. People in England today have TV and cars. People who lived in Victorian Britain didn't drive cars and watch TV.</p>	<ul style="list-style-type: none"> Relate to an account of a significant event in their lives and understand that other children may not have the same viewpoint. E.g. happy memory of an event or a sad memory of an event.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Find answers to some simple questions about the past from simple sources of information e.g. books, posters websites, pictures etc Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What are people doing?" "Why are they doing that?" Describe some simple similarities and differences e.g. They may go on a walk around the local area and be able to identify features of buildings, walls, signposts, drain covers, post-boxes etc as old and new. <p>Take part in simple sorting activities e.g. pupils sort a collection of toys for example toys from the past and toys from the present – animals from the past and animals from the present.</p>	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now – past and present, old / new) Tell stories about the past. Talk, write and draw about things from the past.

<p>Year 2 National Curriculum Objectives: In this unit children will be taught to:</p>	
<p><u>KS1 Areas of study:</u></p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time.

<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events in chronological order and on a timeline with accuracy. Identifying similarities and differences between different periods e.g. in the past they didn't have washing machines in castles. Today we have washing machines. Comparing life in medieval times to that of today.
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history. • Discuss the lives of significant individuals in the past who have contributed to national and international achievements. 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. • Describe events beyond living memory that are significant nationally or globally. E.g. the Great Fire of London, Bonfire night, Amelia Earheart (first women pilot), Remembrance Sunday, D-day etc. Recognise that these are celebrated because of what happened many years ago. • Understand significant historical events, people and place in their local area. – e.g. Cenotaph to commemorate special events.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. – • Ask questions about the past. • Use a wide range of information to answer questions. <ul style="list-style-type: none"> • Use texts and stories to make reference to historical events that they have studied when answering or asking questions e.g making reference to the Normans building the Motte and Bailey castles when writing a diary entry. 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history. (explain how they've found out about past events e.g. "We watched a programme about the Normans and it showed us how they made castles") <ul style="list-style-type: none"> • Use a wide range of vocabulary of everyday history terms (: before, after, past, present, then, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, When my parents/carers were young) • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

Year 3 National Curriculum Objectives: In this unit children will be taught to:

Year 3 Areas of study:

- Changes in Britain from the Stone Age to the Iron Age
- Roman Empire and its impact on Britain

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order.
- Describe dates of and order significant events from the period studied.
 - Use an increasing range of common words and phrases relating to the passing of time such as e.g. Before, After, A long time ago, A very long time ago, Ancient, Old, New, Decade, Century, Millennium and Modern.
 - Describe memories of key events in his/her life using historical vocabulary.
 - Use historic terms related to the period of study e.g. BC, AD, Prehistoric, Stone Age, Neolithic etc

Knowledge and understanding of events, people and changes in the past

- Use evidence to describe the culture and leisure activities from the past.
- Use evidence to describe the clothes, way of life and actions of people in the past.
- Use evidence to describe buildings and their uses of people from the past.

Historical interpretation

- Explore the idea that there are different accounts of history.

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.

Organisation and communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
 - Communicate his/ her learning in an organised and structured way using appropriate terminology (Roads were beginning to make travelling much easier in Roman Britain)

Year 4 National Curriculum Objectives: In this unit children will be taught to:

<u>Year 4 Areas of study:</u> <ul style="list-style-type: none">• Ancient Greece – a study of Greek life and achievements and their influence on the western world• Britain's settlement by Anglo-Saxons and Scots• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<u>Chronological understanding</u> <ul style="list-style-type: none">• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)• Order significant events and dates on a timeline.• Describe the main changes in a period in history.• Use historic terms related to the period of study e.g. BC, AD, Prehistoric, Stone Age, Neolithic etc
<u>Knowledge and understanding of events, people and changes in the past</u> <ul style="list-style-type: none">• Use evidence to describe what was important to people from the past.• Use evidence to show how the lives of rich and poor people from the past differed.• Describe similarities and differences between people, events and artefacts studied.• Describe how some of the things I have studied from the past affect/influence life today	<u>Historical interpretation</u> <ul style="list-style-type: none">• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)• Order significant events and dates on a timeline.• Describe the main changes in a period in history.
<u>Historical enquiry</u> <ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.• Ask questions and find answers about the past.• Use sources to compare texts they have read and artefacts they are given by comparing them to others.• Understand sources contradict each other (pupils use sources to discuss their opinions and use language e.g. I think that... I believe when giving an account of historical events)	<u>Organisation and communication</u> <ul style="list-style-type: none">• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.• Communicate his/her learning in an organised and structured way, using appropriate terminology.

Year 5 National Curriculum Objectives: In this unit children will be taught to:

<p><u>Year 5 Areas of study:</u></p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Britain and the wider world in Tudor times. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society. Tudor s Victorian Britain or Britain 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. (Is this information useful? Is it a good source of historical evidence? Would you use this? Why?) • Evaluate evidence to choose the most reliable forms. • Make comparisons between aspects of periods of history and the present day. (Tudors – Children may compare technology, transport, clothes, hygiene and schooling in this period) • Understand photographs and accounts of certain times e.g some periods have pictures and others have written memories.
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period.

<ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. Compare sources of information available for the study of different times in the past. (use research about events and first-hand accounts and decide which is most useful) 	<ul style="list-style-type: none"> Provide an account of a historical event based on more than one source (children might write an account of Henry V111 or an account of his wives or an account of someone who worked for Henry. Give a historical account of rich children vs poor children) Give some reasons of important historical events.
---	--

Year 6 National Curriculum Objectives: In this unit children will be taught to:	
<u>Year 6 Areas of study:</u> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (WW2) A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<u>Chronological understanding</u> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
<u>Knowledge and understanding of events, people and changes in the past</u> <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Note connections, contrast and trends over time and show developing appropriate use of historical terms. (connections may be made between invasions across history such as Viking, Norman and Roman invasions of Britain) Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<u>Historical interpretation</u> <ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
<u>Historical enquiry</u>	<u>Organisation and communication</u>

<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. (Children to devise historically valid questions about a topic e.g. What would have happened if VE day didn't take place? How did people feel at the end of the war? Was this a happy occasion? – contrasting views) • Investigate own lines of enquiry by posing questions to answer. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how we know about history (e.g. personal accounts, research of historians, historical documents etc) 	<ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period.
--	---

Stone Age to Iron Age

Children are able to talk and write about changes in e.g. food, technology, farming, building, clothing etc. which may include knowledge and understanding of e.g. late Neolithic hunter- gatherers and early farmers, for example Skara Brae, Bronze age religion, technology and travel, for example Stonehenge and/or Iron Age hill forts: tribal kingdoms, farming, art and culture.

Roman Britain

Children are able to talk and write about impacts of the Roman Empire on Britain e.g. food, technology, farming, building, clothing, education and work which may include knowledge and understanding of e.g. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's wall. British resistance, for example, Boudicca and/ or 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Vikings and Anglo-Saxons

Children are able to talk and write about how life changed for Britons following settlement by Anglo- Saxons and scots. This could include knowledge and understanding of e.g. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo- Saxon invasions, settlements and kingdoms: place names and village life, Anglo- Saxon art and culture and/ or Christian conversion- Canterbury, long and Lindisfarne.

Children are able to talk and write about the struggle for rule of England. This could include e.g. Viking raids and invasion, resistance by Alfred the Great and Athelstan, the first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice and/ or Edward the Confessor and his death in 1066.

The Mayans / Ancient Egypt

Children will be able to talk and write about the achievements of the earliest civilizations and where and when the first civilisations appeared. Children will be able to compare and contrast a non-European society that provides contrasts with British history. (Mayans)