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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **History of Castles**  **History of Toys** | **Space Travel**  **Neil Armstrong/ Buzz Aldrin**  **Fire of London**  **Stone and Iron Age** | **Romans**  **Egyptians** | **Ancient Greece**  **Anglo-Saxons**  **History of Film & entertainment** | **Vikings**  **Ancient Maya**  **History of Chocolate** | **The Mayflower (Local History)**  **History of Theatre** |
| **Investigate and interpret the past** | Ask questions such as: What was it like for people?  What happened?  How long ago?  Use artefacts, pictures, stories, online sources and databases to find out about the past. | Observe or handle evidence to ask questions and find answers to questions about the past.  Identify some of the different ways the past has been represented. | Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Use evidence to ask questions and find answers to questions about the past. | Suggest suitable sources of evidence for historical enquiries.  Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | Use sources of evidence to deduce information about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past. | Refine lines of enquiry as appropriate.  Understand that no single source of evidence gives the full answer to questions about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past. |
| **Overview of the world** | Describe historical events. | Describe historical events.  Describe significant people from the past. | Describe the social, ethnic, cultural or religious diversity of past society. | Compare some of the times studied with those of other areas of interest around the world. | Compare some of the times studied with those of the other areas of interest around the world.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences.  Identify continuity and change in the history of the locality of the school. |
| **Understand chronology** | Label time lines with words or phrases such as: past, present, older and newer. | Place events and artefacts in order on a time line.  Use dates where appropriate. | Use dates and terms to describe events.  Place events, artefacts and historical figures on a time line using dates. | Place events, artefacts and historical figures on a time line using dates.  Understand the concept of change over time, representing this, along with evidence, on a time line. | Use dates and terms accurately in describing events.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) | Describe main changes in a period of history (social, religious, political, technological and cultural).  Understand concepts of continuity and change over time ( evidence based time line). |
| **Communicate historically** | Use a variety of words and phrases to describe the passing of time:  Examples:  a long time ago  recently  when my parents/carers were children  years etc. | Use a variety of words and phrases to describe the passing of time:  Examples:  a long time ago  recently  when my parents/carers were children  years etc.  Show an understanding of the concept of nation and a nation’s history. | Use appropriate historical vocabulary to communicate, including:  dates  time period  era  change  chronology. | Use appropriate historical vocabulary to communicate, including:  dates  time period  era  change  chronology.  Use literacy, numeracy and computing skills in order to communicate information about the past. | Use appropriate historical vocabulary to communicate including:  dates  time period  era  change  chronology  continuity  century  decade  legacy  Use literacy, numeracy and computing skills in order to communicate information about the past. | Use appropriate historical vocabulary to communicate including:  dates  time period  era  change  chronology  continuity  century  decade  legacy  Use original ways to present information and ideas. |