



Subject Area: History

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Interleaving and spacing:</i></p> <p><i>(Links to prior learning)</i></p>		<p><i>Comparing characters and people in the past or present (Reception)</i></p>	<p><i>Changes to life in living memory (Year 1)</i></p>	<p><i>Why people in the past did things and why things happened (Year 2)</i></p>	<p><i>Settlements and civilisations (Year 3)</i></p>	<p><i>Monarch/leader (Pharaohs taught in Year 3).</i></p>	<p><i>Empire, invasion (Year 4, Year 3)</i></p> <p><i>Men's/women's roles and jobs (Year 5)</i></p>
<p>Historical knowledge :</p> <p>Key events/key individuals</p>	<p>Nursery</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Show interest in different occupation.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Reception</p> <p>Recognise some environments that are different from the one in which they live. Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p>	<p>Lives of significant historical figures, including comparison of those from different periods and significant local people (e.g. Ebenezer Howard).</p> <p>Changes in living memory changing homes (WGC)</p> <p>Recognise the difference between past and present.</p> <p>Know and recount information about past people/ events.</p>	<p>Changes in living memory -toys.</p> <p>Lives of significant historical figures e.g. Samuel Pepys.</p> <p><i>Comparison</i> of key individuals from different periods e.g. Florence Nightingale and Mary Seacole</p> <p>Recognise simple reasons for why people did things and why events happened.</p> <p>Identify differences in lives between different times (e.g. before/after an event).</p>	<p>Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts</p> <p>Roman influence in Britain</p> <p>Information about everyday life in the time period and compare with life today.</p> <p>Identify reasons for and results of actions and events.</p>	<p>Anglo-Saxon struggle for freedom</p> <p>Viking settlers and the impact on Britain.</p> <p>Earliest ancient civilisations, Ancient Egypt</p> <p>Identify key features/events of the time period.</p> <p>Look for links, patterns and effects within the time period.</p> <p>Using evidence to construct an understanding of life in the time period and explain why something occurred.</p>	<p>Tudors – local history study (looking locally and considering this in the context of the wider Tudor period).</p> <p>Ancient Greeks and impact on western world.</p> <p>Consider different aspects of different people's lives (e.g. life for men vs women).</p> <p>Compare life across the start and end of the time period.</p> <p>Compare across different periods.</p> <p>Examine in detail the cause and result of different events.</p>	<p>First World War, Second world war (Fascism)</p> <p>British empire</p> <p>Comparing non-European society of South American Mayans</p> <p>Study different beliefs, behaviour and characteristics of people and compare these across time periods. Use variety of primary and secondary sources to explain past events.</p> <p>Know key dates, events and figures.</p>

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<p><i>Interleaving and spacing:</i></p> <p><i>(Links to prior learning)</i></p>		<p><i>Difference between past and present (Reception)</i></p>	<p><i>Ordering small number of artefacts – old and new (Year 1)</i></p>	<p><i>Ordering dates chronologically (year 2)</i></p>	<p><i>Dates ordered chronologically over a period (Year 3)</i></p>	<p><i>BCE/CE (Year 4)</i></p>	<p><i>Numerical dates, e.g. 1939 (Year 5)</i></p>
<p>Chronology</p>	<p>Nursery Begin to make sense of their own life-story and family's history.</p> <p>Reception Name and describe people who are familiar to them. Talk about members of their immediate family and community</p>	<p>Match objects to people from different periods.</p> <p>Sequence events in their own lives and the lives of others.</p> <p>Order a small number of artefacts by chronology.</p>	<p>Ordering and sequencing key events in their own lives and in history.</p> <p>Looking at before and after key events.</p> <p>Sequencing artefacts closer together in time.</p>	<p>Sequencing events over a <i>longer period</i>: (Ordering changes in Britain from Stone to Iron Age) and knowing where time periods would come on a timeline.</p> <p>Beginning to use dates to chronologically order.</p>	<p>Sequencing in timelines and using terms/ dates related to the period.</p> <p>Understand more complex chronological terms like CE/BCE.</p>	<p>Know and sequence key dates/events.</p> <p>Use relevant terms and dates.</p> <p>Make detailed comparisons between different times in the past (e.g. within the start and end of a period).</p>	<p>Place a period on a wider timeline.</p> <p>Use relevant terms/dates.</p> <p>Sequence more events on a timeline (up to 10).</p> <p>Why things have changed and how they may change next. Looking at trends of change.</p>

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<i>Interleaving and spacing: (Links to prior learning)</i>		<i>Asking questions and knowing what a question is (taught in Rec and N)</i>	<i>Beginning to ask simple questions about sources/artefacts (Y1)</i>	<i>Asking questions about sources (year 2)</i>	<i>Beginning to use some secondary sources for research (year 3)</i>	<i>Use secondary sources for research (year 4)</i>	<i>Identifying primary/secondary sources (year 5)</i>

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Enquiry	<p>Nursery Understand why questions. Use a wider range of vocabulary. Develop communication but may continue to have problems with irregular tenses and plurals. Be able to express a point of view and to debate when they disagree with an adult or friend.</p> <p>Reception To learn and use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Use sources to find answers to simple questions or find basic information. Can sort by 'now' and 'then' artefacts.</p>	<p>Use a source to ask questions – why, what, who, how, where - and find answers</p>	<p>Using a range of sources to find out about a time period. Look at smaller details of a time period using sources. Begin to use secondary sources from the library or internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask a wider variety of questions and choose relevant material to answer the questions. Use secondary sources from the library or internet for research.</p>	<p>Identify and distinguish between primary and secondary sources. Use both types of source to build up a picture of the past. Use secondary sources from the library or internet for research independently.</p>	<p>Use a range of primary and secondary sources and use them to form fluent arguments/ explanations. Follow own lines of enquiry and answer own questions.</p>

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<i>Interleaving and spacing: (Links to prior learning)</i>		<i>What is a question? (Reception)</i>	<i>Different versions of events – fact/fiction/opinion (Year 1)</i>	<i>Compared 2 versions of an event (Year 2)</i>	<i>Comparison of sources and versions of an event (Year2/ Year3)</i>	<i>'How useful is a source?' (Year 4)</i>	<i>'Reliability' (Year 5)</i>
Sources and interpretations of history	To ask questions about photos, objects, people. Who, what where, why, how, when...?	Distinguishing between fact and fiction stories. Explore sources, and begin to use them to gather simple information about the past.	Compare 2 versions of a past event. Identify that there are different ways to represent the past.	Look at different sources and representations of the period. Distinguish between sources and compare different versions of the event.	Look at evidence/sources and begin to evaluate their usefulness. Use primary sources alongside secondary sources.	Compare different sources and accounts of events. Offer reasons as to why there are different versions of events and talk about reliability of sources.	Link and group sources. Consider reliability and accuracy and compare sources in this context. Aware that different sources will provide different conclusions.