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| By the end of Year 1 | | |
| Units:   1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 2. Significant historical events, people and places in their own locality 3. Pirate project: Who was Blackbeard? | | |
| Chronology | Characteristic Features | Continuity and Change |
| Create simple timelines to sequence processes, events, objects within their own experience.  Confidently uses vocabulary associated with the past e.g. *“old and new, then and now”.* | Recognises that buildings, clothing, transport or technology could be different in the past.  Shows awareness of significant features not seen today. | Can match old objects to people or situations from the past.  Can describe how some aspects of life today differ from the past using simple historical vocabulary. |
| Cause and Consequence | Historical Significance | Historical Interpretation |
| Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions. | Can recognise and describe special times or events for family or friends. | Can identify and talk about different accounts of real historical situations. |
| Historical Enquiry | **Key Vocabulary:**  *Year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different, because, important, living memory, remembers, 1960s toys materials, wood, plastic, grandparents’ time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, What…?,When…?, Where…?* | |
| Can talk about similarities and differences between two or more historical sources using simple historical terms.  Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc. |

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| By the end of Year 2 | | |
| Units:   1. Events beyond living memory that are significant nationally or globally: The Great Fire of London 2. Significant individuals: Florence Nightingale and Mary Seacole 3. Local study: St. Joseph’s and its community | | |
| Chronology | Characteristic Features | Continuity and Change |
| Realises that historians use dates to describe events.  Use phrases describing intervals of time e.g. *before, after, at the same time etc.* | Recognises and describes, in simple terms, some characteristic features of a person or period studied.  Increasingly uses period-specific language in explanations. | Can talk about similarities and differences not just between *then* and *now* but between *then* and *another then*. |
| Cause and Consequence | Historical Significance | Historical Interpretation |
| Can describe in simple terms the causes of important historical event offering at least one example of its results. | Can recognise and talk about who was important e.g. in a simple historical account. | Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source). |
| Historical Enquiry | Key Vocabulary:  *chronological order, era/period, The Great Fire of London, Samuel Pepys, diary, danger, Christopher Wren, St Paul’s Cathedral, Florence Nightingale, Mary Seacole, Nurse, Crimean War, memorial, significant, Scuitari, government, compassion, investigate research evidence Why…? historians experts letters newspapers websites detective opinion artefact What…? When…? Where…?* | |
| Can gather information from simple sources to ask and answer questions about the past.  Can explain events and action rather than just retell the story. |

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| By the end of Year 3 | | |
| Units:   1. Changes in Britain from the Stone Age to the Iron Age 2. The Roman Empire and its impact on Britain 3. Summeria, Indus Valley, Egypt, Shang dynasty China | | |
| Chronology | Characteristic Features | Continuity and Change |
| Uses and understands phrases such as *“over three hundred years ago”* and *“AD/BC or BCE/CE”.* | Can describe main features associated with the period/civilization studied, mostly using period-specific language. | Can describe some changes in history over time and identify some things which stayed the same. |
| Cause and Consequence | Historical Significance | Historical Interpretation |
| Can describe the causes and/or consequences of an important historical event offering more than one example of these. | Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time). | Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version. |
| Historical Enquiry | Key Vocabulary:  *Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate, Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary* | |
| Can describe in simple terms how sources reveal important information about the past.  Recognises that the absence of certain types of sources can make it more difficult to draw conclusions. |

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| By the end of Year 4 | | |
| Units:   1. Britain’s settlement by Anglo-Saxons and Scots 2. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 3. Local History Study – evacuation in WW2 | | |
| Chronology | Characteristic Features | Continuity and Change |
| Begins to understand that historical periods overlap each other and vary in length.  Uses more precise chronological vocabulary. | Can give simple explanations that not everyone in the past lived in the same way.  Consistently uses period-specific language in explanations. | Can describe and give some examples of a range of changes at particular points in history while some things remained the same.  Can explain why changes in different places might be connected in some way. |
| Cause and Consequence | Historical Significance | Historical Interpretation |
| Can describe with simple examples different types of causes seeing that events happen for various reasons not just human actions. | Can identify significance – how it reveals something about history or contemporary life. | Can describe how different interpretations arise.  Understands that historical understanding is continuously being revised; if we find new evidence, we have to rewrite the past. |
| Historical Enquiry | Key Vocabulary:  *Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla* | |
| Can describe in simple terms how sources reveal important information about the past.  Recognises that the absence of certain types of sources can make it more difficult to draw conclusions. |
| By the end of Year 5 | | |
| Units:   1. Ancient Egypt with an overview of the achievement of the earliest civilizations: Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 2. Ancient Greece – a study of Greek life and achievements and their influence on the western world | | |
| Chronology | Characteristic Features | Continuity and Change |
| Understands that past civilizations overlap with others in different parts of the world and that their respective durations vary. | Understand that’s some past civilizations in different parts of the world have some important similarities.  Can identify and make links between significant characteristics of periods/civilizations studied and others previously studied. | Can give simple explanations with simple examples of why changed happened during particular events/periods.  Understands that there is usually a combination of reasons for any change.  Understands that changes do not impact everyone in the same way or at the same time. |
| Cause and Consequence | Historical Significance | Historical Interpretation |
| Can explain consequences in terms of immediate and longer-term effects and/or that people were affected differently.  Can link causes or explain that one cause might be linked to another making an event much more likely to happen. | Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative. | Understands that different accounts of the past emerge for different reasons – different people might give a different emphasis.  Understands that some interpretations are more reliable than others. |
| Historical Enquiry | Key Vocabulary:  Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced | |
| Can explain with examples why a source might be unreliable.  Can construct simple, reasoned arguments about aspects of events, periods and civilizations studied. |
| By the end of Year 6 | | |
| Units:   1. a non-European society that provides contrasts with British history: Mayan civilization c. AD 900 2. a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The Suffragettes | | |
| Chronology | Characteristic Features | Continuity and Change |
| Can accurately place civilizations/periods studied in chronological order and may take account of some overlap in duration and intervals between them. | Can contrast and make some significant links between civilizations/periods studied.  Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. | Understands that changes in different places and periods can be connected.  Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly. |
| Cause and Consequence | Historical Significance | Historical Interpretation |
| Can explain the causes **and** the consequences of quite complex event, even though they might still link some in a simple way. | Can make judgements about historical significance against criteria.  Recognises that historical significance varies over time and by the interpretations of those ascribing that significance (provenance). | Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.  Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance). |
| Historical Enquiry | Key Vocabulary:  *Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Jade, Sacrifice, City-states, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Tzolk’in*  *rights, education, equality, privileges, persecuted, faculty, university, dean, physician, dispensary, suffragette, suffrage, suffragist, debate, WSPU, arson, rallies, hunger strike, bias, slogan* | |
| Can question source with reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.  Can construct reasoned arguments about events, periods or civilizations studied. |