



History	Topic	Chronological Awareness	Knowledge and Understanding	Historical Enquiry	Organise, Evaluate and Communicate Information	Historical Vocabulary
1	<p>The Magic Toymaker</p> <p>Who am I?</p> <p>Time Detectives</p>	<p>Use simple terms relating to the passing of time</p> <p>Explore where people and events fit within a developing chronological framework, often linked to themselves [e.g. sort artefacts, images or events under headings such as 'before I was born', 'a long, long time ago'].</p> <p>Sequence some events or 2 related objects in order of time.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Tell the difference between past and present in their own lives and other people lives.</p> <p>Listen to eye-witness accounts from grandparents.</p> <p>Begin to suggest why something might be different.</p>	<p>Ask and answer questions about the past, often in relation to their own lives</p> <p>Explore some of the ways in which we find out about the past [e.g. stories, artefacts, photos, pictures and archaeology]</p> <p>Begin to identify and recount some details from the past from pictures and stories.</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p>	<p>now, then, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago past, present,</p> <p>before I was born, when my parents/carers were young,</p> <p>before, after, old, new, recently history, evidence, sequence, museum</p>
2	<p>People from the past</p> <p>Buildings</p>	<p>Use common words and phrases relating to the passing of time</p> <p>Know where people and events fit within a developing chronological framework [e.g. sort and/or sequence artefacts, people or events into time</p>	<p>Use a range of sources to describe differences between then and now</p> <p>Recount main events from a significant time in history Use evidence to explain reasons why people acted in the past as they did.</p>	<p>Ask and answer questions about the key historical events they study [e.g. How did the Fire of London start?</p> <p>Uses sources, including parts of stories, to provide answers to questions [e.g.</p>	<p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>	<p>in, during, modern, youngest, oldest, younger, older, next, then, began, past, present, future, ancient, modern historian, historical, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.</p>



		<p>periods or along a simple timeline</p> <p>Recount changes in own life over time.</p> <p>Put 3 people, events or objects in order using a given scale</p>		<p>The Fire of London started in a bakery in Pudding Lane</p> <p>Identify different ways in which the past is represented [e.g. know to read stories and non-fiction or look at artefacts, photos and pictures etc.</p> <p>Look carefully at pictures, eyewitness accounts or objects to find information about the past.</p> <p>Say how features of the period influence how events are treated.</p>		
3	<p>Settlers & Scavengers</p> <p>Romans</p>	<p>Use timelines to place events in order</p> <p>Understand timelines can be divided in BC and AD</p> <p>Know the names of the historical periods studied</p>	<p>Know the narratives of the historical periods they study</p> <p>Compare and contrast different periods of history [e.g. from 'before' and 'after' pictures, identify what changes the Romans made to Britain]</p> <p>Identify significant events and people from the past</p>	<p>Use a range of source material including visits to collate information about the past.</p> <p>Identify the difference between fact and opinion.</p> <p>Sometimes ask and regularly answer questions about the history they study, including about similarities and differences.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and vocabulary related to topic accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p>	<p>century, BC/AD/CE, civilisation, in the century, in the decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, monarchy, parliament, democracy, war, peace, evidence, source,</p>



			<p>that are remembered today.</p> <p>Begin to know the meaning of some abstract historical terms, when asked [e.g. empire, civilisation, parliament, peasantry]</p> <p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period Suggest reasons for why there were differences between periods.</p>	<p>Finds evidence from historical sources which mostly relates to a given focus [e.g. finds evidence of the Viking raids and sorts it into 'peaceful' and 'violent']</p> <p>Identify differences in accounts of an event [e.g. in paintings, drawings and photographs]</p> <p>Presents findings in different ways such as in writing, in tables and through drama.</p> <p>Suggests different sources of historical knowledge [e.g. artefacts, photographs, written accounts as well as library books and the internet.]</p>		<p>invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate</p>
4	<p>Invaders & Settlers</p> <p>(Anglo Saxons & Vikings)</p>	<p>Name and place dates of significant events of the period on a timeline showing understanding of BC, AD.</p> <p>Begin to understand how historical periods relate to one another [e.g. the Anglo-Saxons lived after</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Begin to develop richer narratives of the periods they study, moving beyond simply knowing what happened and starting, for</p>	<p>Sometimes ask and regularly answer questions about the history they study, including about similarity and difference as well as change.</p> <p>Finds evidence from historical sources which relates to a given focus,</p>	<p>Present findings about the past using speaking, writing, ICT, drama and drawing skills.</p> <p>Use dates and subject specific words such as settlement, invader accurately.</p>	<p>century, decade, ancient civilisations change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, ancestor, trade, media, press, propaganda, bias, source reliability,</p>



		the Ancient Greeks and before the Victorians]	<p>example, to appreciate what people thought and felt about events [e.g. What was the reaction to the Viking Invasion?]</p> <p>Begin to make connections between historical events, identifying a reason for an event or change.</p> <p>Identify significant events and people from the past that are remembered today and suggest reasons for this.</p> <p>Know the meaning of abstract historical terms</p>	<p>sifting out irrelevant information</p> <p>Identify differences in accounts of an event [e.g. in diary extracts and letters, drawings]</p> <p>Presents findings in a range of different ways such as in graphs, on timelines and in writing.</p> <p>Appreciate that historical knowledge is discovered and pieced together from sources.</p>		<p>hypotheses, interpretation, analyse, refine, critically, settlement, invader</p>
5	<p>Local History Study</p> <p>The Shang Dynasty</p> <p>AD 900</p>	<p>Begins to use dates to refer to the passage of time.</p> <p>Sequence historical periods</p> <p>Further develop their understanding of chronology within and across historical periods</p> <p>Identify changes within and across historical periods</p>	<p>Develop richer narratives of the periods they study, knowing what happened, what people thought and felt about it and how some events were linked</p> <p>Discusses significant events and people from the past that effect life today [e.g. the impact of the Magna Carta on modern civilisation]</p>	<p>Question reliability of source material and can give reasons why something is or is not reliable.</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</p> <p>Identify differences in accounts of events and</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly.</p>	<p>Begin to use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry]</p>



		Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Medieval	Begin to use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry] Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.	suggest reasons for this bias and propaganda Selects evidence from a range of historical sources and use their findings to answer a question or prove an idea Start to organise their findings into useful structures [e.g. chronological timeline, a descriptive paragraph. Appreciate that historical knowledge can be deepened from studying a range of sources.		
6	Brave & The Bold (The Ancient Greeks) WWI/WW2	As appropriate, use a range of technical terminology, chronological concepts [e.g. the 21st century, a century ago] and dates to refer to the passage of time. Have a chronologically secure knowledge of the local, British and World history they study. Use timelines to place events, periods, and cultural movements from	Develop rich narratives of the periods they study, knowing what happened, what people thought and felt and illustrating connections between events [e.g. Explain why the Evacuation of Dunkirk occurred, describing what happened and the responses to this]. Establishes clear narratives across the periods they study, making connections and identifying trends including in technology,	Identify differences in accounts of events and discern how and why contrasting interpretations have been made, including having an awareness of deliberate bias. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular	Present information in an organised and clearly structured way and in the most effective/ appropriate manner (e.g. written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.	change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.



		<p>around the world and use these as a reference point</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.</p> <p>Use words and phrases for movements or times of change: classical period, cold war.</p>	<p>culture, leisure, beliefs and attitudes [e.g. how and why crime and punishment has changed over time]</p> <p>Discuss the significance, both then and now, of certain events and people</p> <p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p>	<p>task.</p> <p>Sometimes ask and regularly answer historically valid questions about the history they study, including questions about similarity and difference, change, cause and consequence as well as significance.</p> <p>Construct responses to questions that involve thoughtful selection of relevant historical information</p> <p>Organise their findings into useful structures, including to answer a question in writing.</p> <p>Understand that knowledge from the past is constructed from a range of sources.</p>		
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