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| **EYFS Areas of study** Understand key features of events.Remembrance Day. Learn about the lives of significant individuals. The Royal Family. Children talk about past and present events in their own lives and in the lives of family members. (UW - ELG)  **Chronological understanding:** Birthdays, Days, months, seasons. Understanding of changes in their own lifetime personal timeline. Uses everyday language related to time. (M – ELG)  **Historical concepts:** Looks closely at similarities, differences, patterns and change. (UW – 40-60) Talk about changes. (UW – ELG)  **Enquiry and Interpretation:** Recount an event, verbally and written.Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories (EAD – ELG)They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. (CL – ELG) Know that information can be retrieved from books and computers. (L – ELG)  **Questioning and communication:** Talk about things they did at the weekend, yesterday, this morning. Visual timetable. Orders and sequences familiar events (M – ELG). | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Areas of study** | Changes within living memory: Toys  Significant event: First moon landing  Significant People: Neil Armstrong  Queen Elizabeth ll  Significant Historical Events, People and Places in the Locality-  Chester Zoo  Mottershead family | Changes within living memory: Victorians  Significant event: Sinking of Titanic  Significant people: Scott and Amundsen(race to South Pole)  Rosa Parks  Martin Luther King  Local History- Little Sutton | Changes in Britain from the Stone Age to the Iron Age    The achievements of the earliest civilizations – Ancient Egypt | The Roman Empire and its impact on Britain.  Ancient Greece – a study of Greek life and achievements and their influence on the western world to include the legacy of Greek culture and impact on today. | 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  Ancient civilisation-The Mayans | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  World War 1 & 2  Local History study-Industry Ellesmere Port (how are aspects of national history reflected in our area?) |
| **Chronological Knowledge and Understanding** | Pupils should be taught about changes within living memory.   Can explain how they have changed since birth.  Can sequence some events or objects in order of time.  Use words and phrases old, new, then and yesterday.   Tell the difference between past and present in their own lives and lives of familiar people.  Pupils should be taught about the life of a significant individual from the past who has contributed to national and international achievements  (Neil Armstrong) | Pupils should be taught about events beyond living memory, that are significant nationally or globally.  Add notes/ pictures on timeline to show what life was like at different times.  Recount main events from a significant time in history.   Pupils should be taught about the life of a significant individual from the past who has contributed to national and international achievements  Use a range of sources to describe differences between then and now. | Use timelines to place events in order.  Understand that timelines can be divided in BC and AD.  Use evidence to describe houses and settlements, culture and the way of life and people's beliefs.  Pupils should be taught about changes in Britain, from the Stone Age to the Iron Age. This could include: Palaeolithic, Mesolithic and Neolithic period.  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.  Compare the achievements of the world civilisation ‘Ancient Egypt’ with what was happening in Britain at the same time. | Record increasing knowledge about the effect of this group on Europe, Britain and the local area, building on existing developments  Note connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain)  Understand that empires grow over time  Use and interpret online maps and timelines  Place the start and end of the period on a timeline, along with the periods studied in Y3  Continue to annotate timeline throughout the study as they discover more about the time, noting connections | Independently construct a timeline, showing the history of invasions and settlement of Europeans in Britain from the Romans until 1066.  Recognise the subsequent consequence of significant events on settlements and life in Britain  Place significant events on the timeline throughout the study  Understand how Britain has been influenced by the wider world, e.g co-existence of and fights between different groups of settlers  Can compare another civilisation which existed in the world at the same time as the Anglo-Saxon and Viking struggle in Britain at around 900 A.D (The Mayans)  Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studied  Can independently construct and add to an ongoing timeline to make comparisons between 2 societies at the same time | Adds detail to the timeline during the ongoing studies  Can draw a timeline to scale independently, to show where the study over a wide arc of time fits into the wider story of British History  Can note connections, contrasts and trends over time  Demonstrate coherent, chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they studied in KS2  Understand how the past can have an impact on a local area and life today  Using a timeline, show a growing knowledge of the area, understanding the connections between local, regional, national and international history and between short- and long-term timescales  Show an understanding of what life was like for people living in the area in the past |
| **HIstorical Concepts** | Can talk about changes and list causes and consequences, drawing on what they already know  Start to develop an awareness of the past and know that some things happened in the past  Can explain, use and understand the term “significance”  Decide what is a significant event | Identify similarities and differences between ways of life in different periods  Identify similarities and differences between ways of life in different periods | Frame historically valid questions about change, cause, similarity and difference to understand complexity of people’s lives and the process of change  Recognise that change occurred due to intelligence, inventiveness and human resolve to overcome difficulties of life at the time  Develop awareness of change, cause, similarity and difference, and significance  Show understanding of the word “civilisation” in talk | Explain change, cause, impact and significance in writing  Can make a few connections and contrasts, e.g. change, cause, similarity, difference and significance  Devise historically valid questions about change, cause, similarity, difference, and significance | Understand the cause and consequence of events  Understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups and significance of that time | Note effects of changes, causes and consequence for all sections of society and impact on their own life and identity  Understand the complexity of people’s lives, the process of change, diversity of societies and relationships between different groups, as well as their own identity and challenges |
| **Enquiry and Interpretation** | Begin to understand that personal accounts may differ  Identify one way we can find out about history, e.g. interviews, pictures, objects or museums  Start to ask and answer questions, using parts of stories and other sources  to show they understand key features of events (in own or family’s life)  Start to ask questions to find out about the past  Can interview visitors/museum staff, asking perceptive questions about famous people, events and places in the area  Explore local museums/sites/old maps to find out about the locality in the past  Identify “old” places and buildings around them on a local walk | Begin to ask perceptive questions as they want to find out more about an event  Choose and use parts of stories and other sources to show they know and understand key features of events  Give more than one cause of an event and reasons why people acted as they did  Know the story of events can be explored through pictures, maps, museum visits, artefacts and firsthand accounts (diaries)  Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of their lives and events  Sort/match pictures of significant people with clothes, food, transport of the time | Ask perceptive questions and suggest how artefacts were made or used and what life at the time was like  Understand how our knowledge of the past is constructed from a range of sources.  Make careful observations of artefacts (or photographs) to find out about the period  Explore things which early civilisations had in common, e.g. river location, development of writing and number systems  Explain how discoveries were made about the civilisations, which help us to learn more about them  Orally justify which is the most important achievement and invention of each civilisation | Describe how the past can be represented or interpreted in a few different ways e.g. different views from different members of society on invaders  Handle and use artefacts from the time as a source of evidence; explain their purpose  Understand how our knowledge of the past is constructed from a range of sources  Understand methods of historical enquiry; how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  Explain what life was like for different groups of society, their diversity and relationships between them  Using a range of sources, explore the significance of the growth of the empire and influence on life today | Rigorously use a range of sources, including artefacts, written resources, to build understanding of what life was like.  Understand how laws and justice systems introduced at the time were designed to exert control over different society/invaders  Understand that recent discoveries raised new evidence to challenge and aid knowledge about the time  When using evidence, show understanding that there may be bias and different viewpoints  Demonstrate methods of historical enquiry independently, e.g. ask perceptive questions, think critically and weigh evidence  Draw conclusions on the complexity of life at the time, changes and relationships between groups  Use available evidence selectively to answer own raised questions about a distant past society | Answer a whole class enquiry question, drawing on a range of historical sources.  Follow the cycle of historical enquiry independently by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information  Make detailed use of a wide range of historical sources to help reach and support a conclusion  Can devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/museum, a local walk or an interview  Select, interpret and evaluate a source of information about the local area, assessing usefulness and if there is any bias, etc.  Understand how knowledge of the past is constructed from a range of sources and list a range of sources for local history |
| **Questioning and Communication using historical terms** | Can describe similarities and differences in life for them/ their parents/older family members - orally, in drawings, etc.  Talk about events from own history using words that show the passing of time  Design an information plaque/statue for the most significant event/person/ place in local area to inform others  Write a guide book of significant people, events and places in own locality,  using a wide vocabulary of everyday historical terms | Record the sequence of events in pictures/words  Using historical terms and vocabulary, write a report on a sequence of events and draw conclusions using the discovered information  Use drama/role-play to show events and order ideas  Make fact files on how life was different for 2 people, e.g. travel, food, clothes, homes  Write a diary as one person, using a range of information | Construct informed reports with thoughtful selection and organisation of relevant historical information  Retrieve and record information from non-fiction to answer own increasingly perceptive questions  Present recalled or selected information in a variety of ways, using specialist terms  Show curiosity by asking own questions | Compare the areas of different empires and draw conclusions about the comparative power and influence  Show a developing historical perspective through understanding the connections between local, regional, national and international history.  Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, e.g. debate and consider the impact on Britain  Use key terms such as ‘empire’, ‘civilisation’ and ‘democracy’  Describe the significance of the period and ideas from the period which still exist today  Start a list of questions for what they want to find out | Use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/periods  Give reasons why some civilisations grew in power, but may have later declined or even disappeared  Use the term "civilisation" and understand its meaning  Conduct their own question-led research into features of a non-European society | Devise increasingly historically valid, perceptive questions about change, cause and significance during the study  Explain their development as a historian - the tools and skills they have developed and how they think they will use these in the future  Thoughtfully select and organise relevant historical information, e.g. write a local guidebook for the community  Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement |