

	Change over Time Teddy Bears	Local or British History Current Great Fire of Nantw.	Significant Individuals Current Explorers
Mastery Skills Year 1	<ul style="list-style-type: none"> Recognise present and past (old & new) Begin to show sense of chronology by placing a few events and objects in order Talk about simple similarities and differences between life at different times. 	<ul style="list-style-type: none"> Find answers to some questions about the past from sources of information including stories, objects first-hand accounts. Know and recount episodes from stories about the past, knowing and understanding key events. Use simple terms to talk about the passing of time. 	<ul style="list-style-type: none"> Recognise the distinction between present and past (old & new) in their own and other people's lives. Find answers to some questions about the past from sources of information including stories, objects first-hand accounts. Use new terms to talk about the passing of time.
Assessment Outcomes Year 1	<ul style="list-style-type: none"> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Constructing the past</i> <i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i> <i>significant historical events, people and places in their own locality The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <p>·Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p> <p>·Know where people and events fit within a chronological framework.</p> <p>·Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>·Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> <p>·Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p> <p>·Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p> <p>· Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>		
	Change over Time Current How Food Changes	Local or British Hist Current 5 th November	Significant Individuals Current Florence Nightingale
Mastery Skills Year 2	<ul style="list-style-type: none"> Talk about similarities and differences between life at different times and begin to recognise that own lives are both similar and different from the lives of people in the past. Use everyday terms about the passing of time. Know and recount episodes from stories about the past. Compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past 	<ul style="list-style-type: none"> Talk about ways in which the past is represented e.g. paintings, photos, artefacts and answer begin to answer questions about the past from sources Show an emerging sense of chronology by placing a few events and objects in order and begin to put these on a timeline Show an emerging sense of chronology by placing a few events and objects in order 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts Ask and answer simple historical questions. Find answers to some simple questions about the past from sources of information including stories, objects first-hand accounts.
Assessment Outcomes Year 2	<ul style="list-style-type: none"> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i> <i>significant historical events, people and places in their own locality</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <p>·Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.</p> <p>·Know where people and events fit within a chronological framework.</p> <p>·Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>·Identify similarities and differences between ways of life in different periods. Study changes within living memory.</p> <p>·Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p> <p>·Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</p> <p>· Understand some of the ways in which they find out about the past and identify different ways in which it is represented</p>		

	Chronological History Romans	Local or British History Current Victorians	Ancient History Ancient Overview
Mastery Skills Year 3	<ul style="list-style-type: none"> use a range of sources to find out about the past <p>Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes find out about the everyday lives of people in time studied compared with our life today explain how people and events in the past have influenced life today <p>An in-depth study linked to one of the Romans or Stone Age</p> <p>Two accounts of a battle.</p> <ul style="list-style-type: none"> Develop understanding of chronology by using a timeline to divide into different periods of time using dates and terms. <p>Pupils should develop the appropriate use of historical terms. such as ruled, reigned, empire, invasion, conquer, kingdoms;</p>	<ul style="list-style-type: none"> use a range of sources to find out about the past <ul style="list-style-type: none"> Develop understanding of chronology by using a timeline to divide into different periods of time using dates and terms. look at more than two versions of the same event or story in history and identify differences investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time 	<ul style="list-style-type: none"> use a range of sources to find out about the past <ul style="list-style-type: none"> In response to given questions, begin to give a few reasons for how the past is represented. Select and record some of the main events and significant people in that time period
Assessment Outcomes Year 3	<ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica Romanisation’ of Britain: sites such as Caerwent and the impact of technology, Culture and beliefs, including early Christianity An in depth study of a British area of study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>-Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>-Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>-Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>-Address and devise historically valid questions about cause.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Address and devise historically valid questions about significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>		
	Chronological History Stone Age to Iron Age	Local or British History Current Victorians	Ancient History Ancient Egyptians
Mastery Skills Year 4	<ul style="list-style-type: none"> use a range of sources to find out about the past <p>Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes find out about the everyday lives of people in time studied compared with our life today explain how people and events in the past have influenced life today <p>Develop understanding of chronology by using a timeline to divide into different periods of time using dates and terms.</p>	<ul style="list-style-type: none"> Use a range of sources to find out about the past <ul style="list-style-type: none"> Develop understanding of chronology by using a timeline to divide into different periods of time using dates and terms. Begin to produce work with a given structure, making appropriate use of dates and terms. Compare different versions of the same story. <p>For example, understand the changing power of monarchs</p>	<ul style="list-style-type: none"> Use a range of sources to find out about the past <ul style="list-style-type: none"> In response to given questions, begin to give a few reasons for how the past is represented. Select and record some of the main events and significant people in that time period
Assessment Outcomes Year 4	<ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge/Iron Age hill forts: tribal kingdoms, farming, art and culture An in depth study of a British area of study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality The changing power of monarchs using case studies such as John, Anne and Victoria The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>-Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</p> <p>-Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>-Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>-Address and devise historically valid questions about cause.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Address and devise historically valid questions about significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>		

	Chronological History Saxons	Local or British Current WW2	Ancient History Ancient Maya
Mastery Skills Year 5	<ul style="list-style-type: none"> From combining sources, show some understanding that aspects of the past have been represented and interpreted in different ways. Suggest why there may be different interpretations of events. Evaluate the impact of events and how significant they are. 	<ul style="list-style-type: none"> Compare accounts of the events through acquiring factual knowledge and understanding of aspects of the historical era. a depth study Make comparisons between different times in the past. a study over time Compare aspects of life in the time period with those of another historical period. Producing structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Give some reasons for, and results of, the main events and changes. Research two versions of events and compare them. Describe some of the main events, people and changes. Communicate knowledge and understanding while giving their point of view. overview of where and when the first civilizations appeared
Assessment Outcomes Year 5	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century An in depth study of a British area of study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality A significant turning point in British history, for example, the first railways or the Battle of Britain A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p>-Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Understand overview and depth.</p> <p>-chronologically secure knowledge and understanding of British, local and world history.</p> <p>-Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>-Address and devise historically valid questions about cause.</p> <p>-Address and devise historically valid questions about significance.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>· Understand how our knowledge of the past is constructed from a range of sources.</p>		
	Chronological History Vikings	Local or British History	Ancient History Ancient Greece
Mastery Skills Year 6	<ul style="list-style-type: none"> Through linking a range of sources, show some understanding that aspects of the past have been represented and interpreted in different ways. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Suggest why some events in history may be more significant than others. 	<ul style="list-style-type: none"> Show factual knowledge and understanding of aspects of the history of Britain and the wider world. Use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. significant turning point Compare characteristic features from different historical periods and draw some conclusions. Produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Through the generation of their own questions, test out a hypothesis. Give some reasons for, and results of, the main events and changes. Research two versions of events and compare them. Greek life and achievements Describe some of the main events, people and changes. Bring together knowledge which is gathered from several sources together in a fluent account. <p>Greek influence on the western world</p>
Assessment Outcomes Year 6	<ul style="list-style-type: none"> Viking raids and invasion <ul style="list-style-type: none"> resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 An in depth study of a British area of study A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Ancient Greece – a study of Greek life and achievements and their influence on the western world The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>-Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Understand overview and depth.</p> <p>-chronologically secure knowledge and understanding of British, local and world history.</p> <p>-Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>-Address and devise historically valid questions about cause.</p> <p>-Address and devise historically valid questions about significance.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>· Understand how our knowledge of the past is constructed from a range of sources.</p>		