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| **History Strand: Chronological Understanding** | | |
| **Key Stage One** | **As historians Y1 pupils can:**  Put up to three objects in chronological order (recent history) on a timeline.  Label timelines with pictures, words or phrases.  Tell others about changes that have happened in my own life since they were born.  Talk about how things have changed since my parents or grandparents were children.  Use dates to talk about people or events from the past. (When appropriate)  Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the …… times.  Learning Project: Seaside Holidays  Learning Project: Great Inventors  Learning Project: Courageous Explorers | **As historians Y2 pupils can:**  Place events or artefacts in order on a timeline.  Label timelines with pictures, words or phrases and give reasons for their order.  Make connections between long- and short-term time scales.  Use dates to talk about people or events from the past. (When appropriate)  Connect new learning of historical people or events to others that they have learnt about before.  Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents’/carers’ lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ……. period, in …… times.  Learning Project: My Hometown  Learning Project: Brave Nurses  Learning Project: The Great Fire of London |
| **Lower Key Stage One** | **As historians Y3 pupils can:**  Begin to use dates and historical terms to describe events.  Begin to use a timeline within a specific time in history to set out the order things may have happened.  Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.  Place events, artefacts and historical figures on a timeline using dates.  Begin to understand the concept of change over time, representing this, along with evidence, on a timeline?  Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade.  Understand the key vocabulary from the Knowledge Organisers from Y3.  Learning Project: Ancient Egyptians  Learning Project: Rivers  Learning Project: Prehistoric Iron and Stone Age | **As historians Y4 pupils can:**  Use dates and historical terms to describe events with confidence.  Use a timeline within a specific time in history to set out the order things may have happened.  Recognise and quantify the different time periods that exist between different groups that invaded Britain.  Confidently place events, artefacts and historical figures on a timeline using dates.  Understand the concept of change over time, representing this, along with evidence, on a timeline?  Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade.  Understand and use the key words from the Knowledge Organisers from Y4.  Learning Project: Roman Empire & its impact on Britain  Learning Project: Mountains, Volcanoes and Earthquakes  Learning Project: Mayan Civilisation  Learning Project: Ancient Greece |
| **Upper Key Stage Two** | **As historians Y5 pupils can:**  Use dates and historical terms more accurately in describing events.  Place features of historical events and people from past societies and periods in a chronological framework.  Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Victorian inventions.  Describe the main changes in a period of history (using terms such as: social, religious, and cultural).  Identify periods of rapid change in history and begin to contrast them with times of relatively little change. The cottage industry in comparison with the industrial revolution.  Understand the concepts of continuity and change over time.  Explain the chronology of different time periods.  Make connections and contrasts between different time periods studied and talk about trends over time.  Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century and decade.  Learning Project: The Victorians  Learning Project: Villages, towns, and cities  Learning Project: British Settlements by the Anglo Saxons & Scots  Learning Project: Local History - Liverpool | **As historians Y6 pupils can:**  Understand why dates and historical dates are important when describing key events in history.  Place features of historical events and people from past societies and periods in a chronological framework making reference to how they can be interrelated.  Create timelines which outline the development of specific features in concepts such as invasions and protests.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological, and cultural). Making reference to the depth of influence of these concepts. World politics led to the start of the Vietnam War and that the USA believed communism to be a threat to the U.S.A.  Identify periods of rapid change in history and contrast them with times of relatively little change. What was the effect of the atomic era? (ABBA/ Creative Learning Project)  Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.  Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline. Drawing reference to how different countries would see events differently and why?  Make connections and contrasts between different time periods studied and talk about trends over time.  Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, decade, century and legacy.  Learning Project: The Vikings & Anglo Saxons  Learning Project: Civil Rights  Learning Project: North & South America |

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| **Strand: Historical Enquiry** | | |
| **Key Stage One** | **As historians Y1 pupils can:**  Show some understanding of how people find out about the past.  Show some understanding of how evidence is collected and used to make historical facts.  Ask questions such as: What was it like for people? What happened? How long ago?  Answer questions by using different sources, such as an information book or pictures.    Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?  Learning Project: Seaside Holidays  Learning Project: Great Inventors  Learning Project: Courageous Explorers | **As historians Y2 pupils can:**  Understand and talk about how people find out about the past.  Show understanding of how evidence is collected and used to make historical facts.  Ask questions such as: What was it like for people? What happened? How long ago?  Answer questions by using a specific source, such as an information book.  Research the life of someone who used to live in my area using the Internet and other sources to find out about them.  Research the life of a famous Briton from the past using different resources.  Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, and investigate.  Learning Project: My Hometown  Learning Project: Brave Nurses  Learning Project: The Great Fire of London |
| **Lower Key Stage Two** | **As historians Y3 pupils are can:**  Use evidence to ask questions and find answers to pre-defined questions about the past from a range of physical sources.  Understand what makes good historical evidence.  Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Recognise the part that archaeologists have had in helping us understand more about what happened in the past.  Begin to use research skills in finding out facts about the time period I am studying.  Begin to compare and contrast different forms of evidence when completing research.  Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?  Learning Project: Ancient Egyptians  Learning Project: Rivers  Learning Project: Prehistoric Iron and Stone Age | **As historians Y4 pupils can:**  Use written accounts and physical evidence to ask their questions and find answers to questions about the past.  Suggest suitable sources of evidence for historical enquiry.  Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Recognise the part that archaeologists have had in helping us understand more about what happened in the past and why it had happened.  Use research skills in finding out facts about the time period being studied.  Through my research, compare and contrast different forms of evidence.  Research what it was like for men, women and children in a given period from the past and use different forms to present findings.  Learning Project: Roman Empire & its impact on Britain  Learning Project: Mountains, Volcanoes and Earthquakes  Learning Project: Mayan Civilisation  Learning Project: Ancient Greece |
| **Upper Key Stage Two** | **As historians Y5 pupils can:**  Devise historical questions about the period I am studying.  Seek out and analyse range of evidence in order to justify claims about the past. For example, the Victorian age was a period of rapid growth.  Understand that no single source of evidence gives the full answer to questions about the past.  Test out a hypothesis in order to answer a question.  Appreciate how historical artefacts have helped us understand more about British lives in the present and past.  Use some different sources of evidence to deduce information about the past.  Select suitable sources of evidence.  Give a reason to support an historical argument.  Identify propaganda and begin to show understanding of it.  Understand the concept of a line of enquiry as appropriate.  Learning Project: The Victorians  Learning Project: Villages, towns and cities  Learning Project: British Settlements by the Anglo Saxons & Scots  Learning Project: Local History - Liverpool | **As historians Y6 pupils can:**  Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.  Seek out and analyse a wide range of evidence in order to justify claims about the past. Use sources of information to form testable hypotheses about the past.  Understand that no single source of evidence gives the full answer to questions about the past and that sources could be biased. For example, countries at war document history in different ways.  Create and test out a hypothesis in order to answer a question.  Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Analysing a range of artefacts to test these theories.  Use a wide range of sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Give more than one reason to support an historical argument.  Identify, explain and recreate propaganda in a historical context.  Refine lines of enquiry as appropriate.  Learning Project: The Vikings & Anglo Saxons  Learning Project: Civil Rights  Learning Project: North & South America |

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| **Strand Knowledge and Understanding** | | |
| **Key Stage One** | **As historians Y1 pupils can:**  Answer questions using a range of artefacts/ photographs/pictures provided.  Talk about the different ways that the past is represented.  Recount some interesting facts from an historical event.  Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did. Explain how they found out about people or events in the past.  Find out more about a famous person from the past and carry out some research on him or her. Find out something about the past by talking to an older person.  Recognise that some forms of evidence are more reliable than others when finding out about the past.  Show an understanding of the word ‘nation’ and the concept of a nation’s history.  Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.  Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions.  Learning Project: Seaside Holidays  Learning Project: Great Inventors  Learning Project: Courageous Explorers | **As historians Y2 pupils can:**  Describe historical events.  Describe significant people from the past and talk about what they did.  Explain the causes of an historical event and what the consequences were.  Explain what impact that significant events from the past have had on the way we live today. Talk about similarities and differences between two different time periods.  Explain how local people or events in history have changed things nationally or internationally. Explain why someone in the past acted in the way they did.  Choose and use parts of stories or other sources to show that I understand events or people from the past.  Explain why Britain has a special history by naming some famous events and some famous people.  Talk about what type of evidence is reliable when finding out about the past.  Talk about a ‘nation’, an aspect of its history and the impact it has had on the nation.  Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events.  Create my own accounts of historical people or events.  Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods.  Learning Project: My Hometown  Learning Project: Brave Nurses  Learning Project: The Great Fire of London |
| **Lower Key Stage Two** | **As historians Y3 pupils can:**  Begin to give reasons why certain events happened as they did in history.  Learn about why certain people acted as they did in history.  Learn how to explain how events from the past have helped shape our lives today.  Learn to appreciate why Britain would have been an important country to have invaded and conquered.  Learn about changes that have happened in the locality of the school throughout history.  Give a broad overview of what life was like in Ancient Egypt..  Compare some of the times studied with those of other areas of interest around the world. Link Egyptian study with Romans.  Learn about the social, cultural or religious diversity of past societies.  Learn about the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.  Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.  Talk about the causes and consequences of some of the main events and changes in history.  Use literacy, numeracy and computing skills to communicate information about the past.  Learning Project: Ancient Egyptians  Learning Project: Rivers  Learning Project: Prehistoric Iron and Stone Age | **As historians Y4 pupils can:**  Suggest why certain events happened as they did in history.  Suggest why certain people acted as they did in history.  Explain how events from the past have helped shape our lives today.  Appreciate why Britain would have been an important country to have invaded and conquered.  Describe changes that have happened in the locality of the school throughout history.  Give a broad overview of life in Britain during Roman times.  Compare some of the times studied with those of other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past societies.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Research different accounts of an historical event, explaining some of the reasons why the accounts may differ.  Suggest causes and consequences of some of the main events and changes in history.  Use literacy, numeracy and computing skills to a good standard to communicate information about the past.  Learning Project: Roman Empire & its impact on Britain  Learning Project: Mountains, Volcanoes and Earthquakes  Learning Project: Mayan Civilisation  Learning Project: Ancient Greece |
| **Upper Key Stage Two** | **As historians Y5 pupils are able to:**  Answer historical questions, using information and evidence that they have carefully considered and selected.  Understand how our knowledge of the past is constructed from a range of sources.  Describe with some detail any historical events from the different periods studied.  Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.  Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. Understand laws from the time period studied are a reflection of society at that time. I.E. Window tax 1691  Appreciate that significant events in history have helped shape the country we have today.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Identify continuity and change in the history of the locality of the school.  Give a broad overview of life in Britain and some major events from the rest of the world.  Make connections with some of the times studied with those of the other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Explain how some aspects of history/historical events have had an impact elsewhere in the world.  Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. Looking specifically at the computing scheme of work www.ilearn2.co.uk  Use original ways to present information and ideas.  Learning Project: The Victorians  Learning Project: Villages, towns and cities  Learning Project: British Settlements by the Anglo Saxons & Scots  Learning Project: Local History - Liverpool | **As historians Y6 pupils are able to:**  Answer historical questions, using information and evidence that pupils have carefully considered and selected, giving reasons for the choices I have made.  Understand how our knowledge of the past is constructed from a range of sources. Progress further by understanding that these sources may be biased and for what reason. For example, portraits of monarchs may be flattering as the painter would want to give a favourable impression of the ruler.  Describe in detail any historical events from the different period/s I am studying/have studied.  Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Suggest in detail as to why these events have changed or stayed the same.  Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. For example, which laws were abolished and why.  Appreciate that significant events in history have helped shape the country we have today.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Analyse propaganda from the learning project subject study. For example, if create is the Beatles look at the anti-war pamphlets created by John Lennon.  Identify continuity and change in the history of the locality of the school.  Give a broad overview of life in Britain and some major events from the rest of the world. Develop a timeline working document.  Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past society. Look at this in historical significance.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Explain how some aspects of history/historical events have had an impact elsewhere in the world.  Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. Where possible use data bases linked with computing scheme of work Ilearn2.  Use original ways to present information and ideas. History scrap book.  Learning Project: The Vikings & Anglo Saxons  Learning Project: Civil Rights  Learning Project: North & South America |