

**In Year 1 children will be taught to:**

Areas of study

- Changes within living memory - family history
- The lives of significant individuals / Significant people in their own locality – Explorers, John Cabot, space exploration
- Significant historical events, people and places in own locality - Bristol castle, house timeline, changes to Bristol

Chronological Understanding

- Understand the difference between things that happened in the past and the present
- Describe things that happened to themselves or others in the past
- Order a set of events or objects
- Sequence events in chronological order on a timeline
- Use words and phrases such as: *now, yesterday, last year, when I was younger, a long time ago, before I was born, when my parents were young*

Knowledge and Understanding

- Know and recount *some* facts about people and events before living memory
- Discuss effects of events studied (suggest reasons for why people may have acted as they did)

Historical Interpretation

- Identify different ways of learning about the past
- Look at books, videos, photographs, pictures and artefacts to find out about the past

Historical Enquiry

- Identify ways in which the past is represented
- Explore events, look at photographs/pictures and ask questions (e.g. “Which things are old and which are new?” or “What were people doing?”)
- Look at objects from the past, ask questions and try to answer them

Organisation and Communication

- Sort objects or events into groups (e.g. then and now)
- Use timelines to order events or objects (2D and 3D)
- Tell stories about the past (oral or written)
- Talk, write and draw about things from the past

**In Year 2 children will be taught to:**

Areas of study

- Changes within living memory – seaside
- Events beyond living memory – Great Fire of London
- The lives of significant individuals – Florence Nightingale, Queen Samuel Pepys

Chronological Understanding

- Understand the words *past* and *present* when telling others about an event
- Understand how to put people, events and objects in chronological order, using a variety of scales
- Use a timeline to place important events
- Sequence artefacts, events, photos etc of different periods

Knowledge and Understanding

- Use information to describe the past beyond living memory
- Recount a significant event in history
- Describe the differences between then and now
- Look at evidence to give and explain reasons why people in the past may have acted as they did (show *empathy* and understanding)
- Describe similarities and differences between events

Historical Interpretation

- Use books, pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the Internet to find out about the past
- Recognise different ways of learning about the past
- Compare different sources

Historical Enquiry

- Identify ways in which the past is represented
- Ask questions about the past
- Use a wide range of information to answer questions
- Begin to discuss the effectiveness of sources

Organisation and Communication

- Describe objects, people or events in history
- Use timelines to order events or objects or to place significant people
- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling, annotated photographs and using ICT

**In Year 3 children will be taught to:**

Areas of study

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- The achievements of the earliest civilisations – Ancient Egypt

Chronological Understanding

- Understand that a timeline can be divided into BC and AD
- Use a timeline to place historical events in chronological order
- Describe dates of and order significant events from the period studied

Knowledge and Understanding

- Use sources to find out about everyday lives
- Use evidence to describe the culture and leisure activities from the past
- Use evidence to describe the clothes, way of life and actions of people in the past. Use these to think of reasons for actions.
- Use evidence to describe buildings and their uses of people from the past
- Compare these to today

Historical Interpretation

- Explore the idea that there are different accounts of history
- Compare different sources and evaluate usefulness
- Look at sources as representations of a period

Historical Enquiry

- Ask a variety of questions and find answers about the past
- Identify a range of sources
- Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past
- Select appropriate sources and record information

Organisation and Communication

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling, annotated photographs and ICT

**In Year 4 children will be taught to:**

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| <u>Areas of study</u> <ul style="list-style-type: none"><li>• Britain's settlement by Anglo-Saxons and Scots</li><li>• The Viking and Anglo-Saxon struggle for the Kingdom of England</li></ul>                                                                                                                                                                                                                                                                                                                      | <u>Chronological Understanding</u> <ul style="list-style-type: none"><li>• Understand that a timeline can be divided into BC and AD</li><li>• Order significant events and dates on a timeline</li><li>• Describe the main changes in a period in history</li><li>• Recognise that past is divided into different periods of time</li><li>• Use terms related to the period</li></ul> |
| <u>Knowledge and Understanding</u> <ul style="list-style-type: none"><li>• Identify key features and events from periods studied</li><li>• Use evidence to describe what was important to people from the past</li><li>• Use evidence to show how the lives of rich and poor people from the past differed</li><li>• Describe similarities and differences between people, events and artefacts studied</li><li>• Describe how some of the things I have studied from the past affect/influence life today</li></ul> | <u>Historical Interpretation</u> <ul style="list-style-type: none"><li>• Look at different versions of the same event in history and identify differences</li><li>• Know that people in the past represent events or ideas in a way that persuades others</li><li>• Begin to evaluate the usefulness of sources</li></ul>                                                             |
| <u>Historical Enquiry</u> <ul style="list-style-type: none"><li>• Use evidence to build up a picture</li><li>• Choose relevant sources</li><li>• Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past</li><li>• Ask a variety of questions and find answers about the past</li></ul>                                                 | <u>Organisation and Communication</u> <ul style="list-style-type: none"><li>• Select relevant information and organise findings</li><li>• Answer historical questions</li><li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and ICT</li></ul>                                                           |

**In Year 5 children will be taught to:**

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| <u>Areas of study</u> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Victorians</li> <li>• A study of Greek life and achievements and their influence on the western world</li> </ul>                                                                                                                                                                                                                                                                                                | <u>Chronological Understanding</u> <ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline</li> <li>• Order and sequence the period studied with other events/periods</li> <li>• Describe the main changes in a period in history</li> <li>• Understand how some historical events occurred concurrently in different locations</li> </ul>                                                                          |
| <u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give own reasons why changes may have occurred, supported by evidence</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how historical events studied affect/influence life today</li> <li>• Compare some of the features of past societies</li> <li>• Examine causes and impact of great events</li> </ul>                                                      | <u>Historical Interpretation</u> <ul style="list-style-type: none"> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history</li> <li>• Give reasons why there may be different accounts of history</li> <li>• Evaluate evidence to choose the most reliable forms</li> <li>• Evaluate evidence in terms of fact, fiction or opinion. How do we know what is fact?</li> </ul> |
| <u>Historical Enquiry</u> <ul style="list-style-type: none"> <li>• Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, museums and galleries and visits to sites to collect evidence</li> <li>• Choose relevant sources of evidence to answer questions, realising that there is not often a single answer to historical questions</li> <li>• Investigate own lines of enquiry by posing questions to answer</li> <li>• Using evidence to build up a picture</li> <li>• Identifying primary and secondary sources</li> </ul> | <u>Organisation and Communication</u> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and using ICT</li> <li>• Plan and present a self-directed project or research about the studied period (individual or group)</li> <li>• Use appropriate terms</li> </ul>                                                                                |

**In Year 6 children will be taught to:**

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| <u>Areas of study</u> <ul style="list-style-type: none"> <li>• A non-European society that provides contrast with British history – Mayan civilisation</li> <li>• A local history study - slavery</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - History of Medicine</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        | <u>Chronological Understanding</u> <ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline</li> <li>• Identify and compare changes within and across different periods</li> <li>• Understand how some historical events occurred concurrently in different locations</li> </ul>                                                                                                 |
| <u>Knowledge and Understanding</u> <ul style="list-style-type: none"> <li>• Choose reliable sources of information to find out about the past</li> <li>• Give reasons why changes may have occurred, supported by evidence</li> <li>• Describe similarities and differences between some people, events and artefacts studied</li> <li>• Describe how some of the things studied from the past affect/influence life today</li> <li>• Make links and comparisons between some of the features of past societies and periods</li> </ul>                                                                                                                                                                                         | <u>Historical Interpretation</u> <ul style="list-style-type: none"> <li>• Evaluate evidence to choose the most reliable forms</li> <li>• Know that people have a point of view and that this can affect interpretation</li> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> <li>• Link sources – how were conclusions arrived at?</li> </ul> |
| <u>Historical Enquiry</u> <ul style="list-style-type: none"> <li>• Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, museums and galleries and visits to sites to collect evidence</li> <li>• Choose relevant sources of evidence to answer questions, realising that there is not often a single answer to historical questions</li> <li>• Notice where there might be omissions and identify ways of finding out what's missing</li> <li>• Investigate own lines of enquiry by posing questions to answer</li> <li>• Recognise primary and secondary sources</li> <li>• Bring sources together to inform knowledge to create a fluent account</li> </ul> | <u>Organisation and Communication</u> <ul style="list-style-type: none"> <li>• Communicate ideas, knowledge and understanding about the past using different genres of writing, drawing, diagrams, data-handling, drama, story-telling and using ICT</li> <li>• Plan and present a self-directed project or research about the period studied</li> <li>•</li> </ul>                                                          |