



MANLEY PARK

PRIMARY SCHOOL

G R O W I N G T O G E T H E R

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

EYFS Statutory Framework and the National Curriculum

EYFS Statutory Educational Programme: Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society; -
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Early Learning Goals: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Early Learning Goals: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Development Matters Objectives (Non statutory)

Nursery

- Begin to make sense of their own life-story and family's history
- Talk about what they see, using a wide vocabulary.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

- Talk about members of their immediate family and community.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content - Where the NC is covered at MPPS

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught to:

NC Objectives	Year 1	Year 2
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changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	X	
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]		X
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	X	X
significant historical events, people and places in their own locality.	X	

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

NC Objectives	Y3	Y4	Y5	Y6
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changes in Britain from the Stone Age to the Iron Age	x			
the Roman Empire and its impact on Britain		x		
Britain's settlement by Anglo-Saxons and Scots			x	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			x	
a local history study				x
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				x
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	x			
Ancient Greece – a study of Greek life and achievements and their influence on the western world		x		

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			x	
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History in the Early Years Foundation Stage

Skills and Knowledge in Nursery

<p>Past and Present:</p> <p>Understanding the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
Development Matters Objectives	Begin to make sense of their own life-story and family’s history	Talk about members of their immediate family and community
Skills Development	<p><i>Begin to develop an awareness of the daily routine</i></p> <p>Begin to understand key events to complete an activity Begin to develop a sense of time when completing activities e.g. group time / short story / snack time</p>	<p>Develop an awareness of themselves Show interest in photographs of themselves and family members Begin to develop an awareness of family With support begin to imitate everyday actions / events from</p>

	<p>Begin to develop an understanding of the vocabulary of time within the context of the daily routine – later / soon</p> <p>Understand and follow the daily routine with the use of a visual timetable</p> <p>Begin to predict what might happen next within the daily routine, including the sequence of morning and afternoon</p> <p>Understand and engage in key events to complete an activity e.g. washing hands before snack time</p> <p>Understand and begin to use the vocabulary of time within the context of the daily routine – later / next / after</p> <p>Be aware of beginning and end of a story, and begin to be aware of middle of a story</p> <p>Begin to use sequencing vocabulary e.g. before / next / after</p> <p>Develop an awareness of past significant events e.g. birthdays / holidays / trips</p> <p>Remember and talk about significant events in their own experiences</p> <p>Develop an awareness of past significant nursery and school events Begin to compare past events / experiences</p>	<p>family life</p> <p>Continue to develop an awareness of themselves</p> <p>Develop an awareness of who is in their family – who lives in my house?</p> <p>Begin to develop an awareness of different types of families</p> <p>Imitate everyday actions / events from family life</p>
<p>Knowledge</p>	<p>Begin to understand that they were once a baby</p> <p>Begin to understand that your birthday isn't celebrated every day and some days are different from other days</p> <p>Understand that they, and their parents, were once a baby / a toddler e.g. when I was a baby / toddler ...</p> <p>Understand that their birthday and some key festivals aren't celebrated every day, and some days are different from other days</p> <p>Begin to develop an awareness of the different seasons</p> <p>Use sequencing language</p> <p>The days of the week</p>	<p>Members of their immediate family</p> <p>Member of their family and extended family</p> <p>Members of their community</p> <p>That there are different families</p>

Vocabulary	big, little, baby, birthday, party , mummy, daddy, brother, sister, names of siblings, before, after, next, now, day, night, today, grow, change, old, young, new, same different, family, photograph	big, little, baby, birthday, party , mummy, daddy, brother, sister, names of siblings, grow, change, old, young, new, same different, family, photograph
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Skills Progression in Nursery

<p>Past and Present</p> <p>Understanding the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>			
	First	Second	Third
Begin to make sense of their own life-story and family’s history		x	
Talk about members of their immediate family and community	x		

Skills and Knowledge in Reception

Understanding the world: Past and Present
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Development Matters Objectives	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.
<p>Skills Development</p>	<p>Understand that their parents and grandparents were once babies and children Begin to recognise the change, similarities and differences within specific periods of time e.g. toys used by themselves / parents / grandparents Develop a sense of 'a long time ago' and talk about similarities and differences between the past and present Begin to develop an understanding of past and present Develop an understanding of when events are taking place or have taken place i.e. past, present or future - Talk about past, present and future events and experiences using the correct tense Understand and interact with a timeline that represents the school year e.g. showing birthdays, festivals, trips and other significant events Talks about past and present events in their own life and in the lives of family members Comment on images of familiar situations in the past - Linked to personal experiences e.g. different birthdays / favourite toys Identifying and talking about similarities and differences between past and present e.g. home / school / transport / local area Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society Begin to develop an awareness of how some familiar roles have changed over time</p>	<p>Begin to talk about similarities and differences between the lives of character's / figure's and their own</p>
<p>Knowledge</p>	<p>Recognise that things happened before they were born</p>	<ul style="list-style-type: none"> - Become familiar with fictional stories and rhymes set in the past - Become familiar with simple non-fiction texts about some significant figures from the past - Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>Vocabulary</p>	<p>history, past, present, long ago yesterday, week, month, remember, year parent, extended family members, e.g. cousin, auntie, uncle, grandparent, toddler, adult, time, later, compare, similarities, differences, younger, older</p>	<p>history, past, present, future, long ago, morning, afternoon, yesterday, tomorrow, week, month, remember, year, time, later, compare, similarities, differences, younger, older</p>

Skills Progression in Reception

Past and Present			
Understanding the world			
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>			
	First	Second	Third
Comment on images of familiar situations in the past.	X		
Compare and contrast characters from stories, including figures from the past		X	

Bridging into the National Curriculum

Early Learning Goals -- Talk about the lives of the people around them and their roles in society;

Early Learning Goals - - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Early Learning Goals - - Understand the past through settings, characters and events encountered in books read in class and storytelling;

How our early years curriculum prepares for the next stage of education

Early Learning Goals	NC Areas	Year 1
Talk about the lives of the people around them and their roles in society	Chronological Understanding	Events beyond living memory that are significant national or globally
	Knowledge and Understanding of past events, people and changes in the past	Changes within living memory
	Historical Interpretation	Changes within living memory
	Historical Enquiry	The lives of significant individuals in the past who have contributed to national and international achievements
	Organisation and Communication	
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Chronological Understanding	Changes within living memory
	Knowledge and Understanding of past events, people and changes in the past	Events beyond living memory that are significant national or globally
	Historical Interpretation	
	Historical Enquiry	
	Organisation and Communication	
Understand the past through settings, characters and events encountered in books read in class and storytelling	Chronological Understanding	
	Knowledge and Understanding of past events, people and changes in the past	
	Historical Interpretation	
	Historical Enquiry	
	Organisation and Communication	

Delivering the National Curriculum

Aims - The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year Group	know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic,

						military, political, religious and social history; and between short- and long-term timescales.
Year 1	<p>In Year 1, in autumn term pupils in their changes within living memory unit, will be able to identify similarities and differences between their childhoods and other members of their families.</p> <p>Furthermore, pupils will be able to identify national changes that have occurred such as technology and transport.</p> <p>In Year 1, Summer term, pupils will learn about significant queens of England. They gain understanding of the impact Queen Elizabeth I and Queen Elizabeth II had on the nation and globally.</p>			<p>In Year 1 in autumn term, pupils learn about the key changes that have occurred since they were born. ,</p> <p>In their changes within living memory unit, pupils will be able to identify changes that have happened nationally.</p> <p>In Spring term, learning about L.S Lowry as a significant person and gaining knowledge about their local area. Pupils will understand some of the changes that happened in their local area. Pupils will be able to make comparisons from the past to present day.</p> <p>In Summer term, pupils will be able to understand the similarities and differences between Queen Elizabeth I and Queen Elizabeth II. Pupils will be able to compare and contrast the two monarchs.</p>		<p>In Year 1, autumn term within the unit of changes within living memory. Pupils gain the skills to look at how their childhood is different to their parents and grandparents generations.</p> <p>In Spring term, pupils learn about L.S Lowry as their significant person in their own locality. They will have an understanding of their local area and how it has changed over time.</p> <p>In Spring term, pupils will have some awareness about why these changes occurred.</p>
Year 2	<p>In Year 2, Autumn term pupils understand how Walter Tull and Rosa Parks contributed to national and international achievements. Pupils develop their understanding of their impact they had on society.</p>			<p>In Year 2, Autumn term, pupils understand the difference between being famous and being significant. The pupils are then able to understand why Walter Tull and Rosa Parks are significant. Pupils are able to compare and</p>	<p>In Year 2, Autumn term pupils look at the significance of Rosa Parks and Walter Tull. They explore the racism they faced during their lifetime and how this impacted their significance at the time.</p>	<p>In Year 2, Autumn term pupils explore the two significant individuals and compare their national and international impact. Pupils will understand the cultural, social history and political factors that were important at the time for these</p>

	<p>In Year 2, Summer term within the unit of a significant event of the Great Fire of London. Pupils will understand the events that lead up to the fire. Pupils will be able to deepen their understanding of the event and how that impacted Britain at the time.</p>			<p>contrast the two figures.</p> <p>In Year 2, Summer term of exploring the Great Fire of London. Pupils will be able to understand the significance of this event and how it started fire brigades which we still have today.</p>	<p>In Year 2, in Summer term exploring the Great Fire of London. Pupils will be able to have some understanding of how we find out about the past (using diaries, records and secondary sources. Within this unit, pupils are able to explore and question who caused the fire and could it have been prevented.</p>	<p>individuals.</p>
Year 3	<p>In Year 3, Autumn term pupils will learn about the changes in Britain from the Stone Age to the Iron Age. Pupils will understand the chronology of the time periods explored. Pupils will understand how the Beaker people influenced British technology within the Bronze Age.</p> <p>In Year 3, Spring term the unit on Ancient Civilizations, pupils will be able to develop their chronological understanding of the time periods. They will develop a further understanding of the impact of different places around the world on Britain.</p>	<p>In Year 3, Spring term, the unit focuses on the achievements of the earliest civilizations and then focuses on one for an in-depth study. Pupils will learn about the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Pupils will explore these Ancient Civilizations.</p>	<p>In Year 3, Autumn term, the unit changes in Britain from the Stone Age to the Iron Age. Pupils will explore different civilizations throughout the ages in this unit.</p> <p>In Year 3, Spring term, the unit focuses on earliest civilizations outside Europe. These civilizations existed around the same time as the Bronze Age/Iron Ages. Pupils will be exposed to different types of civilizations within a similar time period. Pupils will understand what a civilization is and the factors it needs to survive and thrive.</p>	<p>In Year 3, Autumn term exploring the changes from the Stone Age to the Iron Age, pupils will be able to compare and contrast the way of life through these time periods. Pupils will understand the significance of new technologies such as bronze, iron and farming. They will understand why these changes impacted life during those time periods.</p> <p>In Year 3, Spring term, the unit focusing on Ancient Civilisations, pupils will be able to compare and contrast technologies and advances to their study of the Bronze/Iron Ages. Pupils will explore the different achievements of each civilisation. Pupils will understand the achievements and significance of Ancient Civilizations and their impact on the lives of the people at the time and our lives today.</p>	<p>In Year 3, Autumn term, pupils will be able to understand the limitations of the past as there is a lack of evidence from prehistoric times. Pupils will carry out enquiries during this unit and research which time period was "better" the Bronze or Iron age with reasons.</p> <p>In Year 3, Spring term within the Ancient Civilizations unit, pupils will be able to evaluate sources of information and consider if they are reliable or not.</p>	<p>In Year 3, Spring term within the Ancient Civilizations unit, pupils will develop their understanding of social justice linking into the hierarchy of civilizations. Pupils will develop their understanding of how religion impacted life in these Ancient Civilizations.</p>
Year 4	<p>In Year 4, Autumn term unit focuses on the Ancient Greeks'. Pupils will understand how they fit into the world history</p>	<p>In Year 4, Autumn term unit of Ancient Greece, pupils will understand the significant impact of the Ancient Greek civilization on modern day</p>	<p>In Year 4, Autumn term unit on Ancient Greece, pupils will understand and use specialised vocabulary and terminology such as:</p>	<p>In Year 4, Autumn term unit on Ancient Greece, pupils will be able to look at the differences and similarities of Athens and Sparta. Pupils</p>	<p>In Year 4, Autumn term unit on Ancient Greece, pupils will be able to understand how people have found out about the civilisation of</p>	<p>In Year 4, Autumn term unit on Ancient Greece, pupils will be able to explain what life was like in Ancient Greece, e.g. culture, religion,</p>

	<p>timeline for chronological understanding. Furthermore, the unit explores the Ancient Greeks' influence on the western world and their impact on our lives today.</p> <p>In Year 4, Spring term units on the Roman Empire, this unit follows on from Year 3's unit on the Stone Age to Iron Age, exploring what happened in Britain after the Iron Age. Pupils will know that Ancient Egypt became part of the Roman Empire. Pupils will be able to understand how life in Britain changed because of the influence of Roman technology.</p>	<p>Britain.</p> <p>In Year 4, Spring term unit on the Roman Empire, pupils will understand how the Roman Empire and its invasion impacted on Britain. Furthermore, pupils will know the reasons for the Roman Invasion of Britain and explain why the Romans left Britain. Pupils will understand how the Roman Empire became so powerful.</p>	<p>ancient, modern, civilization and democracy.</p> <p>In Year 4, the Spring term unit on the Roman Empire, pupils will understand how powerful the Roman Empire was and how they were able to become so powerful. Pupils will be able to understand the importance and the long lasting impact of the Roman Empire.</p>	<p>will then be able to explore how they are different and similar to cities today. Furthermore pupils in this unit will be able to explain changes to Ancient Greek Schooling to their own. Pupils will acknowledge the achievement and understand the significance of Alexander the Great. Pupils will be able to explain the similarities and differences between democracy in Ancient Greek times and now.</p> <p>In Year 4, Spring term unit on the Roman Empire, pupils will be able to make links between the actions taken by the Romans and the intended and unintended consequences by the Romans and Celts when invading. Pupils will be able to make comparisons of life in Britain before the invasion and then after.</p>	<p>Ancient Greece. They will be able to understand that we can understand periods of history by looking at a range of different sources. Pupils will develop their skill of how aspects of the past have been represented in different ways.</p> <p>In Year 4, Spring term unit on the Roman Empire, pupils will be able to explain the reliability of sources of information based on who/what the source is.</p>	<p>roles of men and women. Pupils will be able to explain the similarities and differences between democracy in Ancient Greek times and now. Pupils will understand how the Olympic Games have changed since the original Ancient games.</p> <p>In Year 4, Spring term unit on the Roman Empire, pupils will be able to explain what life was like the Roman Empire for different people (rich/poor, emperors/slaves, beliefs). Pupils will be able to understand what Romans brought and developed in Britain (technology, culture, religion, language)</p>
Year 5	<p>In Year 5, Autumn term in the unit of Anglo-Saxons, Scots and Vikings, pupils will begin to understand this historical time period occurs after the Romans had left. They will understand where the Anglo-Saxons, Scots and Vikings came from and their reasons for coming to Britain. Pupils will understand who the Scots were and where they settled. Pupils will understand where the Vikings came from and understand where they fit into the British timeline.</p>	<p>In Year 5, Summer term on the Mayan civilisation, pupils will understand how the Maya fit into a wider chronological pattern of other civilizations and periods.</p>	<p>In Year 5, Summer term on the Mayan civilization, pupils will be able to make comparisons of different civilizations and explore where the Maya settled. Pupils will understand the difficulties of sustaining a civilization in a rainforest environment. They will understand the factors that caused the decline of the Maya civilization.</p>	<p>In Year 5, Autumn term in the unit of Anglo-Saxons, Scots and Vikings, pupils will understand what life was like in Anglo-Saxon Britain and compare it to previous settlements. Pupils will be able to understand the impact of the Viking raids on people of Britain at the time. Furthermore, they will understand what life was like in Viking Britain and how it compared to life in Anglo-Saxon Britain. Pupils will understand the significance of Alfred the Great was and what he contributed to Britain.</p>	<p>In Year 5, Autumn term in the unit of Anglo-Saxons, Scots and Vikings, pupils will understand how we know about the Anglo-Saxons from the available evidence we have. They will understand the challenges archeologists face.</p> <p>In Year 5, Summer term unit of Mayan Civilizations, pupils will understand how we know about the Maya and the difficulty of making conclusions about the past using only material remains.</p>	<p>In Year 5, Autumn term in the unit of Anglo-Saxons, Scots and Vikings, pupils will understand how people's lives changed with the introduction of Christianity. Pupils will understand how the Vikings controlled the Danelaw and the kingdom in the reign of Cnut and the kingdom of England was formed around 955 AD.</p> <p>In Year 5, Summer term unit of Mayan Civilization, pupils will understand what life was like for different people in the Maya hierarchy</p>

	<p>Pupils will be able to explain what happened in 1066 and understand the impact it had on England. Pupils will be able to understand how the Anglo-Saxons, Scots and Vikings influenced Britain.</p> <p>In Year 5, in the Summer term unit of the Mayan Civilisation which took place at the same time period of the Vikings in 900 AD. Pupils will understand how the Maya fit into a wider chronological pattern of other civilizations and periods</p>			<p>Pupils will be able to explain how Britain changed between 790AD and 1066 AD. Pupils will be able to explain what happened in 1066 and understand the impact it had on England. Pupils will understand the positives and negatives of life in Anglo-Saxon and Viking times.</p> <p>In Year 5, Summer term of the Mayan civilization, pupils will be able to understand how Maya (a stone age society) were similar and different to Stone Age Britain. They will understand the achievements and discoveries of the Maya. Pupils will be able to compare writing from Maya and Ancient Egypt.</p>		<p>(rich/poor). Pupils will understand what the Maya valued. They will understand how they carried out their daily life (trading, religious beliefs,</p>
Year 6	<p>In Year 6, Autumn term unit of the role of women in British society, pupils start the unit from 1066 and understand the impact of the Norman invasion on the lives of people in Britain, particularly women. Pupils will understand the suffragette movement of the 19th Century and how that has influenced Britain. Pupils will understand that the First World War gave more freedom to women.</p> <p>In Year 6, in the Summer term unit of the Peterloo Massacre, pupils will know what life was in 17th Century Britain and changes happening at this time. Pupils will be able to understand what was</p>	<p>In Year 6, Autumn term unit of the role of women in British society, pupils will understand what life was like for women in Ancient civilizations.</p>		<p>In Year 6, Autumn term unit of the role of women in British society, pupils will be able to explain some of the changes which occurred to show women's success in 'male dominated roles'. Pupils will refer back to significant/famous women from history (Boudicca, Cleopatra, Rosa Parks). Pupils will understand the impact of the Industrial Revolution and Queen Victoria's reign on social change on middle class women. Pupils will understand the suffragette movement played a major role in social change for women today. . Pupils will understand that the First World War gave more freedom to women.</p>	<p>In Year 6, Summer term unit of the Peterloo Massacre, pupils will be able to recognise that there are different viewpoints of history. Pupils will recognise that there are different viewpoints of history and people create works of art in reaction to these.</p>	<p>In Year 6, the Autumn term unit of the role of women in British society, pupils will understand that attitudes to women's roles being less important than men was common. Pupils will understand that women were reliant on men and did not have the same freedoms and this is evident in different periods of history. Pupils will understand the impact of the Industrial Revolution and Queen Victoria's position on the throne enabled further social change amongst middle class women. Pupils will understand that by the 19th Century, women began questioning their status in society and were influenced</p>

	<p>happening in France at this time (Napoleon's actions) and how the British people felt about this. Pupils in this unit will be able to place events, periods and cultural movements around the world during this time period.</p>			<p>In Year 6, in the Summer term unit of the Peterloo Massacre, pupils will know what life was in 17th Century Britain and changes happening at this time. Pupils will understand the impact of the Peterloo Massacre on our local area (Manchester) and the changes that occurred after this event. Pupils will be able to explain what life was like in Britain after the Napoleonic Wars. Pupils will understand the significance of Henry Hunt in this period of time. Pupils will be able to understand the consequences of the Peterloo Massacre.</p>		<p>through women authors. Pupils will know that men believed that women were not capable of doing the same job as men. Pupils will understand the suffragette movement played a major role in social change for women today. . Pupils will understand that the First World War gave more freedom to women.</p> <p>In Year 6, in the Summer term unit of the Peterloo Massacre, pupils will know what life was in 17th Century Britain and changes happening at this time. Pupils will understand how the Peterloo Massacre impacted on our local area (Manchester) and the resulting changes which occurred. Pupils will understand how Britain was governed at this time. Pupils will understand why the cavalry killed people in the crowds.</p>
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History Skills

	Chronological Understanding	Knowledge and Understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 1		<p><u>Changes within living memory</u> Learners will recognise that some objects and events belonged to the past.</p> <p>Learners will identify changes which have happened during their lifetime.</p>	<p><u>Changes within living memory</u> Learners will identify similarities and difference between their own and parents childhood</p>	<p><u>Changes within living memory</u> Learners will use artefacts, pictures, stories, and the internet to investigate and learn about the past.</p>	<p><u>Changes within living memory</u> Learners will explain changes and events in their life.</p> <p>Learners will use stories and other sources to demonstrate their understanding.</p>

	<p><u>Significant Individuals</u> Learners will order events in chronological order.</p> <p><u>Our Country</u> Learners can identify different time periods on a timeline.</p>	<p><u>Significant Individuals</u> Learners will use stories and other sources to learn about the past.</p> <p>Learners will identify and comment on life in Manchester in Lowry's lifetime.</p> <p>Learners will identify changes which have occurred and possible reasons for these changes.</p> <p><u>Our Country</u> Learners will use pictures and paintings to identify and compare the past and the present</p>	<p><u>Significant Individuals</u> Learners will identify changes which have occurred and possible reasons for these changes.</p> <p>Learners will identify similarities and differences between Manchester in the past and the present.</p> <p>Learners will use research to talk about how their local area has changed over time.</p> <p><u>Our Country</u> Learners will identify similarities and differences between Queen Elizabeth the first and Queen Elizabeth the second including their reign.</p>	<p><u>Significant Individuals</u> Learners will use maps, photographs, artwork and pictures of their local area to learn about the past.</p> <p><u>Our Country</u> Learners will use artefacts, pictures and stories to investigate and learn about life in the reign of Queen Elizabeth II.</p> <p>Learners will use artefacts, pictures and stories to investigate and learn about life in Tudor Britain.</p> <p>Learners will use their research to talk about how being a monarch has changed over time.</p>	<p><u>Significant Individuals</u> Learners will identify and comment on life in Manchester in Lowry's lifetime.</p> <p>Learners will use research to talk about how their local area has changed over time.</p> <p><u>Our Country</u> Learners will explain what a monarchy is. Learners will use their research to talk about how being a monarch has changed over time.</p>
<p>Year 2</p>	<p><u>Significant People</u> Learners will locate Walter Tull's life span on a timeline.</p> <p>Learners will sequence the key events in the early life of Walter Tull.</p>	<p><u>Significant People</u> Learners will identify what is meant by the terms 'famous' and 'significant' and begin to understand the difference between the two. Learners will use the information acquired to decide whether Walter Tull had a happy childhood.</p> <p>Learners will compare a football match from today to one from the 1900s.</p> <p>Learners will identify what is meant by the term 'racism'.</p>	<p><u>Significant People</u> Learners will identify the reasons for Rosa Parks' actions.</p> <p>Learners will make comparisons over time.</p> <p>Learners will identify what they can learn from their experiences.</p>	<p><u>Significant People</u> Learners will use the information acquired to decide whether Walter Tull had a happy childhood.</p> <p>Learners will use photographs to extract information in order to make comparisons and inferences.</p> <p>Learners will use a range of sources to describe how football kits have changed over time.</p> <p>Learners will devise</p>	<p><u>Significant People</u> Learners will explain why Walter Tull's achievements are significant.</p> <p>Learners will explain the results of Rosa Parks' actions</p> <p>Learners will explain why Rosa Parks' actions are still relevant today.</p> <p>Learners will identify what they can learn from their experiences.</p>

	<p><u>Significant Events</u> Learners will order events of the Great Fire of London on a timeline.</p>	<p>Learners will identify Walter Tull's achievements in service to his country including in battle.</p> <p>Learners will identify what life was like for Rosa Parks growing up.</p> <p>Learners will explain why Rosa Parks' actions are still relevant today</p> <p>Learners will Make comparisons between the lives of Walter Tull and Rosa Parks identify some similarities and differences</p> <p><u>Significant Events</u> Learners will identify the factors which contributed to the Great Fire of London.</p> <p>Learners will Compare the similarities and differences between the fire service in 1666 and modern day fire services.</p>	<p><u>Significant Events</u> Learners will identify similarities between pictures of modern-day London and London during the Stuart period.</p> <p>Learners will identify reasons for the ways in which people acted during the fire.</p> <p>Learners will suggest why people ignored the safety risks.</p> <p>Learners will give reasons for and results of changes made after the Great Fire.</p> <p>Learners will Compare the similarities and differences between the fire service in 1666 and modern day fire services.</p>	<p>appropriate questions to ask Walter Tull about his experience in Bristol.</p> <p>Learners will research Walter Tull's experience in Bristol and identify how it must have affected him.</p> <p>Learners will find relevant information about a person from the internet and take notes.</p> <p><u>Significant Events</u></p>	<p><u>Significant Events</u> Learners will explain why the fire warnings were not taken seriously at the time.</p> <p>Learners will explain the impact of the events of the Great Fire of London.</p>
<p>Year 3</p>	<p><u>Stone Age/Iron Age</u> Learners will use words and phrases such as century and decade to describe when</p>	<p><u>Stone Age/Iron Age</u> Learners will compare similarities and differences between people, events and</p>	<p><u>Stone Age/Iron Age</u> Learners will identify some of the different ways in which the past has been</p>	<p><u>Stone Age/Iron Age</u> Learners will identify how people lived in the 'old' stone age.</p>	<p><u>Stone Age/Iron Age</u> Learners will explain why we do not know everything about the time period.</p>

	<p>events occurred.</p> <p><u>Ancient Civilisations</u> Learners will compare the time periods of the four civilizations on a world timeline.</p> <p>Learners will order the main events of the Egyptian period of the timeline.</p>	<p>objects throughout these periods.</p> <p>Learners will identify how people lived in the 'old' stone age.</p> <p>Learners will identify how people in the 'middle' stone age.</p> <p>Learners will identify how people lived in the 'new' stone age.</p> <p>Learners will identify what changed, as well as what stayed the same.</p> <p>Learners will identify what changed, as well as what stayed the same through the different stone ages.</p> <p>Learners will explain why we do not know everything about the time period.</p> <p>Learners will explain where bronze came from and how it was made.</p> <p>Learners will identify the impact of the development of bronze on the lives of people at the time.</p> <p><u>Ancient Civilisations</u> Learners will identify how and where in the world the civilizations were established and give reasons for these locations.</p> <p>Learners identify what these civilizations would have needed in order to function successfully.</p> <p>Learners will identify</p>	<p>represented.</p> <p>Learners will use evidence to compare and contrast the changes from the Old Stone Age, Middle Stone Age and the New Stone Age.</p> <p><u>Ancient Civilisations</u> Learners will identify the benefits of the River Nile for the people of Ancient Egypt.</p> <p>Learners will identify reasons why the Rosetta Stone discovery was an important discovery in understanding the lives of Ancient Egyptians.</p>	<p>Learners will identify how people in the 'middle' stone age.</p> <p>Learners will identify how people lived in the 'new' stone age</p> <p>Learners will identify what changed, as well as what stayed the same.</p> <p>Learners will use evidence to compare and contrast the changes from the Old Stone Age, Middle Stone Age and the New Stone Age.</p> <p>Learners will identify what changed, as well as what stayed the same through the different stone ages.</p> <p>Learners will explain how a recent discovery by archaeologists has changed the way we think about the Stone Age.</p> <p>Learners will use evidence to find answers to questions about the past.</p> <p><u>Ancient Civilisations</u> Learners will ask historically valid questions about similarities and differences and significance.</p>	<p>Learners will explain how a recent discovery by archaeologists has changed the way we think about the Stone Age.</p> <p>Learners will explain where bronze came from and how it was made.</p> <p><u>Ancient Civilisations</u> Learners will give reasons for and results of the main events and changes of the Egyptian period.</p> <p>Learners will Describe the features of the Ancient Egyptian society (including trade, hierarchy (pharaohs/slaves) and make links to other societies studied (e.g. other three explored</p>
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		<p>similarities and difference between the four different civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of China)</p> <p>Learners will identify what the greatest achievements of these civilizations were and give reasons.</p> <p>Learners will give reasons for and results of the main events and changes of the Egyptian period.</p> <p>Learners will identify the benefits of the River Nile for the people of Ancient Egypt</p> <p>Learners will identify reasons why the Rosetta Stone discovery was an important discovery in understanding the lives of Ancient Egyptians</p> <p>Learners will Describe the features of the Ancient Egyptian society (including trade, hierarchy (pharaohs/slaves) and make links to other societies studied (e.g. other three explored previously)</p>			previously)
Year 4	<p><u>Ancient Greece</u> Learners will place Ancient Greece in a timeline of world history.</p>	<p><u>Ancient Greece</u> Learners will understand and use specialised vocabulary and terminology such as 'ancient', 'modern', 'civilization' and 'democracy'.</p> <p>Learners will infer from the location, physical features and climate of modern-day Greece what Ancient Greece</p>	<p><u>Ancient Greece</u> Learners will identify some of the similarities and differences between life in Athens and Sparta.</p> <p>Learners will identify how aspects of the past have been represented and interpreted in different ways.</p>	<p><u>Ancient Greece</u> Learners will infer from the location, physical features and climate of modern-day Greece what Ancient Greece might have been like.</p> <p>Learners will use a range of sources to find out about Ancient Greek schools and make inferences.</p>	<p><u>Ancient Greece</u> Learners will identify the most important legacy of the Ancient Greeks and give reasons.</p> <p>Learners will produce structured work, making appropriate use of dates and terms.</p>

	<p><u>Roman Empire</u> Learners will order the events of the Roman Invasion of Britain on a timeline using the terms BC and AD.</p>	<p>might have been like.</p> <p>Learners will identify and locate the city states of Greece and explore how they are similar and different to cities today</p> <p>Learners will identify some of the similarities and differences between life in Athens and Sparta.</p> <p>Learners will infer information from archaeological sites about what life was like in Ancient Greece.</p> <p>Learners will consider the limitations of using only artefacts in isolation from other historical sources.</p> <p>Learners will identify how the city states were ruled and how democracy in Ancient Athens is different from that in the UK today.</p> <p>Learners will identify the most important legacy of the Ancient Greeks and give reasons.</p> <p><u>Roman Empire</u> Learners will identify the reasons why the Romans wanted to invade Britain</p> <p>Learners will explain where, when and how the Romans invaded Britain and the challenges they faced.</p> <p>Learners will identify the impact Boudicca's uprising</p>	<p>Learners will use written sources to make inferences about the influence of the Ancient Greek Language in modern English.</p> <p><u>Roman Empire</u> Learners will identify the positives and negatives of life in the Roman Empire.</p> <p>Learners will interpret the past, from the sources available including primary and secondary sources.</p> <p>Learners will explain the positive and negative impact</p>	<p>Learners will infer from artefacts about what life was like in Ancient Greece.</p> <p>Learners will infer information from archaeological sites about what life was like in Ancient Greece.</p> <p>Learners will consider the limitations of using only artefacts in isolation from other historical sources.</p> <p>Learners will use different sources to identify the most important achievements of Alexander the Great and give reasons.</p> <p>Learners will use written sources to make inferences about the influence of the Ancient Greek Language in modern English.</p> <p>Learners will select and combine information to explain how the Olympic Games have changed since they were first held in Ancient Greece.</p> <p>Learners will select and combine information from different sources about life in Ancient Greece.</p> <p><u>Roman Empire</u> Learners will use sources to identify why the Roman army was so successful in building up the Roman Empire.</p> <p>Learners will identify the positives and negatives of life in the Roman Empire.</p> <p>Learners will interpret the past, from the sources</p>	<p><u>Roman Empire</u> Learners will explain where, when and how the Romans invaded Britain and the challenges they faced.</p> <p>Learners will explain the positive and negative impact of the Roman Invasion of native Britons.</p>
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		<p>had on Roman Britain.</p> <p>Learners will identify what life in Roman Britain was like on Hadrian's wall</p> <p>Learners will explain why the Romans built Hadrian's Wall in the north of England.</p> <p>Learners will identify what life in Roman Britain was like</p> <p>Learners will explain why the Romans left Britain..</p>	<p>of the Roman Invasion of native Britons.</p> <p>Learners will evaluate sources for accuracy and bias.</p>	<p>available including primary and secondary sources.</p>	
<p>Year 5</p>	<p><u>Anglo Saxons/Vikings</u> Learners will place the Viking Invasion of Britain on a timeline and compare to the times of periods explored previously.</p>	<p><u>Anglo Saxons/Vikings</u> Learners will identify the advantages and disadvantages for British inhabitants after the Romans had left.</p> <p>Learners will identify where the Angles, Saxons, Jutes and Frisians came from and where they settled.</p> <p>Learners will identify what life was like in Anglo-Saxon Britain and how it compared to Roman Britain and Iron Age Britain.</p> <p>Learners will explain the significance such as Sutton Hoo and the challenges faced by archaeologists.</p> <p>Learners will place the Viking Invasion of Britain on a timeline and compare to the times of periods explored previously.</p> <p>Learners will identify the impact of the Viking raids</p> <p>Learners will identify where and why the Vikings settled in</p>	<p><u>Anglo Saxons/Vikings</u> Learners will identify the advantages and disadvantages for British inhabitants after the Romans had left.</p> <p>Learners will identify the positive and negative reasons why the Anglo-Saxons settled in Britain.</p> <p>Learners will identify how the arrival of these societies might be interpreted differently.</p> <p>Learners will identify where the Scots came from and the impact of their invasions.</p> <p>Learners will identify different perceptions of the Vikings, including stereotypes.</p> <p>Learners will identify the impact of the Viking raids. Learners will compare and contrast life in Saxon and Vikings times (e.g. including: attitudes and values and the role of different groups/</p>	<p><u>Anglo Saxons/Vikings</u> Learners will identify the impact of Christianity on the lives of different people in Anglo-Saxon times.</p>	<p><u>Anglo Saxons/Vikings</u> Learners will compare maps of Anglo-Saxon Kingdoms to modern-day maps of Britain and identify the similarities and differences.</p> <p>Learners will explain the causes and consequences of the battle of Hastings in 1066.</p>

	<p><u>Mayan Civilisation</u> Learners will identify when and where the Maya lived and the type of environment they lived in</p> <p>Learners will place the Maya on a timeline of the history studied previously.</p> <p>Learners will identify how the Maya civilization changed over time using a timeline</p>	<p>Britain.</p> <p>Learners will compare and contrast life in Saxon and Vikings times (e.g. including: attitudes and values and the role of different groups/ sections of the population and their quality of life).</p> <p>Learners will explain what is meant by the Danelaw.</p> <p>Learners will identify what the Anglo-Saxons and Vikings left behind</p> <p>Learners will make comparison to racial tension in modern day Britain.</p> <p><u>Mayan Civilisation</u> Learners will identify some of the difficulties the Maya faced living in a rainforest environment.</p> <p>Learners will identify the hierarchy of the people in the Maya civilisation</p> <p>Learners will identify what was valuable to the Maya and possible reasons for this.</p> <p>Learners will identify the positives and negatives of life in the civilizations for different groups of people.</p> <p>Learners will identify how the Maya civilization changed over time using a timeline.</p> <p>Learners will explain how the Maya cities were independent.</p>	<p>sections of the population and their quality of life).</p> <p>Learners will identify the causes and consequences of the struggles between the Anglo-Saxons and the Vikings.</p> <p>Learners will interpret the changing relationship between the Saxons and the Vikings in relation to who was more successful at different times before 1066.</p> <p>Learners will make an informed judgement about whether life was better for Britons in Anglo-Saxon or Viking Britain.</p> <p><u>Mayan Civilisation</u> Learners will compare and contrast religious stories (e.g. from the Popol Vuh) from the Maya to other cultures e.g. Greek Myths.</p> <p>Learners will make inferences about the Maya culture and society from deciphering their hieroglyphs.</p> <p>Learners will identify the difficulties of making conclusions about the past using only material remains.</p>	<p><u>Mayan Civilisation</u> Learners will identify the causes for and consequences of the decline in the Maya civilization. .</p> <p>Learners will identify the difficulties of making conclusions about the past using only material remains.</p>	<p><u>Mayan Civilisation</u> Learners will explain how the Maya cities were independent</p> <p>Learners will identify the causes for and consequences of the decline in the Maya civilization.</p> <p>Learners will explain why it took so long to discover many of the Maya cities</p>
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<p>Year 6</p>	<p><u>Women in Society</u> Learners will use these key periods as reference points on a timeline: Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today when discussing changes over time.</p> <p><u>Local Historic Study</u> Learners will use timelines to demonstrate changes and developments in culture, technology, religion and</p>	<p><u>Women in Society</u> Learners will identify positive and negative changes which occurred in the role of women in society and suggest reasons for these changes.</p> <p>Learners will identify the changes which occurred during this time period for different classes of women.</p> <p>Learners will identify reasons for and consequences of the changes in attitude to women's position in society.</p> <p>Learners will identify what life was like for women in 1066.</p> <p>Learners will identify the positives and negatives of life in Norman Britain.</p> <p>Learners will identify the differing attitudes to the roles of men and women in Ancient Civilizations and suggest possible reasons for this.</p> <p><u>Local Historic Study</u> Learners will identify the positive and negative impact of the agriculture, early</p>	<p><u>Women in Society</u> Learners will identify reasons for and consequences of the changes in attitude to women's position in society</p> <p>Learners will form their own opinions about historical events from a range of sources.</p> <p>Learners will identify the differing attitudes to the roles of men and women in Ancient Civilizations and suggest possible reasons for this.</p> <p>Learners will compare the differing views of women in society.</p> <p><u>Local Historic Study</u> Learners will use a range of reliable sources of factual</p>	<p><u>Women in Society</u> Learners will identify positive and negative changes which occurred in the role of women in society and suggest reasons for these changes.</p> <p>Learners will evaluate the impact of the changes in the 19th Century on women's role in society.</p> <p><u>Local Historic Study</u></p>	<p><u>Women in Society</u> Learners make use of different ways of presenting information choosing the most appropriate way for presenting their findings on the changing role of women since 1066.</p> <p><u>Local Historic Study</u></p>

	society during the Age of Revolutions.	<p>industrial and transport revolution on the lives of people in Britain.</p> <p>Learners will give reasons for and results of change and events in the Peterloo Massacre</p>	<p>evidence to identify some of the main events and changes in Britain during this period.</p> <p>Learners will compare and contrast differing accounts of the events of the Peterloo Massacre</p> <p>Learners will recognise that there are different viewpoints of history.</p> <p>Learners will give reasons for and results of change and events in the Peterloo Massacre</p>		
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National Curriculum Skills / Knowledge Progression - KS1

Year Group	Chronological Understanding	Knowledge and Understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Nursery		•	•	•	•
Reception	•	•	•		
Year 1	<ul style="list-style-type: none"> Place known events and objects in chronological order Sequence events and recount changes within living memory 	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts 	<ul style="list-style-type: none"> Begin to identify different ways to represent the past e.g photos, stories or adults talking about the past 	<ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. 2) 	<ul style="list-style-type: none"> Use drama/role play to communicate their knowledge of the past. 2) Use simple ways of recording their learning

		<ul style="list-style-type: none"> • Question why people did things in the past 		<ul style="list-style-type: none"> • Sort artefacts from 'then' and 'now'. 3) • Ask and answer questions related to different sources and objects. 	<p>about the past e.g. labelling pictures or photographs; simple writing tasks.</p>
Year 2	<ul style="list-style-type: none"> • Sequence events/ artefacts or pictures • Put people or events studied into a timeline. • Identify similarities/differences between ways of life in different periods 	<ul style="list-style-type: none"> • Find out about people and events. • Use collections of artefacts and describe their similarities and differences. • Use drama to develop empathy and understanding (hot seating, sp. and listening) 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past. • Be able to identify different ways to represent the past (fact and fiction). 	<ul style="list-style-type: none"> • Use different sources and objects to ask and answer questions e.g. who, why, what, how etc. • Start to use a range of resources. E.g. non-fiction books, ICT etc. • Start to use timelines 	<ul style="list-style-type: none"> • Use drama/role play to communicate their knowledge of the past. • Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role etc.

KS2

Year Group	Chronological Understanding	Knowledge and Understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 3	<ul style="list-style-type: none"> • Place the time studied on a timeline. • Sequence events or artefacts. • Sequence key years/events or dates on a timeline 	<ul style="list-style-type: none"> • Find out about the everyday lives of people in the time studied and make comparisons with our lives today. • Identify reasons for and results of people's actions. • Understand why people may have had to do something 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Select and record information relevant to the area of enquiry. • Begin to use the library and ICT for research. 	<ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary • Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.

Year 4	<ul style="list-style-type: none"> Place events from the period studied on a timeline. Use terms related to the period and begin to date events. Use more complex terms e.g. BC(Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. Offer a reasonable explanation for some events. Make links and effects in time studied 	<ul style="list-style-type: none"> Evaluate the usefulness of different resources. Understand that sources can contradict each other. 	<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past.. 	<ul style="list-style-type: none"> Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y4 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.
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Year 5	<ul style="list-style-type: none"> Place current study on a timeline in relation to other studies. Know and sequence key events of a time studied. Use relevant terms and period labels. Relate current studies to previous studies. Make comparisons between different times in history. 	<ul style="list-style-type: none"> Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare accounts of events from different sources e.g. fact or fiction. Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people. Begin to identify primary and secondary sources. Use evidence to build up a picture of line in time period Select relevant sections of information 	<ul style="list-style-type: none"> Use appropriate terms, matching dates to people and events Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Provide an account of a historical event based upon more than one source.
Year 6	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a timeline. 	<ul style="list-style-type: none"> Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings. Know Key dates, characters and events of time studied. Compare and contrast the period studied with another ancient civilisation already studied. 	<ul style="list-style-type: none"> Evaluate sources and work out how conclusions were arrived at. Evaluate different interpretations e.g. fact, fiction and opinion. Be aware that different evidence will lead to different conclusions 	<ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> Know and show a good understanding of historical vocabulary including abstract terms Present communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.

				<ul style="list-style-type: none">• Recognise primary and secondary sources confidently.• Bring knowledge gathered from a range of sources together into a fluent account.	
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