

YEAR 1

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
	<p>Knowledge Know changes which have occurred since they were born. Know similarities and differences between their own childhoods and childhoods of the past. Know local / national changes which have occurred in their lifetime.</p>		Re-doing unit (L.S. Lowry) will input as soon as the unit is finished.		<p>Knowledge Know similarities and differences between Queen Elizabeth I and Queen Elizabeth II reigns. Know the events and achievements of Queen Elizabeth's reign Skills Use a range of sources to explore and talk about the past.</p>
END POINTS					

Knowledge	Skills
<p>Children:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Know where the people and events they have studied fit on a basic timeline. <p>Historical Concepts:</p> <ul style="list-style-type: none"> Know some of the similarities and differences between two different time periods. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Have developed an awareness of the past and can comment on what they have found out. Understand some of the ways in which we find out about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Will have an understanding that they can investigate their own questions about the past and where they can look for support in answering their questions, e.g. the Internet, non-fiction texts, the library, museums, etc. <p>Historical Communication:</p> <ul style="list-style-type: none"> Know the meaning of common words and phrases relating to the passing of time (before, after, later, ago, past, present, yesterday, last week, etc). 	<p>Children:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Can talk about some similarities and differences between the past and present. Can name a few people in the past who have contributed to local and national achievements. Can put a few objects or events in chronological order. <p>Historical Concepts:</p> <ul style="list-style-type: none"> Can talk about the people or events from their work. Can give a reason why people in the past acted as they did. Are able to reflect on what they have learnt about the past. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Can talk about a few ways in which the past has been represented or described. Are asking questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Can explore artefacts and pictures to investigate the past. Can ask questions about the past and think about how they might find out the answers. <p>Historical Communication:</p> <ul style="list-style-type: none"> Can talk about a period of time before they were born. Can talk about how other childhoods are different to their own. Can recount stories accurately and explain why some people and events were important.

YEAR 2

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Knowledge Know what 'significant' means Know how Walter Tull contributed to national and international achievements</p> <p>Skills Compare and contrast the lives of Walter Tull and Rosa Parks</p>				<p>Knowledge Know the events which led up to the Great Fire of London Know the contributing factors which caused the Great Fire of London and its impact</p> <p>Skills Compare and contrast different sources of information</p>	
END POINTS					

Knowledge	Skills
<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Know where the people and events they have studied fit on different timelines. <p>Historical Concepts:</p> <ul style="list-style-type: none"> Know the similarities and differences between different people, events and time periods they have studied. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Have developed an understanding of different periods of the past and can comment on what they have found out. Understand further ways in which we find out about the past and the importance of basing their ideas on evidence. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Will have an understanding that they can investigate their own questions about the past and where they can look for support in answering their questions, e.g. the Internet, non-fiction texts, the library, museums, etc. Will become more aware that they can form their own opinions about the past through their investigations. <p>Historical Communication:</p> <ul style="list-style-type: none"> Consolidate vocabulary from Year 1 and further vocabulary, e.g. significant, similar, different, most, least, cause, effect. 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Children can talk about similarities and differences between different periods of time. Can name people in the past who have contributed to national and international achievements. Can order events on timelines of different scales. <p>Historical Concepts:</p> <ul style="list-style-type: none"> Can explain the actions of people or events from their work. Can give more than one cause and effect of an event and give a reason why people in the past acted as they did. Are able to reflect on the significance of what they have learnt about the past. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Can explain how the past has been represented or described in different ways,, e.g. diary entries, historian/ expert report, etc. Are developing the skill of presenting an idea and are raising questions about the past. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Can analyse artefacts and some secondary sources. Can ask questions about the past and use resources to find out the answers. Are developing their skills to study History by hypothesising, questioning and investigating. Can choose and use parts of stories and other sources of information to show they know and understand key features of events or people's lives studied. <p>Historical Communication:</p> <ul style="list-style-type: none"> Can talk about a period of time in the distant past. Can compare aspects of life in different periods linked to significant people using

	<ul style="list-style-type: none"> everyday historical terms (see left for some examples). Can give reasons why some people and events were significant.
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YEAR 3

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p style="text-align: center;">Knowledge</p> <p>Know changes and their impact which have occurred in Britain from the Stone Age to the Iron Age</p> <p>Know the limitations of evidence from the past (prehistory) and that new discoveries change our understanding of the past</p> <p style="text-align: center;">Skills</p> <p>Compare and contrast people, places and objects from the Stone Age to the Iron Age</p>		<p style="text-align: center;">Knowledge</p> <p>Know what a civilisation is and factors it needs to survive and thrive</p> <p>Know what life was like for different people in Ancient Egypt</p> <p>Know some of Ancient Egypt's achievements and the legacy left behind</p> <p style="text-align: center;">Skills</p> <p>Compare and contrast Ancient civilisations and identify their achievements</p>			
END POINTS					

Knowledge	Skills
<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Understand that the past is divided into differently named periods of time, including: decade, century, age, etc. <p>Historical Concepts:</p> <ul style="list-style-type: none"> Will have extended their understanding of the past to include periods far beyond their lifetime, including Ancient civilisations. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Have explored further ways in which we find out about the past and the limitations of evidence from prehistory. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Have developed their ability to question the past and begin to more formally present their findings. <p>Historical Communication:</p> <ul style="list-style-type: none"> Are beginning to use place value in the context of timelines, including the crossover between BC/ BCE and AD/CE. Are more able to present their findings using technical language to show understanding of the specialist terms relating to different periods of history, e.g. age, period of time, BC/BCE, AD/CE, civilisation, compare, contrast. 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Can use dates to explain events in history. Can place events from British, local and world history on a timeline using appropriate dates/ chronological conventions, e.g. BC, BCE, AD and CE. Can put artefacts in chronological order. <p>Historical Concepts:</p> <ul style="list-style-type: none"> Can give a few reasons for and the results of the main events and changes of a time studied. Can make a few connections and contrasts, e.g. change, cause, similarity, difference and significance. Can talk about some similarities and differences between different times in the past in periods covered so far. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Can think more critically, weigh-up evidence and examine arguments about the people and events they have studied. Can describe how the past can be represented in a few different ways. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Can answer their own historically valid questions. Can use one or more sources of information to help them answer questions about the past.

	<p>Historical Communication:</p> <ul style="list-style-type: none"> • Can present recalled or selected information in a variety of ways using specialist terms relating to the time periods studied, e.g. Ancient Egypt (pharaoh). • Can write in sentences or a paragraph to describe some of the main events, people and changes in the History of Britain and the wider world.
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YEAR 4

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Knowledge Know what Democracy is Know how the Ancient Greeks have impacted on our lives today</p> <p>Skills Make inferences about life in Ancient Greece from artefacts Compare and contrast different aspects of life in Ancient Greece Compare democracy in Ancient Greece to modern-day democracy</p>		<p>Knowledge Know reasons for Roman invasion of Britain Know how the Roman Empire and its invasion impacted on Britain</p> <p>Explain why the Romans left Britain</p> <p>Skills Compare and contrast life in Britain before and after the invasion Understand that sources of evidence are not always reliable</p>			
END POINTS					

Knowledge	Skills
<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Consolidate understanding that the past is divided into differently named periods of time, including: decade, century, age, etc. • Understand where the different periods of study fit into a world history timeline. <p>Historical Concepts:</p> <ul style="list-style-type: none"> • Will have extended their understanding of the past to include periods far beyond their lifetime, including Ancient civilisations, how they built/ developed from previous learning and can comment on what they have found out about them. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Understand that when interpreting periods of history, there can be different interpretations of the same events and identify some of the reasons for this, e.g. a Roman or Celt's perspective on the Roman Invasion of Britain. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Have developed their ability to question the past and explore both sides of an argument, continuing to formally present their findings for a purpose, e.g. written reports, persuasive argument, etc. 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Children can use a variety of dates to explain events in history. • They can place events, people and changes of British, local and world history on a timeline using appropriate dates/ chronological conventions, e.g. BC, BCE, AD and CE. • They can put artefacts or information in chronological order. <p>Historical Concepts:</p> <ul style="list-style-type: none"> • Children can give a few reasons for and the results of the main events and changes of a time studied. • They can make a few connections and contrasts, e.g. change, cause, similarity, difference and significance. • They can talk about a range of similarities and differences between different times in the past in periods covered so far. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Children can think critically, weigh-up evidence, examine arguments and have developed perspective and judgement about the people and events studied. • They can describe how the past can be represented or interpreted in a few different ways.

<p>Historical Communication:</p> <ul style="list-style-type: none"> • Can communicate using place value in the context of timelines, including the crossover between BC/ BCE and AD/CE to share understanding of the passing of time across large periods. • Can consolidate vocabulary explored in previous years and build further to include, e.g. democracy, empire, emperor, invade/ invasion, legacy, consequence, chronological, etc. 	<p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Children answer and sometimes devise their own historically valid questions. • They can use one or more sources of information to help me answer questions about the past in sentences. <p>Historical Communication:</p> <ul style="list-style-type: none"> • Children can present recalled or selected information in a variety of ways using specialist terms relating to the time periods studied, e.g. Roman army formation (testudo) and Ancient Egypt (pharaoh). • They can write in sentences or a paragraph to describe some of the main events, people and changes in the History or Britain and the wider world.
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YEAR 5

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Knowledge</p> <p>Know where the Anglo-Saxons, Scots and Vikings came from and their reasons for coming to Britain</p> <p>Know how life changed during the Anglo-Saxon settlement then the Viking settlement</p> <p>Know the impact of the Viking invasions on Britain</p> <p>Know the reasons for the struggle of power between the Anglo-Saxons and Vikings</p> <p>Skills</p> <p>Compare and contrast life in Anglo-Saxon and Viking Britain</p>			<p>Knowledge</p> <p>Know when and where the Maya Civilisation occurred</p> <p>Know what life was like in the civilisation and the challenges different people faced</p> <p>Know the achievements of the civilisation</p> <p>Skills</p> <p>Compare achievements of the civilisation to other civilisations studied previously</p> <p>Compare and contrast the reasons for the decline of the civilisation</p>		
END POINTS					

Knowledge	Skills
<p>Chronological Understanding:</p> <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. 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Relate current studies to previous studies. • Make comparisons between different times in history.

<ul style="list-style-type: none"> • Use relevant terms and period labels. <p>Historical Concepts:</p> <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 <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Offer some reasons for different versions of events <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people. <p>Historical Communication:</p> <ul style="list-style-type: none"> • Use appropriate terms, matching dates to people and events • Provide an account of a historical event based upon more than one source. 	<p>Historical Concepts:</p> <ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people. • Compare an aspect of life with the same aspect in another period <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources e.g. fact or fiction. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of life in time period • Select relevant sections of information <p>Historical Communication:</p> <ul style="list-style-type: none"> • 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.
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YEAR 6

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p style="text-align: center;">Knowledge</p> <p>Know what life was like for women in 1066</p> <p>Know how the role of women changed over time in different ways and the reasons for these changes</p> <p>Know how attitudes to the role of women changed over time and reasons for these changes</p> <p>Know the consequences of the changing role of women over time</p> <p style="text-align: center;">Skills</p> <p>Evaluate information and form their own opinions about the past</p>				<p style="text-align: center;">Knowledge</p> <p>Know what life was like in 17th Century Britain and changes happening at this time</p> <p>Know the impact of the Napoleonic Wars on the people of Britain</p> <p>Know how the Peterloo Massacre impacted on our local area and the resulting changes which occurred</p> <p style="text-align: center;">Skills</p> <p>Compare and contrast different accounts of History</p>	
END POINTS					

Knowledge	Skills
<p>Chronological Understanding:</p> <p>Children will have a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world. They show a chronologically secure knowledge and understanding of local, national and global history.</p> <p>Historical Concepts:</p>	<ul style="list-style-type: none"> - Chronological Understanding: - Children can tell the story of events within and across the time periods they have studied. They can identify specific changes within and across different time periods over a long arc of development. They can describe connections, contrasts and trends over short and longer time periods.

Children understand change and continuity. They understand the complexity of people's lives in the past and how some societies are very different due to the changes or challenges at the time.

Historical Interpretation:

Children are aware of different views about people and events studied and why different versions of the past exist.

Historical Enquiry:

Children understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. They know how our knowledge of the past is constructed from a range of sources.

Historical Communication:

Children understand how to create their own historical documents which reflect their analysis of the past from a range of sources. They understand how to compare aspects of the past, using technical and chronological language to put their findings into context.

- **Historical Concepts:**
- Children can devise questions about change, cause, similarity, difference and significance. They can discuss trends over time. They can see the relationship between different periods and the legacy or impacts for themselves and their identity.
- **Historical Interpretation:**
- Children can explain that the past can be represented or interpreted in many different ways. They can evaluate and carefully select from a range of historical sources to find relevant historical information. They can consider different viewpoints or think about bias and anachronism.
- **Historical Enquiry:**
- Children can answer and devise their own historically valid questions. They can evaluate a range of historical sources. They make perceptive deductions about the reliability of sources. They can select and organise relevant historical information from a range of historical sources.
- **Historical Communication:**
- Children can create their own structured accounts, including written narratives and analyses. They can construct informed responses by thoughtfully selecting and organising relevant historical information. They can use key historical terms accurately, e.g. century, decade. They make pertinent and valid comparisons between periods. They confidently use and apply mathematical skills when placing events in chronological order, using place value, negative numbers, etc.