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| Chronology | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Sequence events in their life * Sequence 3 or 4 artefacts from distinctly different periods of time * Match objects to people of different ages | * Ancient Egypt topic: Look of a world history timeline. How long ago did the Ancient Egyptians live? * Investigate how the Romans change Britain. Similarities and differences to modern day. | * World history timeline: Anglo Saxons, Vikings and Normans periods of history. (Should also be able to add   Ancient Egyptians and Romans once covered in Year 2).   * History of famous inventions (link to Eureka topic) | * Ancient Greece topic: significant events, dates, artefacts. * The Tudors – significant people, events and dates in direct comparison with the Aztecs (same time different location). | * Kings and Queens topic Ordering and comparing significant dates, statistics and figures relating to the reign of number of famous monarchs from history. Creating timelines (Links to previous years: Ice age, Ancient Egyptians, Ancient Greeks, Romans, Vikings, Normans, Aztecs). | * World War II topic: Timeline of significant events and research into why the war started. * How life in Britain has changed over the past 100 years. Ordering dates, artefacts, photographs and recounts. How did the war impact Britain? |

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| Range and depth of historical knowledge | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Recognise the difference between past and present in their own and others lives * They know and recount episodes from stories about the past | * Life and culture of Ancient Egypt, Ancient Rome and Roman Britain. Sequence artefacts and explain the similarities and differences Drama: Develop empathy and understanding for people in the past. | * Anglo Saxons, Vikings and Normans – Lifestyle, invasion, battles, changes to Britain, significant dates/ people. Comparison of ‘then’ and ‘now. | * Significance and impact of the Tudors on modern Britain compared to The Aztecs and modern Mexico. Explore Rule and beliefs. Research significant figures: William Shakespeare and Francis Drake | * Information about famous Kings and Queens Significant dates, figures and vocabulary from the period and the impact on modern day Britain. | * Research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings (not generalising) Know key dates, characters and events from WWII. |

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| Interpretations of history | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past – how reliable are their memories? | * Reliability of ‘eye-witness’ accounts. Compare two different versions of the same account (could be a fun event that happened on the playground earlier in the week) Can the children all remember the exact same information? * How could we check the truth? (photos, videos, writing at the time etc). Did they have photographs during Ancient Egypt? Why does this make it difficult to know what happened? | * Look at artefacts from time periods. What can they tell us about the past? Look into how the invention of the camera helped with our interpretations of history (Eureka). * Distinguish between different sources (compare different versions of the same story) - Look at representations of the period (museums, cartoons, stories etc.) | * Study into Henry VIII – Why did he behave as he did? Compare sources of information about him – positive and negative / first and second hand. * Use a range of sources and evidence to piece together and explain what life was like in Ancient Greece. * Begin to evaluate the usefulness of different sources | * Letters written in role as famous people from history – conditions, rights, equality. Were women treated differently? (Henry VIII) * Comparing sources of information about the same events. - How / why the monarchy’s power in our country has changed as a result of previous rules and time periods? * Consider ways to check the accuracy of historical interpretations (fact, fiction or opinion?) * Use a range of sources for evidence (books, ICT, pictures, artefacts). | * Compare accounts of events from different sources (British soldiers / Nazi soldiers, Britain/ Germany). * Offer some reasons for different versions of events. Which sources are most accurate? Why? * Link sources and work out how conclusions were made. * Use a range of sources for evidence (books, ICT, pictures, artefacts) |

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| Historical enquiry | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Find answers to simple questions about the past from sources of information e.g. artefacts, | * Children to group artefacts to Ancient Egypt, Ancient Rome or modern day periods and explain how they know. * Use a wide range of primary and secondary sources to find information * Encourage children to ask questions about artefacts and sources from the past. (who, what, why, when, where). | * Compare a range of first and second hand sources and discuss validity / reliability. Compare information that they find on the internet to reliable information texts. * Can all information be trusted? Encourage children to ask questions about the artefacts / sources of information (who, what, when, where, why) * Use ICT and information texts to research | * Encourage children to ask questions about artefacts, photographs and sources of information. Discuss validity and reliability of primary and secondary sources. * Select and record relevant information. Use ICT and information texts to research periods. * Use a range of evidence to build up a picture of the past. | * Which sources of evidence are the most reliable? Why? * Historical enquiry into the history of slavery / equal rights. * Gather knowledge from a range of sources to create a fluent account of a specific event in history | * Why did WWII happen? Was Hitler evil? What was the impact of the war on modern day Britain? * How has Nottingham changed over the past 100 years? Use photographs, stories, recounts, family stories etc). * Encourage children to ask questions about artefacts, photographs and sources of information. |
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| Organisation and communication | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| * Children to explain their historical understanding through a range of practical and written activities. * Whole class discussion - Pictures drawn by the children, drama / role play, building models, timelines | * Children to explain their historical understanding through a range of practical and written activities: whole class discussion, pictures drawn by the children, drama / role play, building models, timelines, annotate photographs, writing stories / fact finding | * Children to communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models) communication * Select data and organise it to answer historical questions | * Children to communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models) * Display findings in a variety of ways (written, computers, presenting verbally to the class) | * Use appropriate terms, matching dates to people and events - Record and communicate knowledge in a variety of ways (written, verbal, presentations) * Work independently and in groups. | * Select aspects of the time period to create a display. * Use extended writing to explain key aspects of a time period |