



Subject: History

Year Group	Knowledge <b>*non-negotiable knowledge highlighted in green</b>	Skills <b>*non-negotiable knowledge highlighted in green</b>	Vocabulary	Inspirational people/events	Club/visit/experts
R	<p>Understanding the world involves guiding children to make sense of their physical world and their community. <b>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.</b> 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>	<p><b>Chronology</b>  <b>Use everyday language related to time. To be able to sequence events on a visual timetable.</b>            Order and sequence familiar settings. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and family members.</p> <p><b>Enquiry</b>            Show interest in stories. Answer how and why questions in response to stories. Ask questions.  <b>Know that information can be found in books and on the computer.</b>            Begin to identify different ways the past is represented, (photos, stories etc)</p>	<p>Today            Yesterday            Tomorrow            The present            The past            The future            Lifetime            Calendar            Next            Birthday</p> <p>Day            Week            Month            Year            Long ago            Old            New/recent            History            Modern</p> <p>Parent            Grand-parent            Great grand-parent            Clue            Artefact            Memory            Who?            What?            Poppy            Same/different            Change</p>	<p>Guy Fawkes,            Rama and Sita,            Chinese New Year,            Christmas Story,            Saint days</p> <p>Hatching chicks</p>	<p>War Veteran            Grandparents</p>

<p>1</p>	<p>To know about historical chronologies, that my life is a time-line and that time leads back</p> <p>To investigate the Moon Landing and events beyond living memory</p> <p>Knows that changes occur over time and to consider specific changes within a historical context</p> <p>Understands that objects and events in history reflect the era in which they were made/occurred</p> <p>Recalls specific dates and individuals associated with an historical era</p> <p>Knows that a primary source of information was created at the time of the study and that a secondary source was created after it.</p> <p>Can order historical artefacts and key events chronologically</p> <p>Can illicit information and draw conclusions from primary sources of history.</p> <p>Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</p> <p>Can articulate historical understanding verbally and through writing.</p> <p>Can compare related historical and modern objects and consider the influence of an historic event or change in history.</p>	<p><b>Chronology</b> Develop an awareness of the past. Use common words and phrases, relating to the passing of time. Sequence events or objects in chronological order - Sequence toys in chronological order Build a visual timeline and talk about why they have placed the objects in a particular order.</p> <p><b>Enquiry</b> Understand some ways we can find out about the past. Ask and answer questions from a source. Begin to understand the effectiveness of a source. Identify different ways in which the past is represented.</p> <p><b>Historical concepts</b> <u>Continuity and Change</u> Look at similarities and differences of objects over time. <u>Cause and Consequence</u> Question why things happen and give explanations. <u>Similarities and Differences</u> Know about similarities and differences between themselves and others and among families, communities and traditions. <u>Significance of events and people</u> Give a simple account (verbal or written) of a significant historical figure and explain why they are considered important.</p>	<p>A long time ago Yesterday 50 years ago In 1969 Now Last week When I was younger Before I was born When my parents/carers were young. Past Present Future</p>	<p>Term 2 - The Moon Landing, Neil Armstrong</p> <p>Explorers – Columbus,</p> <p>Term 3 - Toys</p>	<p>Brighton Toy Museum, Term 3</p>
<p>2</p>	<p>To compare aspects of life in different periods. To understand ways of life have changed and evolved over time.</p> <p>Knows that changes occur over time and to consider specific changes within a historical context.</p> <p>Understands that objects and events in history reflect the era in which they were made/occurred</p> <p>Recalls specific dates and individuals associated with an historical era</p> <p>Knows that a primary source of information was created at the time of the study and that a secondary source was created after it.</p> <p>Can order historical artefacts and key events chronologically.</p>	<p><b>Chronology</b> Know where all people/events studied fit into a chronological framework. Sequence the events studied in Year 1 and 2 in chronological order. Place artefacts / photos on a timeline. Explain how their own timeline was created.</p> <p><b>Enquiry</b> To understand some ways in which we find out about the past. Use a range of sources to find out about a period. Observe small details from artefacts, pictures and photos. Select and record relevant information. Develop own questions. Identify how useful different sources are.</p>	<p>Similarities Differences Compare History Event Order Important Timeline Effect Museum Artefacts</p>	<p>Term 2 - Shackleton</p> <p>Term 3 - The Great Fire of London</p>	<p>Samuel Pepys visitor</p> <p>Firefighter visitor (The Great Fire of London)</p>

	<p>Can illicit information and draw conclusions from primary sources of history.</p> <p>Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era</p> <p>Can articulate historical understanding verbally and through writing.</p> <p>Can compare related historical and modern objects and consider the influence of an historic event or change in history</p>	<p><b>Historical concepts</b>  <u>Continuity and Change</u>  Identify how useful different sources are.  <u>Cause and Consequence</u>  Recognise why people took action and what happened as a result.  <u>Similarities and Differences</u>  Recognise why people took action and what happened as a result.  <u>Significance of Events / People</u>  Give a simple account (verbal or written) of a significant historical figure and explain why they are considered important.</p>			
3	<p><b>Know the difference between Primary and Secondary sources</b>  <b>And why you would use them.</b>  <b>How useful is a primary source compared to a secondary source</b></p> <p>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p> <p>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</p> <p>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</p> <p>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</p> <p>Can use a range of sources and understands how knowledge of the past has been constructed</p> <p>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</p>	<p><b>Chronology</b>  <b>To know and understand a basic chronology of the British Isles.</b>  Use timelines to demonstrate knowledge of Early British history and identify similarities and differences between periods.  Place events and significant people on a timeline.</p> <p><b>Enquiry</b>  Use evidence to form a narrative about a past event.  Select relevant material to present a picture.  Use evidence to ask a historical question and identify the source required to answer it.  Evaluate the usefulness of different sources.  Compare accounts from events from different sources.  <b>Analyse different artefacts</b>  <b>Apply knowledge of primary and secondary sources.</b></p> <p><b>Historical Concepts</b>  <b>To experience different types of historical evidence.</b>  <u>Continuity and Change</u>  Compare and make links between different periods in time.  Describe them.  <u>Cause and Consequence</u>  Recognise why people took action and what happened as a result.  <u>Similarities and Differences</u>  Recognise why people took action and what happened as a result.  <u>Significance of Events / People</u>  Identify historically significant events and people</p>	<p>Chronology  Historical  Historian  Past  Present  Similarities  Difference  Culture  Evidence  Influence  Primary Source  Secondary Source</p>	<p>Term 1 &amp; 2  Smuggler's</p> <p>Term 3 &amp; 4  Greeks  History of the Olympics</p>	<p>Trip to Hastings  Smuggler's caves</p> <p>Greek Tasting Day</p>

	Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.				
4	<p><b>To know about the Roman Empire and Vikings and its impact on Britain</b></p> <p>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p> <p>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</p> <p>Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.</p> <p>Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms</p> <p>Can use a range of sources and understands how knowledge of the past has been constructed</p> <p>Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era</p> <p>Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.</p>	<p><b>Chronology</b>  <b>Understand the period of history studied (Vikings, Anglo Saxons,) and how it relates a chronology of the British Isles and to the wider world</b>  Understand more complex terms e.g. BCE/AD.  Date key events and order them.</p> <p><b>Enquiry</b>  <b>To understand methods of historical enquiry.</b>  Use evidence to form a narrative about a past event.  Select relevant material to present a picture.  Use evidence to ask a historical question and identify the source required to answer it.  Understand that different versions of the past may exist, giving some reasons for this.</p> <p><b>Historical concepts</b>  <b>To use their knowledge to frame historical questions, leading to writing their own historical accounts.</b>  <u>Continuity and Change</u>  Describe and make links between main events in different periods of time.  <u>Cause and Consequence</u>  Identify and give reasons for historical events.  Explain the consequences of actions, events and situations.  <u>Similarity and difference</u>  Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Explain how different events in the past impacted on the culture of Britain.  <u>Significance of People / Events</u>  Explain the significance of people and / or events in their context and their impact on the present.</p>	Chronological Archaeologist Significance Expansion Dissolution Empire Invasion Gladiolus Caesar Consequence Cause Enquiry Civilisation Artefacts Britain Rich Poor Anglo Saxon Viking Warrior	Term 1 & 2 – The Romans  Term 3 & 4 – The Anglo Saxons and Vikings	Roman Day
5	<p><b>Demonstrates chronologically secure knowledge and understanding of British, local and world history,</b> with clear narratives within and across the periods studied.</p> <p>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</p> <p>Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient</p>	<p><b>Chronology</b>  <b>To know and understand a chronology of the British Isles and how it relates to the wider world, including prehistory.</b>  <b>To know and understand significant aspects of history in a wider world context.</b>  Place current study on time line compared to other studies.  Use relevant period labels.  Make comparisons between different times in history.</p>	Evidence Pre-history Features European Society Chronological Connections Relevance Consequences Pharaoh Hieroglyphics	Term 1 & 2 Tudors  Term 5 & 6 Egyptians	Term 1 – Hands on History – Tudors  Hampton Court Palace/Tower of London/The Globe Theatre  Brighton Museum

	<p>civilisations and relates their historical understanding to geographical locations and their significant geographical features.</p> <p>Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</p> <p>Can order historical artefacts and key events chronologically.</p> <p>Can illicit information and draw conclusions from primary sources of history.</p> <p>Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.</p> <p>Can articulate historical understanding verbally and through writing.</p> <p>Can compare related historical and modern objects and consider the effect or change caused by an historic event.</p>	<p><b>Enquiry</b>  To understand methods of historical enquiry, including how evidence is used rigorously to make historical claims.  Regularly devise historical questions involving how people lived.  Know the difference between a primary and secondary source.  Use evidence and select relevant information to build a factual account of how people lived.  Confident use of secondary sources such as information books, websites.  Be aware that different evidence may lead to different conclusions.</p> <p><b>Historical concepts</b>  <u>Continuity and Change</u>  Describe and make links between main events in different periods of time.  <u>Cause and Consequence</u>  Identify and give reasons for historical events. Explain the consequences of actions, events and situations.  <u>Similarity and difference</u>  Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Explain how different events in the past impacted on the culture of Britain.  <u>Significance of People / Events</u>  Explain the significance of people and / or events in their context and their impact on the present.</p>	<p>Ancient  Scarab  Mummies</p>		
6	<p>To undertake a study of an aspect or theme in British history that extends pupils chronological knowledge after 1066.</p> <p>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</p> <p>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</p> <p>Understands how to use a range of sources to develop and deepen knowledge and can state specific</p>	<p><b>Chronology</b>  To ensure all children have a full understanding of historical chronologies.  Identify significant events within periods and over longer arcs of time. (during one conflict and across the 20th century).  Establish clear narratives across periods studied.  Note connections and trends over</p> <p><b>Enquiry</b>  To understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and why contrasting arguments and interpretations of the past have been constructed, including how evidence is used rigorously to make historical claims.</p>	<p>Chronologies  Sequence  Contrast  Comparison  Account  Historiography  Cultural  Economic  Narrative  Analysis  Enquiry  Argument  Interpretation  Perspective  Context  Local  Regional  National  International</p>	<p>Term 1 &amp; 2 – WW2  The Home Front</p> <p>Term 3 – Natural Disasters (taught through RE)</p> <p>Term 5 – The Stone Age</p>	<p>WW2 Day</p>

	<p>aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</p> <p>Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</p> <p>Uses chronological awareness to establish clear narratives between within and across periods studied</p> <p>Organises and selects relevant historical information from primary and secondary sources, including artefacts, to develop and extend knowledge of specific individuals and their experiences and events linked to different eras and places</p> <p>Uses historical sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms.</p> <p>Addresses and devises historically valid questions about change, cause, similarity and difference and significance*</p> <p>Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding  To know about changes in Britain from the Stone Age to the Iron Age</p>	<p>Regularly address and devise historical enquiry using the guide to historical questions. Bring knowledge from several sources together, suggest omissions and the means of finding answers.  Understand how different types of sources are used to make historical claims.  Consider ways of checking accuracy.  Work out how different conclusions have been reached.</p> <p><b>Historical concepts</b>  To apply their understanding of abstract terms to justify their opinions of history.  <u>Continuity and Change</u>  Describe and make links between main events in different periods of time.  <u>Cause and Consequence</u>  Identify and give reasons for historical events. Explain the consequences of actions, events and situations.  <u>Similarity and difference</u>  Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Explain how different events in the past impacted on the culture of Britain.  <u>Significance of People / Events</u>  Explain the significance of people and / or events in their context and their impact on the present.</p>	<p>Political  Short-term  Long-term  Suffragette  Suffragist  War  Racism  Development  Stone age</p>		
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