

Changes within Living Memory

Chronological knowledge and understanding

CORE

Can sequence 2 events or objects - Drawing pictures and using language (e.g. before/after, today/yesterday, first/next, morning/afternoon)

Recognise and use language relating to dates, including days of the week, months and years

Make simple timelines containing, for example, happenings between their birth and now, events in history, others' lives etc

Can explain how they have changed since birth and using pictures, make a simple timeline showing the order in which they and their family members were born

ICT link - use technology eg digital cameras, iPads etc to record and present their findings

WORKING DEEPER

Maths link - Compare and describe lengths and heights (e.g. longer/shorter), mass/weight (e.g. heavier/lighter), time (e.g. quicker, slower, earlier, later) and measures (e.g. money - pre and post decimalisation)

Maths link - Recognise and use language relating to dates, including days of the week, months and years

Maths link - Sequence events in chronological order

Science link - Seasonal changes

Communication using historical terms

CORE

Can describe similarities and differences in life for them/ their parents/older family members - orally, in drawings, etc.

Talk about events from own history using words that show the passing of time

Can use common words and phrases relating to the passage of time

WORKING DEEPER

Can explain orally how a change affected life, e.g. equipment/toys made of wood/metal before plastic, no refrigerators in great-grandparents' childhood, etc.

Concepts

CORE

Can talk about change and list causes and consequences, drawing on what they already know from their family, or on background information provided by the teacher eg in housing, education, toys, money etc

Start to develop an awareness of the past and know that some things happened in the past

Identify similarities and differences between ways of life in different periods of time

WORKING DEEPER

Can explain changes in national life, showing understanding of concepts such as change, cause and consequence, similarity and difference

Enquiry and interpretation- Using evidence and sources of information

CORE

Draw conclusions about the past, beginning to understand that personal accounts may differ (e.g. 1 grandparent may have a different story to another)

Identify some of the ways we can find out about history, e.g. interviews, pictures, objects, museums, books etc

Start to ask and answer questions about life in the past, using parts of stories and other sources to show that they know and understand key features of events (in own or family's life)

Start to ask own questions to find out about the past, e.g. ask parents/ grandparents what life was like when they were 5 years old

Present their findings about the past to others in a variety of ways

Use historical evidence (eg pictures, artefacts etc) to find out about a person's character/actions

WORKING DEEPER

Ask deeper questions which lead to finding out about changes in detail

Significant Historical Events, People and Places in the Locality

Chronological knowledge and understanding

CORE

Can put a few significant local and national historical events, people and places in order on a timeline

Learn about events beyond living memory that are significant nationally or globally

Begin to explore and understand the history of the United Kingdom as a coherent, chronological narrative

WORKING DEEPER

Maths link: Know where the people and events they study fit within a chronological framework

Communication using historical terms

CORE

Explore the significant people, events and places of their own locality, presenting their findings using an increasing vocabulary of everyday historical terms (eg for a guide book, information leaflet etc)

Decide on ways to communicate their findings to inform others eg an information plaque/ statue for the local community

WORKING DEEPER

Write structured reports on places they know or may have visited, using a range of historical terms

Concepts

CORE

Can explore, explain, use and understand the terms "significant" or "significance" when referring people, places or events

Decide what is a significant event or place in the local area from information given eg a list, pictures etc

WORKING DEEPER

Can suggest own choices of significant local events, people or places

Show understanding of historical concepts and terms when writing, for example significance, change, consequence, similarity and difference

Enquiry and interpretation - Using evidence and sources of information

CORE

Can interview family members, visitors/museum staff etc, asking perceptive questions about famous people, events and places in the area

Begin to form their own opinions based on given information and consider the opinions of others

Explore local museums/sites/old maps to extend the range of sources used to find out about the locality in the past

Identify "old" places and buildings around them on a local walk

Research a significant local or national event from the past, eg the Gunpowder Plot, understanding what happened and the actions of the people involved

WORKING DEEPER

Understand personal accounts may vary, if presented from a different point of view

Events beyond Living Memory

Chronological knowledge and understanding

CORE	WORKING DEEPER
Add notes/ pictures to a timeline to show what life was like at different times in history	Understand importance and impact of historical events and why dates are remembered to present day
Can put several objects/ events from over 100 years ago in order on a simple timeline	Maths link - solve problems in context using place value, eg timelines and duration of events
Learn about events beyond living memory that are significant globally eg first aeroplane flight, discoveries of famous explorers etc	

Communication using historical terms

CORE	WORKING DEEPER
Record a sequence of events in pictures/p and/or words	Geography link: Link significant people and events to places in the UK
Using historical terms and vocabulary, retell or write a report on a sequence of events and draw conclusions using the discovered information	English link: Discuss sequences of events and how items of information are related
Use drama/role-play to show events and order ideas from the past	Can write about real events and the experiences of others (real and fictional)
	Can imagine and record cause and effect in both narrative and non-fiction (What has prompted a character's behaviour?)

Concepts

CORE	WORKING DEEPER
Explore and identify similarities and differences between ways of life in different periods of time	Can begin to identify cause and effect in a series of events
Use and understand the terms 'continuity' and 'change'	

Enquiry and interpretation - Using evidence and sources of information

CORE	WORKING DEEPER
Begin to ask perceptive historical questions to find out more about an event from the past	Begin to understand methods of historical enquiry, e.g. how evidence is used or how and why contrasting arguments and interpretations of the past have been constructed (e.g. why stories may show different viewpoints)
Choose and use parts of stories and other information sources to show they know and understand key features of events	Form own opinions in order to make judgements, e.g. "Who was the most famous explorer?" or "What impact did the invention of the aeroplane have?"
Give more than one cause of an event and suggest reasons why people acted as they did	Make selective choices from sources of information to find evidence
Know a story of events can be explored through pictures, maps, museum visits, artefacts and firsthand accounts (diaries, interviews etc)	

Lives of Significant Individuals

Chronological knowledge and understanding

CORE

Know where the people/events fit within a chronological framework

Make a timeline showing different people and events in their lives

Study the lives of significant people at different times to find out how they lived and travelled

Use information gained from a range of sources (stories, maps, films, pictures/ photographs, personal accounts, etc.) to annotate and illustrate timelines

Understand how significant individuals in the past have contributed to national or international achievements

WORKING DEEPER

Maths Link: Maths problems in context involving place value – timelines, duration of events, distances etc.

Communication using historical terms

CORE

Explore and begin to understand how life was different for two people, e.g. travel, food, clothes, homes etc by making notes, tables, fact files etc

Explore more deeply the life of one person, using a range of information to imagine why they acted as they did eg a diary entry, log of discoveries etc

Concepts

CORE

Identify similarities and differences between ways of life and technologies in different periods

WORKING DEEPER

Make a judgement on the significance of each person studied, their impact and achievements

Enquiry and interpretation – Using evidence and sources of information

CORE

Ask and answer historically valid questions, choosing and using parts of stories and other sources to show that they know and understand key features of their's and others' lives and events

Learn about and compare the lives of significant people of the time studied, their clothes, food, transport etc

Recognise there are different ways of finding out about the past, eg books, interviewing experts, artefacts etc

Explain the impact of developing discoveries or technologies in the period of time being studied eg invention of the aeroplane, discoveries through exploration etc

Present findings in a variety of ways, making some conclusions about what they have found out about the past

WORKING DEEPER

Explain some of the ways we find out about the past - recognising that they may contain different viewpoints and representations

Understand how to interpret different sources of information to form their own conclusions

History of the UK - Chronology

Chronological knowledge and understanding - Establishing clear narratives within and across the studied periods

CORE

Know and understand the history of the United Kingdom as a coherent, chronological narrative from earliest times to present day

Produce an ongoing timeline of the period being studied, showing main events and changes across the periods studied eg Stone/Iron/Bronze Ages

Record changes across the time period studied in a number of ways eg completing a grid, pictures, words etc

Can understand that the past is divided into different named periods of time, using appropriate dates/chronological conventions, e.g. BC/BCE & AD/CE (Before Common Era/ Common Era)

Recognise that each period of time can be split into smaller units and identify features of each

WORKING DEEPER

Maths link - Construct a timeline showing some understanding of scale and place value

Concepts

CORE

Ask historically valid questions about change, cause, similarity and difference to understand the complexity of people's lives and the process of change over time

Recognise that changes occur due to the intelligence, inventiveness and human resolve to overcome the difficulties of life at the time studied

Suggest possible reasons for change across the period and its impact on people's lives

Enquiry and interpretation - Using evidence and sources of information

CORE

Ask perceptive historical questions and suggest how artefacts were made or used to cope with what life was like at the time

Understand how our knowledge of the past is constructed from a range of sources but that there can also be gaps in our understanding

Make careful observations of artefacts, monuments or photographs to find out about the period

To form their own opinions about the period of time studied, beginning to understand the difference between fact and opinion

WORKING DEEPER

Understand that archaeological evidence is used to make historical claims, that contrasting arguments and interpretations of the past are constructed, and that new ideas on prehistory continue to develop as new finds are discovered

Questioning and communication using historical terms

CORE

Present their findings in different ways eg constructing informed reports with thoughtful selection and organisation of relevant historical information

Retrieve and record information from non-fiction to answer own increasingly perceptive questions and form conclusions

WORKING DEEPER

Make inferences about life at the time using a variety of resources to add support to their arguments or opinions

History of the World - Earliest Civilizations

Chronological knowledge and understanding

CORE

Begin to add dates onto simple timelines of the time periods studied

Begin to make comparisons between four ancient civilisations and develop chronologically secure knowledge and understanding

Compare the achievements of the differing world civilisations with what was happening in Britain at the same time

Research when each of the four civilisations started and the main events and discoveries of each time

Use in-depth study to investigate one civilisation, eg Ancient Egypt, further understanding the similarities with three others eg Stone/Iron/Bronze Ages

WORKING DEEPER

Explore how Britain has influenced (and been influenced by) the wider world

Maths link: Using place value and negative numbers in the context of timelines

Concepts

CORE

Develop awareness of change, cause, similarity and difference, and significance of events

Show understanding of the word "civilisation" in discussions and research

Understand historical concepts such as 'continuity' and 'change'

Make connections, ask historically valid questions and create structured accounts of events of the time

Enquiry and interpretation – Using evidence and sources of information

CORE

Explore things which early civilisations had in common, e.g. river location, development of writing and number systems, buildings, lifestyle, farming, religion etc

Understand some methods of historical enquiry, explaining how discoveries were made about the civilisations that help us to learn more about them, including experts eg Howard Carter

Orally justify which is the most important achievement and invention of each civilisation, giving reasons for their ideas

WORKING DEEPER

Geography link: Use maps to locate the rivers and sites of the first civilisations, and list the advantages of a city growing on the banks of a river

English link: Use simple organisational devices in non-narrative material, e.g. headings and subheadings when recording findings

Explain which was the most influential civilisation overall, giving evidence to support their ideas

Questioning and communication using historical terms

CORE

Present recalled or selected information in a variety of ways, using historical language and terms

Show curiosity by asking own questions and attempting to answers some of them

WORKING DEEPER

Raise own historically valid questions about change, cause, significance and comparisons between ancient civilisations

History of the UK - Impact

Chronological knowledge and understanding

CORE

Record increasing knowledge about the effect of a civilisation of people on Europe, Britain and the local area, building on existing developments eg the Romans

Note connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain)

Understand that empires grow over time

Use and interpret online maps and timelines, using what they find to begin constructing their own

WORKING DEEPER

Maths link: Add information to timeline throughout the study, adding dates of key events in the correct place as facts are discovered from personal research

Recognise the place value of each digit in a four-digit number when using the timeline to present day

Give a range of similarities/ differences between different times in the past in the periods covered so far

Concepts

CORE

Identify and explain changes, causes, impact and significance of events in writing

Study an aspect or theme in British history that extends their chronological knowledge beyond 1066

Enquiry and interpretation - Using evidence and sources of information

CORE

Describe how the past can be represented or interpreted in a few different ways e.g. different views from different members of society or invaders

Look at, handle and use artefacts from the time as a source of evidence; explain how useful they are for information And developing knowledge

Understand how our knowledge of the past is constructed from a range of sources

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims

Find out how and why differing arguments about the past have been discovered, looking at the terms 'fact' and 'opinion'

Learn about the people, events and inventions of the time studied, linking some ideas to their local area if possible

WORKING DEEPER

Draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry (mosaics)

Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value

Maths link: Estimate and measure the weight, length and perimeter of an artefact; find out the area of rectilinear shapes by counting squares (e.g. explore mosaics)

Questioning and communication using historical terms

CORE

Compare the areas of different empires and draw conclusions about their comparative influences s impact

Show a developing historical perspective through understanding the connections between local, regional, national and international history

Ask perceptive historical questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, e.g. debate and consider the impact on Britain of various invasions eg the Romans

WORKING DEEPER

Present recalled or selected information in a variety of ways using historical terms

History of the World - Empires

Chronological knowledge and understanding

CORE

Place the start and end of the periods studied on a timeline, along with the periods studied in Y3

Continue to annotate a timeline throughout their studies as they discover more about the time, noting any links found

Gain a coherent knowledge and understanding of Britain's past and the wider world by knowing about empires and their impact eg Roman Empire and Britain

WORKING DEEPER

Understand how this period built on what had gone before and how it further influenced the world

Spoken English link: Articulate and justify answers, arguments and opinions

Maths link: Count backwards through zero to include negative numbers

English link: Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet and to help with spelling, e.g. Greek origins of the word "bicycle", Latin origins of many British words

Concepts

CORE

Can make a few connections and contrasts, e.g. changes, causes, similarity, difference and significance of the time periods studied

Ask historically valid questions about what they observe, beginning to answer some of them or make their own conclusions

WORKING DEEPER

Give reasons for and results of the main events and changes of a time studied and describe the significance for today

Enquiry and interpretation – Using evidence and sources of information

CORE

Explain what life was like for different groups of each society, their diversity, jobs and relationships between them

Using a range of sources, explore the significance of the growth of the empire and its influence on life today

Explore and retell the main events, people and discoveries of the period studied

Suggest reasons for the invasion and/or settlement of a country and the impact on the nation being invaded

WORKING DEEPER

English link: Retrieve and record information from non-fiction

Geography link: Using online maps, notice the spread of the empire over time, and links with other countries for trade

Questioning and communication using historical terms

CORE

Construct own opinions and informed responses that involve thoughtful selection and organisation of relevant historical information

Start to explore and understand terms such as 'empire', 'civilisation' and 'democracy'

Describe the significance and impact of the time studied, including ideas from the period which still exist today

Ask further, progressively more historically valid questions as they discover more about the time

Select and justify why a particular achievement from the period was the greatest influence on the Western world

Start a list of questions for what they want to find out in further study

History of the UK - Settlement & Struggles

Chronological knowledge and understanding

CORE

Continue to develop their understanding of Britain as a coherent and chronological narrative from the earliest times to present day

Study aspects of British history that extends their chronological knowledge beyond 1066

Recognise the subsequent consequence of significant events on settlements and life in Britain

Independently construct timelines, showing the history of invasions and settlement of Europeans in Britain from the Romans until 1066

Place significant events on a timeline throughout their studies as an ongoing activity

Understand how Britain has been influenced by the wider world, e.g co-existence of and fights between different groups of settlers, eg Anglo Saxons, Vikings etc

WORKING DEEPER

Maths link: Apply knowledge of place value to construct an accurately scaled timeline. Add other significant dates into the correct place on the timeline

Retell clear narratives of events and people within and across the periods they study

Concepts

CORE

Understand the causes and consequences of events in each period studied

WORKING DEEPER

Make connections, draw contrasts and analyse trends across the time periods studied

Enquiry and interpretation - Using evidence and sources of information

CORE

Rigorously use a range of sources, including artefacts and written resources, to build understanding of what life was like and compare art, culture, law, settlements and religion

Understand different elements of society and understand how laws and justice systems at the time were introduced to exert control over them and other invaders

Understand that ongoing discoveries raise new evidence to challenge and aid knowledge about each time

When using evidence, show understanding that there may be bias and different viewpoints, forming their own opinions about events and people

WORKING DEEPER

Explore the events and people of the time, beginning to understand human nature when studying achievements and follies of people during a period

Geography link: Conduct an enquiry into place names to inform which invaders settled in which regions, mapping on a blank map

Understand migration is not new, that there is a continuing history of people moving to Britain and how this has impacted on identity

Framing historically valid questions

CORE

Use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/periods

WORKING DEEPER

Show increased ability to work as a historian by asking historically valid questions and by thinking critically, weighing evidence, sifting arguments in order to develop perspective

History of the World - Contrasting Non-European Society c. 900

Chronological knowledge and understanding

CORE

Can compare another non-European civilisation which existed in the world at the same time as the Anglo-Saxon and Viking struggle in Britain at around 900 A.D. eg the Maya and Aztecs

Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives of events within and across the periods they have studied

Can independently construct and add to an ongoing timeline, eg to make comparisons between two societies at the same time

WORKING DEEPER

Can compare Britain at a given time with what was occurring elsewhere in the world at the same time

Recognise that non-European civilisations could be more advanced than Britain at the same time and consider their influence on life today, e.g. astronomy, trade, medicine or education

Concepts

CORE

Understand and compare the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups of that time

Enquiry and interpretation – Using evidence and sources of information

CORE

Demonstrate methods of historical enquiry more independently, e.g. ask perceptive questions, think critically and weigh evidence from their research

Draw conclusions on the complexity of life at the time, changes and relationships between groups

Know how Britain was influenced by the wider world and why groups of people chose to invade and/or settle

Use available evidence selectively to answer own raised questions about a distant past society and understand that people may have differing opinions

WORKING DEEPER

Compare and analyse why a group were more sophisticated or advanced in terms of inventions, lifestyle, buildings, religion, laws etc.

Show an ability to challenge any misconceptions they or others may hold about other non-European societies

Framing historically valid questions and creating own structured accounts, including written narratives and analyses, using historical terms

CORE

Give reasons why some civilisations grew in power, but may have later declined or even disappeared, using the term 'empire' where appropriate

Use the term "civilisation" to explore and understand its meaning

Conduct their own question-led research into features of a non-European society using a variety of sources

WORKING DEEPER

Demonstrate greater historical perspective in structured extended writing by comparing events and forming conclusions

History of the UK and the Wider World - Beyond 1066

Chronological knowledge and understanding

CORE

Add detail to timelines during the ongoing studies to show events and how people's lives changed in the periods studied

Can draw a timeline to scale independently, showing where study over a wide arc of time fits into the wider story of British History

Can record events, changes, causes and consequences on a timeline independently

Explore and understand aspects of the history of the wider world, including the nature of ancient civilisations eg the Greeks

Can note connections, contrasts and trends over time in the period studied

Demonstrate coherent, chronologically secure knowledge and understanding of British history, establishing clear narratives of events within and across the periods they studied in KS2

WORKING DEEPER

Show a developing knowledge of history in differing contexts, showing connections between national and international history and between military and political history

Concepts

CORE

Study the events and people of the time being studied, noting the effect of changes, causes and consequences for all sections of society

Learn about the legacy of an ancient culture and their impact on later periods of British history to the present day

WORKING DEEPER

Write informed responses to events and people in structured accounts, e.g. showing understanding of aspects such as lifestyle, building, sports, food, religion, politics etc

Enquiry and interpretation – Using evidence and sources of information

CORE

Raise questions and answer whole class enquiry questions, drawing on a range of historical sources and different interpretations of information

Demonstrate maturity when sifting through arguments, coming to their own opinions, judgments and conclusions

Follow the cycle of historical enquiry independently by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information

Use evidence in words, pictures, artefacts etc to make historical claims and discern how and why contrasting arguments and interpretations of the past have occurred

WORKING DEEPER

Show independence and the ability to make discerning choices of which sources or pieces of information to use when researching own questions, appreciating some information can be opinion rather than fact

Framing historically valid questions and creating own structured accounts, including written narratives and analyses, using historical terms

CORE

Ask increasingly historically perceptive questions about change, cause and significance during the study

Use historical terms to explain findings about eg democracy, legacy etc

WORKING DEEPER

English link: Write for a range of real purposes/audiences as part of work across the curriculum

Local History Study

Chronological knowledge and understanding

CORE

Understand how the past, eg the events of WW2, can have an impact on a local area and life today

Using a timeline, show a growing knowledge of the period studied, understanding the connections between local, regional, national and international history and between short- and long-term timescales

Show an understanding of what life was like for people living in the area in the past

WORKING DEEPER

Can explain how history "fits together" and compare how events from one time period affect another, e.g. make detailed links between features of past societies and periods

Develop a chronologically secure knowledge and understanding of local history, establishing clear narratives of events within and across the periods studied

Concepts

CORE

Understand the complexity of people's lives, the process of change and diversity of the societies studied

WORKING DEEPER

Can explain most of the causes and results of events, showing links between them

Enquiry and interpretation - Using evidence and sources of information

CORE

Can ask effective questions and identify areas of study following the observing of an artefact, documents, a visit to a significant local place/museum, a local walk or an interview with an expert

Make detailed use of a wide range of historical sources to help reach and support a conclusion

Select, interpret and evaluate a source of information about the events in a local area, assessing usefulness and if there is any bias, etc.

Understand how knowledge of the past is constructed from a range of sources and begin to identify a range of sources for local history research

WORKING DEEPER

Analyse and judge the value of sources and identify those that are useful for answering a question

Maths link: Apply mathematical skills when handling data from sources and documents, such as census material or records

Can suggest reasons for different interpretations of events, people and changes

Framing historically valid questions and creating own structured accounts, including written narratives and analyses, using historical terms

CORE

Present and explain their work as a historian - the tools and skills they have developed and how they think they will use these in the future

Thoughtfully select and organise relevant historical information, e.g. write a local guidebook, diary entry, newspaper report etc

Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement

WORKING DEEPER

Select appropriate sources and organise information to produce structured written work about the period studied