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| **Key Skills** | **Knowledge.** | **Chronological awareness** | **Knowledge and understanding of significant aspects of history** | **Understand historical concepts** | **Greater Depth** |
| **Foundation** | * That they have not always been this age and will not always be this age. * Some events that happened before now (time of day included). | Pupils can use terms like now, next, before and after to sequence events in the day. |  | Pupils have a simple understanding of the fact that there was a past – things have not always been as they are right now (may be ore linked to times of day rather than previous years/ months). |  |
| **Year 1** | **GFOL**   * When and where it happened (relate to now). * What it was. * Causes. * How it changed London. * Compare fire services then and now (Fdn link – People who help us). * Samuel Pepys’ diary.   **History of Trains**   * Chronology of trains. * What the first train was and why it was used. * How trains changed people’s lives. * George Stephenson. * *Modern trains – bullet trains, Pendolino – compare to steam trains*   **Queen Victoria/William the Conqueror**   * Chronology of Kings and Queens to modern day. * *William the Conqueror – who was he? What did he do? Why was he important?* * Queen Elizabeth 11 – who is she? What does she do? Why is she important? * Why has the role of a monarch changed? | Pupils can sequence simple pictures within their own experiences.  Pupils can begin to use appropriately terminology such as past, then and now.  GFOL   * When it happened   History Trains   * Chronology of trains.   Queen Elizabeth/William the Conqueror   * Chronology of Kings/Queens from past to modern day e.g. above monarchs/Henry VIII/James I, both Elizabeths, Victoria | Pupils can compare historical periods using the terms ‘then’ and ‘now’ and identify the changes within these different time periods.  GFOL   * Compare fire services then and now (Fdn link – People who help us).   History of Trains   * What was the first train? Why was it used? * How did it change people’s lives? * Comparing first trains to modern trains e.g. bullet train/pendodino to steam trains.   Queen Elizabeth/William the Conqueror   * Why has the role of the monarch changed? | Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.  GFOL   * Causes of the fire (narrow streets/Lack of fire service/thatched roofs) * Who was Samuel Pepys? Diary.   History of Trains   * Who was George Stephenson?   Queen Elizabeth/William the Conqueror   * Who was Willam the Conqueror? Why was he important? * Who was Queen Elizabeth? Why was she important? Why is her role different? | Can consider more than one factor that has affected an event or action.  GFOL   * What might have happened had the fire not been put out?   History of Trains   * Look at pictures of trains from different time periods; which one is an older train, and which one * is a modern train? How do you know?   Queen Elizabeth/William the Conqueror   * Alice thinks that Queen Elizabeth would want the old role of a monarch back. What might her be reasons be?   Can begin to use sources to understand a period in time, event or person.  GFOL   * Comparing pictures of fire service equipment; how have these changed?   History of Trains   * Why have we updated trains from steam to electric? Think about speed.   Queen Elizabeth/William the Conqueror   * Looking at pictures of each monarch; what are the differences (casual shots of Queen/portrait of William in armour etc. |
| **Year 2** | Pupils can identify similarities and differences between their lives and events studied.  Recognise that dates are used to identify when events happened in the past.  GFOL   * When it happened   History Trains   * Chronology of trains. Look at future trains e.g. Crossrail (Hs2)   Queen Elizabeth /William the Conqueror   * Chronology of Kings/Queens from past to modern day e.g. above monarchs/Henry VIII/James I, both Elizabeths, Victoria | Pupils can draw simple conclusions and deduce information on the past from pictures and information.  GFOL   * Why do we need a proper fire service? * Why is it important to write things down? E.g. Samuel Pepys’ diary, newspapers.   Pupils are beginning to give simple reasons why changes occurred in the past.  GFOL   * Compare fire services then and now (Fdn link – People who help us).   History of Trains   * What was the first train? Why was it used? * How did it change people’s lives? Compare this to today. * Comparing first trains to modern trains e.g. bullet train/pendodino to steam trains.   Queen Elizabeth/William the Conqueror   * Why has the role of the monarch changed? | Pupils can give more than one effect of an event and give simple explanations.  GFOL   * Causes of the fire (narrow streets/Lack of fire service/thatched roofs)   History of Trains   * Who was George Stephenson? * How did he change transport?   Queen Elizabeth/William the Conqueror   * Who was Willam the Conqueror? Why was he important? * Who was Queen Elizabeth? Why was she important? What are the reasons for change in role? | Can begin to support conclusions drawn from sources with evidence from the source.  GFOL   * Comparing pictures of fire service equipment; how have these changed? Why?   History of Trains   * Look a poster about steam trains from the past; what can you tell about the train from this poster? E.g. a poster that says “high speed”   Queen Elizabeth/William the Conqueror   * Looking at pictures of each monarch; what are the differences (casual shots of Queen/portrait of William in armour etc. * Why are they different? Think about the roles of monarchs.   Begins to use historical terms such as chronological, source.  GFOL   * Importance of Samuel Pepys’ diary as an historical source; what would we know about GFOL without it?   History of Trains   * Why have we updated trains from steam to electric? Think about speed and use of coal (will it run out?)   Queen Elizabeth/William the Conqueror   * Looking at three pictures of monarchs (Q.E, W.t.C and another between those two monarchs); can you put them in chronological order? Why have you put them in that order? |
| **Year 3** | **Stone Age to Iron Age).**  *-Chronology of different Stone Age periods followed by Bronze Age and Iron Age.*  *-Settlements – Skara Brae – sources to help us understand Neolithic life and food gathering.*  *-Why did the Stone Age end and the Bronze Age begin?*  *-What impact did the use of bronze have on people’s lives?: Link to new technology/ tools and building of Stonehenge during the Bronze Age – uses?*  *-Which weapons were created and used from Stone Age to Iron Age? (using sources to understand changes in technique etc.)*  *-Iron Age hill forts – use of weapons for defense.*  **Mayans (A non-European society that contrasts with British history).**  -Chronology –*link to periods studied already.* Who were the Ancient Mayans? Where did they live and how would this impact their lifestyle?  -Mayan society and culture (Gods and religion).  -Mayan food – *importance of corn*, impact on modern food.  -Mayan buildings – links to religion and culture.  -Mayan leisure activities.  *-How did the Mayan civilization end? (Link to Stonehenge and uncertainty in history).*  **Canals (a significant turning point in British history/ changes in an aspect of social history).**  *-Chronology of canals – what are they? When did they start being used? Compare initial use to modern day.*  *-Early canal use:*  *-Romans – farming*  *-Middle Ages –transport of building materials, towpaths, pathways off of rivers, transport to more places.*  *-The Industrial Revolution – when? What was it?*  *-How were canals used during the Industrial Revolution? (First canal – Bridgewater in Manchester – Duke of Bridgewater and James Brindley).*  *-What impact did they have on industry? (Positive and negative)*  *-Why did the use of canals decline?* | Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.  Stone Age to Iron Age   * Chronology of different Stone Age periods followed by Bronze Age and Iron Age? * What makes them different/similar?   Ancient Mayans   * Who were the Mayans? Where did they live and how did this impact their lifestyle? * Mayan buildings * Mayan religion/culture/leisure activities.   Canals   * Chronology of canals (what/when/why were they used in the past and present) * Early canal use e.g. Romans (farming) to Middle Ages(transport building materials) to Industrial Revolution (transport building materials as well as trading goods) | Pupils have knowledge and understanding of some of the main events, people and changes from the past.  Stone Age to Iron Age   * Settlement (Skara Brae) use sources to help us understand Neolithic life and food gathering. * Which weapons were created and used from Stone Age to Iron Age? (using sources to understand changes in technique etc.)   Ancient Mayans   * Mayan food – importance of corn, impact on modern food. * Changes in society and religion.   Canals   * Why were they used in the past and present)? * Early canal use e.g. Romans (farming) to Middle Ages(transport building materials) to Industrial Revolution (transport building materials as well as trading goods) | Pupils can give reasons for and results of the main events and changes.  Stone Age to Iron Age   * Why did these periods start?   Canals   * What impact did they have on industry? (Positive and negative) * Why did the use of canals decline? (Link to trains)   Pupils can describe and explain simple concepts such as Cause and effect.  Stone Age to Iron Age   * What impact did the use of bronze have on people’s lives e.g. the use of bronze? * Why were Iron Age hill forts made?   Ancient Mayans   * Who were the Ancient Mayans? Where did they live and how would this impact their lifestyle? * Mayan society and culture (Gods and religion).   Canals   * Uses during the Industrial Revolution e.g. First canal – Bridgewater in Manchester – Duke of Bridgewater and James Brindley | Can use evidence from both photographic and written sources to support conclusions.  Stone Age to Iron Age   * Looking at pictures of settlements from Meso/Neo periods; what is similar to our modern towns/villages? * Think houses/food etc.   Ancient Mayans   * Look at a ball made for Pok’o’Tok. It was made out of rubber sap, which was boiled so that it was soft enough to play with. What does this tell you about the Mayans?   Canals   * Look at pictures of old/new canal and canal boat. What the similarities? Why have they not changed that much? Think about trains.   Can begin to identify one or more causes or effects of an action or event.  Stone Age to Iron Age   * Historians cannot agree on why Stonehenge was built; what do you think is the reason? Explain your answer.   Ancient Mayans   * Look at a picture of a knife; names three uses this may have had. Think back to Stone Age knives.   Canals   * In modern times, we use trains/cars/planes to transport goods and materials. Give at least two reasons why we still have canals today. |
| **Year 4** | Pupils can describe and compare different periods from the past.  Stone Age to Iron Age   * Chronology of different Stone Age periods followed by Bronze Age and Iron Age. * Why did the periods change?   Ancient Mayans   * Who were the Mayans? Where did they live and how did this impact their lifestyle? * Mayan buildings * Mayan religion/culture/leisure activities. * Make links between different time periods they have already studied.   Pupils have some awareness of how people’s lives have shaped this nation.  Stone Age to Iron Age   * Settlement (Skara Brae) use sources to help us understand Neolithic life and food gathering.   Ancient Mayans   * Chronology –link to periods studied already. Is this before or after previous periods studied?   Canals   * Chronology of canals (what/when/why were they used in the past and present) * Early canal use e.g. Romans (farming) to Middle Ages(transport building materials) to Industrial Revolution (transport building materials as well as trading goods) * Why did this change through each period? | Pupils can explain some of the main events and give reasons for, and results of, the changes.  Can make connections between local, regional, national and international history  Stone Age to Iron Age   * Settlement (Skara Brae) use sources to help us understand Neolithic life and food gathering. * What can these settlements tell us about where people from the Stone Age lived? * Which weapons were created and used from Stone Age to Iron Age? (using sources to understand changes in technique etc.) * Why did the weapons change from stone to bronze and then to iron?   Ancient Mayans   * Where did they live and how would this impact their lifestyle? * Mayan food – importance of corn, impact on modern food. * Thinking about where they lived, why was corn so important? Discuss Maize God.   Canals   * Why were they used in the past and present)? * Early canal use e.g. Romans (farming) to Middle Ages(transport building materials) to Industrial Revolution (transport building materials as well as trading goods) * Why did this change throughout each period? | Pupils can understand more complex, abstract concepts.  Stone Age to Iron Age   * Why did these periods start? What do each of the periods mean e.g. Meso means new. * Why were Iron Age hill forts made? Why might we still find some today?   Ancient Mayans   * Who were the Ancient Mayans? Where did they live and how would this impact their lifestyle? * Mayan society and culture (Gods and religion). * Mayan Leisure – understanding what/why they used ritual sacrifices.   Canals   * Uses during the Industrial Revolution e.g. First canal – Bridgewater in Manchester – Duke of Bridgewater and James Brindley. * What impact did they have on industry? (Positive and negative) * Why did the use of canals decline? (Link to trains) | Pupils can identify Primary and secondary sources reasoning the pros and cons of either.  Stone Age to Iron Age   * Picture of a Stone Age weapon; is this a primary or a secondary source? Explain. (It is both because the photo is secondary but the artefact itself is primary as it is from the time?   Ancient Mayans   * Look at painting/picture of ruined Mayan temple; what kind of sources are they? Which one can tell us more about Mayan times?   Canals   * Look at pictures of canals; which the primary and secondary source? How can you tell?   Pupils understand the term bias and how this affects historical sources.  Stone Age to Iron Age/Ancient Mayans   * Can historians and archaeologists always be right about their ideas e.g. what they understand about the use of certain weapons. Explain   Canals   * Look at this written source: Canals: The Making of a Nation. Look at the language of the author e.g. ‘the heart of the nation’. What does this tell you about the authors view on canals? Would every historian think the same? |
| **Year 5** | **Ancient Greeks**  *-Chronology – relate to previously studied eras.*  *-Who were the Greeks? What was the Empire like? Who ruled? (Link to Roman Empire)*  -Battle of Marathon: why would the Persians want to invade the Empire?  -Impact of discoveries in medicine on modern life.  -Comparison of Ancient Greek/ modern daily life.  -How did the Greeks use democracy? (Link to Modern British values/ PSHE).    Make sure to teach why the Empire came to an end – the Roman invasion (link to 3/4).    **World War 2 (a significant turning point in British history).**  *-Who were the two powers? (Allies and Axis) Who were the important figures? (Hitler, Mussolini, Franco, Stalin Chamberlain, Churchill, Roosevelt, Charles de Gaulle).*  *-Why did WW2 begin? (Economic depression, rise of fascism/ anti-Seimitism in Europe).*  *-The Blitz*  *-Evacuation (link to Blitz).*  *-Rationing*  *-Roles of men and women. (Link to changing roles/ attitudes of women).*  *-Why did the war end?*  **Bletchley Park (a local history study).**  *-Early history (link to Sir Herbert Leon).*  *-Events of WW2 happening around that time. Why was it used? (link to Blitz/evacuation).*  *-Alan Turing*  *-Code breaking – what is it? What equipment was used? (Link to impact on local place names – link to Anglo-Saxon impact).*  *-Impact of code-breaking on Allies’ strategies).*  *-How did it help to win the war?* | Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.  Ancient Greeks   * Chronology – relate to previously studied eras. * How did the Greeks use democracy? (Link to Modern British values/ PSHE). * Discoveries in modern medicine.   WWII   * Who were the two powers? (Allied/Axis) * How did the Blitz affect Britain? * How did evacuation affect Britain? * How/why did Britain win the war?   Bletchley Park   * Use during WWII (discuss Blitz/evaucation) * Who Alan Turing was and how his code-breaking helped Britain win the war. * Discuss how street names around Bletchley are related to code breaking. | Pupils can understand why some civilisations have been successful and why others have not.  Ancient Greeks   * Who were the Greeks? What was the Empire like? Who ruled? (Link to Roman Empire) * Impact of discoveries in medicine on modern life. * How did the Greeks use democracy? (Link to Modern British values/ PSHE).   WWII   * Why did Germany invade other countries before the war? Discuss Roman/Greek empires. * Why did Germany lose the war? | Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.  Ancient Greeks   * Battle of Marathon: why would the Persians want to invade the Empire? * Comparison of Ancient Greek/ modern daily life.   WWII   * Why did WWII begin? Economic depression, rise of fascism, history and growth of anti-Semitism. * Roles of men and women in the war effort; how did this change? How is this different/similar to today?   Bletchley Park   * Early history of the manor house, discuss Sir Herbert Leon. * Alan Turing and code breaking; thinking about the difference in code breaking from then and now. | Pupils begin to understand why events might be recorded or explained differently.  Ancient Greeks   * Look at written sources that discuss the Roman Empire in a negative/positive light. Why might they be described differently?   WWII   * Look at propaganda posters from each side; why they said this? What impact do they have?   Bletchley Park   * Joan Clarke was a female decoder who worked at Bletchley Park; why have we heard less about Clarke than Turing?   Begin to understand ‘historical empathy’; they can begin to understand the difference in past perspective and present perspective.  Ancient Greeks   * Look at a written/picture source; how might the people have felt at the time? Why is that? Would that change today?   WWII   * Look at army recruitment posters; what conflicting emotions might people have felt at this time? * Would it be just to use conscription today?   Bletchley Park   * Had Joan Clarke and Alan Turing done their jobs today; how would their representations differ to that of the time? Why?   Pupils can evaluate sources and identify those that are useful to the task.  Ancient Greeks   * Look at a written/picture source; how useful is this in learning about the past? What are the pros and cons? What are the limitations?   WWII   * Look at British/Nazi written and/or picture sources; how useful is this in learning about the past? What are the pros and cons? What are the limitations? Are they both are trustworthy as each other?   Bletchley Park   * Look at these three sources; which is the most reliable? Why? Are any completely unreliable? Why? |
| **Year 6** | Pupils make appropriate use of dates and specialist terms.  Ancient Greeks   * Chronology – relate to previously studied eras. Ensure chn know the difference between BCE/CE.   WWII   * Chronology of the war; when it was in history and how it is recent history. * Who were the two powers? (Allied/Axis) * Understand the events leading up to the war (causes) * In relation to causes, understand the terms fascism, depression, anti-Semitism.   Bletchley Park   * Understand terms relating to code breaking and the enigma machine. * Understand how the introduction of code breaking was key timing for winning the war. | Depth of factual knowledge and understanding of Britain and the wider world.  Ancient Greeks   * Understand the influence the Ancient Greeks had over Britain at that time.   WWII   * Who were the two powers? (Allied/Axis) * How did the Blitz affect Britain’s chances of winning the war? * How did evacuation affect Britain? Why was this important for the morale of the people? * How and why did these factors contribute to Britain winning the war and Germany losing the war?   Bletchley Park   * Early use of Bletchley Park (Sir Herbert Leon) * Discuss why code breaking was so important for Britain to win the war.   Can identify features and make links between past societies and periods.    Ancient Greeks   * Discuss what we have adopted from the Greeks. * How did the discoveries in medicine impact medicine in Britain today? * How did the Greeks use democracy? (Link to Modern British values/ PSHE). How had Britain adopted this? How important is this today? | Pupils use historical concepts to create their own structured accounts, including written narratives and analyses.  Ancient Greeks   * Analyse different sources and accounts of the Battle of Marathon: why would the Persians want to invade the Empire? * Comparison of Ancient Greek/ modern daily life.   WWII   * Who were the important figures? (Hitler, Chamberlain, Churchill, Roosevelt) * Analyse different sources and accounts of the Blitz, evacuation etc. Give opinions and interpretations of these sources.   Bletchley Park   * Impact of code breaking on Allies’ strategies * Analyse sources relating to code breaking. | Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.  Ancient Greeks   * Look at a written/picture source and a written statement about the source. Does this statement support or contrast with the source? Does it support or contrast your understanding?   WWII   * Look at a picture source and a written statement about the source. Does this statement support or contrast with the source? Does it support or contrast your understanding?   Bletchley Park   * Use sources that suggest that the war could not have been won without code breaking and sources that suggest it could have been. Why are these differing opinions? Which one do you agree with most? Why?   Begin to understand abstract terms, e.g. empire and civilisation.  Ancient Greeks   * What are the pros and cons of empires? * Why do you think the Greek Empire came to an end? * Why do you think we do not have empires in modern life?   WWII   * Can you compare the German invasion of European countries to any other the empires you have previously studied? What is similar/different? Why?   Bletchley Park   * Why was the Enigma Machine given its name? What does its name tell you about the machine? |