

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Subject Content		<p>Changes within living memory. (1a, 1b, 1c)</p> <p>Events beyond living memory that are significant nationally or globally. (1a, 1b, 1c)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (1a, 1b, 1c)</p> <p>Significant historical events, people and places in their own locality. (1a, 1b)</p>	<p>Events beyond living memory that are significant nationally or globally. (2a, 2b)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (2a)</p>	<p>Changes in Britain from the Stone Age to the Iron Age. (3a, 3b, 3c)</p>	<p>The Roman Empire and its impact on Britain. (4a)</p> <p>Britain's settlement by Anglo-Saxons and Scots (4b)</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4c)</p>	<p>A non-European society that provides contrasts with British history – Mayan civilization. (5a)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (5b)</p> <p>A local history study. (5c)</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China. (6a)</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world. (6b)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (6c)</p>
<p>Chronology and Understanding</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry' 	<ul style="list-style-type: none"> Begin to make sense of own life story and family's history. 	<ul style="list-style-type: none"> Begin the process of establishing a simple sense of chronology and mastery of the language associated with identifying and describing the passing of time; 1a,1b,1c Recognise and describe the achievements, discoveries, events and quality of significant historical figures. 1c 	<ul style="list-style-type: none"> Construct uncomplicated oral narratives by working forward from a beginning to an end or outcome; 2a, 2b, 2c Describe what an empire is and identify and locate the modern day countries that were once part of the Roman Empire. 2c Describe and give reasons for the importance of a significant historical event. 2a, 2b, 2c 	<ul style="list-style-type: none"> Recognise how historical events are caused by other important past events and in turn have their own consequences; 3a, 3b, 3c Begin the construction of a simple timeline identify and describe the events in the order in which they occurred using a pre-existing scale of equidistant intervals; 3a, 3b, 3c Describe the different between history and prehistory. 3a 	<ul style="list-style-type: none"> Complete the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 identifying and describing events in the order in which they occurred using a pre-existing scale of equidistant intervals; 4a,4b,4c Understand, describe and explain the reasons for the actions of a significant historical figure and significant historical events. 4a,4b,4c 	<ul style="list-style-type: none"> Construct more detailed oral and written historical narratives which describe and explain how and why particular events unfolded over time. 5a, 5b, 5c Construct a timeline using an equidistant scale to record the chronology of the main events that occurred. 5a, 5b, 5c 	<ul style="list-style-type: none"> Construct more detailed oral and written historical narratives which describe and explain how and why particular events unfolded over time. 6a, 6b, 6c Construct a timeline using an equidistant scale to record the chronology of the main events that occurred. 6a, 6b, 6c Explain why Britain established an empire around the world. 6c
<p>Analysing the Past & Enquiry and Evidence</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Identify, describe and compare and contrast the most popular games and toys of the 1960s with those of today. 1b Understand the difference between primary and secondary sources of information about things in the past. 1b Describe an event and suggest reasons why it is remembered today. 1a, 1c 	<ul style="list-style-type: none"> Describe and compare the relative achievements of significant individuals and reach a judgement about their relative importance. 2a Describe and suggest reasons how artefacts are used. 2c Describe and explain the difference between primary and secondary evidence when trying to understand events at Pompeii; 2c Begin to understand the cause and effect of historical events. 2b 	<ul style="list-style-type: none"> Describe and explain in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the past; 3a, 3b, 3c Describe and explain some of the important ways in which life for Ancient Britons changed during the Stone Age. 3a Describe and explain what a range of artefacts suggest about how people lived during the Bronze Age; 3b <p>Compare and contrast stone monuments and reach a simple judgment about their purpose. 3b</p>	<ul style="list-style-type: none"> Explain why historians know so much about Roman towns. Evaluate artefacts to reach a judgement about what the different items tell us. 4a, 4b, 4c 	<ul style="list-style-type: none"> Evaluate a range of artefactual evidence and reach a judgement regarding what it suggests. 5a, 5b, 5c Consider possible explanations and reach a judgement about which might be the most convincing. 5a Empathise and reach a judgement through critiquing a range of judgements. 5a, 5b, 5c 	<ul style="list-style-type: none"> Evaluate some of the advantages and disadvantages of the British Empire both to Britain and its colonies and reach a judgement as to why it has now almost disappeared. 6c Understand that artefactual evidence may not be representative of society as a whole. 6a Compare and contrast historical figures and offer their opinion. 6a Explain the significance of stories, evaluate the evidence and reach a judgement as to whether events might be fact, legend, or myth. 6b Evaluate and critique different sources of evidence, formulate judgements, reach a conclusion and justify their views. 6a, 6b, 6c