



Moorland Primary School – Progression of Knowledge and skills in History Year 6

Year 6	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Knowledge (substantive)</b></p> <p><i>Topic: Maafa</i></p> <p><i>Topic: Frozen Kingdoms</i></p> <p><i>Topic: Britain at War</i></p>	<p>1.To know significant people, events, discoveries or inventions can affect many people over time. (&amp; in Britain at War)</p> <p>2.To know the characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.</p> <p>3.To know the causes of significant events can be long-term or short-term. (&amp; in Britain at War)</p> <p>4.To know The British economy grew between the 16th and 19th centuries due to a range of factors</p> <p>5.To know that historical narratives can describe long- and short-term causes and consequences of an event;</p> <p>6.To know that abstract terms include nouns. (&amp; in Britain at War)</p> <p>7.To know an achievement or discovery may be significant because it affects the lives of other people or the natural world</p>	<p>1.To know the consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching. (&amp; in Britain at War)</p> <p>2.To know that questions can be used to evaluate the usefulness of a historical source. (&amp; in Britain at War)</p> <p>3.To know that sources of information for a study of a local town or city include primary sources and secondary sources.</p> <p>4.To know that different types of bias include political, cultural or racial. (&amp; in Britain at War)</p> <p>5.To know that sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written. (&amp; in Frozen Kingdoms) (&amp; in Britain at War)</p> <p>6.To know common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods.</p>	<p>1.To know that Common traits include a range of things such as personal charisma; strong beliefs; the right to rule, birth right, the desire to acquire land, money or resources or the defence of personal, religious or political beliefs.</p> <p>2.To know that war, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. (&amp; in Britain at War)</p> <p>3.To know that leaders and monarchs have changed the course of history in a variety of ways.</p>	<p>1.To know timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history (&amp; in Frozen Kingdoms) (&amp; in Britain at War)</p>



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<p><b>Skills</b> <b>(Disciplinary knowledge)</b></p> <p>Topic: Maafa</p> <p>Topic: Frozen Kingdoms</p> <p>Topic: Britain at War</p>	<p>1. Articulate the significance of a historical person, event, discovery or invention in British history. (&amp; in Britain at War)</p> <p>2. Present an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>3. Describe the causes and consequences of a significant event in history. (&amp; in Britain at War)</p> <p>4. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>5. Sequence a detailed historical narrative about a significant global event.</p> <p>6. Use abstract terms to express historical ideas and information. (&amp; in Britain at War)</p> <p>7. Describe some of the significant achievements of mankind and explain why they are important.</p>	<p>1. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. (&amp; in Britain at War)</p> <p>2. Ask perceptive questions to evaluate an artefact or historical source. (&amp; in Britain at War)</p> <p>3. Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p>4. Identify different types of bias in historical sources and explain the impact of that bias. (&amp; in Britain at War)</p> <p>5. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. (&amp; in Frozen Kingdoms) (&amp; in Britain at War)</p> <p>6. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>	<p>1. Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>2. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. (&amp; in Britain at War)</p> <p>3. Describe and explain the significance of a leader or monarch.</p>	<p>1. Articulate and present a clear, chronological world history narrative within and across historical periods studied. (&amp; in Frozen Kingdoms) (&amp; in Britain at War)</p>



Year 5	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Knowledge (substantive)</b></p> <p>Topic: Maafa</p> <p>Topic: Frozen Kingdoms</p> <p>Topic: Britain at War</p>	<p>1.To know historical terms include topic related vocabulary. (&amp; in Sow, Grow &amp; Farm) (&amp; in Groundbreaking Greeks)</p> <p>2.To know the characteristics of ancient civilisations.</p> <p>3.To know that power in ancient civilisations drove the growth of empires &amp; development of trade, wealth, arts and culture, society, technology and beliefs.</p> <p>4.To know that beliefs can prompt an individual to take action.(&amp; in Groundbreaking Greeks)</p> <p>5.To know the achievements and influences of the ancient Greeks on the wider world.</p> <p>6.To know that everyday life could change during different periods due to invasion, natural disasters or changes in leadership.</p> <p>7.To know aspects of British history and related sites that may have local significance include, the Norman invasion, Black Death, the Wars of the Roses and the Industrial Revolution.</p> <p>8.To know the characteristics of past civilisations</p> <p>9.To know that continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time.</p>	<p>1.To know that aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.(&amp; in Groundbreaking Greeks)</p> <p>2.To know that sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. (&amp; in Groundbreaking Greeks)</p> <p>3.To know that using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. (&amp; in Groundbreaking Greeks)</p> <p>4.To know that bias is the act of supporting or opposing a person or thing in an unfair way.</p>	<p>1.To know some of the reasons for and results of the main changes and events. (&amp; in Groundbreaking Greeks)</p> <p>2.To know that aspects of the past have been represented and interpreted in different ways. (&amp; in Groundbreaking Greeks)</p> <p>3.To know aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. (&amp; in Groundbreaking Greeks)</p>	<p>1.To know that different world history civilisations existed before, after and alongside others.(&amp; in Groundbreaking Greeks)</p>



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<p><b>Skills (Disciplinary knowledge)</b></p> <p><i>Topic: Maafa</i></p> <p><i>Topic: Frozen Kingdoms</i></p> <p><i>Topic: Britain at War</i></p>	<p>1. Articulate and organise important information and detailed historical accounts using topic related vocabulary. (&amp; in <i>Sow, Grow &amp; Farm</i>) (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>2. Present an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p>3. Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>4. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>5. Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>6. Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>7. Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p> <p>8. Study a feature of a past civilisation or society.</p> <p>9. Frame historically valid questions about continuity and change and construct informed responses.</p>	<p>1. Compare and contrast an aspect of history across two or more periods studied. (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>2. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>3. Use a range of historical sources or artefacts to build a picture of a historical event or person. (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>4. Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>1. Identify and describe reasons for and results of historical events, situations and changes within and across different periods. (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>2. Explain how aspects of the past have been represented and interpreted in different ways. (&amp; in <i>Groundbreaking Greeks</i>)</p> <p>3. Explain why an aspect of world history is significant. (&amp; in <i>Groundbreaking Greeks</i>)</p>	<p>1. Sequence and make connections between periods of world history on a timeline. (&amp; in <i>Groundbreaking Greeks</i>)</p>



Year 4	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Knowledge (substantive)</b></p> <p><i>Topic: Invasion</i></p> <p><i>Topic: Misty Mountain, Winding River</i></p> <p><i>Topic: Ancient Civilizations</i></p>	<p>1.To know what the features and achievements of the earliest civilisations included. (&amp; in Ancient Civilizations)</p> <p>2.To know that a profile of a leader can includes their significant achievements. (&amp; in Ancient Civilizations)</p> <p>3.To know what the characteristics of the earliest civilisations included (&amp; in Ancient Civilizations)</p> <p>4.To know that individual events linked to themes show change in British life over time.</p> <p>5.To know the influences of Roman civilisation on Britain.</p> <p>6.To know that the Viking invasion and Anglo-Saxon defence of England led to many conflicts.</p> <p>7.To know that Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left.</p> <p>8.To know what the characteristics of a civilisation include. (&amp; in Ancient Civilizations)</p> <p>9.To know hierarchy structures in ancient civilisations include a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p>	<p>1.To know that historical artefacts can reveal much about the object's use or owner. (&amp; in Ancient Civilizations)</p> <p>2.To know that bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>3.To know that a primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past.</p> <p>4.To know that changes over time can happen rapidly or slowly</p> <p>5.To know that the materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner.</p> <p>6. To know that some historical terms use abstract nouns.</p>	<p>1.To know that every significant historical event has a cause or a number of causes and consequences. (&amp; in Ancient Civilizations)</p> <p>2.To know that past events or society can impact a local settlement in several ways.</p> <p>3.To know that relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p>1.To know that key changes and events of historical periods can be placed on a timeline. (&amp; in Ancient Civilizations) (&amp; in Ancient Civilizations) (&amp; in Misty Mountain, Winding River)</p> <p>2.To know and use terms related to the period and begin to date events (&amp; in Ancient Civilizations) (&amp; in Misty Mountain, Winding River)</p>



Year 4	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Skills (disciplinary knowledge)</b></p> <p><i>Topic: Invasion</i></p> <p><i>Topic: Misty Mountain, Winding River</i></p> <p><i>Topic: Ancient Civilizations</i></p>	<ol style="list-style-type: none"> <li>1. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. (&amp; in Ancient Civilizations)</li> <li>2. Present a profile of a significant leader using a range of historical sources. (&amp; in Ancient Civilizations)</li> <li>3. Present an in-depth study of the characteristics and importance of a past or ancient civilisation or society (&amp; in Ancient Civilizations)</li> <li>4. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</li> <li>5. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</li> <li>6. Describe the significance and impact of power struggles on Britain.</li> <li>7. Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>8. Compare and contrast two civilisations. (&amp; in Ancient Civilizations)</li> <li>9. Describe the hierarchy and different roles in ancient civilisations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. (&amp; in Ancient Civilizations)</li> <li>2. Identify bias in primary and secondary sources.</li> <li>3. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</li> <li>4. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</li> <li>5. Explain how artefacts provide evidence of everyday life in the past.</li> <li>6. Use more complex historical terms to explain and present historical information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain in detail the multiple causes and effects of significant events. (&amp; in Ancient Civilizations)</li> <li>2. Describe and explain the impact of a past society on a local settlement or community.</li> <li>3. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. (&amp; in Ancient Civilizations)</li> </ol>	<ol style="list-style-type: none"> <li>1. Sequence significant dates about events within a historical time period on historical timelines. (&amp; in Ancient Civilizations). (&amp; in Ancient Civilizations) (&amp; in Misty Mountain, Winding River)</li> <li>2. Use terms related to the period and begin to date events. (&amp; in Ancient Civilizations) (&amp; in Misty Mountain, Winding River)</li> </ol>



Year 3	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Knowledge (substantive)</b></p> <p><i>Topic: Through the ages</i></p> <p><i>Topic: Rocks, Relics &amp; Rumbles</i></p> <p><i>Topic: Emperors &amp; Empires</i></p>	<p>1.To know how the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time.</p> <p>2.To know how significant events or people in the past have caused great change over time. (&amp; in Emperors &amp; Empires)</p> <p>3.To know that Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming</p> <p>4.To know that aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>5.To know that Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle.</p> <p>6.To Know the aspects of everyday life in a Roman town</p> <p>7.To know that the growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe.</p> <p>8.To know that Ancient Rome had a clear hierarchy.</p> <p>9.To know that after the Roman’s successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people.</p> <p>10.To know that the cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome.</p> <p>11.To know that Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43</p>	<p>1.To know that human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. (&amp; in Emperors &amp; Empires)</p> <p>2.To know that some historical sources are more reliable than others. (&amp; in Rocks, Relics &amp; Rumbles) (&amp; in Emperors &amp; Empires)</p> <p>3.To know that national and international historical events can have a positive or negative impact on a locality</p> <p>4.To know that well composed historical questions begin with statements</p> <p>5.To know that historical viewpoints demonstrate what a person thinks and feels about a historical event or person.</p> <p>6.To know that historically valid questions relate to aspects, such as significance; time and chronology. (&amp; in Emperors &amp; Empires)</p>	<p>1.To know the causes of a significant event are the things that make the event happen and directly lead up to the event. (&amp; in Rocks, Relics &amp; Rumbles) (&amp; in Emperors &amp; Empires)</p> <p>2.To know that throughout history, common areas of human concern include the need for food, survival, shelter and warmth.</p>	<p>1.To know that historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>2.To know that dates and events can be sequenced on a timeline using AD or BC. (&amp; in Emperors &amp; Empires)</p>





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Year 2	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Knowledge (substantive)</b></p> <p>Topic: Movers and shakers</p> <p>Topic: Coastline</p> <p>Topic: Magnificent Monarchs</p>	<p>1.To know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. (&amp; in Magnificent Monarchs)</p> <p>2.To know that important individual achievements include great discoveries and actions that have helped many people.(&amp; in Magnificent Monarchs)</p> <p>3.To know that aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>4.To know a historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>5.To know a hierarchy is a way of organising people according to how important they are or were.</p> <p>6.To know that a year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>7.To know that significant events affect the lives of many people over a long period of time and are sometimes commemorated.</p>	<p>1.To know that commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>2.To know that artefacts are objects and things made by people rather than natural objects. (&amp; in Magnificent Monarchs)</p> <p>3.To know that historical information can be presented in a variety of ways. (&amp; in Magnificent Monarchs)</p> <p>4.To know that a viewpoint is a person's own opinion or way of thinking about something.</p>	<p>1.To know that historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. (&amp; in Coastline)(&amp; in Magnificent Monarchs)</p>	<p>1.To know that a timeline is a display of events, people or objects in chronological order. (&amp; in Magnificent Monarchs)</p>



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<p><b>Skills (disciplinary knowledge)</b></p> <p>Topic: Movers and shakers</p> <p>Topic: Coastline</p> <p>Topic: Magnificent Monarchs</p>	<p>1. Summarise how an aspect of life has changed over time. (&amp; in Magnificent Monarchs)</p> <p>2. Describe and explain the importance of a significant individual's achievements on British history. (&amp; in Magnificent Monarchs)</p> <p>3. Describe the everyday lives of people in a period within or beyond living memory.</p> <p>4. Describe what it was like to live in a different period.</p> <p>5. Analyse the hierarchy of a past society.</p> <p>6. Use the historical terms year, decade and century.</p> <p>7. Summarise why an event in the past is significant.</p>	<p>1. Describe, in simple terms, the importance of local events, people and places.</p> <p>2. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. (&amp; in Magnificent Monarchs)</p> <p>3. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. (&amp; in Magnificent Monarchs)</p> <p>4. Use historical sources to begin to identify viewpoint.</p>	<p>1. Use historical models to make judgements about significance and describe the impact of a significant historical individual. (&amp; in Coastline) (&amp; in Magnificent Monarchs)</p>	<p>1. Sequence significant information in chronological order. (&amp; in Magnificent Monarchs)</p>



Moorland Primary School – Progression of Knowledge and skills in History Year 6

Year 1	Historical knowledge: Significant people and events	Historical Enquiry	Historical interpretation	Chronology
<p><b>Knowledge (substantive)</b></p> <p><i>Topic: Childhood</i></p> <p><i>Topic: Bright lights, Big city.</i></p> <p><i>Topic: School days.</i></p>	<p>1.To know that significant historical events include those that cause great change for large numbers of people. (&amp; in Bright lights, Big city)</p> <p>2.To know that aspects of everyday life include houses, jobs, objects, transport and entertainment. (&amp; in School days)</p> <p>3.To know that changes within living memory have happened over the last 100 years</p> <p>4.To know important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>5.To know that a person who is historically significant has made big changes in their lifetime &amp; has been a good or bad role model.</p> <p>6.To know that significant historical events include those that cause great change for large numbers of people.</p>	<p>1.To know that historical sources include artefacts, written accounts, photographs and paintings. (&amp; in School days)</p> <p>2.To know there are similarities and differences that help us to make comparisons between life now and in the past. (&amp; in School days)</p> <p>3.To know that historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. (&amp; in School days)</p>	<p>1.To know that the past can be represented in different ways.</p> <p>2.To know stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. (&amp; in School days)</p>	<p>1.To know sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.(&amp; in School days)</p> <p>2.To know common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. (&amp; in School days)</p>



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<p><b>Skills (disciplinary knowledge)</b></p> <p>Topic: Childhood</p> <p>Topic: Bright lights, Big city.</p> <p>Topic: School days.</p>	<p>1. Recognise and discuss a significant historical event in British history. Knowledge. (&amp; in Bright lights, Big city)</p> <p>2. Describe an aspect of everyday life within or beyond living memory. (&amp; in School days)</p> <p>3. Connect changes within or beyond living memory.</p> <p>4. Summarise important events in the school's history.</p> <p>5. Understand the term significant and explain why a significant individual is important.</p> <p>6. Identify key features of a historical event.</p>	<p>1. Express an opinion about a historical source. (&amp; in School days)</p> <p>2. Identify similarities and differences between ways of life within or beyond living memory. (&amp; in School days)</p> <p>3. Use a range of historical artefacts to find out about the past. (&amp; in School days)</p>	<p>1. Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.</p> <p>2. Create stories, pictures, independent writing and role play about historical events, people and periods. (&amp; in School days)</p>	<p>1. Order information on a timeline. (&amp; in School days)</p> <p>2. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). (&amp; in School days)</p>



Early Years	Development Matters (3-4 year olds)	Development Matters (Reception children)	ELG
<p><b>Knowledge &amp; Skills</b></p> <p>Topic: Once upon a time</p> <p>Topic: Dangerous Dinosaurs</p> <p>Topic: Long ago</p>	<p>To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><i>(&amp; in Long ago)</i> <i>(&amp; in Dangerous Dinosaurs)</i></p> <p>To comment and ask questions about objects from the past.</p> <p>Stories, books and pictures give us information about the past <i>(&amp; in Dangerous Dinosaurs)</i> <i>(&amp; in Long ago)</i></p>	<p>To begin to comment on images of familiar situations in the past.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To begin to spot similarities and differences between pictures of the past and the modern day. <i>(&amp; in Dangerous Dinosaurs)</i></p> <p>Explore and talk about important events in the school or locality's history.</p> <p>To make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p> <p>To order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then</p>	<p>To explore the natural world around them, making observations and drawing pictures of animals and plants. <i>(&amp; in Dangerous Dinosaurs)</i></p> <p>To talk about the lives of the people around them and their roles in society.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>(&amp; in Long ago)</i> <i>(&amp; in Dangerous Dinosaurs)</i></p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling. <i>(&amp; in Dangerous Dinosaurs)</i></p> <p>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>To explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p>