

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.		KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.		KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
	<ul style="list-style-type: none"> I can sequence artefacts in chronological order I can sequence events in chronological order I can sequence people in chronological order I can talk about key events (my memories) in my life (my own history) I can use words – old, new, oldest, newest, newer, older, before, after, now, then, yesterday to show the passing of time, modern and traditional, in the past, 	<ul style="list-style-type: none"> I can sequence artefacts, events, people, pictures in chronological order I can order dates from the earliest to the latest on a timeline I can sequence key events in my own life. I can talk about changes that have happened in my life I can use and understand words – earliest, latest, later, earlier, past, present, future, century, modern, traditional to show the passing of time. 	<ul style="list-style-type: none"> I can sequence several events, artefacts or historical figures on a timeline using dates I know that timelines can be divided into BC and AD I can use and understand words and phrases – century, decade, AD (Anno Domini), BC (Before Christ), and topic related vocab that denotes the period. I can compare differences between then and now 	<ul style="list-style-type: none"> I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and phrases related to the unit being studied. I can place topics on a timeline showing understanding of BC and AD, BCE & CE (before common era & common era) I can use and understand words and phrases – century, decade, ancient civilisations, period, AD (Anno Domini), BC (Before Christ), and topic related vocab that denotes the period. I can compare differences and similarities between then and now 	<ul style="list-style-type: none"> I can order an increasing number of significant events, movements and dates on a timeline using dates accurately I can identify changes within and across historical periods I can accurately use dates and terms to describe historical events in my work. I can compare and contrast different time periods. I understand how some historical events/ periods occurred concurrently in different locations. I can use appropriate vocabulary linked to my current historical theme. 	<ul style="list-style-type: none"> I can use a timeline to place events, periods, and cultural movements from around the world and use these as a reference point I can use key timelines to demonstrate changes in a key area – from example – art, technology, religion, transport, industry, clothes etc... I can accurately use dates and terms to describe historical events in my work I can compare and contrast between different time periods in the past I understand how some historical events/ periods occurred concurrently in different locations. I can use appropriate vocabulary linked to my current historical theme.

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Historical Interpretations	KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		LKS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.		UKS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.	
	<ul style="list-style-type: none"> • I am beginning to identify and recount some details from the past from pictures and stories. • I can compare pictures or photographs of people and events from the past • I am beginning to use pictures, photographs and artefacts to find out about the past. • I am beginning to compare two versions of a past event 	<ul style="list-style-type: none"> • I can compare two versions of a past event (compare adults talking about the past – how reliable are memories?) • I can observe and use pictures, photographs and artefacts to find out about the past. • I can use stories or accounts to distinguish between fact and fiction; • I can explain that there are different types of evidence and sources that can be used to help represent the past. 	<ul style="list-style-type: none"> • I can use a range of source material including visits to collate information about the past. • I can identify the difference between fact and opinion. • I can compare 2 different versions of the same event, viewpoints and identify differences in the accounts. 	<ul style="list-style-type: none"> • I understand the difference between primary and secondary sources • I can look at more than two versions of the same event or story in history and identify differences • I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. • I am beginning to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • I can question the reliability of source material and can give reasons why something is or is not reliable • I know that that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. • I know that people can represent events or ideas in ways that persuade others – bias and propaganda • I am starting to understand the difference between primary and secondary evidence and the impact of this on reliability; • I can form my own opinions about historical events from a range of sources 	<ul style="list-style-type: none"> • I can evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion • I can select the most appropriate source material, using primary and secondary, for a particular task taking into consideration the accuracy of the source • I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • I can form my own opinions about historical events from a range of sources

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Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>		<p>LKS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		<p>UKS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
	<ul style="list-style-type: none"> • I can find answers to simple questions about the past by using source material • I can distinguish between old and new, then and now and sort accordingly • I can use enquiry questions such as why, where, who, , what, when 	<ul style="list-style-type: none"> • I can observe or handle evidence to ask simple questions about the past. • I can observe or handle evidence to find answers to simple questions about the past based on simple observations. • I can choose and select evidence and say how it can be used to find out about the past (by handling, questioning, observing, sketching). • I am developing a wider range of enquiry questions (all of year 1 introducing which, did, can, how, does) 	<ul style="list-style-type: none"> • I can use a range of sources to find out about the past – including beginning to use the library and internet for research. • I can select and record the information relevant to the study • I can ask a variety of questions to further my own understanding (question words from year 1 and 2, introducing will, could, should, would, whose, may, does, are, is, do) 	<ul style="list-style-type: none"> • I can use the library; internet and a wide range of sources including maps to inform my own research and give me a clearer picture of the past. • I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information • I can regularly address and sometimes devise own questions to find answers about the past • I can continue to develop a variety of questions to further my own understanding (introducing what if) 	<ul style="list-style-type: none"> • I am beginning to use a mixture of secondary and primary sources • I can use an increasing range of different sources to collect evidence about the past • I can select relevant information and bring together knowledge gathered from several sources in a fluent manner • I can investigate my own lines of enquiry by posing historically valid questions to answer. 	<ul style="list-style-type: none"> • I can name primary or secondary sources of information when investigating the past • I can use a wide range of different sources to collect evidence about the past, such as - ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites • I can select relevant sections of information to address historically valid questions and construct detailed, informed responses • I can conduct a research project of my own choosing using a wide range of sources.

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Presenting, Organising and Communicating	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.	
	<ul style="list-style-type: none"> • I can write, talk and draw things about the past • I can role play some events from history • I am beginning to use historical vocabulary in my work • I can write simple labels. 	<ul style="list-style-type: none"> • I can write simple stories about the past using correct historical vocabulary • I can draw labelled diagrams and write about them to tell others about people, objects and events from the past • I can use drama/ role play to communicate their knowledge about the past. • I am beginning to show an understanding of historical terms such as – monarch, parliament, government, war, remembrance 	<ul style="list-style-type: none"> • I can present findings about the past using speaking, writing, ICT and drawing skills • I can use dates and vocabulary related to the topic accurately • I can suggest different ways of presenting information for different purposes • 	<ul style="list-style-type: none"> • I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms • I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • I can start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> • I can present detailed findings giving reference to historical skills being taught in a way that shows an awareness of an audience, using dates and terms correctly • I know and have a developing understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious 	<ul style="list-style-type: none"> • I can present, communicate and organise ideas from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports • I know and can show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious • I can plan and present a self-directed project or research.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past. 		<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied. 		<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	
	<p><u>Autumn - All about me:</u> Who are they? Whose in their family? How have they changed over time?</p>	<p><u>Autumn</u> – Annie Lennard significant person / local study. Know how our school got its name.</p>	<p><u>Autumn – Stone Age to Iron Age</u> Who were the early Britons and how did they live?</p>	<p><u>Autumn – Ancient Greeks</u> Who were the Ancient Greeks and when/where did they live?</p>	<ul style="list-style-type: none"> • <u>Autumn- Ancient Egypt</u> Where is Egypt located? Order significant dates. 	<ul style="list-style-type: none"> • <u>Autumn/ Spring – World War Two</u> When was WWII? Which countries were involved in WWII? Who

<p>Have they got any key memories they can talk about?</p> <p>Toys: What are they made from? Victorian – Wood, Metal, Paper, China Mostly made by hand. Modern- Plastic, Foam & Nylon Mostly made in factories. I know that toys from the past are unsafe with sharp edges. I know that toys from the past were not electrical in comparison to today. I know there are rules to ensure that toys are safe. I can make a timeline to show how toys have changed overtime.</p> <p><u>Spring - Kings and Queens: Henry 8th</u> Who was he? Which years was he alive? How long was his rein? How many wives did he have? What happened to all his wives? How many children did he have? Who were they? Did they all live to adulthood? What did he do? (created the Church of England) Composed and sang Greensleeves Talk about how big he was and his size.</p>	<p>Know who Annie Lennard was, when she was born, died and married to. Know when she became the mayor of Sandwell. Know why she was significant to the local area. Know why she was famous and what she did for the local area. Know that a timeline can be used to track events that happened in the past. Know that buildings change over time. Know that schools are built as a place to teach children knowledge and skills. Know that we can track the passage of time in years. Know that a decade is ten years ago.</p> <p>Guy Fawkes and Remembrance.</p> <p>Know that the gunpowder plotters were a group of angry Catholics, who did not like how King James was treating Catholics in England. Know that Catholics thought King James would be nice to them, but the opposite happened. Catholics were fined, exiled and had their rights taken away. Know that the plotters planned to attack the state opening of Parliament with gunpowder, when all of the most important people in Britain were there. They</p>	<p>Where can we find evidence of the Early Britons? What is prehistory? What was life like during the Palaeolithic/ Mesolithic/ Neolithic periods? What was the purpose of Stonehenge? What was life like during the Iron age? What was life like during the Bronze Age? How is life different between the Stone age and now? Make comparisons between each of the three periods explored. How has housing changed between then and now?</p> <p><u>Spring – Romans</u> Where is Italy located? What are the differences between Italy and the UK? What was life like in Roman Italy? How did the Roman empire grow? What was the social structure of Roman Italy? Who were the gods and goddesses? What is the difference between an invader and a settler?</p>	<p>Who were the Greek Gods and Goddesses? How do the modern and Ancient Olympics compare? How was ancient Greece Governed? To learn the differences between Athens and Sparta and how democracy began. How were the roles of women and men different to modern times? What happened at the battle of Marathon? What were the key events at the Trojan Wars?</p> <p><u>Spring – Locality Study: The Black Country</u> How did the Black Country get its name? What did the Black Country look like 150 years ago? How is it different to the Black Country today? What is industry? What types of industry have developed in the Black Country? Who were the Chance Brothers and what did they manufacture?</p>	<p>How was the hierarchy in society organised? Who were the pharaohs? How were the pyramids created and what were they used for? How was the River Nile used for trade? What were cartouches used for? How did the mummification process work? How did Egyptians communicate?</p> <p><u>Spring- Anglo Saxons and Vikings</u> How did the Anglo Saxons come to settle in Britain? What did the Anglo Saxons eat and drink? What did Anglo Saxon homes look like? What was the Danelaw? Who was King Alfred and why was he so important? How did Vikings build their boats? Famous battles How was Viking and Anglo Saxon society organised? Who were the Vikings? What did they eat and drink?</p>	<p>were the allies and axis? To know and sequence events within WWII in chronological order. Who were significant people within WWII? (Adolf Hitler, Winston Churchill) What happened in Britain during WWII? causes and effects (Blitz, evacuation, rationing, propaganda, defence - RAF) What was the holocaust? How did the experience of the British differ from others (compare to Jews – Anne Frank) How was the local area affected by the events of WWII?</p> <p>• <u>Summer – Mayan Civilization</u> Who were the ancient Mayans? Where/when did they live? How did the Mayan civilization develop over time? How was Mayan society organised? What religious beliefs did the Mayans have?</p>
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<p>Elizabeth 1st Who was she? Who were her parents? I know she didn't have any children or get married. When was she born/died? How long was her rein? What happened to her and her sister? Where is she buried?</p> <p>Queen Victoria Who was she? When was she born/died? How long was her rein? Where did she live? Where did she prefer to live? I know when Albert died she wore black for the rest of her life. I know that she had the first Christmas tree and sent the first Christmas card.</p> <p>Summer - Explorers What is an explorer? Christopher Columbus Who was he? Where was he from? What years was he active? What was his ships called? What are their beliefs? What did they achieve?</p> <p>Roald Amundsen Who was he? Where was he from? What years was he active? what was his ship called for his arctic expedition Why was it special?</p>	<p>would then take control of the country. Know that had the gunpowder plot succeeded, it would have completely wiped out Britain's ruling class. Know that the plot was discovered at the last minute due to a letter sent by one of the plotters to a friend, warning him to stay away from Parliament. Know that this caused the cellars below Parliament to be searched, and Guy Fawkes was found amongst 36 barrels of gunpowder. Know that the Gunpowder Plot of 1605 was an act of treason. Know that a timeline can be used to track events that happened in the past.</p> <p>Spring – The Great Fire of London. Know that the Great Fire of London happened in September 1666. Know that the fire began in Pudding Lane, London. Know that London was highly populated, with the poorest people living in houses squashed together. Know that there had been a drought in London in the 10 months before the fire. Know that in 1666 houses were often built of wood and straw which was flammable.</p>	<p>Why did the Romans invade Britain? Why were the Romans successful at invading? Who was Boudica and why did she revolt? What was life like in Roman Britain? How have the Romans influenced our lives today? Explore the day in the life of a Roman soldier.</p> <p>Summer – Canals (Local History) What is a canal? Where do we find canals? What were/are canals used for? What was transported down canals? What is a lock and how does it work? Who invented the first canal? How were canals built? How are canals different today? Who was Leonardo Da Vinci and how did he contribute to lock? How was cargo loaded onto boats? How are Birmingham's canals different to those in Venice? Make comparisons between how canal boats were powered</p>	<p>To know that Chance Brothers Glass was an important manufacturer in the Black Country up until modern times. Where were the products made by the Chance Brothers (and later Pilkington's Glass) distributed in the World? How did raw materials and manufactured products get transported from the Black Country?</p> <p>Summer - The Shang Dynasty of Ancient China. To be able to place the Shang Dynasty on a timeline. Who were some of the Shang Dynasty Rulers and what they are famous for? What are oracle bones and how did they help historians? What were the burial rituals and beliefs of the Shang Dynasty? What were the important objects found within Shang Dynasty tombs?</p>	<p>Where did they live and settle? How did they change Britain? Look at Viking/ Anglo Saxon art and culture. Beowulf- focus on a story from that time.</p> <p>Summer- Local History study Where is the Jewellery Quarter? What is the history of the Jewellery Quarter? Compare and contrast then and now. What significant buildings/ landmarks are in the Jewellery Quarter? Can we locate on a map? How has the area changed over time? Compare and contrast back to back homes and apartments there now. What jobs do people do in the Jewellery Quarter? Then and now. Coffin Works- study of building/ jobs/ coffins made for significant people (Churchill/ Queen Mother). Significant people who lived in Jewellery Quarter- Joseph Chamberlain, James</p>	<p>Who were the god they worshipped? What was life like for Mayan people? Including food, farming, houses, crafts, clothes, children and women What were Bonompak murals? What did a Mayan temple look like? To explore Mayan writing and calendars How did the Mayan civilisation decline?</p>
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	<p>Why did he change his goal? How long did it take him to travel to the south pole? When did he reach the south pole? What are their beliefs? What did they achieve? Neil Armstrong Who was he? Where was he from? What years was he active? What was he before he became an astronaut? Which war did he take part in? What was the name of his first space journey? What was the name of the moon landing journey? What were his famous words? What did he achieve?</p>	<p>Know that we know about the fire because people like Samuel Pepys wrote a diary about it. Know that we know about the fire because artists living at the time drew pictures of it. Know that London had to be rebuilt and a lot of new houses were now made of stone and they were built further apart. Know that the way houses are built has changed so they are safer.</p> <p>Titanic Know that 'industry' is the process of making goods from raw materials i.e. making chain out of iron and steel. Know that the Black Country was famous for its industrial past. Know that Hingley and Sons in Netherton forged the Titanic's anchor by hand. Know that the Titanic was the biggest ship in the world at the time Know that it set sail from Southampton to New York in 1912. Know that the Titanic had a capacity of 2200 people but that it only had enough lifeboats for 1200. Know that it collided with an iceberg and sank.</p> <p>Summer - Transport.</p>	<p>then and now. Why has this change happened? Why did we stop using canals for transport? Make comparisons between how modern machinery used on canals differs from that built by Navvies. Explore a variety of sources referencing canals and their use. Explore the day in the life of someone who worked on a canal.</p>	<p>Who was Fu Hao and why was the discovery of her tomb significant? What was ordinary life like for people during the Shang Dynasty? Why did writing develop in the Shang Dynasty? Why did the Shang Dynasty end? When did the Shang Dynasty end?</p>	<p>Watt, Boulton, Baskerville.</p>	
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