

Year 2019-2020

Curricular goal: Know and understand the history of Britain and the wider world							
Reception expected	Year 1 expected	Year 2 expected	Year 3 expected	Year 4 expected	Year 5 expected	Year 6 expected	
A	Place the Great Fire of London Florence Nightingale, Edith Cavell and Mary Seacole ; Toys on a timeline using the following common words and phrases relating to the passing of time: -old/new -past -a long time ago/in the olden days -then/now -before/after		Place previous and current periods of history on a timeline by interpreting a scale - Stone Age to Iron Age Britain - Shang Dynasty		Create an accurate timeline and place previous and current periods of history - Mayans - A study that extends knowledge beyond 1066-Victorians - WW2 Local history study		
B	Place seaside then and now ; local history (Skipton Castle) ; famous kings and queens on a timeline using the following common words and phrases relating to the passing of time: -old/new -past -a long time ago/in the olden days -then/now -before/after		Place previous and current periods of history on a timeline by interpreting a scale -Ancient Greece -Romans (and impact on Britain)				
C			Place previous and current periods of history on a timeline by interpreting a scale - Anglo- Saxons and Scots - Vikings				
Component: know how to chronologically order a significant event or period of history							

	<p>A</p> <p>Talk about past and present events in their own lives and in the lives of family members and place events from their own life on a timeline</p>	<p>Place events from the Great Fire of London Florence Nightingale, Edith Cavell and Mary Seacole; and Toys on a timeline using the following common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> -old/new -past -a long time ago/in the olden days -then/now -before/after 	<p>Place events from:</p> <ul style="list-style-type: none"> - Stone Age to Iron Age Britain - Shang Dynasty <p>On a timeline by interpreting a scale</p>	<p>Create an accurate timeline and place events from:</p> <ul style="list-style-type: none"> - Mayans - A study that extends knowledge beyond 1066-Victorians - WW2 Local history study
	<p>B</p> <p>Talk about past and present events in their own lives and in the lives of family members and place events from their own life on a timeline</p>	<p>Place events from Seaside then and now; local history (skipton castle); famous kings and queens on a timeline using the following common words and phrases relating to the passing of time:</p> <ul style="list-style-type: none"> -old/new -past -a long time ago/in the olden days -then/now -before/after 	<p>Place events from:</p> <ul style="list-style-type: none"> -Ancient Greece -Romans (and impact on Britain) <p>On a timeline by interpreting a scale</p>	
	<p>C</p>		<p>Place events from:</p> <ul style="list-style-type: none"> - Anglo- Saxons and Scots - Vikings <p>On a timeline by interpreting a scale</p>	
<p>Component: Know how to find out about the past (use of sources)</p>				
	<p>Respond to simple closed questions to demonstrate an</p>	<p>Construct fact based responses using given historical sources using appropriate vocabulary.</p>	<p>Construct fact based responses that involve independent research using appropriate vocabulary.</p>	<p>Construct balanced responses from independent research demonstrating the</p>

	understanding of an older family member's past			impact that bias might have and using appropriate vocabulary.
	Ask older family members about their past	Identify different ways (internet, photos, books) to find out about the past.	Use a variety of given sources (internet, artefacts, photos, books, maps) to answer questions and gather information.	Use a variety of given sources (internet, photos, books, maps, artefacts) to answer questions and gather information and begin to analyse possible bias in different interpretations of events.
Component: know the similarities and differences between significant events or periods in history				
	Identify similarities and differences between themselves and others (traditions and festivals)	Identify similarities and differences between people/events (Florence Nightingale, Mary Seacole and Edith Cavell; Great Fire of London; kings and queens)	Compare and contrast people/events from different periods/societies (Romans; Ancient Greece; Anglo Saxons, Scots and Vikings; Shang Dynasty and previous learning)	Compare and contrast people/events from different periods/societies (Mayans – contrast with the Anglo-Saxons of Britain; WW2)
Component: know how there is continuity and change in and between periods of history				
	Identify changes over time (growth and decay of plants/life cycles of chicks)	Identify similarities and differences between ways of life at different periods (toys, local history, seashores)	Compare and contrast events within different periods/societies (Stone age/iron age, Roman legacy, Vikings, Greeks, Shang Dynasty and previous learning)	Compare and contrast events within different periods/societies (Mayans; Victorians; WW2, prior learning)

	Component: know the cause and consequence of significance of events or periods in history			
	Interpret the consequences of significant events (Great fire of London, Florence Nightingale and Mary Seacole)	Interpret the consequences of significant events (Anglo Saxons, Romans, Ancient Greece, Shang Dynasty)	Interpret the consequences of significant events (WW2, Mayans; Victorians)	
Talk about why an event in their life happened.	Identify why events happened in periods of history (Great fire of London, Florence Nightingale and Mary Seacole- why did hospitals change)	Identify why events happened in periods of history (Anglo Saxons, Romans; Ancient Greece; Vikings; Shang Dynasty)	Identify why events happened in periods of history (WW2, Victorians; Mayans)	
	Component: know the significance of events or periods in history			
	Interpret the different ways important people/events could have impacted modern Britain (Florence Nightingale, Mary Seacole and Edith Cavell; Great Fire of London, Kings and queens)	Interpret the different ways important people/events could have impacted modern Britain (Stone Age; Romans; Roman legacy; Anglo-Saxons; Ancient Greece; Vikings)	Interpret the different ways important people/events could have impacted modern Britain (Mayans; WW2 and Victorians)	
Talk about an important time in their own life (birthday/special event)	Explain how important people/events have had an impact on modern Britain (Florence Nightingale, Mary Seacole and Edith Cavell; Great Fire of London; kings and queens)	Explain how important people/events have had an impact on modern Britain (Anglo Saxons, Roman legacy, stone age, Vikings; Ancient Greece)	Explain how important people/events have had an impact on modern Britain (Mayans; WW2 and Victorians)	
	Identify an important person or event from a period of history (Florence Nightingale, Mary	Identify an important person or event from a period of history (Anglo Saxons, Romans, Roman legacy, stone age, Vikings; Ancient Greece)	Identify an important person or event from a period of history	

		Seacole and Edith Cavell; Great Fire of London; Famous Queens, Local history person)		(Mayans; WW2 and Victorians)
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Green: substantive Blue: disciplinary

Substantive knowledge: In history, this is the knowledge and understanding of the key concepts taught within historical context including the key vocabulary. The substantive knowledge is progressive through conceptual development from reception to Y6.

Disciplinary knowledge: In history, disciplinary knowledge is the interpretation of some of the key concepts. It involves applying second order concepts (Things that examine History in a deeper context than just facts. Includes-change, continuity, causation, consequence, similarity, difference and significance) such as historical thinking, reasoning and argument. It requires a meta-cognitive (thinking about thinking) approach. E.g. when children have an understanding of the impact of a significant event in the Roman era, they would develop disciplinary knowledge by interpreting other possible outcomes.