



Year 2018-2021 - History

Curricular goal: Know and understand the history of Britain and the wider world

	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 - Non-European society (Mayans, Islamic Civilisation, Benin) - Stone Age to Iron Age Britain			Create an accurate timeline and place previous and current periods of history - 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 -Anglo Saxons, Scots and Vikings and their struggle			
C			Place previous and current periods of history on a timeline by interpreting a scale			

			<ul style="list-style-type: none"> - Romans (The Roman Empire and its impact on Britain) - The Shang Dynasty- the achievements of the earliest civilisations 	
Component: know how to chronologically order a significant event or period of history				
A	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	Place 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: -old/new -past -a long time ago/in the olden days -then/now -before/after	Place events from: <ul style="list-style-type: none"> - Non-European society (Mayans, Islamic Civilisation, Benin) - Stone Age to Iron Age Britain On a timeline by interpreting a scale	Create an accurate timeline and place events from: <ul style="list-style-type: none"> - A study that extends knowledge beyond 1066-Victorians - WW2 Local history study
B	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	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 events from: Ancient Greece -Anglo Saxons, Scots and Vikings and their struggle On a timeline by interpreting a scale	
C			Place events from: <ul style="list-style-type: none"> - Romans (The Roman Empire and its impact on Britain) - The Shang Dynasty- the achievements of the earliest civilisations On a timeline by interpreting a scale	
Component: Know how to find out about the past (use of sources)				
	Respond to simple closed questions to demonstrate an	Construct fact based responses using given historical sources using appropriate vocabulary.	Construct fact based responses that involve independent research using appropriate vocabulary.	Construct balanced responses from independent research demonstrating the impact that

	understanding of an older family member's past			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; seaside; toys)	Compare and contrast people/events from different periods/societies (Romans; Ancient Greece; Anglo Saxons, Scots and Vikings)	Compare and contrast people/events from different periods/societies (WW2 and Victorians, prior learning)
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, famous queens; Edith Cavell and Florence Nightingale; seashores)	Compare and contrast events within different periods/societies (stone age/iron age, non European society, Romans previous learning)	Compare and contrast events within different periods/societies (Victorians and 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, Non-European society, Ancient Greece, Shang Dynasty)	Interpret the consequences of significant events (WW2, 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)	Identify why events happened in periods of history (WW2, Victorians)

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 LondonKngs and queens)	Interpret the different ways important people/events could have impacted modern Britain (Anglo Saxons, Roman legacy, stone age)	Interpret the different ways important people/events could have impacted modern Britain (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)	Explain how important people/events have had an impact on modern Britain(WW2 and Victorians)
		Identify an important person or event from a period of history (Florence Nightingale, Mary Seacole and Edith Cavell; Great Fire of London; Famous Queens, Local history person)	Identify an important person or event from a period of history (Anglo Saxons, Romans, Roman legacy, stone age)	Identify an important person or event from a period of history (WW2 and Victorians)