

Year 2020-2021

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 <b>toys then and now; the Great Fire of London; Florence Nightingale and Mary Seacole</b> 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 <b>previous and</b> current periods of history on a timeline by interpreting a scale - Stone Age to Iron Age Britain - Achievements of the earliest civilisations (with a focus on the Shang Dynasty)			Create an accurate timeline and <b>place previous and</b> current periods of history - Mayans (compare and contrast with Anglo-Saxons) - Victorians- social changes (an aspect of British history beyond 1066) - Kildwick during WW2 (Local history study)
B	Place <b>seaside holidays then and now; Skipton Castle (Local History); Rosa Parks and Emily Davison</b> on a timeline using the following common words and phrases relating to the passing of time: -old/new -past		Place <b>previous and</b> current periods of history on a timeline by interpreting a scale -Ancient Greece -Romans (and legacy in Britain)			

		-a long time ago/in the olden days -then/now -before/after		
	C		Place <b>previous and</b> 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				
	A	Place events from <b>the Great Fire of London Florence Nightingale, Edith Cavell and Mary Seacole; and Toys</b> 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 <b>events from:</b> - Stone Age to Iron Age Britain - Achievements of the earliest civilisations (with a focus on the Shang Dynasty)  <b>on a timeline by interpreting a scale</b>	<b>Create an accurate timeline</b> and place events from: - Mayans (compare and contrast with Anglo-Saxons) - Victorians- social changes (an aspect of British history beyond 1066) - Kildwick during WW2 (Local history study)  -
	B	Place events from <b>Seaside holidays then and now; Skipton Castle (local history); Rosa Parks</b>	Place <b>events from:</b> -Ancient Greece -Romans (and impact on Britain)	

	events in their own lives and in the lives of family members and <b>place events from their own life on a timeline</b>	<b>and Emily Davison</b> 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	<b>on a timeline by interpreting a scale</b>	
C			Place <b>events from:</b> - - Anglo- Saxons and Scots - Vikings  <b>on a timeline by interpreting a scale</b>	
Component: Know how to find out about the past (use of sources)				
	<b>Respond to simple closed questions to demonstrate an understanding of an older family member's past</b>	Construct fact based responses using given historical sources <b>using appropriate vocabulary.</b>	Construct fact based responses that involve independent research <b>using appropriate vocabulary.</b>	Construct balanced responses from independent research demonstrating the impact that bias might have and <b>using appropriate vocabulary.</b>
	<b>Ask older family members about their past</b>	Identify different ways ( <b>internet, photos, books</b> ) to find out about the past.	Use a variety of given sources ( <b>internet, artefacts, photos, books, maps</b> ) to answer questions and gather information.	Use a variety of given sources ( <b>internet, photos, books, maps, artefacts</b> ) to answer questions and gather information and begin to analyse possible bias in different

				interpretations of events.
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 then and now, Skipton Castle, seashores through time; Rosa Parks and Emily Davison)	Compare and contrast events within different periods/societies (Stone Age and Iron Age; Anglo-Saxons and Vikings; Romans; Achievements of the earliest civilisations with a focus on the Shang Dynasty)	Compare and contrast events within different periods/societies (Mayans with Anglo-Saxons; Victorians with prior learning)	
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 and Mary Seacole; the Great Fire of London; Rosa Parks and Emily Davison)	Compare and contrast people/events from different periods/societies (Romans; Anglo-Saxons; Vikings)	Compare and contrast people/events from different periods/societies (Mayans – Anglo-Saxons; Victorian social changes and Kildwick during WW2 with 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; Seashores then and now; Florence Nightingale and Mary Seacole; Rosa Parks and Emily Davison)	Interpret the consequences of significant events (Anglo Saxons; Romans; Vikings; Achievements of earliest Civilisations with focus on the Shang Dynasty)	Interpret the consequences of significant events (Mayans; Victorians social changes; Kildwick during WW2)	

	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; Rosa Parks and Emily Davison)	Identify why events happened in periods of history (Anglo Saxons; Romans; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty)	Identify why events happened in periods of history (Victorians social changes; 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 and Mary Seacole; Great Fire of London; Rosa Parks and Emily Davison)	Interpret the different ways important people/events could have impacted modern Britain (Stone Age; Romans; Romans legacy; Anglo-Saxons; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty; Ancient Greeks)	Interpret the different ways important people/events could have impacted modern Britain (Mayans; Victorians social changes)
	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 and Mary Seacole; Great Fire of London; Rosa Parks and Emily Davison)	Explain how important people/events have had an impact on modern Britain (Stone Age; Romans; Romans legacy; Anglo-Saxons; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty; Ancient Greeks)	Explain how important people/events have had an impact on modern Britain (Mayans; Victorians social change)
		Identify an important person or event from a period of history ((Florence Nightingale and Mary Seacole; Great Fire of London; Rosa Parks and Emily Davison)	Identify an important person or event from a period of history (Stone Age; Romans; Romans legacy; Anglo-Saxons; Vikings; Achievements of earliest civilisations with focus on the Shang Dynasty; Ancient Greeks)	Identify an important person or event from a period of history (Mayans; Victorians)