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| Year | Understanding British History | Historical Enquiry | Chronological Understanding | Early Civilisations | Skills | |
| **6** | Understand how several aspects of national history are reflected in the locality. (Local history study).  **We’ll fight them on the beaches** | Understanding how local history has been affected by past events.  **We’ll fight them on the beaches** | Know about the major people and events from a period of history and the order in which they happen.  **We’ll fight them on the beaches** | Compare and contrast a non-European society with British history.  **Mayans** | Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research  Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out.  Bring knowledge gathered from several sources together in a fluent account.  Summarise the major people and events from a period of history and the order in which they happen. | Sources |
| Place current study on time line in relation to other studies Use relevant dates and terms.  Sequence up to 10 events on a time line.. | Sequencing |
| **5** | Investigate a period of time linked to Post-invasion B**ritain. (Anglo-Saxons/Sc**ots settlements).  **Anglo Saxons/Vikings** | Understand how Britain has changed and developed since settlements were created (Christian conversion/art and culture…).  **Anglo Saxons/Vikings** | Know about significant events and people through different periods of history.  **Crime and punishment** | Identify how earlier civilizations have influenced modern day.  **Anglo Saxons/Vikings** | Compare and evaluate accounts of events from different sources and discuss reasons for different versions of events, making and justifying ideas  Begin to identify primary and secondary sources and use evidence to build up a picture of a past event.  Create a timeline of significant events and people through different periods of history. | Sources |
| Sequence several events and make comparisons between different times in the past. | Sequencing |
| **4** | Investigate a period of time linked to Invasion Britain. (Roman Empire).  **Rampaging Romans** | Understand how Invasions of Britain have shaped the Britain we know today (Romanisation of Britain).  **Rampaging Romans** | Know key events on a timeline using centuries.  **Groovy Greeks &**  **Rampaging Romans** | Identify key events from earlier civilisations and the people involved.  **Groovy Greeks & Rampaging Romans** | Evaluate the usefulness of different sources of information and begin to use a variety of sources for information.  Use evidence to build up a picture of a past event and choose relevant material to present a picture of one aspect of life in time past.  Plot key events on a timeline using centuries. | Sources |
| Sequence events studied on a timeline and use more complex terminology.. | Sequencing |
| **3** | Understand about a period of time relating to pre-invasion Britain. (Stone age to Iron age).  **Stone Age** | Be able to compare how time progressed through the different stages of pre-invasion Britain (technology/travel/religion…). **Stone Age** | Know how Britain has influenced and been influenced by the wider world.  **Tudors** | Identify and know a key event from an early civilisation.  **Chocolate Factory** | Identify and give reasons for how the past is represented and compare different sources of information.  Use a range of sources to find out about a period and select and record relevant information.  Understand an event with global significance. | Sources |
| Sequence several events and use dates and times related to the unit to show the passing of time. | Sequencing |
| **2** | To identify famous people who have influenced British history.  **History Makers** | Comparing changes in time from our generation to grandparent’s generation.  **Shore-ly it’s time for an ice-cream.** | Know about an event with national significance.  **Great Fire of London.** | N/A | Compare people from the past and discuss the reliability of evidence.  Use a source – observe or handle sources to answer questions about the past.  Understand an event with national significance. | Sources |
| Sequence events from different periods | Sequencing |
| **1** | To acknowledge famous people from British history.  **Who do you think you are?** | To be able to understand personal change through time.  **Christmas Past and Present** | Know about an event significant to the local area.  **Giants and Castles** | N/A | Distinguish between fact and fiction  Find answers to simple questions about the past from sources of information.  Understand an event significant to the local area. | Sources |
| Sequence events in their lives. | Sequencing |
| Pupils should be taught to following throughout year groups, regularly: | | Interpret information  Communicate knowledge and understanding  Organise historical information and select information appropriate to the topic | | | | |