

SUBJECT: History 2014

Year	Coverage	Skills
Year 1	<ul style="list-style-type: none"><li>• <b>Changes within living memory-</b> Transport</li><li>• <b>Significant historical events, people and places in their own locality-</b> The Gunpowder Plot (<i>links to Oare Gunpowder Works</i>)</li><li>• <b>The lives of significant people -</b> The First Man on the Moon</li></ul>	<ul style="list-style-type: none"><li>• Children recognise the distinction between present and past in their own and other people's lives.</li><li>• They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.</li><li>• They know and recount episodes from stories about the past.</li><li>• They find answers to some simple questions about the past from sources of information.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• <b>Events beyond living memory-</b> The Great Fire of London</li><li>• <b>The lives of significant people - comparing lives in different periods-</b> Kings &amp; Queens (Henry VIII and Elizabeth II)</li><li>• <b>Changes within living memory-</b> Seaside holidays</li></ul>	<ul style="list-style-type: none"><li>• They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.</li><li>• They are beginning to recognise that there are reasons why people in the past acted as they did.</li><li>• Children show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.</li><li>• They are beginning to identify some of the different ways in which the past is represented.</li><li>• They observe or handle sources of information to ask and answer questions about the past on the basis</li></ul>

of simple observations.

Year 3

- **The Roman Empire and its impact on Britain**
- **Local History**
- **Anglo Saxons and Scots settlements**

- They show knowledge and understanding of some of the main events, people and changes studied.
- They are beginning to give a few reasons for, and results of, the main events and changes.
- They identify some of the different ways in which the past is represented.
- Children show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.
- They use sources of information in ways that go beyond simple observations to answer questions about the past.

Year 4

- **Ancient Greece**
- **The Tudors**

- Children further develop their understanding of chronology by describing some main events, people and changes of aspects of the history of Britain and the wider world.
- They are beginning to select and combine information from
- They show some understanding that aspects of the past have been represented and interpreted in different ways different sources.
- They are beginning to produce structured work, making appropriate use of dates and terms.
- They give some reasons for,

<p style="text-align: center;">Year 5</p>	<ul style="list-style-type: none"> <li>• <b>The achievements of earliest civilisations -Egypt</b></li>   <li>• <b>Britain since 1066 - WW1</b></li> </ul>	<p>and results of, the main events and changes.</p> <ul style="list-style-type: none"> <li>• Children show factual knowledge and understanding of aspects of the history of Britain and the wider world.</li> <li>• They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.</li> <li>• They describe events, people and changes.</li> <li>• They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</li> </ul>
<p style="text-align: center;">Year 6</p>	<ul style="list-style-type: none"> <li>• <b>Britain since 1066 - WW2</b></li>   <li>• <b>A non-European society which provides contrast with British history</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</li> <li>• They use this to describe features of past societies and periods and to begin to make links between them.</li> <li>• They describe and make links between events and changes and give reasons for, and results of, these events and changes.</li> <li>• Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</li> <li>• They select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>