Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In Year 1 the children	In Year 2 the children	In Year 3 the children	In Year 4 the children	In Year 5 the children	In Year 6 the children
	are taught historical	are taught historical	are taught historical	are taught historical	are taught historical	are taught historical
	skills through learning	skills through learning	skills through learning	skills through learning	skills through learning	skills through learning
	about the following:	about the following:	about the following:	about the following:	about the following:	about the following:
	CASTLES (Changes	FAMOUS PEOPLE	THE STONE AGE (Late	EGYPTIANS (customs,	ANCIENT GREEKS (A	THE VICTORIANS
	over time, castle	(Lives of significant	Neolithic – Skara	Tutankhamun,	study of Greek life	
	features, timelines,	individuals in the past	Brae)	Mummies, Canopic	and achievements,	THE MAYANS (Non-
	The Battle of Hastings	who have contributed		Jars, Trade)	and their influence on	European Study that
	and William the	to national and	THE BRONZE AGE		the western world)	provides contrast
	Conqueror.)	international	(Stonehenge)	ROMANS (The Roman		with British History)
		achievements)		Empire & its impact	VIKINGS (Raids and	
	TOYS (Toys from the	Christopher	THE IRON AGE (Hill	on Britain; Julius	Invasions, Danegeld;	WORLD WAR I and
	past, changes over	Columbus;	forts)	Caesar's attempted	Viking life)	WORLD WAR II
	time, 20TH century	Edith Cavell;		invasion; British	liteter of Claster	
	toys, Victorian toys,	Neil Armstrong;.		resistance e.g.	History of Clacton	SOCIAL CHANGE IN
	comparison to toys today.)	EVENTS (Events		Boudica; Romanisation of	(Development and Tourism)	THE 21ST CENTURY (CIVIL RIGHTS IN
	today.)	beyond living		Britain;)	rounsinj	AMERICA, ETC.)
	THE SEASIDE	memory that are		Diftaili, j		AWERICA, ETC.)
	(Seasides past and	significant globally or		ANGLO-SAXONS		
	present, changes over	nationally)		(Anglo Saxon		
	time)	THE GREAT FIRE OF		invasions;		
		LONDON (+Samuel		settlements and		
		Pepys) Maps and		kingdoms; Anglo		
		artefacts provided by		Saxon art and culture;		
		Lowewood Museum.		Scots invasions from		
				Ireland to North		
		The Gunpowder Plot /		Britain (now		
		Guy Fawkes;		Scotland))		
		The Great Plague				
		(1665);				
		Remembrance Day.				

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
Understanding	sequence artefacts	sequence artefacts	sequence several	sequence several	order an increasing	order an increasing
	and events that are	and events that are	events, artefacts or	events, artefacts or	number of significant	number of significant
Pupils should develop	close together in	close together in	historical figures on a	historical figures on a	events, movements	events, movements
an awareness of the	time;	time;	timeline using dates,	timeline using dates,	and dates on a	and dates on a
past, using common			including those that	including those that	timeline using dates	timeline using dates
words and phrases	order dates from	order dates from	are sometimes	are sometimes	accurately;	accurately;
relating to the passing	earliest to latest on	earliest to latest on	further apart, and	further apart, and		
of time. They should	simple timelines;	simple timelines;	terms related to the	terms related to the	accurately use dates	accurately use dates
know where the			unit being studied	unit being studied	and terms to describe	and terms to describe
people and events	sequence pictures	sequence pictures	and passing of time;	and passing of time;	historical events;	historical events;
they study fit within a	from different	from different				
chronological	periods;	periods;	understand that a	understand that a	understand and	understand and
framework.			timeline can be	timeline can be	describe in some	describe in some
	describe memories	describe memories	divided into BC	divided into BC	detail the main	detail the main
Pupils should	and changes that	and changes that	(Before Christ) and	(Before Christ) and	changes to an aspect	changes to an aspect
continue to develop a	have happened in	have happened in	AD (Anno Domini).	AD (Anno Domini).	in a period in history;	in a period in history;
chronologically	their own lives;	their own lives;				
secure knowledge					understand how	understand how
and understanding of	use words and	use words and			some historical	some historical
British, local and	phrases such as: old,	phrases such as: old,			events/periods	events/periods
world history,	new, earliest, latest,	new, earliest, latest,			occurred concurrently	occurred concurrently
establishing clear	past, present, future,	past, present, future,			in different locations.	in different locations.
narratives within and	century, new, newest,	century, new, newest,				
across the periods	old, oldest, modern,	old, oldest, modern,				
they study.	before, after to show	before, after to show				
	the passing of time.	the passing of time.				

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
understanding of	recognise some	recognise some	note key changes	note key changes	identify and note	identify and note
events, people and	similarities and	similarities and	over a period of time	over a period of time	connections,	connections,
changes in the past.	differences between	differences between	and be able to give	and be able to give	contrasts and trends	contrasts and trends
	the past and the	the past and the	reasons for those	reasons for those	over time in the	over time in the
Pupils should identify	present;	present;	changes;	changes;	everyday lives of	everyday lives of
similarities and					people;	people;
differences between	identify similarities	identify similarities	find out about the	find out about the		
ways of life in	and differences	and differences	everyday lives of	everyday lives of	use appropriate	use appropriate
different periods.	between ways of life	between ways of life	people in time	people in time	historical terms such	historical terms such
	in different periods;	in different periods;	studied compared	studied compared	as culture, religious,	as culture, religious,
Children should			with our life today;	with our life today;	social, economic and	social, economic and
choose and use parts	know and recount	know and recount			political when	political when
of stories and other	episodes from stories	episodes from stories	explain how people	explain how people	describing the past;	describing the past;
sources to show that	and significant events	and significant events	and events in the past	and events in the past		
they know and	in history;	in history;	have influenced life	have influenced life	examine causes and	examine causes and
understand key			today;	today;	results of great	results of great
features of events.	understand that there	understand that there	iste a tit a transfer et anne e	:	events and the impact	events and the impact
Children should note	are reasons why	are reasons why	identify key features,	identify key features,	these had on people;	these had on people;
connections,	people in the past acted as they did;	people in the past acted as they did;	aspects and events of the time studied;	aspects and events of the time studied;	describe the key	describe the key
contrasts and trends	acteu as they ulu,	acteu as they ulu,	the time studied,	the time studied,	features of the past,	features of the past,
over time.	describe significant	describe significant	describe connections	describe connections	including attitudes,	including attitudes,
over time.	individuals from the	individuals from the	and contrasts	and contrasts	beliefs and the	beliefs and the
	past.	past.	between aspects of	between aspects of	everyday lives of	everyday lives of
	past.	ρασι.	history, people,	history, people,	men, women and	men, women and
			events and artefacts	events and artefacts	children.	children.
			studied.	studied.	crindren.	ciliaren.
			studicu.	studicu.		

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
interpretations: Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children should understand how our knowledge of the past is constructed from a range of sources.	start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.	start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.	look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	<pre>find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</pre>	find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
and investigation	observe or handle	observe or handle	use a range of	use a range of	recognise when they	recognise when they
Children should ask	evidence to ask	evidence to ask	sources to find out	sources to find out	are using primary and	are using primary and
and answer	simple questions	simple questions	about the past;	about the past;	secondary sources of	secondary sources of
questions, using other	about the past;	about the past;			information to	information to
sources to show that			construct informed	construct informed	investigate the past;	investigate the past;
they know and	observe or handle	observe or handle	responses about one	responses about one		
understand key	evidence to find	evidence to find	aspect of life or a key	aspect of life or a key	use a wide range of	use a wide range of
features of events.	answers to simple	answers to simple	event in the past	event in the past	different evidence to	different evidence to
	questions about the	questions about the	through careful	through careful	collect evidence	collect evidence
Pupils should	past on the basis of	past on the basis of	selection and	selection and	about the past, such	about the past, such
regularly address and	simple observations;	simple observations;	organisation of	organisation of	as ceramics, pictures,	as ceramics, pictures,
sometimes devise			relevant historical	relevant historical	documents, printed	documents, printed
historically valid	choose and select	choose and select	information;	information;	sources, posters,	sources, posters,
questions about	evidence and say how	evidence and say how			online material,	online material,
change, cause,	it can be used to find	it can be used to find	gather more detail	gather more detail	pictures,	pictures,
similarity and	out about the past.	out about the past.	from sources such as	from sources such as	photographs,	photographs,
difference, and			maps to build up a	maps to build up a	artefacts, historic	artefacts, historic
significance.			clearer picture of the	clearer picture of the	statues, figures,	statues, figures,
			past;	past;	sculptures, historic	sculptures, historic
Children should					sites;	sites;
construct informed			regularly address and	regularly address and		
responses that			sometimes devise	sometimes devise	select relevant	select relevant
involve thoughtful			own questions to find	own questions to find	sections of	sections of
selection and			answers about the	answers about the	information to	information to
organisation of			past;	past;	address historically	address historically
relevant historical					valid questions and	valid questions and
information.			begin to undertake	begin to undertake	construct detailed,	construct detailed,
			their own research.	their own research.	informed responses;	informed responses;
					investigate their own	investigate their own
					lines of enquiry by	lines of enquiry by
					posing historically	posing historically
					valid questions to	valid questions to
					answer.	answer.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation,	Children can:					
communication and	show an	show an	use and understand	use and understand	know and show a	know and show a
presentation	understanding of	understanding of	appropriate historical	appropriate historical	good understanding	good understanding
	historical terms, such	historical terms, such	vocabulary to	vocabulary to	of historical	of historical
Pupils should use a	as monarch,	as monarch,	communicate	communicate	vocabulary including	vocabulary including
wide vocabulary of	parliament,	parliament,	information such as	information such as	abstract terms such	abstract terms such
everyday historical	government, war,	government, war,	ruled, reigned,	ruled, reigned,	as democracy,	as democracy,
terms.	remembrance;	remembrance;	empire, invasion,	empire, invasion,	civilisation, social,	civilisation, social,
			conquer, kingdoms;	conquer, kingdoms;	political, economic,	political, economic,
Pupils should develop	talk, write and draw	talk, write and draw			cultural, religious;	cultural, religious;
the appropriate use	about things from the	about things from the	present,	present,		
of historical terms.	past;	past;	communicate and	communicate and	present,	present,
			organise ideas about	organise ideas about	communicate and	communicate and
	use historical	use historical	the past using	the past using	organise ideas about,	organise ideas about,
	vocabulary to retell	vocabulary to retell	models, drama role	models, drama role	or from, the past	or from, the past
	simple stories about	simple stories about	play and different	play and different	using detailed	using detailed
	the past;	the past;	genres of writing	genres of writing	discussions and	discussions and
			including letters,	including letters,	debates and different	debates and different
	use drama/role play	use drama/role play	recounts, poems,	recounts, poems,	genres of writing such	genres of writing such
	to communicate their	to communicate their	adverts, diaries,	adverts, diaries,	as myths,	as myths,
	knowledge about the	knowledge about the	posters and guides;	posters and guides;	instructions,	instructions,
	past.	past.			accounts, diaries,	accounts, diaries,
			start to present ideas	start to present ideas	letters,	letters,
			based on their own	based on their own	information/travel	information/travel
			research about a	research about a	guides, posters, news	guides, posters, news
			studied period.	studied period.	reports;	reports;
					plan and present a	plan and present a
					self-directed project	self-directed project
					or research about the	or research about the
					studied period.	studied period.