

	Year 1 Bright Lights, Big City Land Ahoy Towers, Tunnels and Turrets	Year 2 Bright Lights, Big City Land Ahoy Towers, Tunnels and Turrets	Year 3 Tribal Tales Blue Abyss I Am Warrior	Year 4 Tribal Tales Blue Abyss I Am Warrior	Year 5 I am Pharaoh Gods and Mortals Peasants, Princes and Pestilence	Year 6 Time Traveller/ Childs War Off with her Head/ Hola Mexico Allotment / Local History
<p>Chronological Understanding</p> <p>NC AIM: To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people’s lives have shaped this nation and how Britain was influenced and been influenced by the wider world.</p>	<p>To use simple vocabulary to describe the passing of time.</p> <p>To begin to order artefacts and pictures from significantly different periods.</p> <p>To sequence the story of a significant individual figure.</p> <p>To describe, in simple terms, why a significant individual acted the way they did.</p>	<p>To use terms associated with the past (year/ decade/ century). (P)</p> <p>To order events in a period of history studied and recall key dates. (P)</p> <p>To begin to understand cause and effect by looking at significant individuals’ actions and the results.</p>	<p>To use appropriate historical vocabulary to describe key features of a past time.</p> <p>To describe some of the main changes in Britain, resulting from an event.</p> <p>To explain how a significant figure of a period influenced change.</p>	<p>To place different periods of time on a timeline, remembering key historical dates. (M)</p> <p>To understand an event can have multiple causes.</p> <p>To explain how significant historical figures contributed to national and international achievements.</p>	<p>To independently place historical events or change of a timeline, remembering key facts from a period.</p> <p>To describe how a significant individual or movement has influenced the UK. To explain why people acted as they did.</p>	<p>To create from memory a timeline from dates showing accuracy.</p> <p>To describe how their own lives have been influenced by a significant individual or movement.</p>
<p>Historical Knowledge Vocabulary</p> <p>NC AIM: To know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of man-kind.</p> <p>To gain and employ a historically grounded understanding of abstract terms</p> <p>To gain historical perspectives by placing their growing knowledge in to different contexts</p>	<p>To describe, in simple terms, the importance of a local place or landmark.</p> <p>To compare their own life and interests now with their babyhood, recalling a significant memory.</p> <p>[changes within living memory]</p> <p>[lives of significant individuals]</p> <p>[Significant historical events]</p>	<p>To describe how people, places and events in their own locality have changed over time.</p> <p>To describe how their own life is different from past generations of their own family.</p> <p>[Events beyond living memory]</p> <p>[lives of significant individuals]</p> <p>[Significant historical events]</p>	<p>To describe how national changes affected their locality.</p> <p>[Changes in Britain from Stone Age to the Iron Age]</p> <p>[The Roman Empire and its Impact on Britain]</p>	<p>To describe the impact of international events on their local area.</p> <p>To begin to use abstract terms (empire, civilisation, peasantry).</p> <p>[Changes in Britain from Stone Age to the Iron Age] (M)</p> <p>[The Roman Empire and its Impact on Britain]</p>	<p>To link events from periods studied to changes or development in Britain.</p> <p>To make appropriate use of historical terms in discussions and understand the concept</p> <p>[The achievements of the earliest civilisation]</p> <p>[Ancient Greece]</p> <p>[An aspect or theme of British History that extends knowledge beyond 1066]</p>	<p>To use in context and understand terms relating to different types of history.</p> <p>[A local history study]</p> <p>[An aspect or theme of British History that extends knowledge beyond 1066]</p> <p>[A non-European society to contrast with British History]</p>

<p>Interpretation of history</p> <p>NC AIM: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends</p>	<p>To begin to describe similarities and differences between historical artefacts and pictures.</p>	<p>To build a 'bigger picture' of a historical period, using a range of source materials. (P)</p>	<p>To describe how their own lives are similar or different to children living in past times.</p> <p>To express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p>	<p>To compare two periods of history, identifying similarities and differences between them.</p>	<p>To make connections between 2 periods of history, to begin to develop historical perspective.</p>	<p>To provide reasons for, and outcomes of, the main events and changes in Britain and the wider world.</p> <p>To make connections, draw contrasts and identify trends in 2 or more periods of history, to improve historical perspective.</p> <p>To describe the negative and positive impact of a period of history on contemporary society.</p> <p>To acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>
<p>Historical Enquiry</p> <p>NC AIM: To understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Ask and respond to simple questions about the past, using sources of information.</p> <p>To use simple source materials to answer questions about an event beyond living memory.</p>	<p>To ask and answer questions about a range of historical sources. (P)</p> <p>To use the stories of famous historical figures to compare aspects of life in different times. (P)</p>	<p>To suggest useful research questions. (M)</p> <p>To choose the most important source materials for a task, showing an awareness of a range of sources. (M)</p>	<p>To ask and answer questions through independent research. (M)</p> <p>To use a range of source materials to answer questions about the past which go beyond simple observations (M)</p>	<p>To follow independent lines of enquiry and make informed responses based upon this.</p> <p>To use a range of sources to describe how an event affected a local town or village.</p> <p>To describe how different types of evidence tell us different things and understand why contrasting arguments occur.</p>	<p>To independently investigate a complex historical research question.</p> <p>To suggest and research information sources required to present an in-depth study of a local town.</p>
<p>Communication and Presentation</p> <p>NC AIM: To create their own structured accounts, including written narratives and analyses.</p>	<p>To retell a story or significant event from their own past.</p>	<p>To show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings. (P)</p>	<p>To use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. (M)</p>	<p>To choose the best way to record a range of historical information, giving reasons for the choice. (M)</p>	<p>To select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>To select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.</p>