



Know and use specific dates confidently.
Extend chronological knowledge beyond 1066.
Make links between three periods of history, comparing similarities and differences.
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Understand the vocabulary 'duration' and 'interval' when describing the passing of time.
I can use the language of chronology to understand, interpret and create a proportioned timeline.



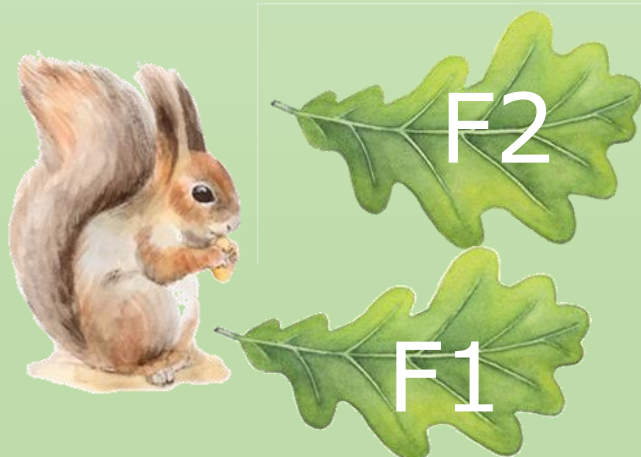
To know that events can happen parallel to each other.
Know that 'ancient' means thousands of years ago.
Know how to use dates on a timeline to discuss chronology.

I can begin to explain the concept of change over a long period of history.
Know how to sequence events in a simple narrative.
Know how to use a timeline for a period studied to understand cause and effect.



To create a simple timeline to sequence events and artefacts and objects.
To label a timeline with words such as 'past, present, older and newer.'
To explain my reasons for ordering a timeline in a certain way.
To understand that the world was different during different periods of time.

I can use phrases including old,, new, a long time ago, before, after, first, next and finally when talking about the past.
I can use a simple timeline correctly when sequencing processes, events and objects which relate to my own experiences.
To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.



To sequence images of themselves as a baby, toddler and infant.
To understand the concepts of yesterday, today and tomorrow.

To be able to talk about a sequence of events, real or fictional, using words such as first or then.



History

Chronology
The order in which events happen.



Know the significance of appeasement in the 1930's.
 Know the impact of Hitler's actions in the 1930s.
 Understand the importance of the Holocaust and the impact it had on the rest of the world.
 Know how Europe was impacted by WW2.
 Understand the importance of space exploration and key events- Curiosity- Mars Rover.
 To know how crime and punishment has changed over time.

Learn about a significant person from WW2- Winston Churchill/Adolf Hitler.
 To know about life in England after the fall of the Roman Empire.
 To find out how England was ruled after the settlement of the Anglo- Saxons.
 To know who the Vikings were.
 Know the significance of ancient Maya and the social and cultural developments.
 Understand the impact of the Tudors/ Henry VIII on the history of the church in Britain.

Be able to order significant events of the Roman Empire and discuss why they are most/least significant.

Know how the Roman occupation of Britain helped to advance British society.
 Know about a significant person from Black History- Martin Luther King.
 To learn about the greatest achievements of the Ancient Greeks.
 Focus on the Minoans and how they began to trade in early Greece.



I know the changes in Britain from the Stone Age to the Iron Age.
 To know about prehistory in Britain and how we learn about prehistory.
 To know the impact of the Stone Age and Iron Age and how civilization started
 Know about a famous person, why they are famous and understand their impact on the world- William Wilberforce, Elizabeth Fry, Lord Shaftsbury, Emmeline Pankhurst.
 Learn about how early civilization started in Egypt.
 Compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared.

To know a famous person from the past and why they are famous- Samuel Pepys, Thomas Farriner.
 Know about the lives of significant individuals who contributed to national and international achievements.
 Learn about a person of significance from the Crimean War- Florence Nightingale.
 To understand the changes in hospitals and healthcare over the years.
 To understand the importance of technological advancements over time and figures who contributed to this- Tim Berners-Lee.
 To learn about the Great Fire of London and the impact it has had on London and Britain today.
 To know why houses have changed (linked to the Great Fire of London).
 I can compare monarchs of different times that lived in the same castle- Queen Victoria, Queen Elizabeth II.
 I can make comparisons between explorers.
 Know about a significant person from Black History- Nelson Mandela.

Understand what a significant event is.
 Understand what a significant person is.
 Know about some significant events in the past.
 Know the names of some significant people from the past.
 Name a famous person from the past.
 Know about a famous person outside of the UK- Neil Armstrong.
 Understand that some significant events in the past helped to change our lives today.
 Understand that some famous people helped our lives to be better today.
 To know why monarchs built castles.
 To compare toys from the past with toys from the modern day.
 To know some famous explorers from the past- Neil Armstrong, Edmund Hillary, Charles Darwin, Sylvia Earle, Ibn Battuta, Roald Amundsen.

Compare and contrast characters from stories, including figures from the past.
 Remember parts of stories and memories about the past.
 Talk about images of familiar situations in the past.
 Learn about our current monarch and the royal family.
 Know about significant person from Black History- Rosa Parks.

To talk about their own life story.
 Know and discuss special past events in their own life and in the lives of family members.
 Know that we celebrate certain events, such as bonfire night, because of what happened in the past.
 Know the significance of special occasions which have happened in the past and are planned to happen in the future.



History

Significant People and Events
 The consequence of past events on the present.



Know how crime and punishment has changed over different periods- Roman Britain, Anglo-Saxon Britain, Medieval and Tudor times, Stewart period, Georgian Britain, Victorian period and throughout the 20th Century.

Know that Maya had to adapt to survive their environment.
 Know that Mayan inventions impacted the length of the civilization for over 2400 years.
 Know how the Anglo- Saxons kept control of their kingdoms.
 To understand the shifts in religion and power during the time of the Anglo- Saxons.
 To understand how life in Britain changed after the fall of the Roman Empire.
 Know the characteristic of Henry VIII and what made him an infamous monarch.
 Know how Henry VIII changed the course of Christianity in Britain.



To learn about how early Rome grew to become the Roman Empire.
 To understand why the Roman army and elements of the Roman Empire were so powerful.
 To know the events which led up to the invasion of Britain.
 Know how there was resistance to Roman occupation- Boudicca.
 Know about a famous Roman Emperor- Julius Caesar.

To know how the Bronze Age moved to the Iron Age.
 To know what tools were use in the Neolithic Period.
 To know what life was like in the Palaeolithic and Mesolithic times.
 To know the differences between the Stone Age and the Iron Age.
 Know about early life in Ancient Egypt.
 Know how the Egyptians wrote things down.
 Know the spiritual beliefs of the Ancient Egyptians.
 To know some of the greatest achievements of the Ancient Egyptians- irrigation systems, pyramids.



To know and remember a nurse who helped during the Crimean War and World War 1 (Florence Nightingale and Edith Cavell).
 To understand the actions of Florence Nightingale and Edith Cavell.
 To know and remember differences between modern day healthcare and the past (uniforms, buildings, cleanliness).
 To discover what London was like in 1666.
 To know and understand how London was affected by the fire.
 To know and understand how London was rebuilt after the fire.
 To know and understand how London's future was impacted by the Great Fire of London.
 To compare the characteristics of monarchs in the past to monarchs today.

Know how technology has changed over the past 60 years.
 To compare toys from the past to modern day toys.
 Understand the differences between Britain and London in 1666 and today.



Know that everyone is different
 Know that cultural and religious backgrounds must be treated with respect.
 Know that children's lives today are different to those of children a long time ago.
 Know that the local area is different to the way it used to be a long time ago.
 Know the main differences between their school days and that of their grandparents.

Begin to make connections to the past being 'different' than today.
 Begin to make sense of own life story and family's history.
 Know that everyone is different.



History

Civilisations and Eras
 Learning about societies and how they differ from ours.



Know how to analyse a range of evidence and identify the source produced.
 Discuss the validity of a source without prompting.
 Know the reasons why the voices of certain groups are under represented in sources.

.Confidently identify primary and secondary sources.
 Evaluate the usefulness of sources to follow a specified line of enquiry.
 Know that past cultural influences can be seen in architecture and art.



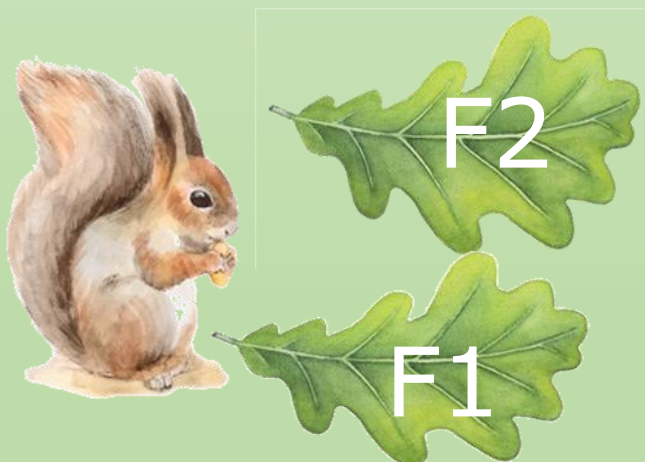
Know how to cross- reference information from different sources.
 Understand why different versions of an event may differ.
 Know that the study of History can involve an interdisciplinary approach that draws on other subjects.

Know how to make deductions from evidence.
 Know how to combine information from more than one source e.g. book, internet.
 Compare artefacts from different civilisations.
 Raise questions about evidence.



Know where to find artefacts, pictures, stories and online sources so they can find out about the past.
 Know how to find answers in books.
 Know what we use today instead of a number of older given artefacts.
 Know how to use evidence to draw simple conclusions.
 Know that there is potential weakness in eye witness accounts.
 Know what a secondary source is and how it differs to a primary source.
 Explain why primary and secondary sources are important in historical study.

Begin to use a range of sources to identify some details and answer simple questions.
 Use historical vocabulary to describe the main feature of an artefact.
 Can make deductions about artefacts, spotting clues to function and use
 Know what a primary source is.
 Choose and select evidence and say how it can be used to find out about the past.



Observe and talk about familiar objects, sights and sounds, describing what they remember about them.
 Answer questions about familiar objects, sights or sounds.
 Know that information can be retrieved from books.
 Ask appropriate questions of others to find out about the past.

Observe pictures, artefacts and sight carefully.
 Talk about pictures, artefacts, music and sights.



History

Evidence
 An available body of facts or information which can be used to indicate if a belief is valid.