

HISTORY

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main focus	Guy Fawkes and the Gunpowder Plot Moon Landings Seaside and Grace Darling	The Great Fire of London Remembrance Florence Nightingale and Mary Seacole	Romans	Anglo-Saxons and Vikings	Maya Ancient Egyptians Ancient Greece	World War 2 - including local history study Stone Age, Bronze Age and Iron Age
AREAS OF STUDY						
Historical interpretation	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.	Start to compare two versions of a past event. 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. Begin to suggest causes and consequences of some of the main events and changes in history.	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Suggest causes and consequences of some of the main events and changes in history.	Begin to use a wider range of evidence to offer some clear reasons for different interpretations of events. Start to understand the difference between primary and secondary evidence and the impact of this on reliability.	Use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding. Understand the difference between primary and secondary evidence and start to understand 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.
Historical investigation	Observe or handle evidence to ask simple questions about the past. Begin to ask questions such as: What was it like for people? What happened? How long ago?	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past.	Use a wider range of sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past.	Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. Sometimes devise own questions to find answers about the past. Begin to undertake their own research.	Begin to recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.	Begin to select relevant sections of information to address historically valid questions and construct detailed, informed responses. Begin to investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological understanding	Sequence artefacts and events that are close together in time#. Describe memories and changes that have happened in their own lives. Begin to use words and phrases such as: old, new, past, present, new, newest, old, oldest, modern, before, after to show the passing of time.	Order dates from earliest to latest on simple timelines. Sequence pictures from different periods Use words and phrases such as: earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Begin to sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	Begin to order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events. Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Understand and describe in some detail the main changes to an aspect in a period in history.
Knowledge and understanding of events, people and changes in the past	Begin to recognise some similarities and differences between the past and the present. Know and recount episodes from stories and significant events in history. Begin to describe significant individuals from the past.	Identify similarities and differences between ways of life in different period. Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past.	Note key changes over a period of time and be able to give simple reasons for those changes. Begin to explain how people and events in the past have influenced life today. Identify key features, aspects and events of the time studied.	Find out about the everyday lives of people in time studied compared with our life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Identify and note connections, contrasts and trends over time in the everyday lives of people in the periods studied. Examine causes and results of great events and the impact these had on people in the periods studied.
Presenting, organising and communicating	Talk, write and draw about things from the past. Use drama/role play to communicate their knowledge about the past. Begin to use simple historical vocabulary.	Show an understanding of historical terms, such as monarch, war, remembrance. Use historical vocabulary to retell simple stories about the past such as a long time ago, recently, years, decades to describe the passing of time.	Begin to use and understand appropriate historical vocabulary to communicate information - such as ruled, empire, invasion, conquer, kingdoms. Present, communicate and organise ideas about the past using drama role play and different genres of writing including recounts, non-chronological reports, diaries.	Use and understand appropriate historical vocabulary to communicate information. Start to present ideas based on their own research about a studied period. Present, communicate and organise ideas about the past using drama role play and different genres of writing including recounts, non-chronological reports.	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about from the past using different genres of writing.	Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing . Plan and present a self-directed project or research about the studied period.

Key Vocabulary	Past Present Compare Timeline Parliament Significant individual/ figure/buildings Government Item Plot Beefeaters Queen Prime Minister Rule Reign Coronation Victorian German Living memory Events Traditions Celebrate Universe Sample Experiment Astronaut Space shuttle Satellite Courageous British Russian American	Historical source Centuries Parliament Britain Plague City Thames Street Terraced Houses King James Investigate Famous Comparisons Remembrance Commemorate Significant Sequence Timeline Significant Artefacts Historical figure Eye witness Danger St Pauls Cathedral Global National Destroyed Diary Disaster Fire gap Armistice Empathy Racism Soldier Trench Poppy Memorial Statue Cenotaph Volunteer	Sources Artefacts Evidence Interpretation Version Territory Emperor Resistance Archaeologists Mosaics Empire Invasion Conquest Roman Empire Celts Settlements Battles Soldiers / Centurion Baths Fortress Amphitheatre Barracks Settlement Timeline BC, AD,	raid, Britain, settle, settlers, settlements BC, AD, longboats, battle, Invade, navigation, abbey, monastery, sail, brutal, brutality, barbarian, England, Scandinavia, Empire, plunder, medieval, combat, costal, pillage, monk, conquest, warfare, settle, conquer, defeated	Ancient Settlements City-state Pok A Tok Ceremony Pyramid Plaza Meso-America Solar calendar Amulet Archaeology Ancient Artefact Causation Chronology Civilisation Cartouche Canopic jar Pharaoh Kingdom Papyrus Egyptologists Hieroglyphics Tombs BCE/CE BC/AD Primary evidence Secondary evidence Indigenous Irrigation Hieroglyphic Papyrus Sarcophagus Significance Society Sources Embalming Democracy Spartans Marathon Olympics Portico Parthenon Trojan Hoplite Philosophy State(polis) Warrior Culture	Primary/secondary sources/evidence Conflict Evacuation/evacuate/evacue e Dispersed Morale Blitz Tranquillity (zones of) Allies Axis Annexed Treaty Air-raid Siren Blackouts (Debris/rubble) Bunker/Anderson shelter Code/codebreakers Cipher/decipher Cryptographer Nazi Holocaust Occupation Refugee Resistance Dictator Century Decade Propaganda Western Europe Surrender Atomic Bomb Mortal danger Empire Armed forces (arms) Airforce Navy
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School context	Visit to Holst Museum - Victorians	Visit local War memorial	Visit to Cirencester Museum - Romans	Portals to the Past – Anglo Saxons and Vikings	Visit to Oxford Ashmolean Museum	Local history Study – visit to Stoneville Street WW2 – visit to Swindon Railway Museum – WW2 workshop
Cross curricular	Grace Darling link to Geography – Seaside Moon Landings link to DT – free-standing structures	Great Fire of London – link to science - materials	Link to art - collage	Link to DT - sculpture	Egyptians - Link to art – printing and drawing Egyptians - Link to DT – levers and pulleys (shaduf)	WW2 – link to art – collage