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|  | A person and children with a logo  Description automatically generated with medium confidenceAlice Ingham | | | | | | | |
| Statutory Requirements | | KS1 | | | KS2 | | | |
| *Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.* | | | *Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.* | | | |
|  | | **EYFS** | **Year 1**  **Toys**  **Holidays**  **Explorers** | **Year 2**  **The Great Fire of London**  **Florence Nightingale/**  **Mary Seacole**  **Victorian Mills** | **Year 3**  **Stone age to Iron Age**  **Romans**  **Anglo Saxons** | **Year 4**  **The Vikings and Anglo- Saxons struggle**  **Ancient Egypt**  **Kings and Queens** | **Year 5**  **The Indus Valley**  **Ancient Greece**  **The industrialisation of Manchester and Rochdale** | **Year 6**  **The Mayan Civilisation**  **WWII**  **Crime & Punishment** |
| **Knowledge**  Local | | I am developing an  understanding of growth, decay and  changes over time. | I can talk about 1 significant historical event, person and place in Heywood.  I can use photographs to look at how Heywood has changed over time. | I can talk about more than 1 significant historical event, person and place in Heywood.  I can use photographs to explain at how Heywood has changed over time. | I can describe significant historical events, people and places in the local area.  I am beginning to explain how events from the past have helped shape our lives today. | I can confidently describe significant historical events, people and places in the local area.  I can explain how events from the past have helped shape our lives today. | I can compare and contrast significant historical events, people and places in the local area.  I can confidently explain how events from the past have helped shape our lives today.  I can confidently explain how the  Industrial Revolution has influenced our lives today.  I can debate and discuss matters around the Industrial revolution. | I can compare and contrast significant historical events, people and places in the local area.  I can confidently explain how different events from the past have helped shape our lives today.  I can confidently explain how the  WWII has influenced our lives today.  I can debate and discuss matters around WWII. |
| **Knowledge**  British | |  | I can use photographs and artefacts to look at how holidays have changed over time.  I can describe a place where people used to go on holiday.  I can describe a place where people go on holiday now. | I can use photographs and artefacts to explain differences from past and present.  I can explain the main points about the great fire of London.  I can explain 2 or more key points about the Victorian mills.  I can talk about events beyond living memory. | I can use photographs and artefacts to explain differences and similarities from past and present.  I can say why Britain would have been an important country to have invaded and conquered.  I can talk about the changes Britain went through during the Anglo Saxon period.  I can talk about the impact the stone age to iron age period had on Britain.  I can explain where and when the stone age and iron age period was. | I can use photographs and artefacts to confidently explain differences and similarities from past and present.  I can give different reasons why Britain would have been an important country to have invaded and conquered.  I can explain the changes Britain went through during the Anglo Saxon and Viking period.  I can explain how the reign of a British monarch has changed Britain over time. | I can use photographs and artefacts to compare and contrast from past and present.  I can discuss the changes Britain went through during the Industrial Revolution.  I can discuss how the Industrial Revolution has shaped our lives today.  I can discuss where and when the Industrial Revolution took place. | I can use photographs and artefacts to compare and contrast from past and present.  I can confidently discuss the changes Britain went through during WWII.  I can confidently discuss how WWII has shaped our lives today.  I can confidently discuss the changes Britain went through regarding crime and punishment laws.  I can confidently discuss how laws from the past has shaped our lives today. |
| **Knowledge**  World | |  | I can retell a journey that an explorer took outside of the UK. | I can retell places that Florence Nightingale or Mary Seacole visited outside of the UK. | I can talk about the impact the Romans had on the world.    I can talk about where and when the Roman period was. | I can explain the achievements of one of the earliest civilizations the Ancient Egyptians.  I can explain where and when the Ancient Egyptian period was. | I can confidently discuss the achievements of one of the earliest civilizations the Indus Valley.  I can confidently explain where and when the Indus Valley period was.  I can confidently discuss the achievements and influences the Ancient Greeks had on the western world.  I can confidently explain where and when the Ancient Greek period was. | I can debate reasons for and against how WWII affected the international community.  I can confidently explain where and when WWII was.  I can confidently discuss how the Mayan civilization provides contrasts with British history.  I can confidently explain where and when the Mayan civilization was. |
| **Chronology** | | I can retell a simple past event in correct  Order.  I can remember and talk about significant  events in my own life and my family members lives. | I can put 3 objects in chronological order on a time line.  I can label timelines with pictures or words.  I can tell others about changes that have happened in my own life since I was born.  I can talk about how things have changed  since my parents or grandparents were  children.  I can use vocabulary such as: in order, a long time ago, recently, when my  parents/carers, grandparents were children. | I can put more than 3 objects in chronological order on a time line.  I know where the people and events I have studied fit on a basic timeline.  I can label timelines with words or phrases.  I can confidently tell others about changes that have happened in my own life since I was born.  I can confidently talk about how things have changed since my parents or grandparents were children.  I can use vocabulary such as: (year 1 vocabulary) years, decades and centuries, in my lifetime, in my parents’/ carers’ lifetime,  modern, old-fashioned, long term, short term, timeline, time scale, in the ……. period, in …… times. | I can order a number of objects or events on a time line.    I am beginning to use dates and historical terms to describe events.  I can begin to recognise different time periods that exist between different groups that invaded Britain.  I am beginning to understand the concept of change over time, representing this on a time line.  I can Identify a range of similarities and differences between different times in the past.  I can use vocabulary such as: (KS1 vocabulary) dates, BC, AD, time period, change, ancient, century, decade. | I can order a number of events on a time line from a specific time period.  I can use dates and historical terms to describe events.  I can recognise different time periods that exist between different groups that invaded Britain.  I understand the concept of change over time, representing this on a time line.  I understand that the past is divided into different named periods of time.  I can Identify a range of similarities and differences between different times in the past.  I can use vocabulary such as: (KS1 vocabulary) dates, time period, era, change, chronology, ancient, century, decade. | I can place features of historical events and people from past societies and periods in a chronological framework.  I can use dates and historical terms more accurately in describing events.  I can tell the story of events within and across the time periods studied.  I can describe the main changes in a period of history (using terms such as: social, religious and cultural)  I am beginning to understand the concepts of continuity and change over time, representing them on a time line.  I am beginning to make connections and contrasts between different time periods studied.  I can use vocabulary such as: (KS1 vocabulary) dates, time period, era, chronology, continuity, change, century, decade. | I can place features of historical events and people from past societies and periods in a chronological framework.  I can use dates and historical terms more accurately in describing events.  I can confidently tell the story of events within and across the time periods studied.  I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)  I can identify periods of rapid change in history and contrast them with times of relatively little change.  I can understand the concepts of continuity and change over time, representing them on a time line.  I can make connections and contrasts between different time periods studied and talk about trends over time.  I can use vocabulary such as: (KS1 vocabulary) dates, time period, era, chronology, continuity, change, century, decade. |
| **Enquiry** | | I can question why things happen.  I can answer how and why questions about experiences  and in response to stories or  events. | I can find answers to simple questions in a piece of writing or from a picture.  I can show some understanding of how people find out about the past.  I can ask questions such as: What was it like for people? What happened? How long ago?  I can use vocabulary such as: questions, find out, evidence, collect, history,  information, research, objects, historians. | I can find answers to questions in a piece of writing or from a picture.  I can understand and talk about how people find out about the past.  I can show understanding of how evidence is collected and used to make historical facts.  I can ask questions such as: What was it like for people?  What happened? How long ago?  I can answer questions by using a specific source, such  as an information book, internet or other sources.  I can research the life of a famous Briton. | I am beginning to use evidence to ask questions and find answers to questions about the past.  I am beginning to devise my own historically valid questions.  I am beginning to suggest suitable sources of evidence for historical enquiry.  I can use more than one source of evidence for historical enquiry.  I am beginning to research what it was like for specific people who I can relate to e.g. children, during the time period I am studying. | I can use evidence to ask questions and find answers to questions about the past.  I can devise my own historically valid questions.  I can suggest suitable sources of evidence for historical enquiry.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  I can research what it was like for specific people who I can relate to e.g. children, during the time period I am studying. | I can devise my own historical questions about the period I am studying.  I can analyse a range of evidence in order to justify claims about the past.  I understand that no single source of evidence gives the full answer to questions about the past.  I can use different sources of evidence to deduce information about the past.  I can give a reason to support an historical argument.  I can research what it was like for a range of people during the time period I am studying. | I can my own devise historical questions about the period I am studying.  I can seek out and analyse a wide range of evidence in order to justify claims about the past.  I understand that no single source of evidence gives the full answer to questions about the past.  I can use a wide range of sources of evidence to deduce information about the past.  I can select suitable sources of evidence, giving reasons for choices.  I can give more than one reason to support an historical argument.  I am starting to identify and explain my understanding of propaganda.  I can research what it was like for a range of people during the time period I am studying. |
| **Interpretation** | | I can comment and ask questions about aspects of my familiar  world such as the place where I live or  the natural world.  I can make observations of animals and plants and explain  why some things change.  I can look closely at similarities,  differences, patterns and  change. | I can identify and talk  about different  accounts of real  historical situations.  I can answer questions using a range of artefacts/ photographs/pictures provided.  I can recount an interesting fact from an historical event.  I can use vocabulary such as: find out, explain, facts, reasons. | I can confidently talk about different accounts of real  historical situations.  I can answer a range of questions using a range of artefacts/ photographs/pictures provided.  I can describe historical events.  I can use vocabulary such as: (year 1 vocab) events, causes, consequences, impact, affected, actions, time periods. | I can recognise  differences  between  versions of the  same event.  I am beginning to give reasons why certain events happened as they did in history.  I can I talk about the causes and  consequences of some of the main  events in history.  I can talk about what type of evidence is reliable when finding out about the past. | I can describe  how different  interpretations  arise.  I can give reasons why certain events happened as they did in history.  I am starting to understand  that historical  understanding  is continuously  being revised if  we find new  evidence.  I can talk about what type of evidence is reliable when finding out about the past. | I can confidently describe  how different  interpretations  arise.  I can give reasons why certain events happened as they did in history.  I understand that  Some interpretations  are more reliable  than others.  I understand  that historical  understanding  is continuously  being revised if  we find new  evidence.  I can discuss why types of evidence are reliable when finding out about the past. | I can answer historical questions, using  information and evidence that I have carefully considered and selected,  giving reasons for the choices I have made.  I understand how our knowledge of  the past is constructed from a range of sources.  I can describe in detail any historical events from the past I have studied.  I understand  that historical  understanding  is continuously  being revised if  we find new  evidence.  I can make comparisons and contrasts  between historical periods. |
| **Significant figures** | | I can compare and contrast characters from stories, including figures from the past. | I can talk about some important people from the past.  I can find out more about a famous person from the past. | I can describe significant people from the past and talk about what they did.  I can explain why someone in the past acted in the way they did.  I know what resources to use to find out more about a famous person from the past. | I can begin to talk about why certain people acted as they did in history.  I can explain whom Boudicca was and her impact on Britain.  I can explain how Roman soldiers were trained and their part in the Roman empire.  I know what resources to use to find out more about a famous person from the past. | I can suggest why certain people acted as they did in history.  I can explain whom Edward the Confessor was and his impact on Britain.  I can explain the impact a famous Egyptian queen had on the Egyptian period.    I can explain the differences and similarities between British monarchs throughout time.  I can use a variety of resources to find out more about a famous person from the past. | I can debate reasons for and against why certain people acted as they did in history.  I can discuss why Greek gods were important in the Ancient Greek times.  I can use a variety of resources to find out more about a famous person from the past. | I can debate reasons for and against why certain people acted as they did in history.  I can discuss why Mayan gods were important in the Ancient Mayan civilisation.  I can explain who the windrush generation were and this impact on British society  I can give reasons  political leaders throughout WWII made the decisions they did.  I can use a variety of resources to find out more about a famous person from the past. |