



Year 1

<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory – homes in the past</li> <li>• Significant people – Amelia Earhart</li> <li>• Significant events – Founder’s Day, Great Fire of London</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between past and present</li> <li>• Place known events and objects on a timeline</li> <li>• Use words such as: now, yesterday, a long time ago, before I was born</li> </ul>
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Recall some facts about people/events before living memory</li> <li>• Identify some similarities and differences between ways of life in different periods</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Look at books, videos, photographs, pictures and artefacts to find out about the past</li> <li>• Understand there are different versions of events</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Describe some simple similarities and differences between artefacts</li> <li>• Sort artefacts to ‘then’ and ‘now’</li> <li>• Ask simple questions about the past</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Sort object and events into groups</li> <li>• Use timelines to order events and objects</li> <li>• Tell stories about the past</li> </ul>

Year 2

<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>• Significant individuals – Walter Tull</li> <li>• Changes within living memory – history of communication</li> <li>• Significant events in own locality – Sarah Stanford, Humber Bridge</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Recount changes in own life over time</li> <li>• Understand how to put people, events and objects in order</li> </ul>
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Describe the differences between then and now</li> <li>• Look at evidence to explain reasons why people in the past may have acted the way they did</li> <li>• Recount details from some significant events in history</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Understand some of the ways in which we find out about the past</li> <li>• Identify different ways in which the past is represented.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms to describe objects, people or events in history.</li> <li>• Speak about how they have found out about the past e.g. through role-play.</li> <li>• Record what they have learned by drawing and writing</li> </ul>

Year 3

<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>• Early civilisation – Ancient Egypt</li> <li>• Prehistoric Britain – Stone Age</li> <li>• The Roman Empire and its impact on Britain</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Describe dates of and order significant events from the period studied (timeline)</li> <li>• Use an increasing range of common words and phrases relating to the passing of time.</li> </ul>
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe the culture and leisure activities from the past.</li> <li>• Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>• Use evidence to describe buildings and their uses of people from the past</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history and what the reasons for this might be.</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling</li> </ul>

Year 4

<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>• British History – Settlements of Anglo-Saxons and Scots, Victorian children</li> <li>• Non-European Society – Maya Civilisation</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Place some historical periods in a chronological framework (timeline)</li> <li>• Describe the main changes in a period in history.</li> <li>• Use historic terms related to the period of study.</li> </ul>
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Use evidence to describe what was important to people from the past.</li> <li>• Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>• Describe similarities and differences between people, events and artefacts studied.</li> <li>• Describe how some of the things I have studied from the past affect/influence life today.</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Look at different versions of the same event in history and identify differences.</li> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> <li>• Understand that sources can contradict each other</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling</li> </ul>

Year 5

<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>Local history study – Laceby and Grimsby Fishing Heritage</li> <li>British History – The Viking raids, World War 2</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Describe the main changes in a period in history.</li> <li>Use dates to order and place significant events on a timeline.</li> </ul>
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give some reasons (with evidence) for some important historical events.</li> <li>Describe similarities and differences between some people, events and artefacts studied</li> <li>Describe how historical events studied affect/influence life today.</li> <li>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Understand that the type of information available depends on the period of time studied.</li> <li>Evaluate the usefulness of a variety of sources</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Compare sources of information available for the study of different times in the past</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Provide an account of a historical event based on more than one source.</li> <li>Present findings and communicate knowledge and understanding in different ways</li> </ul>

Year 6

<p><b>Area of study</b></p> <ul style="list-style-type: none"> <li>Ancient Civilisation – Ancient Greece</li> <li>Study a theme throughout history – Medicine and Disease, Crime and Punishment</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline.</li> <li>Identify and compare changes within and across different periods.</li> <li>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> </ul>
<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Use evidence to support arguments.</li> <li>Describe similarities and differences between some people, events and artefacts studied.</li> <li>Describe how some of the things studied from the past affect/influence life today.</li> <li>Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Make confident use of a variety of sources for independent research.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Provide an account of a historical event based on more than one source.</li> <li>Present findings and communicate knowledge and understanding in different ways</li> </ul>