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| Year Group | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1 | Our School Ground(Geography Focus) | Ourselves (History Focus) | The UK(Geography Focus) | The Fire of Nantwich (History Focus) | Toys (Linked to Literacy Scheme- Pathways)(History Focus) | The Seaside(Geography Focus) |
| 2 | The British Isles (Geography Focus) | The Great Fire of London(Linked to Literacy Scheme- Pathways)(History Focus) | The Great Fire of London(History Focus) | Explorers (Geography and History Focus) | Our Town(Geography Focus) | Paddington(Geography Focus) |
| 3 | The UK(Geography Focus) | Nantwich(Geography Focus) | Stone Age(History Focus) | Stone Age to Iron Age(History Focus) | Romans (European country focus: Italy)(Geography Focus) | Romans(History Focus) |
| 4 | The Vikings and Anglo Saxons(History Focus) | The Vikings and Anglo Saxons(History Focus) | Denmark (Geography Focus) | Cheshire Cheese(History Focus) | Rainforests(Linked to Literacy Scheme- Pathways)(Geography Focus) | Brazil(Geography Focus) |
| 5 | Victorians (History Focus) | Mountains(Geography Focus) | Rivers (Geography Focus) | Ancient Greece(History Focus) | Ancient Greece(History Focus) | Geography Skills(Geography Focus) |
| 6 | World War II(History Focus) | World War II(History Focus) | Asia with a focus on China(Geography Focus) | Asia with a focus on China(Geography Focus) | Shang Dynasty(History Focus) | Our World(Geography Focus) |

Year 1

Ourselves (Autumn 2)

Chronology

* Place up to 3 to 4 events, objects, people or processes on a timeline for within living memory
* With support use a simple (blank of dates) timeline to sequence a few (3 or 4) events, objects or processes from beyond living memory and into living memory

Constructing the past

* Discuss ways of life in the past and how it is similar and different to their own

Nantwich and The Fire of Nantwich (Spring 2)

Chronology

* Know that history can be split into living memory and beyond living memory
* Identify some periods, events and people studied and if they are in living memory or beyond living memory
* Sequence some events studied in order

Enquiry and Sources of Evidence

* Ask questions and with support answer some simple historical questions

Constructing the Past

* Talk about some similarities and differences between ‘now’ and ‘the past’ both within and beyond living memory
* Know that there causes of events and with support say what they are
* Be able to, with support, suggest at least one positive and negative consequence of an event
* Be able to, with support, suggest at least one change that has happened as a result of an event

Interpretations

* Start to understand some ways that historians find out about the past and represent it
* Be exposed to the idea of different evidence presenting different interpretations and views of the past

Toys (Summer 1)

Chronology

* With support use a simple (blank of dates) timeline to sequence a few (3 or 4) events, objects or processes from beyond living memory and into living memory

Enquiry and Sources of Evidence

* Ask questions and with support answer some simple historical questions
* Handle sources of evidence and make observations
* Make simple comparisons of artefacts from within living memory and beyond

 Constructing the Past

* Discuss ways of life in the past and how it is similar and different to their own
* Talk about some similarities and differences between ‘now’ and ‘the past’ both within and beyond living memory
* Be able to identify, with support, at least one way that something has stayed the same (continuity) and changed within living memory

Year 2

The Great Fire of London (Autumn 2 and Spring 2)

Chronology

* Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory
* Start to understand the chronological framework (name of period) of what they are being taught
* Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory
* Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline (may have some reference to dates)
* Understand that dates can be used to describe time and events in time

Evidence and Sources of Evidence

* Ask questions and answer simple historical questions with increasing confidence
* Handle sources of evidence and make observations of what it tells us about that person/event/period
* Make comparisons between different types of evidence
* Be exposed to the terms primary and secondary sources

Constructing the Past

* Identify and talk about some similarities and differences between ‘now’ and ‘the past’ both within and beyond living memory
* Discuss ways of life in the past and how it is similar and different to their own and other periods studied
* Know that there are different causes and consequences of events and say what some of them are
* Be able to suggest at least one positive and negative consequence of an event

Interpretations

* Start to understand historians find out about the past and represent it in different ways

Explorers (Spring 2)

Chronology:

* Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory
* Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline (may have some reference to dates)
* Understand that dates can be used to describe time and events in time

Sequence key events of significant people or events studied in order on a timeline using given dates

Enquiry and Sources of Evidence

* Ask questions and answer simple historical questions with increasing confidence

Constructing the Past:

* Identify and talk about some similarities and differences between ‘now’ and ‘the past’ both within and beyond living memory.
* Know that there are different causes and consequences of events and say what some of them are
* Be able to suggest at least one positive and negative consequence of an event

Interpretations:

* Start to understand historians find out about the past and represent it in different ways
* Begin to understand about trust in terms of evidence and that not all representations of the past are the same.

Year 3

Stone Age (Spring 1)

Chronology:

* Know history can be split into AD and BC and begin to know what they mean
* Start to identify that history is split into periods and identify main periods.
* Sequence events, objects or processes within a period/topic studied on a pre- prepared timeline using dates
* Enquiry and Sources of Evidence:
* Use sources of evidence to formulate questions support answering historical questions.
* Constructing the Past:
* Identify similarities and differences.

Interpretations:

* Use given sources of evidence and learning to interpret what that period was like.

Stone Age to Iron Age (Spring 2)

Chronology:

* Know history can be split into AD and BC and begin to know what they mean
* Start to identify that history is split into periods and identify main periods linked to learning
* Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught
* Sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates

Enquiry and Sources of Evidence:

* Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions.

Constructing the Past:

* Identify similarities and differences.

Interpretations:

* Use given sources of evidence and learning to interpret what that period was like.

Romans (Summer 2)

Chronology:

* Know history can be split into AD and BC and begin to know what they mean.
* Start to identify that history is split into periods and identify main periods linked to learning
* Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught
* Start to understand that timelines show scale and duration, and this can be different.

Enquiry and Sources of Evidence:

* Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions
* Start to understand some sources of evidence are more reliable than others

Constructing the Past:

* With support, start to identify similarities and differences across different periods studied
* Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and start to identify why things change or stay the same
* Identify the lasting legacy of certain periods of history have on society today
* Identify significant people and periods and start to understand why some of these are seen as significant

Interpretations

* Know how historians find out about the past and how it can be represented and recorded in different ways.

 • Start to understand that some historians evidence of a person/event/period can be more reliable than another.

* Be exposed to the idea that interpretations of a period can change when new evidence is found

Year 4

Throughout the year: Identify significant people and periods and start to understand why some of these are seen as significant linking some significant events and people across periods studied in Year 3 and KS1

Anglo-Saxons (Autumn 1 and 2)

Chronology

* Identify that history is split into periods and identify main periods linked to learning
* Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught
* Know history can be split into AD and BC and know what they mean
* Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work
* Start to work out small durations linked to key events of periods studied

Enquiry and Sources of Evidence

* Use different sources of evidence to formulate questions
* Use evidence to answer questions about the past

Understand some sources of evidence are more reliable than others

Constructing the Past

* Draw out independently some similarities and differences within aspects of the period studied
* Identify some similarities and differences between certain aspects of the periods studied
* Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today

Interpretations

* Identify how historians have found out about the past and how they have represented and recorded in different ways
* Understand that some historians evidence of a person/event/period can be more reliable than another
* Use some chosen sources of evidence and learning to interpret what that period was like.
* Understand evidence of a period can change when new evidence is found.

Cheshire Cheese (Spring 2)

Chronology

* Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught.
* Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work.
* Start to work out small durations linked to key events of periods studied

Enquiry and Sources of Evidence

* Use evidence to answer questions about the past

Constructing the Past

* Draw out independently some similarities and differences within aspects of the period studied
* Identify some similarities and differences between certain aspects of the periods studied
* Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today
* Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and identify why things change or stay the same

Interpretations

* Identify how historians have found out about the past and how they have represented and recorded in different ways
* Understand that some historians evidence of a person/event/period can be more reliable than another

Rainforest linked to Incas (Summer 1)

Chronology

* Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work
* Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught
* Understand that timelines show scale and duration and that these can be different on different timeline

Enquiry and Sources of Evidence

* Use different sources of evidence to formulate questions
* Use evidence to answer questions about the past
* Understand some sources of evidence are more reliable than others

Constructing the Past

* Draw out independently some similarities and differences within aspects of the period studied
* Identify some similarities and differences between certain aspects of the periods studied
* With support, start to make links between different periods of the past
* Identify different causes and consequences of events and say why consequences can be different
* Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and identify why things change or stay the same

Interpretations

* Identify how historians have found out about the past and how they have represented and recorded in different ways
* Understand that some historians evidence of a person/event/period can be more reliable than another
* Use some chosen sources of evidence and learning to interpret what that period was like.

Year 5

Throughout the year: To know how important the consequences a person or event was on a local, national and international scale and why it would be considered significant

Victorians

Chronology

* Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6
* Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught
* Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used

Enquiry and Sources of Evidence

* Know what a primary and secondary source can be and identify sources of evidence used as primary or secondary and group sources accordingly

Constructing the Past

* Discuss independently ways aspects of a period of history may be similar or different to present time
* Be able to identify ways that something has stayed the same (continuity) and changed across a larger chronological period that extends beyond periods.

Interpretations

* Understand some sources of evidence are more reliable than others and some evidence is fact, opinion and with support help them identify those

Ancient Greeks

Chronology

* Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6
* Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught
* Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates
* Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used

Enquiry and Sources of Evidence

* Use different sources of evidence to formulate historical valid questions linked to one of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference)
* Use more than one source of evidence to answer questions about the past and make interpretations
* Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used
*

Constructing the Past

* Be able to make connections between different periods of the past and identify similarities and differences between certain aspects of these periods
* Discuss independently ways aspects of a period of history may be similar or different to present time
* Be able to identify ways that something has stayed the same (continuity) and changed across a larger chronological period that extends beyond periods.
* Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.
* Understand the idea of short and long term consequences of event

Interpretations

* Understand some sources of evidence are more reliable than others and some evidence is fact, opinion and with support help them identify those
* Use sources of evidence and learning to draw their own interpretations of a period/event/person
* Examine evidence across history to look at how interpretations of history can change.

Year 6

World War II

Chronology

* Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted

Enquiry and Sources of Evidence

* Link their own sources of evidence using their own criteria but also criteria such as primary, secondary, fact, opinion, bias, reliable and unreliable and justify how they will use these sources to understand a period of history
* Be aware that different evidence will lead to different conclusions and understand that when making interpretations

Constructing the Past

* Evaluate how a period/event has impacted Britain or another history both in the short and long term using one or more areas of historical focus (cultural, economic, military, political, religious and social history )
* Identify the short- and long-term causes of an event/period studied and understand how historians may interpret different causes as more important than others.

Interpretations

* Explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past
* Use various sources of evidence and learning to draw their own interpretations of a period/event/person and say why

Shang Dynasty

Chronology

* Construct and compare their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations
* Construct and compare more complex timelines for the period studied and where applicable reference to local history and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates.
* Justify their use of scale and duration on their timelines
* Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted
* Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used and choose which to use in their timelines

Enquiry and Sources of Evidence

* Link their own sources of evidence using their own criteria but also criteria such as primary, secondary, fact, opinion, bias, reliable and unreliable and justify how they will use these sources to understand a period of history
* Use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) as well as challenge historical viewpoints with questioning

Constructing the Past

* Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied along with the period studied at the time and now.
* Identify and explain continuity and change across a larger chronological period that extends beyond periods studied.
* Evaluate the significant historical events/periods and people from one or more periods of times and how they impacted life then and the impact on life now drawing comparisons with other significant events/people/periods studied previously.

Interpretations

* Explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past
* Use various sources of evidence and learning to draw their own interpretations of a period/event/person and say why
* Examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change