

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>S: Share stories and talk about events in the past.</p> <p>K: Stories, books and pictures are used to help people to find out about people and events from the past.</p>	<p>S: Order information on a timeline.</p> <p>K: Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>K: Photographs can be ordered chronologically on a timeline.</p> <p>K: A family tree is a diagram that shows the relationship between people in several generations of a family.</p> <p>K: A timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline.</p>	<p>S: Sequence significant information in chronological order.</p> <p>K: A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p>	<p>S: Sequence dates and information from several historical periods on a timeline.</p> <p>K: Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p>	<p>S: Sequence significant dates about events within a historical time period on historical timelines.</p> <p>K: Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths</p>	<p>S: Sequence and make connections between periods of world history on a timeline.</p> <p>K: Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p>	<p>S: Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p>K: Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p>

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Artefacts & sources	<p>Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past such as toys, clothes and other items relating to everyday life.</p>	<p>S: Express an opinion about a historical source.</p> <p>K: Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>S: Use a range of historical artefacts to find out about the past.</p> <p>K: Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</p> <p>K: Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past.</p>	<p>S: Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>K: Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p> <p>K: A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money.</p> <p>S: Use historical sources to begin to identify viewpoint.</p> <p>K: A viewpoint is a person's own opinion or way of thinking about something. A fact is something that</p>	<p>S: Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>K: Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p> <p>S: Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>K: Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source</p>	<p>S: Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>K: Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p>	<p>S: Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>S: Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>S: Find evidence from different sources, identify bias and form balanced arguments.</p> <p>K: Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or</p>	<p>S: Ask perceptive questions to evaluate an artefact or historical source.</p> <p>K: Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p>

		<p>K: First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</p>	<p>is known or true. An opinion is a thought or belief about something. Emmeline Pankhurst stood up for women's rights. She started a group to fight for votes for women. Members of the group were known as the suffragettes.</p> <p>K: Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer.</p>	<p>materials are more reliable than others.</p> <p>There are two significant sources of information for the founding of Rome. One source is the myth of Romulus and Remus and the creation of Rome on the 21st April 753 BC. There is also geographical and historical evidence showing that Rome grew out of small settlements on the hills near the River Tiber, around 3000 years ago.</p> <p>K: The Vindolanda tablets were found in 1973 at Vindolanda Roman fort near Hadrian's Wall. They are made of wood and written on with pen and ink. 700 tablets have been found containing letters, shopping lists and party invitations written by people in the fort.</p>		<p>statement where you consider both viewpoints about a historical event or person.</p>	
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Communication		<p>S: Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>K: Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>K: Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</p>	<p>S: Use the historical terms year, decade and century.</p> <p>K: A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>K: Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (<i>anno Domini</i>), reign, period and century.</p>	<p>S: Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>K: Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.</p>	<p>S: Use more complex historical terms to explain and present historical information.</p> <p>K: Historical terms include abstract nouns, such as invasion and monarchy.</p>	<p>S: Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>K: Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>	<p>S: Use abstract terms to express historical ideas and information.</p> <p>K: Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>K:</p>

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Compare & contrast	<p>S: Describe some similarities and differences between things in the past and the present.</p>	<p>S: Identify similarities and differences between ways of life within or beyond living memory.</p> <p>K: Identifying similarities and differences helps us to make comparisons between life now and in the past</p>	<p>S: Describe what it was like to live in a different period.</p> <p>K: A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p>	<p>S: Explain the similarities and differences between two periods of history.</p> <p>K: Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p> <p>S: Summarise how an aspect of British or world history has changed over time.</p> <p>K: Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p>	<p>S: Compare and contrast two civilisations.</p> <p>K: Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>S: Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>K: Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p>	<p>S: Compare and contrast an aspect of history across two or more periods studied.</p> <p>K: Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>	<p>S: Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>K: Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p>

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Everyday life	Talk about past and present events in their own lives and those who are important to them.	<p>S: Describe an aspect of everyday life within or beyond living memory.</p> <p>K: Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>K: The Victorian era describes the time during the reign of Queen Victoria 1837–1901. Key aspects of life in the Victorian era include the Industrial Revolution, the lives of rich and poor people, the reign of Queen Victoria leisure time and new inventions.</p> <p>K: In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards.</p>	<p>S: Describe the everyday lives of people in a period within or beyond living memory.</p> <p>K: Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p>	<p>S: Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>K: Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>S: Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>K: Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>K: Many people who lived near new Romans towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing</p>	<p>S: Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>K: The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p>	<p>S: Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>K: Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</p>	<p>S: Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>K: War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p>

		<p>Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lesson alongside religious instruction. There were no school dinners, so children went home at lunchtime.</p>		<p>Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology.</p> <p>Before the Romans arrived there were no towns In Britain. Romans built towns on a grid system. All towns in the Roman Empire were similar and contained a forum, basilica, temples and bath houses.</p> <p>The Romans led a rich and cultured life. They enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion.</p>			
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Report & conclude	<p>S: Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</p> <p>Stories, books and pictures are used to help people to find out about people and events from the past.</p>	<p>S: Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>K: Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</p>	<p>S: Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>K: Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p>	<p>S: Make choices about the best ways to present historical accounts and information.</p> <p>K: Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>	<p>S: Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>K: Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p>S: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>K: Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>	<p>S: Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>K: Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p>