



## History

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b>	Study changes within living memory. E.g. Know some similarities and differences between the past, present and future of their families, toys, vehicles etc.	Study changes within living memory. Where appropriate these should be used to reveal aspects of change in national life- <b>through their own family history</b> . Develop understanding of cause and consequence through significant inventions- <b>Alexander Graham Bell</b> .	The continuity and change within popular culture, music, economy – Liverpool Topic.	The cause and consequence and chronological order of WW2.	The cause and consequence, and similarities and differences of WW2 code breakers at Bletchley Park.	The significance, cause and consequence of WW1 and the Suffragette movement .



<b>Events beyond living memory that are significant nationally or globally</b>	Explore festivals and anniversaries. E.g. Bonfire night, the King's birthday.	Understand, recall and order the events of significant or global events.  Understand the cause and consequence of these events, as well as the change and continuity- <b>the first aeroplanes.</b>	Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. E.g. Describe some aspects of the Roman Empire and recognize its impact on Britain. Develop a broad understanding of ancient civilisations. (Romans)  Describe key aspects of a non European society (Mayans).	Describe and compare some of the characteristic features and achievements of the earliest civilisations. Demonstrate more in depth knowledge of one specific civilization. (Ancient Egypt)	Describe some aspects of Britain's settlement. Demonstrate knowledge of an ancient civilization (Vikings).	Describe aspects of the Anglo Saxon struggle for the kingdom of England in the time of Edward the Confessor. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 (WW1).
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<b>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</b>	Study the lives of significant individuals who have contributed to national and international achievements- (Queen Victoria)	Study the lives of significant individuals who have contributed to national and international achievements some should be used to compare aspects of life in different periods- <b>Florence Nightingale, Christopher Columbus, Neil Armstrong</b>	Learn about a significant individual using given sources. Look at representations of the individual.  <b>Julius Caesar.</b>	Learn about significant individuals using a range of given primary and secondary sources.  Begin to understand how sources can be used to make historical claims.  <b>Robert Scott</b>  <b>Roald Amundsen</b>  <b>Ernest Shackleton.</b>	Learn about significant individuals by using a wider range of sources as a basis for research. Compare accounts from different sources. Offer some reasons for different versions of events. Fact or fiction.  <b>Alan Turing</b>  <b>Tim Peake</b>  <b>David Attenborough.</b>	Learn about significant individuals by linking sources to work out how conclusions were reached. Consider ways of checking the accuracy of interpretations. Fact, fiction or opinion?  Awareness that different evidence will lead to different conclusions.  Be able to research independently.  <b>Emmeline Pankhurst.</b>  <b>Edward the Confessor</b>
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Significant historical events, people and places in their own locality.	xx	Explore Significant places in their own locality.	Explore significant historical events in their own locality.	Find out about everyday lives of people in time studies.  Compare with our life today.  <b>History of Liverpool from 1960 onwards.</b>	Use evidence to reconstruct life in the time studied. Identify key features and events. Look for links and effects. Offer a reasonable explanation for some events.  <b>Liverpool in the Blitz.</b>	Study different aspects of the life of different people. Examine causes and results of great events and the impact on people. Compare life then and now. .  <b>Vikings in the locality.</b>	Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings. Understand the cause and effect of significant historical events. Know key dates, characters and events of times studied. Study differences between men and women in history.  <b>Suffragettes.</b>  <b>Warhorses in WW1.</b> <b>Titanic links to Liverpool.</b>
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.	xx	Pupils should begin to develop a chronologically secure knowledge and understanding of the world history.  <b>The chronological order of the dinosaurs.</b>	Pupils should begin to develop a chronologically secure knowledge and understanding of British, local history.  <b>The chronological order of the development of the aeroplane.</b>	Use some dates and historical terms when ordering events and objects.  Demonstrate awareness that the past can be divided into periods of time.  Explore trends and changes over time	Use dates and historical terms when ordering events and objects.  Identify where people and events fit into a chronological framework.  Explore links and contrast within and across different periods of time. Use relevant and appropriate	Use dates and appropriate historical terms to sequence events and periods of time.  Identify where people, places and periods of time fit into a chronological framework.  Describe links and contrasts within and	Use dates and a wide range of historical terms when sequencing events and periods of time.  Develop chronologically secure knowledge of the events and periods of time studied.  Analyse links and contrasts within and across different periods of time, including short and long term scales.



				<p>Use relevant historical terms and vocabulary linked to chronology.</p> <p>Select and organize historical information to present in a range of ways.</p> <p><b>Stone Age.</b></p> <p><b>The Romans.</b></p> <p><b>The Mayans.</b></p>	<p>historical terms and vocabulary linked to chronology.</p> <p>Select and organize historical information to present in a range of ways.</p> <p>Achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <p><b>Ancient Egypt</b></p> <p><b>Ancient Greece</b></p> <p><b>WW2.</b></p>	<p>across different periods of time, including short and long term scales.</p> <p>Use appropriate historical vocabulary to construct responses to historical questions, including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> <p><b>The Viking raids and invasion.</b></p> <p><b>WW2 – Bletchley Park.</b></p>	<p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Choose the most appropriate way of communicating different historical findings.</p> <p><i>Britain's settlement by the</i></p> <p><b>Anglo-Saxons.</b></p> <p><b>WW1.</b></p> <p><b>Titanic.</b></p>
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