

YEAR GROUP	Term	AUTUMN		SPRING		SUMMER	
	½ Term	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	1	<p>The Great Fire of London: Who is Guy Fawkes: Changes within living memory: Significant events nationally /globally</p> <p>Chronological understanding: Describe things that have happened to themselves. Sequence 3 events that have occurred in their lives: Understand the difference between past and present: Use words and phrases relating to the past and present – <i>yesterday, when I was born, a long time ago, now</i></p> <p>Knowledge and understanding of events, people and changes in the past: Recall events/facts about people before living memory: Understand why people behaved the way they did.</p> <p>Historical interpretation: View books, videos, pictures, photographs and other artefacts to enquire about the past.</p> <p>Historical enquiry: Find answers to simple questions about the past from different sources of artefacts.: Understand what is old/new.</p> <p>Organisation and Communication Knowledge can be communicated through drama convention drawings, storytelling, model making, discussions and or writing: Organise events/objects into groups past/ present - Tell stories about the past</p>					
	2	<p>Fairy Tales and Castles: Changes within living memory: Significant events nationally /globally: Significant historical events, places and people in our locality. Eg. Cliff Castle and its historical importance and significance in its locality.</p> <p>Chronological understanding: Understand and use vocabulary which represents past and present when explaining events to others: Recount changes in personal life: Understand how to place things in chronological order: Use a timeline to place important events in order.</p> <p>Knowledge and understanding of events, people and changes in the past: Use information to describe the past: Describe the differences between then and now: Look at evidence and understand why people in the past acted the way they did: Recount the main events from a significant event in history.</p> <p>Historical interpretation: Look at and use a range of historical evidence to find out about the past: <i>Children can use books, pictures photographs, eye witness accounts, stories, artefacts, museums, historical buildings and the internet to research about the past.</i></p> <p>Historical enquiry: Ask questions about the past: Use a wide range of wide of sources to answer questions: Identify different ways in which the past is represented.</p> <p>Organisation and communication: Describe people, objects and historical events: Use timelines to order events or place significant people: Communicate information about historical figures, objects and or events through various means, including writing, speaking, drawing, drama convention, storytelling and the use of ICT.</p>					
	3	<p>The Roman Empire and the impact on Britain</p> <p>Chronological understanding: Understand that a timeline can be divided into BC/AD: Order significant events on a timeline: Describe the changes during a specific period in history.</p> <p>Knowledge and understanding of events – people and changes in the past: Use evidence to describe the culture and leisure activities from the past: Use evidence to describe the clothes, way of life and actions of people in the past: Use evidence to describe buildings and their uses of people from the past.</p> <p>Historical interpretation: Explore the idea that there are different accounts of history</p> <p>Historical enquiry: Use documents, printed sources (archive materials), internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past: Ask questions and find answers about the past.</p> <p>Organisation and communication: Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama convention, storytelling and using ICT.</p>					
	4	<p>Viking invasions and the impact on Britain.</p> <p>Chronological understanding: Understand that a time line can be divided into BC/AD: Order significant dates on a timeline: Describe the main changes in a period of history.</p> <p>Knowledge and understanding of events and changes in the past: Use evidence to describe what was important to the people of the past: Use evidence to show how the lives of the rich and poor differed: Describe similarities and differences between people, events, artefacts studied: Describe how what I have studied influence my life today in modern Britain.</p> <p>Historical interpretation: Look at different versions of the same event in history (eg. The invasion of Lindisfarne) and identify differences: Know that people in the past represent events or ideas that persuades others.</p> <p>Historical enquiry: Use documents, printed sources, internet, pictures, photographs, music, historic buildings. Museums and site visits to collect information about the past: Ask questions to find answers about the past.</p> <p>Organisation and communication: Communicate ideas about the past using different genres of writing, drawing, diagrams, drama convention, storytelling and ICT.</p>					

5	<p>Crime and Punishment throughout the ages: The Shang Dynasty: The Great Fire of London</p> <p>Chronological understanding: Understand that a timeline can be divided BC/AD: Order significant events, movements and dates on it: Describe the changes in a period in history.</p> <p>Knowledge and understanding of events, people and changes in the past: Choose reliable sources of information to find out about the past: Give own reasons why changes may have occurred, backed up by evidence: Describe similarities and differences between people, events and artefacts studied: Describe how historical events studied affect/influence life today: Make links between some of the features of past societies.</p> <p>Historical interpretation: Understand that some evidence from the past is propaganda, opinion or misinformation and how this can affect our interpretation of history: Provide reasons why there may be different accounts of history: Evaluate evidence to choose the most reliable forms.</p> <p>Historical enquiry: Use documents, printed sources, archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums/galleries and site visits to collate evidence about the past: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions: Investigate own lines of enquiry by posing questions to answer.</p> <p>Organisation and communication: Communicate ideas about the past using different genres of writing, drawing, diagrams, data- handling, drama convention, storytelling and ICT: Plan and present a self-directed project or research about the studied period.</p>
6	<p>WW11 & Ancient civilisations, Mayans and Greeks.</p> <p>Chronological understanding: Order significant events, movements and dates on a timeline: Identify and compare changes within and across different periods: Understand how some historical events occurred concurrently in different locations eg. Prehistoric Britain at the time of the Mayans.</p> <p>Knowledge and understanding of events, people and changes in the past: Choose reliable sources of information to find out about the past: Give own reasons why changes may have occurred, backed up by evidence: Describe similarities and differences between people, events and artefacts studied: Describe how historical events studied affect/influence life today. Make links between some of the features of past societies.</p> <p>Historical interpretation: Evaluate evidence to choose the most reliable forms: Know that people in the past have a point of view and that this can affect interpretation: Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>Historical enquiry: Use documents, printed sources, archive materials, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums/galleries and site visits to collate evidence about the past: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer</p> <p>Organisation and communication: Communicate ideas about the past using different genres of writing, drawing, diagrams, data- handling, drama convention, storytelling and ICT. Plan and present a self-directed project or research about the studied period.</p>