

	Year 3 Stone/Iron age, Romans, roads, aqueduct, Elizabeth II	Year 4 Vikings to Anglo Saxons, Victorians, cars, bikes, Greeks and Olympics – Person	Year 5 Egyptians, Trains, Brunel, Newcome, Winston Churchill	Year 6 Mayan, WW2 transport – military – Plymouth, Martin Luther King
Chronology	<p>Explore some chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people and places on a timeline with support</p> <p>Use age appropriate terminology to describe events in the past.</p>	<p>Develop some chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use age appropriate terminology to describe events in the past.</p>	<p>Develop a deep and secure chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a timeline comparing time differences.</p> <p>Use age appropriate terminology to describe events in the past.</p>	<p>Refer back to chronological knowledge and understanding of history, local, British and world.</p> <p>Put events, people, places and artefacts on a timeline comparing time differences and noting on the significant of this.</p> <p>Use age appropriate terminology to describe events in the past.</p>
Historical Terms	<p>Develop use of appropriate subject terminology, when speaking - such as: empire, civilisation, monarch.</p>	<p>Develop use of appropriate subject terminology, when describing - such as: empire, civilisation, monarch.</p>	<p>Record knowledge and understanding using dates and key terms appropriately.</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>

‘SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD’

Belong

Creative

Sustainability

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Empowered

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Historical Enquiry	<p>Answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources with support</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data (pictorial/artefact's)</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Understand that knowledge about the past is constructed from a variety of sources, explore why a particular source has been chosen.</p> <p>Construct and organise responses by selecting relevant historical data (Pictorial, artefacts and recounts)</p>	<p>Devise, ask and answer questions about the past, considering key concepts in history.</p> <p>Select sources independently and give reasons for choices.</p> <p>Evaluate a range of source material to promote evidence about the past.</p> <p>Construct a response by selecting and organising relevant historical data.</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select sources independently and give reasons for choices – discuss the validity of choice.</p> <p>Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organising relevant historical data.</p>
Interpreting History	<p>Be aware that different versions of the past may exist and discuss reasons for this.</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p>	<p>Explore that the past is represented and interpreted in different ways and give reasons for this.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p>

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Continuity and Change	Describe and begin to make links between main events, situations and changes within and across different periods	Describe and begin to make links between main events, situations and changes within and across different periods and societies.	Describe and make links between main events, situations and changes within and across different periods and societies at a deeper level.	make links and compare main events, situations and changes within and across different periods and societies at a deeper level.
Cause and Consequence	Identify and give reasons for historical events and changes. Identify some of the results of historical events, situations and changes.	Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes.	Explore why people in the past acted as they did.	Begin to offer explanations about why people in the past acted as they did.

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Similarities and Differences	Describe some of the similarities and differences between different periods, e.g. local, individual.	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.	Explain similarities and differences between different periods, e.g. social, belief, local, individual.
Significance	Identify and begin to describe historically significant people and events in situations with support	Identify and describe historically significant people and events in situations.	Give reasons why some events, people or developments are seen as more significant than others.	Compare and debate who was more significant than others.

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