



Meriden C of E Primary School - National Curriculum for History by Year Group

Foundation Stage	<u>ELG</u> Children talk about past and present events in their own lives and in the lives of family members.			Skills from 40-60 months (Development matters) Enjoys joining in with family customs and routines.			
	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
	<i>Events beyond living memory that are significant nationally or globally</i> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>Significant historical events, people and places in their own locality.</i> <i>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.</i>		<i>Changes in Britain from the Stone Age to the Iron Age</i> <i>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>	<i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i> <i>The Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i> <i>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>A local study (Meriden)</i> <i>An aspect or theme of British history that extends pupils' chronological understanding beyond 1066</i> <i>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
Knowledge and Understanding	Describe some events which took place in the past and the lives of famous people on the past	Discuss the significance of some of the events and people in the past that they have studied		Compare life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Recognise some of the key features of periods in the past	Recognise and describe some of the key features of periods in the past Use evidence to reconstruct life in time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Identify connections and contrasts between periods in the past Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of lie with the same aspect in another period	Identify connections and contrasts between periods in the past and understand diversity within periods of the past Start to make connections between local, national and international events and developments and periods in the past Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a



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						past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Historical Concepts	Identify some of the differences between life now and life in the past Identify some of the changes that have taken place within living memory	Identify similarities and differences between life now and life in the past Identify changes which have taken place between periods in the past and today Identify reasons for people's actions in the past and some of the causes of the events	Identify some of the similarities and differences between different periods in the past	Identify the key causes and consequences of some of the main events in the past	Identify change and continuity within periods in the past Identify differences within periods in the past	Identify a number of cases of events and a number of consequences Identify change within and across periods in the past Compare differences within periods to differences within other periods of the past
Historical Enquiry/ Interpretations	Use sources such as pictures to answer simple questions about the past Compare adults talking about the past - how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction	Choose sources e.g. artefacts/photographs to answer questions about the past Start to raise their own questions about the past Identify different ways in which the past is represented	Start to use sources to make simple deductions about the past Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc Use a range of sources to find out about a period Observe small details - artefacts, pictures Select and record information relevant to the study	Identify differences between versions of the past and begin to evaluate the usefulness of different sources Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events	Make use of a range of sources to draw conclusions about the past Start to evaluate sources by discussing their usefulness- Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Recognise primary and secondary sources Bring knowledge gathered from several sources together in a fluent account



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Chronological Understanding	Sequence a series of events from a story about the past Use a series of common words and phrases to describe and convey the passing of time e.g. before I was born, When I was little, the past	Understand where the people and events they study fit into a chronological framework Start to use more precise terms to describe the passing of time e.g. century, decade		Make use of a broad chronological framework to locate events Start to identify some of the key dates of the periods studied	Start to use terms which characterise periods in the past e.g. Prehistoric, Roman times, Middle ages Make use of a broad chronological framework to locate events Understand more complex terms eg BC/AD	Make use of a broad chronological framework to locate events Develop and use chronologies of individual periods in the past Use relevant terms and period labels Make comparisons between different times in the past	Make use of a broad chronological framework to locate events Discuss developments across different periods in the past Understand and start to make connections between short and long term chronologies Use relevant dates and terms
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