

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objectives	<p>Past and Present ELG's</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now</p> <p>Understand the past through settings, characters and events encountered in books</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally 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 significant historical events, people and places in their own locality. 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about changes in Britain from the Stone Age to the Iron Age about the Roman empire and its impact on Britain about Britain's settlement by Anglo-Saxons and Scots about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor about an aspect of local history a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 about 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: <ul style="list-style-type: none"> Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China a study of Greek life and achievements and their influence on the western world about a non-European society that provides contrasts with British history - one study chosen from: <ul style="list-style-type: none"> early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; or Benin (West Africa) c. AD 900-1300 			
Chronology	<ul style="list-style-type: none"> Directly compare items and events from the present, near past and distant past Explore items from significant stages in history, e.g. Victorian toys 	<ul style="list-style-type: none"> Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life 	<ul style="list-style-type: none"> Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations Describe memories of key events in lives and order chronologically on a mini timeline 	<ul style="list-style-type: none"> Use a timeline within a specific time in history to set out the order things may have happened Sequence events or artefacts Use dates related to the passing of time Show a developing understanding of chronology realising that the past can be divided up into time frames 	<ul style="list-style-type: none"> Place events from a period studied on a time line Use terms related to the period and begin to date events Understand and use more complex terms e.g. BCE/AD Plot history on a timeline using centuries and decades Remember key historical facts and some dates from a period studied 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Know and sequence key events of time studied Relate current studies to previous studies make comparisons between different times in history Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied 	<ul style="list-style-type: none"> Confidently place current study on time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line Place features of historical events and people from past societies and periods in a chronological framework

<p>Range and Depth of Historical Knowledge</p>	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects • Explore and consider what objects may have been used for in the past 	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) • Ask and answer questions about old and new objects • Answer questions using an artefact/photograph provided, including an event beyond living memory • Offer a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> • Identify different ways to represent the past • Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings • Use a source – why, what, who, how, where to ask questions and find answers • Discuss the effectiveness of different historical sources 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied and compare with our life today • Identify reasons for and results of people's actions • Understand why people may have had to do something • Study the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) • Know that Britain has been invaded by several different groups over time • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Describe how their own lives are similar or different to children living in past times • Explain how a significant individual of a period influenced change • Describe how national changes have affected their locality • Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war) 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in a time studied • Identify key features and events in a time period • Develop a broad understanding of ancient civilisations • Recognise that the lives of wealthy people were very different to those of poor people • Appreciate how items found belonging to them help us to build up an accurate picture of how people used to live at different times • Explain how events from the past have helped shape our lives today • Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings • Compare two time periods of history • Explain how significant historical figures contributed to national and international achievements in a variety of eras • Describe the impact of international 	<ul style="list-style-type: none"> • Study different aspects of life for different people – e.g. differences between men and women • Compare an aspect of life with the same aspect in another period • Examine causes and results of great events and the impact on people • Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) • Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same • Begin to appreciate that how we make decisions through Parliament has been happening for some time • Explain how their locality has changed over time • Have a good understanding as to how crime and punishment has changed over the years • Describe how a significant individual or movement has influenced the UK or wider world 	<ul style="list-style-type: none"> • 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 period studied • Write another explanation of a 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 • Compare and contrast ancient civilisations • Summarise how Britain has had a major influence on world history • Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities, changes and continuity between different periods in history
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Historical Enquiry and Interpretation	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects • Consider what objects may have been used for in the past • Talk to family members about near past objects that have changed over time, e.g. toys, computers 	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) • Ask and answer questions about old and new objects • Answer questions using an artefact/photograph provided, including an event beyond living memory • Offer a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> • Identify different ways to represent the past • Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings • Use a source – why, what, who, how, where to ask questions and find answers • Discuss the effectiveness of different historical sources 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness • Look at representations of the period through museum visits, cartoons etc... • Use a range of sources to find out about a period, including using the library and, e-learning for research to answer questions • Observe small details in artefacts and pictures • Select and record information relevant to the study • Express an opinion on whether a person or event had a positive or negative impact on life in Britain • Suggest suitable research questions • Choose the most helpful source material for a task and justify, showing awareness if a range of sources to select from • Research similarities and differences between given periods in history 	<ul style="list-style-type: none"> • Look at evidence available and begin to evaluate the usefulness of different sources • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Research two versions of an event and say how they differ • Explain how an event can have more than one cause • Ask and answer more complex questions through independent research • Look for links and effects in time studied in order to offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Compare accounts of events from different sources and offer some reasons for different versions of events • Begin to identify primary and secondary sources • Use evidence to build up a picture of life in time studied • Select relevant sections of information confident use of library, e-learning, research • test out a hypothesis in order to answer a question • Explain why people acted the way they did (e.g. why Henry VII married many times in order to produce an heir to the throne) • Follow independent lines of enquiry and make informed responses based on this. • Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur • Use a range of historical sources to describe how an event (e.g. the Black 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations (fact or fiction and opinion) • Be aware that different evidence will lead to different conclusions • Show confidence in the use of the library etc. for research • Recognise primary and secondary sources use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out • Bring knowledge gathering from several sources together in a fluent account • Summarise the main events from a specific period in history, explaining the order in which key events happened • Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective • Suggest and research information sources required to present an in depth study of a local town or city • Independently investigate a complex
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Communication and vocabulary	<ul style="list-style-type: none"> Learn new vocabulary to describe past and present Share personal experiences of themselves and their family 	<ul style="list-style-type: none"> Communicate through time lines (3D with objects, sequential pictures), drawing drama, role play, writing (e.g. reports, labelling, simple recount) and ICT Use words and phrases like: old, new and a long time ago 	<ul style="list-style-type: none"> Communicate understanding through class display or museum, annotated photographs, ICT Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning 	<ul style="list-style-type: none"> Communicate knowledge and understanding about historical events and famous people in a variety of ways - labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama Use appropriate historical vocabulary to describe key features of a time period Choose the best way to record a range of historical information giving reasons for the choice 	<ul style="list-style-type: none"> Select data and organise it to answer historical questions Display findings in a variety of ways Work independently and in groups Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry) 	<p>Death) affected a local town or village</p> <ul style="list-style-type: none"> Fit events into a display sorted by theme Use relevant terms and time vocabulary to match dates to people and events Record and communicate knowledge in different forms Work independently and in groups showing initiative Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international) Produce well-structured narratives, descriptions and explanations 	<p>historical research questions</p> <ul style="list-style-type: none"> Select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social) Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose
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