



Historical Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	Sequence simple pictures Know and use appropriate terminology such as past, then and now	Know words and phrases like: old, new, before, after, past, present, then, now and a long time ago Recognise that dates are used to identify when events happened in the past and know some key dates	Have some awareness of the different periods of the past and identify some of the differences and similarities between the periods Place events on a timeline in chronological order	Describe and compare different periods from the past Construct a timeline using key dates and placing pictures in the correct place to match dates	Describe significant features from time periods and know how Britain has influenced and been influenced by the wider world Have some awareness of how people's lives have shaped the UK Draw a timeline with different historical periods showing key historical events or lives of significant people	Make appropriate use of dates and specialist terms Know how to place features of historical events and people from the past societies and periods in a chronological framework creating own timelines or chronological narrative
Knowledge and understanding of significant aspects of history	Find similarities and differences from historical periods using the terms 'then' and 'now'	Draw simple conclusions and deduce information on the past from pictures and information Know how to use books and the internet to find out more information	Have knowledge and understanding of some of the main events, people and changes from the past	Explain some of the main events and give reasons for, and results of the changes Make connections between events in Ancient history and the impact they have on today's world	Understand why some civilisations have been successful and why others have not Make connections between local, regional, national and international history	Show depth of factual knowledge and understanding of Britain and the wider world Identify features and make links between past societies and periods up to present day
Understand historical concepts	Beginning to give simple reasons why changes occurred in the past	Give an explanation of a consequence to an action, specifically a result of an event or action of an individual	Give reasons for and results of the main events and changes Describe and explain simple concepts	Understand more complex, abstract concepts such as cause and consequence, empire and legacy	Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask	Make clear connections between an aspect or theme in History and use these to analyse trends, draw

					questions about the past	contrasts and offer opinions on the past
Organise, evaluate and communicate information.	<p>Write simple sentences to describe an event or period of time</p> <p>Know how to answer simple questions about the past using source materials such as artefacts (primary sources)</p>	<p>Describe an event using key words to show structure – before, next, then, long ago etc</p> <p>Connect ideas and write simple phrases as to why an event occurred</p> <p>Know how to use pictures, eye-witness accounts or objects to ask questions and find information about the past (primary sources)</p>	<p>Identify some of the different ways in which the past is represented</p> <p>Know how to use a range of source material to collate information about the past (primary and secondary)</p> <p>Write a simple recount of an event from the past including key moments</p>	<p>Understand that aspects of the past have been represented and interpreted in different ways</p> <p>Research to find answers to specific historical questions and use these to create a piece of writing that uses specific information and key vocabulary</p> <p>Know the difference between primary and secondary sources and suggest sources of evidence to help answer questions (primary and secondary)</p>	<p>Know how to question reliability of primary and secondary source materials and comment on their reliability (primary and secondary)</p> <p>Write a longer narrative based on events from the past including key moments in time with some dates</p> <p>Use correct vocabulary in writing</p>	<p>Understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Make use of dates and terminology to structure their work</p> <p>Use historical concepts to create their own structured accounts, including written narratives</p>

Key Stage 1

Knowledge & Key Threads	Year 1	Year 2
Events within Living memory	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older toys were used for Understand how children through time played 	<ul style="list-style-type: none"> Know what certain transports from the past were used for, describing their function and matching these to the modern equivalent Explain what life at the seaside was like then and now Know what impact The Victorians had on British Seaside holidays today Understand the importance of the railway to the success of seaside holidays in the UK
Key Threads	Life of a child	Civilisation, Transport
Events beyond living memory		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born including key dates Know what we use today instead of a number of older given artefacts to find out about the past and use these to explain about The Great Fire of London Know that a child's life today is different to a long time ago and explain some reasons why Understand what homes were like in 1666 and why this had an impact on The great Fire of London Explain how fire engines in the past worked and compare to the modern day equivalent
Key Threads		Homes, Life of a child, Transport
Lives of significant people	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous (Elizabeth I) Know who Queen Elizabeth II is and name a few facts about her life Know some similarities and differences between Queen Elizabeth I to Queen Elizabeth II Understand some of the main events in the lives of both queens 	<ul style="list-style-type: none"> Know about a famous person/s from outside the UK and explain why they are famous (Mary Seacole) Know about the work of Florence Nightingale Compare the 2 individuals and compare the impact they had and the legacies they have left Produce written accounts of the lives of key individuals
Key Threads	Rulers and Leaders	Civilisation
Local History	<ul style="list-style-type: none"> Know the name of a famous person, a famous place or historical event, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between transport that was here 100 years ago and transport that is no longer used Know and recognise different types of transport matching old pictures to new 	
Key Threads	Transport	

Key Stage 2

Knowledge & Key Concepts	Year 3	Year 4	Year 5	Year 6
Local History			<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how significant events in the local area have impacted on the town of Sandbach today Identify specific buildings in Sandbach and the uses of them then and now including homes 	
Key Threads			Homes Civilisation	
Stone Age to 1066	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' Know what life was like for a child during these times Understand how homes were built and used 		<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms 	

			<ul style="list-style-type: none"> • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know what life was like for an Anglo Saxon child • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons 	
Key Threads	Life of a child Homes		Invasion Rulers and Leaders Life of a child	
Beyond 1066				<ul style="list-style-type: none"> • Know about Crime & Punishment in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • Know how crime and punishment impacted everyday life through history • Know how Britain has had a major influence on the world • Know how and why WW2 started including the names of key events and invasions • Organise the events of WW2 in chronological order including key figures that played a major role • Know about some of the key battles of WW2 and the impact and legacy left today

				<ul style="list-style-type: none"> Know what life was like for a child during WW2
Key Threads				Invasion Rulers and Leaders Life of a child Civilisation
Ancient History	<ul style="list-style-type: none"> Know about the key features of Ancient Egypt including the key rulers and the empires Understand what was important to people during ancient Egyptian times (everyday life) Compare the powers of different Egyptian gods Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording Know about mummification Understand any legacies left by the Ancient Egyptians 	<ul style="list-style-type: none"> Know about the key features of Ancient Greece including key leaders and empires (Alexander the Great) Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics Explain how Ancient Greeks have influenced the western world today (legacy) Know about the everyday life of a child during this period 		
Key Threads	Civilisation Rulers and Leaders	Life of a child Rulers and Leaders		
Non-European Study		<ul style="list-style-type: none"> Know about the impact that the Mayan civilization had on the world Know why they were considered an advanced society in relation to that period of time in Europe Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail Research and provide some of their own ideas about the 		

		<p>significance of corn and chocolate</p> <ul style="list-style-type: none"> • Describe the different features of Maya cities and the homes they lived in • Explain how the number and writing system works in more detail, be able to use Maya numbers to complete calculations and write words 		
Key Threads		Homes Civilisation		