

Breadth of Study

Early Years

Pupils should be taught about:

- changes within living memory. **Themselves and their family**
- events beyond living memory **Houses focusing on kitchens but extending to comparison with castles as homes**
- 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 **Mary Anning**

Year One

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Vehicles, Toys**
- events beyond living memory that are significant nationally or globally **The First Aeroplane Flight**
- 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 **Amelia Earhart**

Year Two

Pupils should be taught about:

- 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 Great Fire of London, Saffron Walden Fire**
- 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 **Grace Darling, Neil Armstrong, Samuel Pepys, Robert Scott**
- significant historical events, people and places in their own locality.

Year Three

Pupils should be taught about:

- changes in Britain from the **Stone Age to the Iron Age.**
 - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel, for example, Stonehenge
 - Iron Age hill forts: tribal kingdoms, farming, art and culture
- the **Roman Empire** and its impact on Britain
 - Julius Caesar’s attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian’s Wall
 - British resistance, for example, Boudica
 - ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain’s settlement by **Anglo-Saxons and Scots**
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture
 - Christian conversion – Canterbury, Iona and Lindisfarne

Year Four

Pupils should be taught about:

- the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066
- The achievements of the earliest civilisations
 - An overview of where and when the first civilisations appeared
 - A depth study of **Ancient Egypt**.
- Childhood in **Tudor** times
 - A study of an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066

Year Five

Pupils should be taught about:

- **Ancient Greece**
 - A study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history
- Childhood experiences in **Victorian** times
 - A study of an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066

Year Six

Pupils should be taught about:

- **A local study**
 - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
 - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- Childhood experiences in the **second World War**
 - A study of an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066.

Aspect	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Begin to use common words to describe the passing of time e.g before, yesterday, after, a long time ago, now, then, when parent/grandparent was young, old, new</p> <p>Sequence events or objects in chronological order.</p>	<p>Use common words to describe the passing of time eg before, yesterday, after, a long time ago now, then, when parent/grandparent was young, old, new modern, past</p> <p>Sequence events or objects in chronological order.</p>	<p>Extend their chronological vocabulary using words and phrases like recently, century, when my parents were children, decade.</p> <p>Put people, events and objects on a simple timeline.</p>	<p>Know that the past can be divided into periods and sequence these on a timeline.</p> <p>Use dates when discussing time.</p>	<p>Order key events within a period on a timeline.</p> <p>Understand more complex vocabulary eg BC, AD, 20th century</p>	<p>Know and sequence events and changes within a period.</p> <p>Develop a sense of duration by comparing periods.</p>	<p>Create timelines demonstrating an understanding of period, change and significant events.</p> <p>Demonstrate a sense of period.</p>
Historical Enquiry	<p>Develop an understanding of key historical concepts:</p> <ul style="list-style-type: none"> • Continuity and change • Cause and consequence • Similarity and difference • Significance <p>Children should have opportunity to (as appropriate):</p> <ul style="list-style-type: none"> • Recognise • Describe • Observe • Select • Categorise • Classify • Sequence • Connect and make links • Compare and contrast • Recall • Reason/speculate 			<p>Develop an understanding of key historical concepts:</p> <ul style="list-style-type: none"> • Continuity and change • Cause and consequence • Similarity and difference • Significance <p>Children should have opportunity to (as appropriate):</p> <ul style="list-style-type: none"> • Summarise • Synthesise • Construct informed responses • Interpret and explain • Demonstrate understanding • As well as build upon previously learned enquiry skills 		<p>Develop an understanding of key historical concepts:</p> <ul style="list-style-type: none"> • Continuity and change • Cause and consequence • Similarity and difference • Significance <p>Children should have opportunity to (as appropriate):</p> <ul style="list-style-type: none"> • Reach informed conclusions • Empathise • Make reasoned judgements • Reflect • Justify • Apply • Evaluate • Critique • Hypothesise • As well as build upon previously learned enquiry skills 	

Historical Interpretation	Discuss and debate the periods of history studied, in order to support, evaluate and challenge their own and others' views.						
	<p>Explore artefacts, pictures and photographs of familiar situations, people and events in the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Compare artefacts, pictures and photographs of people or events in the past.</p>	<p>Identify different ways in which the past has been represented.</p>	<p>Compare different versions of the same event or story.</p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>Reach a balanced conclusion based on an evaluation of different interpretations.</p> <p>Debate reasons for different interpretations of the past and begin to recognise why some events, people and changes might be judged as more historically significant than others.</p>