|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Concepts** | | **Class 1 – R/ Y1** | | **Class 2 – Y1/Y2** | | **Class 3 – Y3/Y4** | | **Class 4 – Y4/Y5** | | **Class 5 – Y6** | |
| **Investigate and interpret the past**  This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.  Artefacts | | **Investigate and Interpret the Past**  **ELGs and MS1**  • Observe or handle evidence to ask questions and find answers to questions about the past.  • Ask questions such as: What was it like for people? What happened? How long ago?  • Use artefacts, pictures, stories, online sources and databases to find out about the past.  • Identify some of the different ways the past has been represented. | | **Investigate and Interpret the Past**  **MS1**  **Use Class 1 for MS1** | | **Investigate and Interpret the Past**  **MS2**  • Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history. | | **Investigate and Interpret the Past**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Investigate and Interpret the Past**  **MS3**  • Use sources of evidence to deduce information about the past.  • Select suitable sources of evidence, giving reasons for choices.  • Use sources of information to form testable hypotheses about the past.  • Seek out and analyse a wide range of evidence in order to justify claims about the past.  • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Refine lines of enquiry as appropriate. | |
| **Build an overview of world history** This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.  Food and farming  Culture and pastimes  Beliefs  Settlements    Location  Travel and exploration  Society  Conflict | | **Class 1 – R/ Y1**  **Build an overview of World history**  **ELGs and MS1**  • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | | **Class 2 – Y1/Y2**  **Build an overview of World history**  **MS1**  **Use Class 1 for MS1** | | **Class 3 – Y3/Y4**  **Build an overview of World history**  **MS2**  • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | | **Class 4 – Y4/Y5**  **Build an overview of World history**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Build an overview of World history**  **MS3**  • Identify continuity and change in the history of the locality of the school.  • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | |
| **Understand chronology** This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.  Main events | | **Class 1 – R/ Y1**  **Understanding chronology**  **ELGs and MS1**  • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives.  • Use dates where appropriate. | | **Class 2 – Y1/Y2**  **Understanding chronology**  **MS1**  **Use Class 1 for MS1** | | **Class 3 – Y3/Y4**  **Understanding chronology**  **MS2**  • Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events. | | **Class 4 – Y4/Y5**  **Understanding chronology**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Understanding chronology**  **MS3**  • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events. | |
| **Communicate historically** This concept involves using historical vocabulary and techniques to convey information about the past.  Vocabulary | | **Class 1 – R/ Y1**  **Communicate historically**  **ELGs and MS1**  • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  • Show an understanding of the concept of nation and a nation’s history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | | **Class 2 – Y1/Y2**  **Communicate historically**  **MS1**  **Use Class 1 for MS1** | | **Class 3 – Y3/Y4**  **Communicate historically**  **MS2**  • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • change      • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | | **Class 4 – Y4/Y5**  **Communicate historically**  **MS2 and MS3**  **Use Class 3 for MS2 and Class 5 for MS3** | | **Class 5 – Y6**  **Communicate historically**  **MS3**  • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • chronology      • continuity      • change      • century      • decade      • legacy.  • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. | |
| KS1 - Significant People | | Queen Elizabeth compare with Queen Victoria. | | Christopher Columbus compare with Neil Armstrong. | | Jesse Owens compare with Ellie Simmons. | | Florence Nightingale compare with Anne Frank | | 16 hours of study | |
| KS1 - Key events national and global | | The Gunpowder Plot | | VE Day | | The First Flight | | World War I | | 8 hours of study | |
| KS1 - Significant historical events | | The Great Fire of London - Plague | | Tutankhamun | | Nelson Mandela release | | London Olympic Games | | 8 hours of study | |
| Additions to KS1 | | Anne Frank | | The Battle of Hastings | | The Industrial Revolution | | Florence Nightingale | |  | |
| Lower KS2 – illustrations for learning | | Changes in Britain from Stone Age to Iron Age | | Settlement Anglo Saxons / Scots/ Picts | | WWII – Battle for Britain and local history | | Crime and Punishment | | 18 hours of study | |
| Lower KS2 - illustrations for learning | | Why did Henry VIII marry six times? | | Ancient Egypt | | Early Civilisation – where it all began | | Children in Victorian Britain | | 18 hours of study | |
| Upper KS2 - illustrations for learning | | The Roman Empire and its impact on Britain | | Vikings Vs Anglo Saxons | | WWI | | Ancient Greece | | 18 hours of study | |
| Upper KS2 - illustrations for learning | | The Shang Dynasty | | The Atlantic Slave Trade | | The changing role of women | | The Victorians – Empire and the railway revolution | | 18 hours of study | |
| Additional Vocabulary | Milestone 1  Observe  Artefact  Represent  Past  Present  Future  Recount  Appropriate  Recent  Year | | Milestone 1  Decade  Century  Nation  Civilisation  Monarchy  Parliament  Law  Democracy | | Milestone 2  Source  Evidence  Historical source  Account  Secondary source  Enquiry  Historical enquiry  Cause consequence locality  Overview  Ancient | | Milestone 2  Medieval  Culture  BCE (before common era) formally BC  CE (common era) formally AD  Social  Ethnic  Society  Change  Concept  represent | | Milestone 3  Suitable  Hypothesis  Testable  Reliable  Culture  Racial  Diverse | | Milestone 3  Characteristic features  Analyse  Justify  Propaganda  Bias  Culture |