

Key Areas of Study	<p>As historians, children will know and understand:</p> <ul style="list-style-type: none"> the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind . a coherent knowledge and understanding of Britain's past and that of the wider world. the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
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Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Areas of Study	<p>Talk about the lives of people around them and their roles in society. (UTW P&P)</p> <p>Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW P&P)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW P&P)</p> <p>Begin to make sense of their own life-story and family's history. (UTW ELG)</p>	<p>The lives of significant individuals in the past who have contributed to National achievements.</p> <p>To compare aspects of life in different periods.</p> <p>What Will You Remember? Queen Victoria Queen Elizabeth 11</p> <p>Geography Links – Find and locate Commonwealth countries on a world map. Old maps of the local area.</p>	<p>The lives of significant individuals in the past who have contributed to International achievements.</p> <p>Some to be used to compare aspects of life in different periods.</p> <p>Do They Have the X Factor? <i>Christopher Columbus</i> <i>Neil Armstrong</i></p> <p>Events beyond living memory that are significant Nationally.</p> <p>Do They Have the X Factor? Great Fire of London Gunpowder plot</p>	<p>Changes in Britain from the Stone Age to Iron Age.</p> <p>Who First Lived in Britain The Stone Age to the Iron Age. Covering: Late Neolithic hunter-gatherers and early farmers, for example Skara Brae. The Bronze Age religion, technology and travel, for example Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>The Roman Empire and its impact on Britain.</p> <p>Why were the Romans so powerful and how do we know they were here? 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.</p>	<p>The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Were the Vikings vicious? 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</p>	<p>A non-European society that provides contrasts with British history – Mayan civilization c.AD 900.</p> <p>What deadly games did the Mayans play?</p> <p>Geography Study - South America Britain and Egypt - Locate significant landmarks i.e. Stonehenge with the temple of</p>

<p>Comment on images of familiar situations in the past. (UTW)</p> <p>Compare and contrast characters from stories, including figures from the past.(UTW)</p> <p>All Aboard...? Who is my family and where do I live? Have I grown? Famous Pirates?</p>		Remembrance Day		<p>Geography Links – settlements. Compare land use patterns and how some of these aspects have changed over time.</p>	<p>Geography Links – settlements and significant sites</p>	<p>his death in 1066.</p> <p>Geography Links– Compare land use patterns and how some of these aspects have changed over time. Name countries, seas, cities. Changes in division of land in Britain- kingdoms and counties.</p>	Chichen-Itza and Tikal.
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW P&P)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW P&P)</p> <p>Talk about the lives of people around them and their roles in society. (UTW P&P)</p> <p>Compare and contrast characters from stories, including figures from the past.(UTW)</p>	<p>Changes within Living memory. Where appropriate, these should be used to reveal aspects of change in National Life.</p> <p>What is the oldest toy in the world? History of Toys (Victorian – Modern Day)</p>			<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. An in depth study of one of: <i>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i> Could you be a tomb raider? In depth study of Ancient Egypt</p>	<p>A Local History study.</p> <p>Would you want to be in their shoes?</p> <p>What was life like as a child during the Industrial Revolution? Industrial Revolution in Manchester.</p> <p>A study of an aspect of History or site dating from a period beyond 1066 is significant in the locality.</p> <p>Geography Links- Changes to the local area.</p>	<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p> <p>Does the punishment fit the crime? Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Are you a slave, soldier, warrior or philosopher, and what is your legacy?</p> <p>Geography Links - Growth of an empire, extent of</p>

What and why do people celebrate?

Guy Fawkes / Bonfire night
Poppy/Remembrance day

and its achievements.

Geography Links-

What do civilizations have in common –locality, climate, travel, transport, rivers and trade.

conquests and city states rivalries.

Significant historical people, events and places in their own locality.

Where have all the mills gone?

Places in their own locality: Dawn Mill (Asda), Elk Mill, Wider Area – Salford (Lowry).

The Industrial Revolution

Geography Links-
Local Area Study

The lives of local significant individuals in the past who have contributed to National achievements.

Where have all the mills gone?

LS Lowry
Suffragettes –
Emily Pankhurst

Britain's Settlement by Anglo-Saxons and Scots.

Who were the greatest invaders?

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.

RE Links -
Christianity

Geography Links-
Settlements

Knowledge and Understanding	<p>As historians, children will:</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create own structured accounts. including written narratives and analyses. gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. gain a historical perspective by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
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Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding	<p>Recognise past, present and future.</p> <p>Know that we grow and change from baby, toddler, child, adult and elderly.</p> <p>Describe simple differences between then and now.</p> <p>Describe simple differences between themselves and others.</p> <p>Know why we celebrate bonfire night and know who Guy Fawkes is.</p> <p>Recognise a poppy and know these are worn to</p>	<p>Recall some facts about people/ events before living memory.</p> <p>Say why people may have acted the way they did.</p> <p>Compare similarities and differences about individuals or items (toys) from the past.</p> <p>Compare the lives of different people within one place or era (equality – Suffragettes)</p> <p>Understand why an event or individual from the past is important for us to learn about,</p> <p>Know and recount episodes from stories about the past, saying why it happened.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history Eg Guy Fawkes, Great Fire of London. Describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London).</p> <p>Describe why an event or individual from the past is important for us to learn about (e.g. in discoveries and exploration)</p>	<p>To know about the lives of people in a time studied (Stone / Bronze/ Iron Age)</p> <p>Understand the process of change from the Stone Age to the Iron Age - changes in homes and settlements/ changes from Hunter Gatherers to farmers</p> <p>Begin to explain why people in the past acted as they did.(e.g. move towards living in villages in Stone Age, in the Iron Age,</p>	<p>Use evidence to reconstruct life in time studied</p> <p>To give reasons why people in the past acted as they did. (Why the Romans left Britain, Anglo Saxons)</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Use evidence to show how the lives of rich and poor</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how historical events studied affect/influence life today.</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Compare and contrast ancient civilisations and their influence on the western world</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p>

	<p>remember soldiers in the war.</p> <p>Describe an event or family member from their past that is important to remember.</p> <p>Understand why we celebrate significant events.</p>	<p>Consider the links between the Geography of an area and its History. (Where have all the mills gone?)</p>		<p>people used iron tools) and why some events happened.</p> <p>Note connections, contrasts and trends over time (e.g. Stone / Bronze / Iron Age connections: need for food, shelter, warmth).</p> <p>Develop a broad understanding of ancient civilisations.</p> <p>Begin to understand the hierarchy of ancient civilisations (jobs and responsibilities).</p> <p>Compare lives of people from the past to our own and identify differences (Daily life as a hunter-gatherer) .</p> <p>Understand how the earliest events in history contributed to</p>	<p>people from the past differed.</p> <p>Identify key features and events.</p> <p>Look for links and effects in the time studied, offering a reasonable explanation for some events. (invasion and settlement in Britain)</p> <p>Continue to describe links between the Geography of an area and its History. (Hadrian's Wall/ Industrial Revolution in Manchester/ place names following the Anglo Saxon invasion).</p> <p>Explain how individuals or events contributed to national change and identity (Romans/ Industrial Revolution).</p>	<p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Understand how crime and punishment has changed over time.</p> <p>Compare and describe the differences between the lives of people from the past to our own today. (Victorian crimes, police and prisons with today).</p> <p>Describe how events affected lives in the past (Police force established/ changes in society</p>	<p>Consider how democracy developed in Ancient Greece and make comparisons with other and modern systems (democracy in Britain)</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe links between the Geography of an area and its History. Explain how movement informs our wider understanding of a civilisation/ empire (Greeks - growth of an empire, extent of conquests.</p>
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				<p>the formation of civilization. (Ancient Egypt)</p> <p>Describe links between the Geography of an area and its History. How individual sites can inform our wider understanding of a civilisation (Stonehenge, Skara Brae, River Nile, Pyramids).</p>		<p>Continue to describe links between the Geography of an area and its History and use this to explain how individual sites can inform our wider understanding of a civilisation (Viking invasion - Lindisfarne).</p>	<p>city-states and rivalries).</p>
Chronology	<p>As historians, children will:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 						
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Order a simple set of events in chronological order.</p> <p>Begin to use the correct words such as yesterday, past etc.</p>	<p>Understand the difference between things that happened in the past and the present. (Link to topic)</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> <p>Describe things that happened to themselves and other people in the past.</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important people and</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Use a timeline to place historical events in chronological</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Place events from period studied on a timeline use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Consolidate understanding of BC (Before Christ) and AD (Anno Domini).</p> <p>Place their area of study</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Order significant events, movements and dates on a timeline on all areas of history studied.</p> <p>Note connections and</p>

		<p>Recall historical events.</p> <p>Order a set of events or objects in chronological order (e.g. sequence artefacts (such as toys) from different points in history.</p> <p>Use a timeline to place important events studied.</p>	<p>events (building from Year 1).</p>	<p>order (Stone Age to Iron Age) including BC and AD.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Sequence artefacts from different points in history (Periods of the Stone Age).</p>	<p>Describe the main changes in a period of history.</p>	<p>onto a timeline and correctly place it in comparison to previous areas studied</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history. Noting connections and contrasts over time (Anglo Saxons and Vikings, Ancient Egyptians, Stone Age – Iron Age).</p>	<p>contrasts over time</p> <p>Make comparisons between different times in history.</p>
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Interpretations of History	<p>As historians, children will:</p> <ul style="list-style-type: none"> discern how and why contrasting arguments and interpretations of the past have been constructed. understand how our knowledge of the past is constructed from a range of sources 						
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of History	Show awareness of and interest in the past.	Begin to understand that past is represented in different ways (e.g. photos, stories, books videos, artefacts, adults talking about the past)	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Identify some of the different ways in which the past is represented of periods studied</p> <p>To use sources of information that go beyond simple observations to answer questions about the past.</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Investigate different accounts of historical events.</p>	<p>Show some understanding that aspects of the past have been represented and interpreted in different ways of previous periods studied and current</p> <p>Begin to select and combine information from different sources.</p> <p>Compare accounts of events from different sources. Fact or fiction</p> <p>Offer some reasons for different versions of events.</p>	<p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p> <p>Use their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p>

Historical Enquiry	<p>As historians, children will:</p> <ul style="list-style-type: none"> ● understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. ● ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. ● be inspired to develop a curiosity to know more about the past. 						
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Explore and ask questions.</p>	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p> <p>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p> <p>To ask and answer questions to show their understanding of the topics studied.</p>	<p>Identify different ways in which the past is represented (sources) and understand that these are used to find out about the past.</p> <p>Ask and answer questions about the past to show their understanding of periods/people studies using a wide range of information.</p> <p>Begin to make inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys, alive at the time as Great Fire of London).</p>	<p>To understand how our knowledge of the past (Stone Age to Iron Age) is constructed from a range of sources. E.g. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>They observe and handle sources of information to answer questions about the past making simple observations.</p>	<p>Identify some of the different ways in which the past is represented of periods studied</p> <p>Use a range of sources of information that go beyond simple observations to answer questions about the past. Begin to evaluate the usefulness of different sources.</p>	<p>Begin to identify primary and secondary sources use evidence to build up a picture of life in time studied</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Use their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</p> <p>Begin to identify primary and secondary sources consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Recognise primary and secondary sources of information.</p>

							Begin to show an awareness of bias and how this impacts our understanding of the past.
Organisation and Communication	As historians, children will: <ul style="list-style-type: none"> • create own structured accounts, including written narratives and analyses. • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 						
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication	<p>Describe things that happened to myself in the past</p> <p>Describe things that happened to other people in the past</p> <p>Answer questions to show understanding of the topic</p> <p>Talk, draw and write about things from the past</p> <p>Begin to use the correct words to describe events and things that have happened in the past</p>	<p>Class display/ Learning Journey</p> <p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Use the correct historical words to describe events and things that have happened in the past.</p>	<p>Use vocabulary from the knowledge mat to describe events.</p> <p>Class display/ Learning Journey:</p> <p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</p> <p>Use vocabulary from the knowledge mat to describe events.</p> <p>Show an understanding of key historical terms, such as monarch,</p>	<p>Use key historical terms and vocabulary from the knowledge mat to describe events.</p> <p>Class display/ Learning Journey</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT.</p>	<p>Use key historical terms and vocabulary from the knowledge mat to describe events.</p> <p>Class display/ Learning Journey</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Use key historical terms and vocabulary from the knowledge mat to describe events.</p> <p>Class display/ Learning Journey</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups showing initiative in communicating ideas about the past.</p>	<p>Use key historical terms and vocabulary from the knowledge mat to describe events.</p> <p>Class display/ Learning Journey</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual research about the studied period.</p> <p>Know and show a good understanding of historical vocabulary</p>

	Show awareness of and interest in the past.		parliament, government, war, remembrance.				including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious.
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary (linked to topic)	<p>All Aboard...? yesterday the past today present time tomorrow the future baby toddler adult parent grandparent lifetime</p> <p>What and why do people celebrate? soldier World War One Remembrance Day poppies monument memorial Guy Fawkes London Houses of Parliament Gunpowder Bonfire Night 5th November</p>	<p>What Will You Remember? Queen Victoria Queen Elizabeth II monarch Dr Barnardo British Empire Industrial Revolution Coronation Jubilee The Commonwealth Church of England</p> <p>What is the oldest toy in the world? Victorian artefact 20th Century 21st Century Inventions yesterday today present day before A long time ago younger older electronic games console</p>	<p>Do They Have the X Factor? River Thames explorer treason monument commemorate veteran Remembrance Day Armistice thatched roof voyage navigate Century reign diary water squirts fire hooks poppy Gunpowder Plot Parliament</p> <p>monarch Queen Victoria Queen Elizabeth 11 Christopher Columbus Neil Armstrong Thomas Farriner</p>	<p>Who First Lived in Britain? Stone Age Bronze Age Iron Age prehistory Stonehenge Skara Brae Archaeologists Neolithic Palaeolithic artefact hunter-gatherers shelter settlement smelting</p> <p>Could you be a tomb raider? civilization Ancient Egypt River Nile Egyptian pharaoh tomb pyramid hieroglyphs vizier</p>	<p>Why were the Romans so powerful and how do we know they were here? Romans Roman Empire Romanisation Army soldier centurion invade invasion resistance conquer emperor senate bath house Julias Caesar Queen Boudicca Emperor Hadrian Emperor Claudias Hadrian's Wall aqueduct gladiator amphitheatre artefact</p>	<p>Were the Vikings vicious? Viking archaeologist, raids, invasion vicious longhous, berserkers longship Scandinavia Danelaw Danegeld treaty settlement</p> <p>Does the punishment fit the crime? Anglo Saxon Kingdom Tudor crime police punishment corporal punishment,</p>	<p>What deadly games did the Mayans play? Maya Mayans civilization society Glyphs Codices Chichen Itza Cocoa Ahu Batab Itzamna Huipil Kin Kukulcan Uinal</p> <p>Are you a slave, soldier, warrior or philosopher, and what is your legacy? Ancient Greece Empire Democracy Philosophy</p>

		virtual reality Where have all the mills gone? L S Lowry Emily Pankhurst Annie Kenney equality Suffragette Industrial Revolution factory mill hamlet local	Samuel Pepys Guy Fawkes	scribe sarcophagus mummification papyrus shaduf scarab Howard Carter Tutankhamun	Would you want to be in their shoes? industrial revolution Industrial Revolution labourer reform machinery inventions Manchester rural urban Who were the greatest invaders? Anglo-Saxon Angles Jutes Monk Pagan Paganism Picts Runes Scots Settler/settlement Kingdom	court, deterrent, law, lawyer, heresy, oath, justice, trail, treason, prejudice	Athenians Spartans Olympics Plague Truce Zeus Loincloth Apollo Sacred truce temple
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Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical concepts and skills Vocabulary	Knowledge and Understanding compare similar difference different change Chronology change grown timeline place	Knowledge and Understanding compare difference achievements Chronology past present sort place order events	Knowledge and Understanding significant compare similarity difference achievements Chronology past present timeline sequence	Knowledge and Understanding compare contrast similarity difference change significance achievements Chronology order events	Knowledge and Understanding change similarity difference compare contrast cause consequence significance Chronology place	Knowledge and Understanding compare contrast similarity difference consequence significance change Chronology place order	Knowledge and Understanding compare contrast similarity difference cause consequence achievements significance Chronology Place

	put order Interpretations of History know Historical Enquiry ask Organisation and Communication describe talk draw write	timeline then yesterday a long time ago when my parents/carers were young before I was born when I was younger younger older now today present day present Interpretations of History sources Historical Enquiry identify ask Organisation and Communication describe	events Interpretations of History source Historical Enquiry research deduce identify Organisation and Communication explain ask recount describe	timeline B.C. A.D Chronology Interpretations of History source Historical Enquiry question Organisation and Communication draw label describe	plot date events timeline BCE A.D source evaluate describe Interpretations of History source evaluate Historical Enquiry identify Organisation and Communication describe	timeline BCE A.D present day Interpretations of History source primary secondary evaluate Historical Enquiry identify Organisation and Communication describe	order timeline BCE A.D Interpretations of History Primary Secondary source Historical Enquiry Identify Organisation and Communication describe research communicate
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