

**Community**

**Respect**

**Perseverance**



**Meole Brace**  
C of E Primary School and Nursery  
*Let Your Light Shine!*

History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Events - British History/Local History	To explore changes within living memory and consider ways in which life has changed over the time of our parents and grandparents.	To understand how the arrival of the railway affected Shrewsbury To know why people did things in the past	To find out about people and events in other times <ul style="list-style-type: none"> <li>Great Fire of London</li> </ul>	Early Man - Britain	To develop a broader understanding of ancient civilisations <ul style="list-style-type: none"> <li>Romans</li> <li>Tudor Shrewsbury</li> </ul>	Saxons/Vikings Ironbridge	World War II
Events - World History				Ancient Egypt		Saxons/Vikings To study an ancient civilization in detail <ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>	To compare and contrast ancient civilisations <ul style="list-style-type: none"> <li>Americas/Aztecs (Non-European)</li> </ul> World War II
Significant Individuals	To find out more about a famous person from the past.	To find out more about a famous person from the past and carry out some research on him or her <ul style="list-style-type: none"> <li>Mary Anning</li> </ul>	To recount the life of someone famous who lived in the past giving attention to what they did earlier and what they did later <ul style="list-style-type: none"> <li>Neil Armstrong</li> <li>Yuri Gagarin</li> <li>Captain Scott</li> <li>Grace O'Malley</li> <li>Anne Bonne</li> </ul>	To find out about the everyday lives of people in time studied and compare with our lives today To identify reasons for and results of people's actions and understand why people may have had to do something To study change through the lives of significant individuals <ul style="list-style-type: none"> <li>Boudica</li> <li>Ancient Egyptians</li> </ul>			Charles Darwin

**Community****Respect****Perseverance**

Historical Enquiry and Skills	<b>Asking and Answering Questions</b> To ask questions about the past.	<b>Asking and Answering Questions</b> To ask and answer questions related to different sources and objects	<b>Asking and Answering Questions</b> To use a source to answer: why, what, who, how and where questions	<b>Asking and Answering Questions</b> To ask and answer questions relevant to the topic	<b>Asking and Answering Questions</b> To identify key features and events To look for links and effects in time studied To ask and answer a variety of questions relevant to the topic	<b>Asking and Answering Questions</b> To relate current studies to previous studies and make comparisons between different times in history To select relevant sections of information to answer questions about a topic To compare an aspect of life with the same aspect in another period To examine causes and results of great events and the impact on people To study different aspects of life of different people e.g rich and poor; men and women	<b>Asking and Answering Questions</b> To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings To compare beliefs and behaviour with another period studied
	<b>Chronological Understanding</b> To understand the changes they have experienced in their own lives.	<b>Chronological Understanding</b> To sequence artefacts or events close together in time	<b>Chronological Understanding</b> To sequence events To use time lines to answer questions and to sequence events To sequence photos etc from different periods of their life	<b>Chronological Understanding</b> To place the time studied on a time line To sequence events or artefacts	<b>Chronological Understanding</b> To place events from period studied on a time line To understand more complex terms e.g. BCE/AD To use terms related to the period and begin to date events	<b>Chronological Understanding</b> To know and sequence key events of time studied To relate current studies to previous studies and make comparisons between different times in history To use relevant terms and period labels	<b>Chronological Understanding</b> To place current study on time line in relation to other studies To use relevant dates and terms To know key dates, characters and events of time studied To sequence up to ten events on a time line To compare beliefs and behaviour with another period studied

**Community****Respect****Perseverance**

		<p><b>Using Sources</b></p> <p>To use a range of sources to find out characteristic features of the past.</p> <p>To sort artefacts: “then” and “now”</p> <p>To confidently describe similarities and differences between collections of artefacts</p>	<p><b>Using Sources</b></p> <p>To compare pictures or photographs of people or events in the past</p> <p>To discuss the effectiveness of sources</p> <p>To use a source to answer: why, what, who, how and where questions</p>	<p><b>Using Sources</b></p> <p>To identify and give reasons for different ways in which the past is represented</p> <p>To distinguish between different sources and evaluate their usefulness</p> <p>To observe small details in artefacts or pictures</p> <p>To use a range of sources to find out about a period</p> <p>To begin to use the internet to research a topic</p>	<p><b>Using Sources</b></p> <p>To use evidence to reconstruct life in time studied</p> <p>To choose relevant material to present a picture of one aspect of life in time period studied</p> <p>To look at the evidence available and begin to evaluate the usefulness of different sources</p> <p>To use the internet to research a topic relevant to period studied</p> <p>To use evidence to build up a picture of a past event</p>	<p><b>Using Sources</b></p> <p>To use evidence to build up a picture of life in time studied</p> <p>To place current study on time line in relation to other studies</p> <p>To confidently use the internet to research a topic</p> <p>To begin to identify primary and secondary sources</p> <p>To compare accounts of events from different sources and offer some reasons for different versions of events</p>	<p><b>Using Sources</b></p> <p>To use a range of sources to find out about an aspect of period studied</p> <p>To recognise primary and secondary sources</p> <p>To bring knowledge gathering from several sources together in a fluent account</p> <p>To link sources and work out how conclusions were arrived at</p> <p>To consider ways of checking the accuracy of interpretations – fact or fiction and opinion - and to be aware that different evidence will lead to different conclusions</p>
	<p><b>Communicating</b></p> <p>To use common words and phrases related to the passing of time.</p>	<p><b>Communicating</b></p> <p>To talk about an important historical event that happened in the past.</p> <p>To explain the differences between past and present in their life and that of other children from a different time in history.</p> <p>To begin to identify different ways to represent the past (e.g.</p>	<p><b>Communicating</b></p> <p>To recount some interesting facts from an historical event, such as where the fire of London started</p> <p>To develop empathy and understanding (hot seating, speaking and listening)</p> <p>To describe memories of key events in lives</p>	<p><b>Communicating</b></p> <p>To use vocabulary related to the passing of time</p> <p>To select and record information relevant to the topic</p>	<p><b>Communicating</b></p> <p>To offer a reasonable explanation for some events</p>	<p><b>Communicating</b></p> <p>To offer a reasonable explanation for some events and start to explain some effects</p>	<p><b>Communicating</b></p> <p>To write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>

***Community***

***Respect***

***Perseverance***

		photos, stories, adults talking about the past).					
--	--	--	--	--	--	--	--