



Chronology

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Remembers and talks about significant events in their own experience.</p> <p>Children to talk about their own home and community life find out about other children's experiences.</p>	<p>All about ME topic: Children to investigate their own history (memories, stories and photos)</p> <p>General timeline of world history – looking at how far long ago the Ice Age / Stone age happened. Compare to their lives now.</p> <p>How long ago did your significant individual live? (Armstrong, Columbus, Hillary, Scott, Cavell, Seacole)</p> <p>Investigate how the plane developed. Similarities and differences to modern day.</p> <p>World history timeline: Anglo Saxons, Vikings and Normans periods of history.</p>		<p>Ancient Greece topic: significant events, dates, artefacts</p> <p>The Indus Valley – significant people, events and dates in direct comparison with others.</p>	<p>World War II topic: Timeline of significant events and research into why the war started.</p> <p>How life in Britain has changed over the past 100 years. Ordering dates, artefacts, photographs and recounts. How did the war impact Britain?</p>	<p>Democracy: The impact of the slave trade / abolition of slavery</p> <p>Significant dates and figures</p> <p>World History Timeline: (Links to previous years: Ice age, Ancient Egyptians, Ancient Greeks, Romans, Vikings,).</p>

Range & Depth of Historical Knowledge

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Recognises and describes special times or events for family or friends.</p> <p>Children learn about different occupations, ways of life and events in the past. For example Gunpowder plot, Remembrance Day, looking at and comparing buildings in the past and present and how times have changed e.g seaside past and present</p>	<p>Kings and Queens of England</p> <p>Pre – history: The Ice Age / The Stone Age</p> <p>England: symbols and landmarks (link to Geography)</p> <p>Life and culture of modern day United Kingdom and Roman Britain. Sequence artefacts and explain the similarities and differences</p> <p>Drama: Develop empathy and understanding for people in the past</p> <p>Anglo Saxons, Vikings and Normans – Lifestyle, invasion, battles, changes to Britain, significant dates/ people.</p> <p>Comparison of 'then' and 'now'</p>		<p>Significance and impact of the Anglo-Saxons on modern Britain compared to The Scots. Explore Rule and beliefs.</p> <p>Research significant figures: King Henry VIII.</p>	<p>Research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings (not generalising) Know key dates, characters and events from WWII.</p>	<p>Information about the slave trade and a message of equality. Significant dates, figures and vocabulary from the Stuart period and the impact on modern day Britain. History of Norfolk (parents and grandparents)</p>



Interpretations of History

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Shows interest in the lives of people who are familiar to them.	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Paintings of Emblems What do they tell us about the families? How are they different / How are they the same?</p> <p>Compare adults talking about the past. How reliable are memories</p> <p>Reliability of 'eyewitness' accounts. Compare two different versions of the same account (could be a fun event that happened on the playground earlier in the week) Can the children all remember the exact same information?</p> <p>How could we check the truth? (photos, videos, writing at the time etc). Did they have photographs during some of the significant periods studied? Why does this make it difficult to know what happened?</p> <p>Look at artefacts from time periods. What can they tell us about the past?</p> <p>Distinguish between different sources (compare different versions of the same story) - Look at representations of the period (museums, cartoons, stories etc.)</p>		<p>Study into Henry VIII – Why did he behave as he did? Compare sources of information about him – positive and negative / first and second hand.</p> <p>Use a range of sources and evidence to piece together and explain what life was like in Ancient Greece.</p> <p>Begin to evaluate the usefulness of different sources</p>	<p>Compare accounts of events from different sources (British soldiers / Nazi soldiers, Britain/ Germany).</p> <p>Offer some reasons for different versions of events. Which sources are most accurate? Why?</p> <p>Link sources and work out how conclusions were made.</p> <p>Use a range of sources for evidence (books, ICT, pictures, artefacts)</p>	<p>Recounts / stories of 'slaves' during this time period – conditions, rights, equality. Why did slavery happen?</p> <p>Comparing sources of information about the same events. - How / why the monarchy's power in our country has changed as a result of the period.</p> <p>Consider ways to check the accuracy of historical interpretations (fact, fiction or opinion?)</p> <p>Use a range of sources for evidence (books, ICT, pictures, artefacts)</p>



Organisation & Communication

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Children preserve memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.	<p>Children to explain their historical understanding through a range of practical and written activities: whole class discussion, pictures drawn by the children, drama / role play, building models, timelines, annotate photographs, writing stories / fact finding</p> <p>Children to communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models) communication Select data and organise it to answer historical questions</p>		Children to communicate knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models) Display findings in a variety of ways (written, computers, presenting verbally to the class	<p>Use appropriate terms matching dates to people and events - Record and communicate knowledge in a variety of ways (written, verbal, presentations)</p> <p>Work independently and in groups.</p>	<p>Select aspects of the time period to create a display.</p> <p>Use extended writing to explain key aspects of a time period</p>



Historical Enquiry

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>What would it be like to live during the Ice Age / Stone Age? Look at artefacts from Pre-History. Can the children guess the purpose of the artefacts? Encourage and prompt children to ask their own questions about the artefacts.</p> <p>Children to group artefacts to different time periods including modern day periods and explain how they know.</p> <p>Use a wide range of primary and secondary sources to find information</p> <p>Encourage children to ask questions about artefacts and sources from the past. (who, what, why, when, where). Compare a range of first and second hand sources and discuss validity / reliability. Compare information that they find on the internet to reliable information texts.</p> <p>Can all information be trusted? Encourage children to ask questions about the artefacts / sources of information (who, what, when, where, why) Use ICT and information texts to research</p>	<p>Encourage children to ask questions about artefacts, photographs and sources of information. Discuss validity and reliability of primary and secondary sources.</p> <p>Select and record relevant information. Use ICT and information texts to research time periods.</p> <p>Use a range of evidence to build up a picture of the past.</p>	<p>Encourage children to ask questions about artefacts, photographs and sources of information.</p> <p>Discuss validity and reliability of primary and secondary sources.</p> <p>Select and record relevant information. Use ICT and information texts to research time periods.</p> <p>Use a range of evidence to build up a picture of the past.</p>	<p>Why did WWII happen? Was Hitler evil? What was the impact of the war on modern day Britain?</p> <p>How has Norfolk changed over the past 100 years? (Use photographs, stories, recounts, family stories etc).</p> <p>Encourage children to ask questions about artefacts, photographs and sources of information.</p>	<p>Which sources of evidence are the most reliable? Why?</p> <p>Historical enquiry into the history of slavery / equal rights.</p> <p>Gather knowledge from a range of sources to create a fluent account of a specific event in history</p>