

History ARE	Historical Significance	Causation	Change & Continuity	Similarity & Difference	Historical Evidence & Interpretation
Nursery			<p><b>Understanding the World</b></p> <p><i>How have I changed since I was a baby?</i></p> <p>I can identify changes between me as a baby and myself now.</p>	<p><b>Understanding the World</b></p> <p><i>Why do we wear different clothes at different times of the year?</i></p> <p>I can name the seasons and identify a key characteristic associated with each season.</p>	<ul style="list-style-type: none"> <li>I can order images into a plausible chronological order</li> <li>I can identify artefacts (objects) associated with the events that I enjoy celebrating.</li> </ul>
Reception			<p><b>Understanding the World</b></p> <p><i>How has my school and local area changed?</i></p> <p>I can talk about the lives of the people around me.</p>	<p><b>Understanding the World</b></p> <p><i>How has transport changed?</i></p> <p>I can see similarities and differences between things from the past and now.</p>	<ul style="list-style-type: none"> <li>I can understand the past through events encountered in books read in class and storytelling.</li> </ul>
Year 1	<p><b>Family History</b></p> <p><i>What is my family history?</i></p> <p>I can recognise the significance of people, events or developments in shaping my family history.</p>	<p><b>Castles</b></p> <p><i>How do castles keep people safe?</i></p> <p>I can understand that events or situations or have <b>causes</b>; that one thing can affect another.</p>	<p><b>The History of Transport</b></p> <p><i>How has transport changed over time?</i></p> <p>I can recognise that the world has <b>changed</b>, and that it has not always been as it is now.</p>		<ul style="list-style-type: none"> <li>I can articulate how we know about the past, and recognise different <b>types of source</b> (painting, article, diary etc.).</li> </ul>
Year 2	<p><b>Great Fire of London</b></p> <p><i>Why do we call the Great Fire of London 'great'?</i></p> <p>I can recognise that people, events or developments were significant because of the scale of the <b>change</b> they caused.</p>		<p><b>Longitudinal study: community and family.</b></p> <p><i>How has my community changed over time?</i></p> <p>I can identify the specific developments and changes between <b>one period of history</b> and today.</p>	<p><b>Comparisons of Explorers</b></p> <p><i>Was Time Peak a better astronaut than Neil Armstrong?</i></p> <p>I can recognise that <b>individuals</b> within the same historical period will have similar and different experiences.</p>	<ul style="list-style-type: none"> <li>I can use sources to make <b>inferences</b> about the past.</li> </ul>
Year 3	<p><b>Ancient Greece</b></p>	<p><b>Ancient Egypt</b></p> <p><i>Why were Pharaohs so powerful?</i></p>		<p><b>Stone Age and Iron Age</b></p>	<ul style="list-style-type: none"> <li>I can <b>cross reference</b> primary and secondary sources to build</li> </ul>

	<p><i>How did the Ancient Greeks change the way we think today?</i></p> <p>I can recognise that people, events or developments were significant because of <b>the scale, pace</b> and <b>duration</b> of <b>change</b> they caused.</p>	<p>I can understand that events can have <b>many causes</b>, and that these may be <b>related</b>.</p>		<p><i>How was life in a prehistoric settlement different to life today?</i></p> <p>I can identify similarities and differences between the experiences in <b>one historical period</b> and those today.</p>	<p>confidence in historical understanding.</p> <ul style="list-style-type: none"> <li>I can use terms like AD and BC.</li> </ul>
Year 4	<p><b>Early Islamic Civilisation</b> <i>What did the early Islamic civilisations do for us?</i></p> <p><b>Local History Study</b> <i>-Why is (X) famous</i> <i>-How has (location) changed over time?</i> <i>-How has (local feature) been important for our community?</i></p> <p>I can recognise that events are significant by what they can <b>reveal</b> about the past.</p> <p>I can identify <b>how</b> an individual or landmark has been significant.</p>			<p><b>Mayans</b></p> <p><i>How was life similar for Mayans and Ancient Greeks?</i></p> <p>I can identify similarities and differences between the experiences in <b>two historical periods</b>.</p>	<ul style="list-style-type: none"> <li>I can consider the <b>author, audience</b> and <b>purpose</b> of a source, and how this may affect its usefulness.</li> <li>I can understand 1500 = 16<sup>th</sup> century.</li> </ul>
Year 5		<p><b>Roman Empire in Britain</b></p> <p><i>How did the Romans keep control of Britain?</i></p> <p>I can <b>classify</b> causes (e.g. social, political, economic; hard or soft lever) and assign <b>relative importance</b> to each.</p>	<p><b>Roman Empire</b></p> <p><i>How did the Roman Empire Change over time?</i></p> <p><b>Longitudinal study: quest for knowledge.</b></p> <p><i>When did Europe have a Golden Age in technology?</i></p> <p>I can recognise that change is dynamic, and its <b>extent</b> and <b>pace</b> can vary.</p> <p>I can recognise that change and continuity affect each other.</p>		<ul style="list-style-type: none"> <li>I can consider the <b>context</b> (as well as the author, audience and purpose) of a source, and how this may affect its usefulness.</li> </ul>
Year 6		<p><b>Viking Invasions</b></p> <p><i>Why do the Vikings have a violent reputation, and do they deserve it?</i></p>	<p><b>Longitudinal study: power, empire and democracy</b></p> <p><i>How have people's rights in Europe changed over time?</i></p> <p>I can recognise that change and continuity are not a</p>	<p><b>Settlement by Anglo-Saxons</b></p> <p><i>What can we learn about the Anglo-Saxons from what we see today?</i></p> <p>I can <b>classify</b> similarities and differences (e.g. social, political, religious), and start</p>	<ul style="list-style-type: none"> <li>I can recognise that history is a series of <b>interpretations</b>, and we can use these to infer more about the past.</li> </ul>

		I can identify long-term causes ( <b>conditions</b> ) and short-term causes ( <b>triggers</b> ).	single process, <b>and do not always follow one trajectory</b> .	to <b>attribute reasons</b> to explain them.	
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