

History ARE	Historical Significance	Causation	Change & Continuity	Similarity & Difference	Historical Evidence & Interpretation
Nursery			<p>Understanding the World</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>Understanding the World</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"> I can order images into a plausible chronological order I can identify artefacts (objects) associated with the events that I enjoy celebrating.
Reception			<p>Understanding the World</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>Understanding the World</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"> I can understand the past through events encountered in books read in class and storytelling.
Year 1	<p>Family History</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>Homes</p> <p><i>Why do people's homes look different at different points in history?</i></p> <p>I can understand that events or situations have causes, and that that one thing can affect other.</p>	<p>The History of Transport</p> <p><i>How has transport changed over time?</i></p> <p>I can recognise that the world has changed, and that it has not always been as it is now.</p>		<ul style="list-style-type: none"> I can recognise that historians find out information from sources.
Year 2	<p>Great Fire of London</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 change they caused.</p>		<p>Longitudinal study: community and family.</p> <p><i>How has my community changed over time?</i></p> <p>I can identify the specific developments and changes between one period of history and today.</p>	<p>Comparisons of Explorers</p> <p><i>How was Sacagawea similar to Michael Collins?</i></p> <p>I can recognise that individuals within the same or similar historical contexts will have both similar and different experiences.</p>	<ul style="list-style-type: none"> I can recognise different types of source (primary and secondary sources). I can use sources to make inferences about the past.
Year 3	<p>Ancient Greece</p>	<p>Ancient Egypt</p>		<p>Stone Age and Iron Age</p>	<ul style="list-style-type: none"> I can cross reference primary and secondary sources to build

	<p><i>How are our lives influenced by the Ancient Greeks?</i></p> <p>I can recognise that people, events or developments were significant because of the scale, pace and duration of change they caused.</p> <p>I can use vocabulary like decade, century and millennium.</p>	<p><i>Why were Pharaohs so powerful?</i></p> <p>I can understand that events can have many causes, and that these may be related.</p>		<p><i>How was life in a prehistoric Britain different to life today?</i></p> <p>I can identify similarities and differences between the experiences in one historical period and today.</p> <p>I can understand chronology and AD/CE and BC/ BCE.</p>	<p>confidence in historical understanding.</p>
Year 4	<p>Early Islamic Civilisation <i>What did the early Islamic civilisations do for us?</i></p> <p>I can recognise that events are significant by what they can reveal about the past.</p> <p>Local History Study <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> <i>How has migration shaped our community?</i></p> <p>I can identify how an individual or landmark has been significant.</p>			<p>Mayans <i>How was life similar and different for Ancient Maya and Greeks?</i></p> <p>I can identify similarities and differences between the experiences in two historical periods.</p> <p>I can convert between a year and a century (e.g. 900 in the 10th century.)</p>	<ul style="list-style-type: none"> I can consider the author, audience and purpose of a source, and how this may affect its usefulness. I can recognise that maps and boundaries have changed over time.
Year 5		<p>Roman Empire in Britain <i>How did the Romans keep control of Britain?</i></p> <p>I can classify causes (e.g. economic, physical, institutional; hard or soft lever) and assign relative importance to each.</p>	<p>Roman Empire How did the Roman Empire Change over time?</p> <p>Longitudinal study: quest for knowledge. <i>How has our knowledge of the world around us changed over time?</i></p> <p>I can recognise that change is dynamic, and its extent and pace can vary.</p> <p>I can recognise that change and continuity are interwoven and affect each other.</p>		<ul style="list-style-type: none"> I can consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness.

<p>Year 6</p>		<p>Viking Invasions</p> <p><i>Why do the Vikings have a violent reputation, and do they deserve it?</i></p> <p>I can identify long-term causes (conditions) and short-term causes (triggers).</p>	<p>Longitudinal study: power, empire and democracy</p> <p><i>How have people's rights changed over time?</i></p> <p>I can recognise that change and continuity are not a single process, and do not always follow one trajectory.</p>	<p>Settlement by Anglo-Saxons</p> <p><i>What can we learn about the Anglo-Saxons from what we see today?</i></p> <p>I can understand the archaeological process and the value that archaeology can bring to history.</p>	<ul style="list-style-type: none"> I can recognise that history is a series of interpretations, and we can use these to infer more about the past.
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