

	3 Key Concepts.	Royalty in Britain and local history	Changes in Britain and Settlements
Year 1	Critical and analytical thinkers Understanding chronology. Understand and question the impact History has on the world today		Starting to ask questions and explain why. To place one key date on a timeline. To talk about key events. To look at changes, by comparing the past to the now (the growth of London)
Year 2	Critical and analytical thinkers Understanding chronology. Understand and question the impact History has on the world today	To recall key facts and start to compare. To place important monarchs in chronological order. To start to ask questions for my own enquires into various kings and queens	To question and compare links between two events – The Great Fire of London and the Gunpowder plot (Houses) To place two key events on a time line independently. (The Great Fire of London and the Gunpowder plot) To question why certain things had and had not changed from 1605 and 1666 and what impact that may have had
Year 3	Critical and analytical thinkers Understanding chronology. Understand and question the impact History has on the world today		To be able to analyse historical evidence and artefacts. As well as starting to question the reliability of primary and secondary sources. To place 4 key periods of time on a timeline (Great Fire of London, Gunpowder plot, The Romans and Anglo-Saxons) To order the date of the Romans attempts of invasion on Britain. To demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped, by the Roman occupation. To compare and contrast to the world today (Roads, Heating systems, Entertainment, Trade)
Year 4	Critical and analytical thinkers Understanding chronology. Understand and question the impact History has on the world today	To raise questions for Queen Elizabeth II in order to understand life as a modern monarch. To highlight similarities and differences between past and present monarchs. Recapping and building on from Year 2. To have chronological understanding of which monarch reigned in relation to another. To ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era. Is Britain as powerful in the 20 <sup>th</sup> century?	Starting to compare different periods of time and critically question links. Analysing various historical sources and how they portray events and/or individuals in different ways. (Dick Turpin) To recall key periods of time and place them on a timeline independently (Great Fire of London, Gunpowder Plot, Romans, Anglo-Saxons, Vikings, Tudors and Victorians) To be able to identify links and comparisons to previous periods of time. To show an understanding of how the Vikings have shaped British culture and history by composing historically valid questions. To talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them. To recognise changes from then to the 20 <sup>th</sup> century
Year 5	Critical and analytical thinkers Understanding chronology. Understand and question the impact History has on the world today		To compare different periods of time and critically question links. Devising historically valid questions about cause and effect. To explain why the evidence we have from the Romans about Iron Age Druids might be unreliable. I know how to talk about some Ancient Greek gods and know some features of Greek myths. Explain how and why the Greek Empire was so successful and be able to confidently Explain how the political system worked. How to confidently debate the effects of increased television on modern lifestyles.. To continue to develop chronological understanding by adding new periods of time (Stone Age and the Greeks) to their existing knowledge from LK2. To have a chronological understanding of how technology developed over the century. Continue building links of other periods of time by looking for similarities and differences. By making connections, contrasts and trends over time. To compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics. To understand why and how young people were very different to their parents in the 1960's
Year 6	Critical and analytical thinkers Understanding chronology. Understand and question the impact History has on the world today	To compare different periods of time and critically question links. Devising historically valid questions about cause and effect. To compare and contrast the Shang dynasty with other early civilisations. To explain the significance and purpose of a range of Shang artefacts in detail and draw my own conclusion. Understanding the concept of time by linking and comparing to previous periods of time, that have been studied. To continue to develop chronological understanding with the ability to zone into periods of time and still have a sound understanding of chronology.	To compare different periods of time and critically question links. Devising historically valid questions about cause and effect To explain how and why the changing role of women was significant to the war effort. Comparing the role of woman in other periods of time (Romans, Vikings, Victorians, 1960's) Understanding the concept of time by linking and comparing to previous periods of time, that have been studied. To continue to develop chronological understanding with the ability to zone into periods of time and still have a sound understanding of chronology To demonstrate a full understanding of a wide range of World War II events and where they lay within History.

		Building links of other periods of time by looking for similarities and differences. By making connections, contrasts and trends over time. The ability to compare and contrast. To demonstrate a full understanding of the Shang dynasty by composing my own historically valid accounts about different aspects of the civilisation. Comparing and contrasting to the hierarchy in Britain.	Building links of other periods of time by looking for similarities and differences. By making connections, contrasts and trends over time. The ability to compare and contrast To explain the Holocaust in detail and make links and comparisons to issues today. The children study WW1 in Year 7 and then go on to debate the Holocaust in Year 8.
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