

	YEAR 3			YEAR 4			YEAR 5			YEAR 6		
	SIGNIFICANT PEOPLE - AUTUMN 2	PRE 1066 - SPRING	PRE 1066 / BRITISH / LOCAL HISTORY - SUMMER 2	SIGNIFICANT PEOPLE - AUTUMN 2	PRE 1066 - SPRING	PRE 1066 / BRITISH / LOCAL HISTORY - SUMMER 2	SIGNIFICANT PEOPLE - AUTUMN 2	PRE 1066 - SPRING	BRITISH / LOCAL HISTORY - SUMMER 2	SIGNIFICANT PEOPLE - AUTUMN 2	PRE 1066 - SPRING	BRITISH HISTORY - SUMMER 2
NC OBJECTIVE	Know and understand significant aspects of the history of the wider world Rosa Parks	Changes in Britain from the Stone Age to the Iron Age	A local history study- the Roman Empire and its impact on Britain (covers York local history)	Know and understand significant aspects of the history of the wider world Alan Turing	The achievements of the earliest civilizations - Ancient Egyptians	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (covers York local history)	Know and understand significant aspects of the history of the wider world Mary Jackson, Katherine Johnson and Dorothy Vaughan	A non- European society that provides contrasts with British history - Mayan	A local history study - Victorian London and links to York (Chocolate story)	Know and understand significant aspects of the history of the wider world - Significant Monarchs- Henry VIII, Elizabeth I, Queen Victoria, Edward VIII	Ancient Greece - a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - World war 2
HISTORICAL STUDY	<ul style="list-style-type: none"> Use more complex sources of primary and secondary information Use the internet for research Choose and discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict Use a simple database to organise information Interpret the past through role play - eg. hot seating 			<ul style="list-style-type: none"> Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Use graphs and charts to confirm information from different sources Give reasons for change through analysing evidence Support own point of view using evidence Understand that some evidence is limited 			<ul style="list-style-type: none"> Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events 			<ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity and difference Interpret the past using a range of concepts and ideas Understand the role of opinion and propaganda 		
HISTORICAL KNOWLEDGE AND AWARENESS	<ul style="list-style-type: none"> Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people's lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons 			<ul style="list-style-type: none"> Understand differences in social, religious, political and cultural history Understand links between history and geography Know some similarities and differences within a period of time- eg. the lives of rich and poor Describe how some things from the past affect life today Understand the relationship between beliefs and action in historical change 			<ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions - eg. political, cultural Explain their own point of view, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises 			<ul style="list-style-type: none"> Begin to understand significance Understand and use the concept of legacy, including Royal families and dynasties Speculate and hypothesise about the past, formulating their own theories about reasons for change 		
CHRONOLOGY AND CHANGE	<ul style="list-style-type: none"> Sort events or objects into groups Use dates and terms accurately, using key dates when describing events Use some dates on a timeline Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time 			<ul style="list-style-type: none"> Use a full range of dates and historical terms Use a timeline to place events, periods and cultural movements Show changes on a timeline Describe and make links between events and changes 			<ul style="list-style-type: none"> Identify changes across periods of time, using chronological links Begin to identify causal factors in change 			<ul style="list-style-type: none"> Note connections, contrasts and trends over time Speculate how present events and actions might be seen and judged in the future Speculate - what if? What if England lost the war ... what if Jane Seymour had not died ... 		

	period											
READING WEEKS	Black History		Women's History month	Black History		Women's History month	Black History		Women's History month	Black History		Women's History month
VOCABULARY	E.g. intervals, duration, scale, BC (Before Christ), AD (Anno Domini), chronology, civilisation, ancient, trade, migration, settlements, conquest, empire, archeology, impact, sacrifice, legacy, migration, era/period, reputation, culture, democracy, nation, epidemic, agriculture, monarchy, monasteries, reliable, consequence, decade, century, culture, parliament, alliance, excavate, propaganda											