

NC History – pupils should be taught to:	Y1
develop an awareness of the past, using common words and phrases relating to the passing of time.	- recognise the distinction between present and past (old & new) in their own and other people's lives - use everyday terms about the passing of time - know and recount episodes from stories about the past
know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	show an emerging sense of chronology by placing a few events and objects in order,
use a wide vocabulary of everyday historical terms.	e.g. here, now, then, yesterday, last week, a long time ago, - Last week, ... - A long time a ago, ...
ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts
understand some of the ways in which we find out about the past and identify different ways in which it is represented.	- find out something about the past from an older person - find out something about the past by looking closely at objects or photographs - find out something from the past by listening to and reading stories

NC History – pupils should be taught about:
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
events beyond living memory that are significant nationally or globally <i>[for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>[for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i>
significant historical events, people and places in their own locality.

NC History – pupils should be taught to:	Y2
develop an awareness of the past, using common words and phrases relating to the passing of time.	• show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied • begin to recognise that there are reasons why people in the past acted as they did. • use terms concerned with the passing of time, • know and recount episodes from stories about the past
know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	• show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past
use a wide vocabulary of everyday historical terms.	e.g. hours, weeks, years, last year, x years ago, decades • During the reign of _____... • In 1939, ...
ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	• observe or handle sources of information to ask and answer questions about the past on the basis of simple observations. • ask and answer a question by using a specific source
understand some of the ways in which we find out about the past and identify different ways in which it is represented.	• begin to identify some of the different ways in which the past is represented • use two ways to find out about the past • explain why eye-witness accounts may vary

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NC History – pupils should be taught to:	Y3	Y4
continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms	
note connections, contrasts and trends over time and develop the appropriate use of historical terms.	- compare characteristic features from different historical periods - begin to produce structured work, making appropriate use of dates and terms. e.g. decades, centuries (also see KS1 & 2 Historical Terminology below) - During the reign of _____.... - In 1939,...	
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	In response to questions (sometimes own) begin to give a few reasons for, and results of, the main events and changes.	
construct informed responses that involve thoughtful selection and organisation of relevant historical information.	- research what it was like in a given time period and present their findings - show knowledge and understanding of some of the main events, people and changes studied.	
understand how our knowledge of the past is constructed from a range of sources.	- identify some of the different ways in which the past is represented - use various sources of information in ways that go beyond simple observations to answer questions about the past. - use search engines to find historical sources rapidly - look at viewpoints from an author and see how they may be trying to persuade	

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changes in Britain from the Stone Age to the Iron Age
the Roman Empire and its impact on Britain
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
a local history study
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Ancient Greece – a study of Greek life and achievements and their influence on the western world

NC History – pupils should be taught to:	Y5	Y6
continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	- show factual knowledge and understanding of aspects of the history of Britain and the wider world. - use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods	
note connections, contrasts and trends over time and develop the appropriate use of historical terms.	- compare characteristic features from different historical periods and draw some conclusion - produce structured work, making appropriate use of dates and terms. e.g. AD, ACE, BC, BCE, millennia, eras, epochs, (also see KS1 & 2 Historical Terminology below) - Throughout the Maya period, ... - Towards the end of the Roman empire, ... - Pre-1066, ...	
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	In response to others' and own questions - test out a hypothesis in order to answer a question - give some reasons for, and results of, the main events and changes. - research two versions of events and compare them	
construct informed responses that involve thoughtful selection and organisation of relevant historical information.	- describe some of the main events, people and changes. - communicate knowledge and understanding while giving their point of view - use multimedia skills to present their findings - begin to produce structured work,	
understand how our knowledge of the past is constructed from a range of sources.	- begin to select and combine information from a range of different sources. - show some understanding that aspects of the past have been represented and interpreted in different ways: - identify and explain propaganda - suggest why there may be different interpretations of events - suggest why some events in history may be more significant than others	

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