



# History

### Highlight by topic

Year A Autumn - Tudors

Year A Spring – Around The World

Year A Summer – Think Global, Act Local

### Highlight by topic

Year B Autumn – Ancient Egypt

Year B Spring - Splash

Year B Summer – They're Coming...

## Year 3 and 4

### Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical enquiry & Communication
<ul style="list-style-type: none"> <li>Describe events and periods using BC, AD, decade, century and ancient.</li> <li>Place events and artefacts on a time-line using dates.</li> <li>Understand the concept of change over time, representing this (along with evidence) on a timeline.</li> <li>Begin to develop a chronologically secure knowledge and understanding of British, local and World history.</li> </ul>	<ul style="list-style-type: none"> <li>Know about the Roman Empire and its impact on Britain.</li> <li>Know about Britain's invasions by the Anglo-Saxons and Vikings and their legacies.</li> <li>Know how the local area (WOT) has changed over time.</li> <li>Know about some of the achievements of Ancient Egypt.</li> <li>Know how the Tudors lived and influenced our lives.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask and answer questions about the past.</li> <li>Use a range of different sources to find out about the past.</li> <li>Begin identifying whether a source is primary or secondary.</li> <li>Compare some of the times studied with different places or times.</li> <li>Describe the social, ethnic, cultural, or religious diversity of the past.</li> <li>Describe features of the past including the different ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Use appropriate historical terminology to communicate, including: (before, after, past, period, dates, time period, change, chronology, source, primary source, secondary source)</li> <li>Use a range of skills to communicate historical information, including: (verbal, English, mathematical and computing—all to a good standard)</li> </ul>

## Challenge

Year 3	<ul style="list-style-type: none"> <li>Begin to recognise and quantify the different time periods between different periods/ events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different accounts of a historical event and explain some of the reasons why they may differ.</li> </ul>	<ul style="list-style-type: none"> <li>Use more than one source to gain a more accurate understanding of history.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Order events and objects in chronological order in relation to previous learning.</li> <li>Begin to establish narratives within and across the periods they study.</li> </ul>	<ul style="list-style-type: none"> <li>Begin discussing and reasoning how reliable different sources are.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest suitable sources of evidence for historical enquiry.</li> </ul>



# History

### Highlight by topic

Year A Autumn - The Blitz

Year A Spring – Out Of This World

Year A Summer – Bristol

### Highlight by topic

Year B Autumn – Eureka!

Year B Spring - On the Latin Side

Year B Summer – British Greats

## Year 5 and 6

### Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical enquiry & Communication
<ul style="list-style-type: none"> <li>Place events and artefacts on a timeline using dates and historical language accurately.</li> <li>Understand the concept of continuity and change over time, representing this (along with evidence) on a timeline.</li> <li>Develop a chronologically secure knowledge and understanding of British, local and World history.</li> <li>Identify periods of rapid change and contrast them with times of relatively little change.</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the causes and consequences of WWII, particularly for life in Britain.</li> <li>Identify continuity and change in the history of Westbury-On-Trym and wider city of Bristol.</li> <li>Know some of the achievements of the Ancient Greek's and how they influenced the western world.</li> <li>Know how Britain has changed over time.</li> <li>Understand that no single source of evidence gives the full answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Use a range of different sources to find out about the past.</li> <li>Identify whether a source is primary or secondary and explain reasoning.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Compare some of the times studied with different places or times.</li> <li>Describe the social, ethnic, cultural, or religious diversity of the past.</li> <li>Describe features of the past including the different ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Use appropriate historical terminology to communicate, including: (time period, dates, era, change, continuity, chronology, source, primary source, secondary source, century, decade, legacy)</li> <li>Use verbal, English, mathematical and computing skills to an exceptional standard to communicate historical information.</li> </ul>

## Challenge

Year 5	<ul style="list-style-type: none"> <li>Create timelines which outline the development of specific features (e.g. weaponry, space rockets, scientific theory etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and reason how reliable different sources are.</li> </ul>	<ul style="list-style-type: none"> <li>Use original ways to present information and ideas about the past</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Understand that some ancient civilisations showed greater advancement than other people who lived centuries later</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why certain events, people and changes in history might be seen as more significant than others.</li> </ul>