



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 1	<p>Recognise the difference between 'old' and 'new'</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know where some basic events fit on a timeline, relating to their topic <input type="checkbox"/> Place some basic events onto a timeline and use this to support the retelling of past events. 	<p>Say how something is the same or different in the past.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents lifetimes). 	<p>Show an understanding of some key events.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start to think about the reasons why things might change (e.g. improvements in technology / making life easier / more fun). 	<p>Begin to understand why events being studied are important.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger. 	<p>Ask and answer some historical questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sort pictures / objects / events into 'old' and 'new'. 	<p>Use pictures and photographs to extract some information about the past.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to recognise different ways we can learn about the past (e.g. from images, objects, stories, first-hand witnesses).
Year 2	<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and dates.</p> <p>Use common words and phrases related to the passing of time (now, then, before).</p>	<p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe differences between 'then' and 'now'. <p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life.</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (e.g. Who was the greatest explorer?)</p>	<p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (eg. past, present, recently, years, decades, centuries).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare events from different periods in history (eg. different discoveries/voyages). 	<p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p> <p>Begin to piece together clues from a variety of different sources.</p>



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Year 3	<p>Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place events of British history on a timeline, using dates. <input type="checkbox"/> Begin to understand the scale of history (eg. the Bronze Age lasted for ~2000 years, but vast amounts of change in last century). 	<p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore change at a local level, investigating the impact of national and global events. 	<p>Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe). 	<p>Ask and answer questions about how and why events and people being studied are significant.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express preferences and personal responses to topics being studied and back-them up with evidence / facts. 	<p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carry out a local history study (how did history shape our area? What evidence can we still find?) <input type="checkbox"/> Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age. 	<p>Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)
Year 4	<p>Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Separate out timeline of 	<p>Ask and answer questions about changes, similarities and differences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to have an understanding of broader trends / themes over time. <input type="checkbox"/> Explore differences 	<p>Independently question the reasons behind historical events and changes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give increasingly 	<p>Can ask and answer questions about how and why events/people are significant.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show empathy for 	<p>Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use historical terms 	<p>Understanding that historical knowledge comes from a range of sources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Look at two versions of the same events identifying how they are similar/different.



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	Britain from global events and recognise that some events are more globally important than others	between different people living at the same time	historically accurate answers to these questions. <input type="checkbox"/> Describe how events/ people being studied have had an impact on the modern world.	people living in the past, recognising what their lives would have been like and how they would have felt.	correctly.	<input type="checkbox"/> Question the accuracy of modern depictions of historical events.
Year 5	Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). <input type="checkbox"/> Place world history events on a timeline using the correct dates and labels	Discuss changes, similarities and differences. <input type="checkbox"/> Deepen understanding of trends/themes over time. <input type="checkbox"/> Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)	Ask and answer clear and accurate questions about what happened. <input type="checkbox"/> Ask 'why' questions to further historical understanding. <input type="checkbox"/> Debate and discuss different opinions about historical causes and effects.	Deepen their understanding that historical knowledge comes from a range of sources, <input type="checkbox"/> Understand that there can be many versions of the same events in history, giving reasons why these may exist.	Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. <input type="checkbox"/> Draw conclusions on what happened based on study a range of sources.	Accept, reject and comment on how useful sources are when carrying out research. <input type="checkbox"/> Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
Year 6	Have a clear understanding of the order of the time periods that they have studied	Ask and answer questions about changes, similarities and differences and challenge responses.	Independently ask and answer clear and accurate questions	Recognise that some events and people are	Consider the validity of different sources and select reliable, appropriate resources	Draw together and analyse a wide range of sources (both primary



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	<p>(covering all units from KS1 & KS2).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comment on trends that happen over time. <input type="checkbox"/> Annotate a timeline with historical terms and facts, showing a sense of historical scale 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss and debate trends and themes over time. <input type="checkbox"/> Describe changes across an historical period (considering social, political, cultural and technological changes). 	<p>about the past.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and compare a range of plausible causes and effects. <input type="checkbox"/> Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. 	<p>more significant than others, and use evidence to back-up responses.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that historical knowledge comes from a range of sources, <input type="checkbox"/> Make links between historical events, changes and cultures across a range of periods studied 	<p>to use to answer a specific question.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reach conclusions on what happened based on the study of a range of sources. <input type="checkbox"/> Reflect on enquiries and identify ways in which they could be improved or extended. 	<p>and secondary), sourcing these independently where appropriate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources
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