

# FREELAND CE PRIMARY SCHOOL LONG TERM CURRICULUM MAP



| Year A    | Autumn Term         |     | Spring Term   |   | Summer Term   |        |
|-----------|---------------------|-----|---|---|---|--------|
|           | KS1                 | KS2 | KS1   | KS2   | KS1   | KS2    |
|           | Colossal Continents |     | Fire! Fire!   | Take One<br><br><b>Picture</b><br>Claude Duval (1864) by William Powell Frith. | Life on the Ocean Wave  | Eureka |
| Reception |                     |     |   |   |   |        |
| Year 1    |                     |     | <u>The Great Fire of London</u><br>Use common words and phrases linked to the passing of time.<br>Find answers to some simple questions about the past from simple sources of information.<br>Sort artefacts from then and now.<br>Describe some simple similarities and differences between artefacts.<br>Ask and answer relevant basic questions about the past.<br>Talk, draw or write about aspects of the past.<br>Understand key features of events.<br>Relate his/her own account of an event and understand that others may give a different version. |   | <u>Victorian Seaside Holidays</u><br>Understand similarities and differences between ways of life in different periods.<br>Talk, draw or write about the past.<br>Sort artefacts from then and now.<br>Use common words and phrases related to the passing of time.<br>Identify some similarities and differences between ways of life in different periods.<br>Ask and answer relevant basic questions about the past.<br>Describe some simple similarities and differences between artefacts.<br>Find answers to some simple questions about the past from simple sources of information. |        |

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| <p><b>Year 2</b></p> | <p><u>Local History Study</u><br/>Show an understanding of some of the ways we find out about the past. (Look at local buildings etc)</p> <p>Describe significant historical events, people and places in his/her locality. (local history study.)</p> | <p><u>The Great Fire of London</u><br/>Use common words and phrases related to the passing of time.<br/>Ask and answer questions, choosing and using parts of stories, to show that he/she knows and understands key features of events.<br/>Show understanding of some of the ways we find out about the past and identify ways in which it is represented.<br/>Describe events beyond living memory that are significant nationally or globally.<br/>Study significant people. (Samuel Pepys, Sir Christopher Wren)</p> |  | <p><u>Victorian Seaside Holidays and Grace Darling</u><br/>Use common words and phrases related to the passing of time.<br/>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.<br/>Describe changes within living memory and aspects of change in national life.<br/>Study significant people. (Queen Victoria and Grace Darling)</p> |  |
| <p><b>Year 3</b></p> |  |   | <p><u>Crime and Punishment</u><br/>Use sources to develop understanding of a period.<br/>Use an increasing range of words and phrases to describe the passing of time.</p>   |   | <p>Sequence several events or artefacts.<br/>Compare with our lives today.<br/>Identify reasons for and results of people's actions in the period studied.<br/>Understand motivations for people's actions.<br/>Use a range of sources to find out about a period.<br/>Observe small details-artefacts, pictures.<br/>Select and record information relevant to the study.<br/>Begin to use the internet and library for research.</p> |
| <p><b>Year 4</b></p> |  |   | <p><u>Crime and Punishment</u><br/>Use sources of information in ways that go beyond simple observations to answer questions about the past.<br/>Understand that sources can contradict each other.<br/>Place some historical periods in a chronological framework.<br/>Use a variety of resources to find out about the past.<br/>Communicate his/her learning in an organised and structured</p> |   | <p>Place events from period studied on a timeline.<br/>Use terms related to the period and begin to date events.<br/>Understand more complex terms eg BC/AD<br/>Use evidence to reconstruct life in time studied.<br/>Look for links and effects in time studied.</p>  |

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|               |  |  | way using appropriate terminology.   |  | <p>Offer a reasonable explanation for some events.</p> <p>Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>  |
| <b>Year 5</b> |  |  | <p><u>Crime and Punishment</u></p> <p>Use dates to order and place events on a timeline.</p> <p>Compare sources of evidence and how they changed over time. (look at evidence available from different time periods).</p> <p>Compare crime and punishment in the past with the present day.</p> <p>Present findings and communicate knowledge and understanding in a variety of ways.</p> <p>Give some reasons for some important historical events.</p> <p>Provide an account of an historical event based on more than one source.</p> <p>Evaluate the usefulness of a variety of sources.(Look at sources which tell us if Dick Turpin was hero or villain -Twinkl)</p> <p>Make comparisons between aspects of history and the present day.</p> |  | <p>Use relevant terms and period labels.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare accounts of events from different sources-fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Begin to identify primary and secondary sources.</p> |
| <b>Year 6</b> |  |  | <p><u>Crime and Punishment</u></p> <p>Make confident use of a variety of sources for independent research.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p>   |  | <p>Sequence up to 10 events Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of the time studied.on a timeline.</p>  |

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|  |  |  | <p>Construct informed responses that involve thoughtful selection and organisation of historical information</p> <p>.Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for research.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use evidence to support arguments.</p> |  | <p>Link sources and work out how conclusions were arrived at.</p> <p>Confidently use the library and internet for research.</p> <p>Be aware that different evidence will lead to different conclusions.</p> |
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| Year B    | Autumn Term   |  | Spring Term                 |                      | Summer Term    |               |
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|           | KS1   | KS2  | KS1                         | KS2                  | KS1            | KS2           |
|           | Calling All Heroes!   |  | Around the World in 80 Days | A Right Royal Rumble | Into the Woods | Ancient Egypt |
| Reception |   |  |                             |                      |                |               |
| Year 1    | <p>Find answers to simple questions about the past from sources of information eg artefacts. Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> | <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past-how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information eg artefacts.</p> |                             |                      |                |               |
| Year 2    | <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</p>  | <p>Recognise the difference between past and present in their own lives and the lives of others.</p> <p>Use a source-observe or handle sources to answer questions about the past</p>  |                             |                      |                |               |

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|                      | <p>Compare pictures or photographs of people or events in the past.<br/>         Discuss reliability of photos/accounts/stories.<br/>         Recognise why people did things, why events happened and what happened as a result.<br/>         Identify differences between ways of life at different times.<br/>         Use vocabulary to describe the past.<br/>         Sequence artefacts closer together in time.</p> | <p>on the basis of simple observations.<br/>         Compare pictures or photographs of people or events in the past.<br/>         Discuss reliability of photos/accounts/stories.<br/>         Recognise why people did things, why events happened and what happened as a result.<br/>         Identify differences between ways of life at different times.<br/>         Sequence artefacts closer together in time.<br/>         Describe memories of key events in people's lives.<br/>         Use vocabulary to describe the past.</p> |  |  |  |
| <p><b>Year 3</b></p> |   |   | <p>Place the period studied on a timeline.</p> <p>Use dates and terms related to the period studied and the passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify reasons for and results of people's actions in the period studied.</p> <p>Understand motivations for people's actions.</p> |  | <p>Place the period studied on a timeline<br/>         Use dates and terms related to the period studied and the passing of time.<br/>         Find out about every day lives of people in the period being studied.<br/>         Compare with our lives today.<br/>         Identify reasons for and results of people's actions in the period studied.<br/>         Use a range of sources to find out about a period.<br/>         Observe small details-artefacts, pictures.<br/>         Select and record information relevant to the study.<br/>         Begin to use the internet and library for research.<br/>         Understand motivations for people's actions.<br/>         Use an increasing range of words and phrases to describe the passing of time.<br/>         Use sources to develop</p> |

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|                      |  |  | <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the internet and library for research.</p> |  | <p>understanding of a period.</p>  |
| <p><b>Year 4</b></p> |  |  | <p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Look at the evidence available</p>   |  | <p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p> |

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|               |  |  | <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>  |  |  |
| <b>Year 5</b> |  |  | <p>Know and sequence key events from the period being studied.</p> <p>Use relevant terms and period labels.</p> <p>Study different aspects of different people—differences between men and women/rich and poor etc.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare accounts of events from different sources—fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> |  | <p>Know and sequence key events from the period being studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Study different aspects of different people—differences between men and women/rich and poor etc.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use the library and internet for research with increasing confidence.</p> |
| <b>Year 6</b> |  |  | <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p> <p>Find out about beliefs, behaviour and characteristics of people,</p>   |  | <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p>   |

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|  |  |  | <p>recognizing that not everyone shares the same views and feelings.<br/>Know key dates, characters and events of the time studied.<br/>Link sources and work out how conclusions were arrived at.<br/>Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>Be aware that different evidence will lead to different conclusions.<br/>Confidently use the library and internet for research<br/>Recognise primary and secondary sources.<br/>Use a range of sources to find out about an aspect of a time past.<br/>Suggest omissions and the means of finding out.<br/>Bring knowledge gathered from several sources together in a fluent account.</p> |  | <p>Know key dates, characters and events of the time studied.<br/>Recognise primary and secondary sources.<br/>Use a range of sources to find out about an aspect of a time past.<br/>Bring knowledge gathered from several sources together in a fluent account.<br/>Be aware that different evidence will lead to different conclusions.<br/>Confidently use the library and internet for research.</p> |
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| Year C            | Autumn Term   |  | Spring Term |  | Summer Term            |                      |
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|                   | KS1   | KS2  | KS1         | KS2  | KS1                    | KS2                  |
|                   | Best of British   |  | Fire! Fire! | Titanic  | Life on the Ocean Wave | We Are the Champions |
| <b>Foundation</b> |   |  |             |  |                        |                      |
| <b>Year 1</b>     | <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Find answers to simple questions about the past from sources of information eg artefacts</p> | <p><u>The Great Fire of London</u></p> <p>Use common words and phrases linked to the passing of time.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Sort artefacts from then and now.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Understand key features of events.</p> <p>Relate his/her own account of an event and understand that others may give a different version.</p> |             | <p><u>Victorian Seaside Holidays</u></p> <p>Understand similarities and differences between ways of life in different periods.</p> <p>Talk, draw or write about the past.</p> <p>Sort artefacts from then and now.</p> <p>Use common words and phrases related to the passing of time.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> |                        |                      |
| <b>Year 2</b>     | <p>Use vocabulary to describe the past.</p> <p>Sequence artefacts closer together in time.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>   | <p><u>The Great Fire of London</u></p> <p>Use common words and phrases related to the passing of time.</p>   |             | <p><u>Victorian Seaside Holidays and Grace Darling</u></p> <p>Use common words and phrases related to the passing of time.</p>   |                        |                      |

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|               | <p>Identify differences between ways of life at different times.</p> <p>Compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p> <p>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</p>   | <p>Ask and answer questions, choosing and using parts of stories, to show that he/she knows and understands key features of events.</p> <p>Show understanding of some of the ways we find out about the past and identify ways in which it is represented.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Study significant people. (Samuel Pepys, Sir Christopher Wren)</p>   |  | <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Study significant people. (Queen Victoria and Grace Darling)</p>  |   |
| <b>Year 3</b> | <p>Use dates and terms related to the period studied and the passing of time.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Use a range of sources to find out about a period.</p>  | <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Identify reasons for and results of people's actions in the period studied.</p> <p>Understand motivations for people's actions.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the internet and library for research.</p> |  | <p>Place the period studied on a timeline.</p> <p>Use dates and terms related to the period studied and the passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p> |   |
| <b>Year 4</b> | <p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p> |   | <p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> |   | <p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> |

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| <p><b>Year 5</b></p> | <p>Make comparisons between different times in the past.<br/>         Compare life in early and late 'times' studied.<br/>         Compare an aspect of life with the same aspect from another period.<br/>         Offer some reasons for different versions of events.<br/>         Select relevant sections of information.<br/>         Use the library and internet for research with increasing confidence.</p>   |  | <p>Know and sequence key events from the period being studied.<br/>         Study different aspects of different people-differences between men and women/rich and poor etc.<br/>         Examine causes and results of great events and the impact on people<br/>         Compare accounts of events from different sources-fact or fiction.<br/>         Begin to identify primary and secondary sources.<br/>         Use evidence to build up a picture of a past event.</p>   |  | <p>Use relevant terms and period labels.<br/>         Make comparisons between different times in the past.<br/>         Examine causes and results of great events and the impact on people.<br/>         Compare life in early and late 'times' studied.<br/>         Compare an aspect of life with the same aspect from another period.<br/>         Compare accounts of events from different sources-fact or fiction.<br/>         Offer some reasons for different versions of events.<br/>         Begin to identify primary and secondary sources.<br/>         Use evidence to build up a picture of a past event.</p>  |
| <p><b>Year 6</b></p> | <p>Place current study on timeline in relation to other studies.<br/>         Use relevant dates and terms.<br/>         Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.<br/>         Compare beliefs and behaviour with another time studied.<br/>         Write another explanation of a past event in terms of cause and effect<br/>         Link sources and work out how conclusions were arrived at.<br/>         Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>         Recognise primary and secondary sources.<br/>         Use a range of sources to find out about an aspect of a time past.</p> |  | <p>Use relevant dates and terms.<br/>         Sequence up to 10 events on a timeline.<br/>         Compare beliefs and behaviour with another time studied.<br/>         Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.<br/>         Know key dates, characters and events of the time studied<br/>         Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>         Be aware that different evidence will lead to different conclusions.<br/>         Suggest omissions and the means of finding out.<br/>         Bring knowledge gathered from several sources together in a fluent account.</p> |  | <p>Place current study on timeline in relation to other studies.<br/>         Use relevant dates and terms.<br/>         Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.<br/>         Compare beliefs and behaviour with another time studied.<br/>         Link sources and work out how conclusions were arrived at.<br/>         Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>         Be aware that different evidence will lead to different conclusions.<br/>         Suggest omissions and the means of finding out.<br/>         Bring knowledge gathered from several sources together in a fluent account.</p> |

| Year D     | Autumn Term          |                 | Spring Term   |                  | Summer Term    |                     |
|------------|----------------------|-----------------|---|------------------|----------------|---------------------|
|            | KS1                  | KS2             | KS1   | KS2              | KS1            | KS2                 |
|            | Freeland and Beyond! |                 | Around the World in 80 Days   | Building Britain | Into the Woods | Country Study JAPAN |
|            | Space                | Freeland/Oxford |   |                  |                |                     |
| Foundation |                      |                 |   |                  |                |                     |
| Year 1     |                      |                 | <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Recognise the difference between past and present in their own life and the lives of others.</p> |                  |                |                     |

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|               |  | <p>Know and recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past-how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information eg artefacts.</p>   |  |  |  |
| <b>Year 2</b> |  | <p>Recognise the difference between past and present in their own lives and the lives of others.</p> <p>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Sequence artefacts closer together in time.</p> <p>Describe memories of key events in people's lives.</p> <p>Use vocabulary to describe the past.</p> |  |  |  |
| <b>Year 3</b> | Use dates and terms related to the period studied and the passing of time. | Place the period studied on a timeline.<br>Use dates and terms related to the period studied and the passing of time.  | Find out about every day lives of people in the period being studied.<br>Compare with our lives today. |  |  |

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|               | <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Observe small details-artefacts, pictures.</p> <p>Select and record information relevant to the study.</p>   | <p>Sequence several events or artefacts.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p> | <p>Identify reasons for and results of people's actions in the period studied.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Begin to use the internet and library for research.</p>   |  |
| <b>Year 4</b> | <p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> |   | <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p>   | <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Use textbooks and historical knowledge.</p> <p>Place events from period studied on a timeline.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p>   |
| <b>Year 5</b> | <p>Make comparisons between different times in the past.</p> <p>Study different aspects of different people-differences between men and women/rich and poor etc.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p>   |   | <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Compare accounts of events from different sources-fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> | <p>Know and sequence key events from the period being studied.</p> <p>Make comparisons between different times in the past.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Compare accounts of events from different sources-fact or fiction.</p> <p>Use evidence to build up a picture of a past event.</p> |

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| <p><b>Year 6</b></p> | <p>Place current study on timeline in relation to other studies.<br/>         Use relevant dates and terms.<br/>         Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.<br/>         Compare beliefs and behaviour with another time studied.<br/>         Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>         Be aware that different evidence will lead to different conclusions. Use a range of sources to find out about an aspect of a time past.<br/>         Suggest omissions and the means of finding out.<br/>         Bring knowledge gathered from several sources together in a fluent account.</p> | <p>Place current study on timeline in relation to other studies.<br/>         Use relevant dates and terms.<br/>         Sequence up to 10 events on a timeline.<br/>         Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.<br/>         Know key dates, characters and events of the time studied.<br/>         Link sources and work out how conclusions were arrived at.<br/>         Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>         Recognise primary and secondary sources.<br/>         Use a range of sources to find out about an aspect of a time past.</p> | <p>Place current study on timeline in relation to other studies.<br/>         Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.<br/>         Compare beliefs and behaviour with another time studied.<br/>         Consider ways of checking the accuracy of interpretations-fact or fiction and opinion.<br/>         Be aware that different evidence will lead to different conclusions.<br/>         Confidently use the library and internet for research. Bring knowledge gathered from several sources together in a fluent account.</p> |
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