

HISTORY KEYS				
Concept/skill	Y3	Y4	Y5	Y6
Chronological understanding All: *place the time studied on a timeline and compare where this fits in with topics already studied (British, local and world)	*Use dates and terms related to the times studied *Sequence several events or artefacts *understand that the past can be divided into different periods of time	*Understand more complex historical terms e.g. BCE/ CE/ BC/ AD century	*understand that events occurred concurrently in different regions (e.g. Ancient Egypt and Prehistoric Britain)	*Sequence previously studied topics on a timeline to gain greater historical perspective *Use words/phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, Medieval, Modern
Range and depth of historical study + key concept vocab All: *Know key dates, people and events of times studied *Explain how events from the past affect our lives today	*Find out about everyday lives of the people in the times studied and compare with life today *Identify reasons for and results of people's actions *understand key concepts such as invasion, taking power, Kingdom, archaeology, settlement, empire, agriculture, trade	*Use evidence to reconstruct life in the time studied *identify key features and events of time studied *offer explanations for events *understand key concepts such as warriors, trade, tax, king/ monarch, church, social hierarchy, conflict, punishment (+ revisit previous Y3 concepts)	*examine cause and effect in relation to events – and their impact *describe the main changes in a period in history *understand key concepts such as education, law, tax, (+ revisit previous years, concepts)	*use relevant terms and period labels – empire, civilisation, parliament and peasantry, continuity and change, cause and effect, similarity, difference *study difference in the time studied – such as between men and women *understand key concepts such as treaty, identity (+ revisit previous years' concepts)
Interpretation of history	*know that people in the past present events or ideas in different ways	*Begin to give reasons for different ways in which the past is represented	*begin to evaluate the usefulness of different sources and offer reasons for why they offer different interpretations of the same event	*Begin to understand the terms bias and propaganda – know that people can represent events or ideas in ways that persuade others
	* Know that sources are things which survive from the past * Understand that historians use sources to find out about the past		* There are different types of sources – e.g. archaeological or written * these sources answer different types of questions – e.g. how people lived (artefacts) or battles (written accounts)	
History enquiry All: *Use a range of sources to find out about different historical eras (artefacts, visits, photos and films, eye-witness accounts, non-fiction and fiction texts -primary and secondary sources)	*ask questions and use a range of sources to find answers * identify primary and secondary sources		*investigate own lines of enquiry by posing questions to answer and selecting relevant sources of information	
Organisation and communication All: *Use historical terms to talk about the passing of time (dates, BC/AD/ century)	*present findings in a range of ways (ie through different genres, data handling, role-play and drama, storytelling, discussion and debate and ICT)		*select and combine information from a range of sources and present findings in a range of ways.	

Period/topic to be studied	<p>Through the Ages (Stone Age, Bronze Age and Iron Age Historical vocabulary; Prehistory; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry)</p> <p>Emperors and Empires (Ancient Rome Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy)</p>	<p>Invasion (Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy)</p> <p>Ancient Civilisations (Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations)</p> <p>Local history study</p>	<p>Ground-breaking Greeks Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy</p>	<p>Britain at War (First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain)</p> <p>Maafa Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</p>
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