



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

		Chronology	Cause and consequence	Change and continuity	Similarities and differences	Historical Evidence and Interpretation	Historical Significance
Year 1	How I have changed	label timelines with words such as: past, present, older and newer. recount changes that have occurred in my own life.	Discuss causes that led to the events of their personal timeline	Say what has stayed the same and what is different in their personal chronology	Compare what they can do 'then' and 'now'	Look at photographs and talk about when thing happened and how long ago	Name a significant event
	Toys	Place different toys on a timeline, Understand what toys looked like in the 60's, 90's and now.	Discuss causes that lead to toys changing.	Say which toys have stayed the same and which toys have changed over time.	Compare toys using pictures from the past and present.	Look at photographs and talk about when thing happened and how long ago	Name a significant toy from the past.
	Kings, Queens an Castles	Place events and some artefacts on a timeline.	Begin to explain why monarchs built castles and what the consequences of these actions were.	Describe changes and historical events.	Compare the similarities and differences between different castles.	With support, observe or handle some evidence to ask questions about the past.	Begin to talk about key events of a significant king/queen or castle.
Year 2	The Great Fire of London	Place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	Explain the causes of the Great Fire of London and what the consequences were.	Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	Use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	Observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	Describe significant people from the past and explain why they are important. I can name a monarch.
	Famous Explorers	Place explorative events on a timeline.	Discuss the causes of exploring and what we found out from exploration.	Describe changes over a period of time.	Use pictures and stories to find out about the past and compare different explorations.	With support, use evidence of explorers lives to ask questions about the past.	Name significant explorers from the past.
	Piece Hall and Shibden Hall (Local Study)	Place event on timeline	discuss why Piece Hall was opened. Discuss hoe Anne Lister impacted our local community.	Explain how the uses of the Piece Hall have changed over time, Observe how life has changed	Use pictures to compare Piece Hall then and now	Use evidence to show how Piece Hall has changed Know that we know about Anne Lister through the diaries she kept	Explain how Anne Lister was significant within our local community. Explain how Piece hall has been used from past to present

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. – Joshua 1:9



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

		Chronology	Cause and consequence	Change and continuity	Similarities and differences	Historical evidence and interpretation	Historical significance
Year 3	Stone Age to Iron Age	Place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, use BCE.	Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, begin to explain the concept of change over a long period of history	Describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	Observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	Suggest suitable sources of evidence to find out about significant people/events.
	Ancient Greece	Place events, artefacts and historical figure on a timeline using dates. With support, Use BCE and CE.	Suggest causes and consequences of some of the main events within Ancient Greece.	Begin to explain the concept of change over time	Describe the social, ethnic, cultural and religious diversity of the past.	Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Suggest suitable sources of evidence for historical enquiries. Discuss the importance of people and events in time and the significant impact they had on society,
	Sir Titus Salt (Local Study)	Place the events of Sir Titus salts on a timeline using dates	Suggest reasons Sir Titus Salt set up his mills in Saltaire	Explain what changes Sir Titus Salt made to improve conditions.	Describe the difference of opinion that people may have of Sir Titus Salt	Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Explain why Sir Titus Salt was a significant person in local history
Year 4	Ancient Egypt	Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE.	Suggest causes and consequences of some of the main events and changes in Ancient Egypt and use evidence to support my answers.	Explain the concept of change over a long period of time and represent this with evidence.	Describe the similarities and differences between the new and old kingdoms of Ancient Egypt.	Suggest suitable sources for historical enquiry. Begin to discuss the reliability of sources	Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
	Romans	Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	Describe the social, ethnic, cultural and religious diversity of the past. Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources	Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. – Joshua 1:9



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

		Chronology	Cause and Consequence	Change and continuity	Similarities and differences	Historical evidence and interpretation	Historical Significance
Year 5	Anglo-Saxons	Use dates accurately in describing events and people.	Describe causes of invasion in Britain and what the consequences were.	Identify periods of rapid change in history Explain what changed and what continued over time when the Anglo-Saxons settled in Britain.	To consider what life might have been like for different people living in an Anglo-Saxon village.	Use sources of evidence to deduce information about the Saxons and Vikings. Discuss whether the evidence is reliable and explain why.	Describe the social and cultural significance of a past society.
	World War II	Use dates and terms accurately in describing events. Describe the main changes in a period of history.	Describe some of the causes and consequences of World War 2.	Identify periods of rapid change in history and contrast them with times of relatively little change.	Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Year 6	Vikings	Use dates and terms accurately in describing events. Describe the main changes in a period of history.	Describe causes of invasion in Britain and what the consequences were.	Identify periods of rapid change in history. Explain what changed and what continued over time when the Vikings settled in Britain.	Compare similarities and differences between Anglo-Saxon and Viking culture.	Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past.	Describe the social and cultural significance of a past society.
	Early Islam Civilisation	Use dates and terms accurately in describing events. Describe the main changes in a period of history.	Describe how early Islamic civilisation was shaped, including the rise and fall of Baghdad	Identify periods of rapid change in history. Explain what changed and what continued	Compare Baghdad with the British Empire	Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past	Describe the social and cultural significance of a past society and why these are still important today.
	Crime and Punishment	Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Describe the social causes of crime and punishment. I can describe the consequences of crimes.	Identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	Compare similarities and differences in crime and punishments over time. Compare the main changes in a period of history with the present day.	Analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past. With support, refine lines of enquiry as appropriate.	Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

*Be strong and courageous. Do not be afraid; do not be discouraged,
for the Lord your God will be with you wherever you go. – Joshua 1:9*



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

*Be strong and courageous. Do not be afraid; do not be discouraged,
for the Lord your God will be with you wherever you go. – Joshua 1:9*