



History Learning Sequence

Investigate and Interpret the Past

Early Years	Be curious about people and show interest in stories. Answer 'how' and 'why' questions in response to stories and events. Explain their own knowledge and understanding, and asks appropriate questions.
Year 1	Use sources from <u>within living memory</u> to compare to themselves. Books, videos, photos and artefacts to gather information to answer given questions. E.g. <u>photographs of family member as a child compared against their own life.</u> <u>How did people dress when your parents were young?</u>
Year 2	Observe or handle evidence to ask questions and find answers to questions <u>about the past.</u> (CQ) videos, photos, pictures, online sources, databases and artefacts to gather information to answer given questions. E.g. <u>Photograph of planes, automobiles: What were cars like in the past? Pick out the features.</u> Interrogating -Similarities and differences between given stimulus e.g. photographs showing change E.g. <u>How has transport changed over time?</u> Ask questions such as: What was it like for people? What happened? How long ago? (CQ)
Year 3	Use <u>two or more</u> different sources, media or artefacts to piece together information about a period of history that is being studied. Recognise the role of archaeologists, Interrogating & Evaluating - Drawing parallels and bringing together sources to be able to infer what life may have been like. 'Building up their own interpretation of a period. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. (CQ)
Year 4	Investigate <u>primary & secondary</u> sources and explain the differences between these two types of sources. Interrogating & Evaluating - Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources. Suggest causes and consequences of some of the main events and changes in history. (CQ)
Year 5	Investigate and understand <u>two different versions of a similar</u> event and compare and contrast these. Interrogating & Evaluating - Beginning to understand <u>source bias.</u> To comment on the reliability and bias of sources and how it may impact the validity. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. (CQ)
Year 6	To be able to gather information from a <u>wide range of sources</u> and <u>select which sources are most relevant</u> - with varying opinions. Interrogating & Evaluating -To consider different ways to check and evaluate the <u>reliability</u> of different sources, which may be bias. Understand that no single source of evidence gives the full answer to questions about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Use sources of information to form testable hypotheses about the past. (CQ) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (NC)



History Learning Sequence

Building an Overview of World History

Early Years	
Year 1	<p><u>Living memory</u> e.g what kind of toys did your parents and grandparents use? What history is happening now? Can they identify objects from the past? Difference between past and present in theirs and others lives. All about me and the history of my country. Describe historical events. Describe significant people from their past. Recognise that there are reasons why people in the past acted as they did. (CQ)</p>
Year 2	<p><u>Knowledge of a significant national or global event/</u> individual from the past. Use information to describe the past. Differences between then and now. Recount main events/ life of famous person from past. Use evidence to explain why people from the past acted the way they did. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. (CQ) Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London (NC) Explore the lives of significant individuals in the past who have contributed to national and international achievements. (NC)</p>
Year 3	<p>-Changes in Britain from Stone Age to Iron Age. (NC) -The Roman Empire and its impact on Britain (NC) Use evidence to <u>describe</u> the past. Use evidence to <u>identify</u> changes. Describe similarities and differences between people, events and objects. <i>Settlements, culture, leisure, buildings, beliefs, attitudes, rich and poor.</i> Describe changes that have happened in the locality of the school throughout history. 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. (CQ)</p>
Year 4	<p>-<u>Anglo-Saxon life, achievements and their influence on Britain.</u> How people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world (NC) Describe how past events/people <u>affect life</u> today. (CQ) <u>Give reasons</u> for changes in lives during a time period. (CQ) <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (NC)</u> - <u>A non-European society that provides contrasts with British history – Mayan civilization. (NC)</u> Compare some of the times studied with those of other areas of interest around the world. (CQ) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind (NC) Identify some ideas, beliefs, attitudes and experiences of men, women and chn. Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. (CQ)</p>
Year 5	<p>-<u>Local history study, a depth study linked to one of the British areas of study listed above (NC)</u> <u>Identify</u> continuity and change in the history of the locality of the school. (CQ) - <u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (NC)</u> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind (NC) Identify social, cultural, religious and ethnic <u>diversities</u> of societies. Give <u>causes and consequences</u> of main events and changes in period. Identify changes and <u>links</u> across time period. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or</p>

	religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (CQ)
Year 6	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons. (NC) Compare some of the times studied with those of the other areas of interest around the world (CQ) Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. (CQ)</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world. The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day (NC)</p> <p>Choose reliable sources to describe elements of past life and identify how lives change. Give <u>own reasons</u> why changes have occurred backed <u>up with evidence</u>. Makes links between some features of past societies. Do they appreciate that some ancient civilisations showed greater achievements than people who lived centuries after them? 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. (CQ)</p>



Porters Grange Primary School

History Learning Sequence

Understanding Chronology

Early Years	Use <u>everyday language</u> related to time. Order and sequence familiar events. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.
Year 1	Sequence three objects/ events in chronological order- <u>recent history</u> . Order personal events (timeline?) Can they explain how they have changed? Place events and artefacts in order on a time line. (CQ)
Year 2	Sequence objects/ events beyond living memory. Recount <u>changes</u> in own life over time. (CQ) Use past and present when telling others about an event. Use dates where appropriate. Label time lines with words or phrases such as: past, present, older and newer (CQ)
Year 3	Use BCE and CE on timeline. (Before Common Era= BC) (Common Era= AD). Use timelines to place events in order when <u>special events</u> took place. (use dates) Place events, artefacts and historical figures on a time line using dates. (CQ) Use dates and terms to describe events. (CQ)
Year 4	Create <u>specific</u> closed timelines within a set period of time, how did things change over time? (use dates) Divide recent history into present and past. 21 st Century and 20 th and 19 th centuries. Understand the concept of change over time, representing this, along with evidence, on a time line. (CQ) Use dates and terms to describe events. (CQ) Use centuries on timeline.
Year 5	Use timelines to place <u>local, national and international events</u> . Understand that events <u>overlap</u> . Begin to create Parallel timelines for time periods taught. Use dates and terms accurately in describing events. (CQ) Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). (CQ)
Year 6	<u>Compare</u> changes across the world and across different time periods. (culture, technology, religion and society) Use key periods in time as reference points. Identify periods of rapid change in history and contrast them with times of relatively little change.(CQ) Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).(CQ)



History Learning Sequence

Communicate Historically

Early Years	Know that information can be retrieved from books and computers. Record using marks they can interpret and explain.
Year 1	Use words and phrases such as: <i>a long time ago, recently, when my parents/carers were children (CQ)</i> <i>Old, new, young, days, months, now, then.</i> Shows understanding in different ways (role play, drawing, writing talking) Show an understanding of concepts such as <i>civilisation, monarchy, parliament, democracy, and war and peace. (CQ)</i>
Year 2	Use words and phrases such as: <i>a long time ago, recently, when my parents/carers were children, years, decades and centuries</i> to describe the passing of time. (CQ) <i>Before, after, later, before I was born, when I was younger, when mum and dad were little, between, past, present, similarities, differences.</i> Writes own date of birth. Simple stories and recounts. Labelled diagrams. Show an understanding of the concept of nation and a nation's history. (CQ)
Year 3	Use words and phrases such as: <i>Decade, century, ancient, era, religion, technology, impact, invasion, resistance, settlement, culture, empire expansion (NC)</i> <i>Use BCE and CE to describe time.</i> Presents findings using speaking, writing, ICT and drawing skills. Discusses different ways of presenting information for different purposes. Uses date and terms with <u>increasing</u> accuracy. gain and deploy a historically grounded understanding of abstract terms such as <i>'empire', 'civilisation', 'parliament' and 'peasantry' (NC)</i>
Year 4	Use word and phrases such as: <i>Century, decade, BCE, CE, before, during, era, change, legacy, monarch, contrast, settlement, invader, kingdom, raids, justice, time period, expansion, empire, dissolution, and chronology. (CQ)</i> Presents findings using speaking writing, <u>maths</u> , ICT, drama and drawing skills. Discusses most appropriate way to present information, realising that it is for an audience. Uses dates and times <u>correctly</u> . They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (NC)
Year 5	Use words and phrases such as: <i>Century, decade, change, continuity, BCE, CE, after, before, during, era, period, legacy, national, locality, civilisation, ancient. (NC/CQ)</i> Presents <u>organised and structured</u> findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Chooses most appropriate way to present information to an audience. Uses dates and terms <u>accurately</u> .
Year 6	Use words and phrases such as: <i>Social, political, technological, chronological, cultural, legacy, achievement, influence, western world, change, cause, similarity, difference, significance, parliament, democracy, justice. (NC/CQ)</i> Presents information and ideas in an organised, <u>clearly structured</u> , original and in the appropriate way (explanation, tables charts, labelled diagrams). Makes accurate use of specific dates and terms. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. (CQ)

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses