# Y1 History Curriculum

## Vocabulary
- Use common words and phrases relating to the passing of time.
  - old, new, past, long time ago, now, years, timeline, same, different

## Skills
- Identify similarities and differences between ways of life at different times
- Recognise and discuss key events and what happened as a result
- Make simple observations about different types of people, events and beliefs within society
- Talk about who was important in a simple historical recount
- Ask and answer questions about the past
- Identify different ways the past can be represented
- Create a class timeline

## Knowledge and Understanding
- Develop an awareness of the past
- Place people and events studied on a chronological timeline
- Outline changes within living memory including how they have changed since they were born
- Know and understand about historical events, people and places within their own locality

# Y1 History A.R.E

## A Y1 historian can....

- place events I have been learning about on a timeline
- use words and phrases such as old, new, past, long time ago, now, years and timeline
- recognise some objects belonged to the past
- talk about the lives of people/events from the past
- explain how I have changed since I was born
- identify similarities and differences between life now and life in the past
- spot old and new things in a picture and explain what they would have been used for
- ask questions to find out more about the past
- explain how some people have helped us to have better lives
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Time order, chronological, similarities, differences, events, beliefs, present, past, research</th>
</tr>
</thead>
</table>
| Skills     | - Ask questions to further understanding of the lives of relatives  
            - Conduct research to find out about a famous person from the past and how they have influenced life today  
            - Discuss an important historical event and the impact this event has had upon us today  
            - Identify different ways in which the past can be represented  
            - Be able to compare and contrast items from present days and the past  
            - Be able to place key historical events upon a timeline |
| Knowledge and Understanding | - Know when significant key events occurred and be able to place them on a timeline in relation to each other  
                              - Know that the local area has changed over time  
                              - Know that the country has changed over time  
                              - Understand that certain people from the past have contributed to the way we live today |

<table>
<thead>
<tr>
<th>Y2 History A.R.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Y2 historian can....</td>
</tr>
<tr>
<td>- place events they have been learning about on a timeline</td>
</tr>
<tr>
<td>- conduct research to find out about a famous historical person</td>
</tr>
<tr>
<td>- conduct research to find out about a key event in the past</td>
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<tr>
<td>- give examples of how the area has changed over time</td>
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<tr>
<td>- discuss how items from the past and present are similar and different</td>
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<tr>
<td>- answer questions using books and the internet</td>
</tr>
<tr>
<td>- find out about events from the past by talking to a relative/older person</td>
</tr>
<tr>
<td>- give a recount of events from a famous person’s life and discuss why they were significant</td>
</tr>
</tbody>
</table>
# Y3 History Curriculum

## Vocabulary
- civilisation, ancient, kingdom, empire, chronological, BC, AD, timeline, significant, age, century

## Skills
- Describe events from the past
- Identify similarities and differences between ways of life at different times
- Use mathematical knowledge to work out how long ago events happened
- Research information relating to one age/period/invasion in depth
- Ask questions to gain clarity and understanding relating to historical people/events studied

## Knowledge and Understanding
- Know where famous historical individuals fit into a chronological framework
- Know that Britain has changed over time and study one age/period/invasion in depth
- Understand that our knowledge of the past is gained from a range of sources
- Know that changes to the wider world have had an impact upon Britain
- Know that a decade is 10 years and a century 100 years

# Y3 History A.R.E

## A Y3 historian can....
- place events chronologically on a BC/AD timeline
- describe studied events from the past including key dates
- recall key people and their impact from a period studied in depth
- use historical terms when talking about chronology (e.g. years, decades, century, AD, BC)
- make comparisons between modern and ancient times
- conduct own research to find key information
- select the best source to find an answer
- give an example of a way Britain has changed over time
## Y4 History Curriculum

### Vocabulary
- Civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade

### Skills
- Answer and devise own historically valid questions to further understanding
- Use mathematical skills to round up time differences into centuries and decades
- Place key historical events upon a chronological BC/AD timeline
- Investigate different versions of events from the past and discuss why different versions exist
- Make links between main events, situations and changes within and across different periods
- Give reasons for historical events, results, changes and situations

### Knowledge and Understanding
- Know that our life today has been influenced from past events
- Find out about historically significant people and the impact they have had
- Understand our historical knowledge comes from a range of sources
- Know how life was very different for children during key historical periods

## Y4 History A.R.E

### A Y4 historian can....

- accurately plot key events they have studied on an AD/BC timeline
- make links and discuss similarities and differences between periods of time studied
- recount and discuss information about key historical people they have researched
- choose a range of sources to research and study aspects of the past
- research two versions of an event and discuss how they differ
- discuss what life was like for children in a given period of history
- explain how an event from the past has influenced our life today
- make links between two different periods in history
### Y5 History Curriculum

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade, society, diversity, Parliament,</td>
<td>• Place key historical events upon a chronological BC/AD timeline</td>
</tr>
<tr>
<td></td>
<td>• Answer and devise own historically valid questions to further understanding</td>
</tr>
<tr>
<td></td>
<td>• Notice and comment upon connections, trends and contrasts over time</td>
</tr>
<tr>
<td></td>
<td>• Select and organise relevant historical information in order to create their own structured accounts</td>
</tr>
<tr>
<td></td>
<td>• Identify significant people/events and discuss their impact over time</td>
</tr>
<tr>
<td></td>
<td>• Compare the differences between Crown and Parliament</td>
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<tr>
<td></td>
<td>• Identify and give reasons for historical events, results, changes and situations</td>
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</tbody>
</table>

### Y5 History A.R.E

<table>
<thead>
<tr>
<th>A Y5 historian can….</th>
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<tbody>
<tr>
<td>• use a timeline as a prompt to discuss key aspects with the time periods studied</td>
</tr>
<tr>
<td>• make links and discuss similarities and differences between periods of time studied</td>
</tr>
<tr>
<td>• recount and discuss information about key historical people they have researched and their impact</td>
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<tr>
<td>• describe connections and identify contrasts when talking about different time periods</td>
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<tr>
<td>• explain the different ways that the past can be represented and how this affects interpretation</td>
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<tr>
<td>• explain how Parliament affects decision making in England</td>
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<tr>
<td>• recount ways in which the wider world has influenced modern Britain</td>
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</table>
# Y6 History Curriculum

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade, society, diversity, Parliament, influence, propaganda</th>
</tr>
</thead>
</table>
| Skills     | • Place key historical events upon a chronological BC/AD timeline and use them as points for discussion  
             • Notice and comment upon connections, trends and contrasts over time  
             • Answer and devise own historically valid questions to further understanding  
             • Investigate and compare different versions of the past  
             • Explore propaganda and how it was used and discuss why it is not objective  
             • Compare the differences between Crown and Parliament  
             • Describe social, cultural and ethnic diversity in Britain and the wider world including influencing factors |
| Knowledge and Understanding | • Understand our historical knowledge comes from a range of sources and discuss their reliability (including explicit links to propaganda)  
                               • Understand that there are social, cultural and ethnic differences in Britain and the wider world  
                               • Know that our life today has been influenced from past events and how this impacts upon decisions we make for the future: “What does history tell us?” |

# Y6 History A.R.E

<table>
<thead>
<tr>
<th>A Y6 historian can….</th>
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</thead>
<tbody>
<tr>
<td>• talk confidently about different periods of time studies, providing an accurate chronology</td>
</tr>
<tr>
<td>• make links and discuss similarities and differences between periods of time studied</td>
</tr>
<tr>
<td>• show an understanding of propaganda and discuss how it was used and why it was not objective</td>
</tr>
<tr>
<td>• investigate and compare different versions of the past and offer explanations for actions</td>
</tr>
<tr>
<td>• describe why certain individuals are seen to be more significant than others</td>
</tr>
<tr>
<td>• compare the differences between Crown and Parliament</td>
</tr>
<tr>
<td>• discuss how Britain has had a major influence upon the world and how it has also learnt from other countries</td>
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</tbody>
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