

Year 2022-2023							
Other Curricular Goals	CURRICULAR GOAL: KNOW HOW TO understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.						
	COMPONENT: Know how to discuss changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.						
	Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
	Talk about past and present events in their own lives. Learning will include – Old and New Toys	Talk about an event that has happened in Britain's past. A - Great Fire of London – Who, What, Where, When, Why? B - Grace Darling	Recount facts from a historical event or life. A - Great Fire of London – Who, What, Where, When, Why, How? B - Grace Darling - Who, What, Where, When, Why, How?	Give reasons why certain events happened and people acted the way they did. A – Why did the Vikings invade Britain? B – Why are the Ancient Egyptians an important part of history?	Recap the main events from a particular period in history. A – Why did the Vikings invade Britain? B – Why are the Ancient Egyptians an important part of history?	Describe significant features of different societies and make comparisons.	Analyse the consequences of key events, actions of significant figures and developments. Analyse cause, consequences and events and create structured and evidentially supported accounts.
	COMPONENT: Know about events beyond living memory that are significant nationally or globally and know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods						
	Give reasons why lives were different in the past.	Identify events from the past and say the main differences between then and now. A – Why wouldn't the great fire of London happen now?	Recognise similarities and differences between life in different periods. A – Why wouldn't the great fire of London happen now? How has London changed?	Explain how something from the past has had an effect on our lives. A – How did the Victorian era change our daily lives?	Make comparisons between different historical periods and comment on similarities and differences. A – How did the Victorian era	Recognise and describe important similarities and differences/change and continuity.	Describe different societies and periods from History and make links between features within and across different periods.

		B – What was life like for Grace Darling?	B – What was life like for Grace Darling?	B – How did George Stephenson's steam locomotive changed British Transport?	change our daily lives? B – How did George Stephenson's steam locomotive change British Transport?		Make connections, draw contrasts and analyse trends within periods and over increasingly longer arcs of time.
		Use common words and phrases relating to the passing of time. Before, after, X years ago.	Place events and people in chronological order using a wide vocabulary of everyday terms. Space race – order events of the space race on a time line.	Plot a timeline and use dates and historical vocabulary. A - Ancient Egypt to be placed on a time line. B – Understand the use of BC and AD to look into the Stone Age.	Place a specific event on a timeline. A -When did the building of the pyramids happen? B – Understand the different periods during the Stone Age.	Describe different features of history and place them in a chronological framework.	Demonstrate that I can place the significant events and figures into a chronological framework. Demonstrate my deepening chronologically secure knowledge and understanding.
COMPONENT: Know how to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance and construct informed responses that involve thoughtful selection and organisation of relevant historical information.							
		Recognise and talk about different ways of finding out about the past. Discuss using the internet and	Understand some of the ways in which we find out about the past and identify ways in which it is presented.	Use a variety of sources to answer questions and gather information. Use archaeology resources,	Look at contrasting versions of events and explain how they are different and how they attempt to	Give reasons why certain events or people might be viewed and interpreted differently.	Describe and begin to analyse why there are different interpretations of events in History.

		books to find information about past events. Also discuss talking with grandparents to find out about more recent events – Neil Armstrong to the moon.	Practice using the internet, talking to older generations and using books to find information about past events.	including pictures, and census records to understand how the past has influenced our lives today.	persuade or give a particular viewpoint. Using books, the internet, primary and secondary sources to find information. Begin to understand how/why information may differ.		Begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
COMPONENT: Know how to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales							
		Answer simple questions to demonstrate my understanding of key features of events. What caused the Great Fire of London? Why did the fire spread so easily? Why do we remember Grace Darling?	Ask and answer simple questions to demonstrate my understanding of key features of events. Why won't the Great Fire of London happen again? Why did the Great Fire of London happen?	Construct responses that draw on a deepening understanding of historical information. A – How is Skara Brae significant to the Stone Age? A – Why is George Stephenson significant? B – Why does Lothersdale have a water wheel?	Construct responses that involve the selection of relevant information. A – How is Skara Brae significant to the Stone Age? A – What is George Stephenson significant? B – Why does Lothersdale have a water wheel?	Construct more informed responses that involve the selection of relevant information.	Construct informed responses that involve the selection and organisation of relevant information. Create relevant, structured and evidentially supported accounts in response to a valid enquiry.

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