

	Year 3	Year 4	Year 5 and 6
<b>History</b>	<ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time.</li> <li>• Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings as a starting point for enquiry Explore concepts and generate questions.</li> <li>• Use evidence to support responses to questions about the past</li> <li>• Look at resources and present your own findings and understanding of the past, using reliable sources to justify your interpretations.</li> <li>• Describe objects, people or events in history.</li> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using computing.</li> <li>• Describe/make links between main events, situations and changes within and across different periods/societies.</li> <li>• Identify and give reasons for, results of, historical events, situations, changes.</li> <li>• Complete a local history study</li> </ul>	<ul style="list-style-type: none"> <li>• Place some historical periods in a chronological framework.</li> <li>• Use historic terms related to the period of study.</li> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• Use a variety of resources to find out about aspects of life in the past.</li> <li>• Understand that sources can contradict each other.</li> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology.</li> <li>• I can analyse a wide range of evidence in order to justify claims about the past.</li> <li>• I can explain that no single source of evidence gives the full answer to questions about the past.</li> <li>• I can compare similarities and differences in eras over time.</li> <li>• I can compare the main changes in a period of history with the present day.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Explore Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Compare Anglo-Saxon art and culture.</li> <li>• Understand Christian conversion – Canterbury, Iona and Lindisfarne.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare changes within and across different periods.</li> <li>• Note connections/contrasts and trends over time.</li> <li>• Begin to identify significant events, connections, contrasts and trends over time.</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</li> <li>• Describe a local history study Use evidence to support arguments</li> <li>• I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• I can describe causes of events and their consequences.</li> <li>• I can analyse why changes happened using terms such as: social, religious, political, cultural and technological.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</li> <li>• Complete a study of Greek life and achievements and their influence on the western world – Ancient Greece.</li> <li>• Undertake a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Stone Age to Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• Explore Viking raids and invasions.</li> <li>• Complete a study of resistance by Alfred the Great and Athelstan, first king of England.</li> <li>• Explain further Viking invasions and Danegeld.</li> <li>• Undertake a study of Anglo-Saxon laws and justice.</li> <li>• Explore Edward the Confessor and his death in 1066.</li> <li>• Complete a local history study.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use appropriate historical vocabulary to communicate change and continuity.</li> <li>• Describe the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>• Complete a local history study.</li> <li>• Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and conduct an in depth study.</li> <li>• Study a non-European society that provides contrasts with British history – Mayans.</li> </ul>
--	--	--	--