

None Negotiables – History



Year Group	Topics	None Negotiables
Year 1	<p>Castles Dinosaurs Ourselves</p>	<ul style="list-style-type: none"> • Recount changes that have occurred in own lives • Use artefacts, pictures and stories to find out about the past. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades, and centuries. • Show an understanding of the concept of a nation's history and concepts such as monarchy, democracy.
Year 2	<p>Fire of London Scott of the Antarctic Yorkshire</p>	<ul style="list-style-type: none"> • Ongoing - use words, phrases such as long time ago, recently, decades, centuries • Ask questions about past - what was it like? What happened? How long ago? • Identify different ways the past is represented, historical events, significant people from past. Use dates. • Place events on a timeline (around classroom or school) • Describe a significant person. • Place events in order using dates. • Use the language 'past', 'present', 'older' and 'newer'. • Using dates and on the timeline (classroom or whole school).

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<p>Year 3</p>	<p>Vikings Mayans</p>	<ul style="list-style-type: none"> • Ask and answer questions about the past • Suggest suitable sources of evidence for historical enquiry • Use more than one source of evidence • Describe different accounts of historical events • Suggest causes and consequences of some of the main events in history • Give a broad overview of life in Britain • Describe the social, ethnic, cultural or religious diversity of the past • Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children • Place events on a time line using dates • Understand the concept of change over time • Use dates and terms to describe events • Use evidence to ask questions and find answers to questions about the past • Compare some of the times studied with other areas of interest around the world • Suggest suitable sources of evidence for historical enquiry •
<p>Year 4</p>	<p>Greece Stone Age to Iron Age</p>	<ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. • Suggest causes and consequences of some of the main events and changes in history. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquires. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of a past society. • Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concept of change over time - time lines • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology. • Use literacy, maths and computing skills to a good standard in order to communicate information about the past. • Give a broad overview of life in Britain • Use dates and terms to describe events. • Use literacy, maths and computing skills to a good standard in order to communicate information about the past.

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<p>Year 5</p>	<p>World War 2 Saltaire</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices • Seek out and analysis a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied • Use appropriate historical vocabulary to communicate, including; date, time period, era, chronology, continuity, change, century, decade, legacy • Select suitable sources of evidence, giving reasons for choices • Understand that no single source of evidence gives the full answer to questions about the past. • Identify continuity and change in the history of the locality of the school • Give a broad overview of life in Britain and some major events from the rest of the world. • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the main changes in a period of history (using terms such as social, religious, political, technology and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change.
<p>Year 6</p>	<p>Romans Crime & Punishment</p>	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choice • Seek out and analyse a wide range of evidence in order to justify claims about the past • Understand that no single source of evidence gives the full answer to questions about the past • Compare some of the time periods studied with those in other areas of the world • Describe the social, ethic, cultural or religious diversity of the past • Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy • Use literacy skills and computing skills to a exceptional standard in order to communicate information about the past. •