

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Kings, Queens and castles Technology Transport in Wigan (Local History Study) 	<ul style="list-style-type: none"> Famous Explorers Rights For All The Great Fire of London 	<ul style="list-style-type: none"> Stone age Bronze Age to Iron Age Ancient Egypt 	<ul style="list-style-type: none"> Trade in Wigan (Local History Study) Ancient Greece The Romans 	<ul style="list-style-type: none"> Anglo-Saxons and the Scots The Vikings Maya Civilization 	<ul style="list-style-type: none"> Crime and Punishment The British Empire World War II
Chronology	<p>Kings, Queens and Castles Place events and some artefacts on a timeline.</p> <p>Technology Place events and artefacts on a timeline.</p> <p>Transport in Wigan (LHS) Label timelines with words such as: past, present, older and newer. Recount changes that have occurred in my own life.</p>	<p>Famous Explorers Place explorative events on a timeline.</p> <p>Rights For All Place events on a timeline. Begin to use some dates where appropriate.</p> <p>The Great Fire of London Place events, artefacts and historical figures on a timeline. Use dates where appropriate.</p>	<p>Stone Age Place ages in order of time and understand the meaning of their names</p> <p>Bronze Age to Iron Age Place artefacts within their correct age. With support, I can use BCE.</p> <p>Ancient Egypt Place events, artefacts and historical figure on a timeline using dates. With support, use BCE and CE.</p>	<p>Trade in Wigan (LHS) Place historical events on a timeline using dates.</p> <p>Ancient Greece Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE.</p> <p>The Romans Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>Anglo-Saxons and the Scots Use dates accurately in describing events.</p> <p>The Vikings Use dates accurately in describing events and people.</p> <p>Maya Civilization Use dates and terms accurately in describing events and people.</p>	<p>Crime and Punishment Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>The British Empire Use dates and terms accurately in describing events. Describe the main changes in a period of history.</p> <p>World War II Use dates and terms accurately in describing events. Describe the main changes in a period of history.</p>
Evidence and Interpretation	<p>Kings, Queens and Castles With support, observe or handle some evidence to ask questions about the past.</p> <p>Technology Observe or handle some evidence to ask questions and find answers to questions.</p> <p>Transport in Wigan (LHS) Look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>Famous Explorers With support, use evidence of explorers lives to ask questions about the past.</p> <p>Rights For All Observe or handle some evidence to ask questions and find answers to questions.</p> <p>The Great Fire of London Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>Stone Age Explain how we find prehistoric evidence.</p> <p>Bronze Age to Iron Age Observe evidence to ask about the past and come to conclusions based on what they have seen.</p> <p>Ancient Egypt Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Trade in Wigan (LHS) Suggest suitable sources for historical enquiry, with support.</p> <p>Ancient Greece Suggest suitable sources for historical enquiry. Begin to discuss the reliability of sources.</p> <p>The Romans Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources</p>	<p>Anglo-Saxons and the Scots Use sources of evidence to deduce information about the Anglo-Saxons and the Scots.</p> <p>The Vikings Use sources of evidence to deduce information about the Saxons and Vikings. Discuss whether the evidence is reliable and explain why.</p> <p>Maya Civilization Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past.</p>	<p>Crime and Punishment Analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past. With support, refine lines of enquiry as appropriate.</p> <p>The British Empire Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>World War II Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past.</p>
Cause and Consequence	<p>Kings, Queens and Castles Begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Technology Explain some reasons why certain technology was manufactured.</p> <p>Transport in Wigan (LHS) Discuss causes that lead to transport changing.</p>	<p>Famous Explorers Discuss the causes of exploring and what we found out from exploration.</p> <p>Rights For All Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p>The Great Fire of London Explain the causes of the Great Fire of London and what the consequences were.</p>	<p>Stone Age Suggest causes and consequences of the main events within the Stone Age.</p> <p>Bronze Age to Iron Age Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Ancient Egypt Suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>Trade in Wigan (LHS) Suggest cause and consequence of some of the main events in the history of trade in Wigan.</p> <p>Ancient Greece Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support answers.</p> <p>The Romans Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>Anglo-Saxons and the Scots Describe causes of invasion in Britain and what the consequences were.</p> <p>The Vikings Describe causes of invasion in Britain and what the consequences were.</p> <p>Maya Civilization Describe causes of events and their consequences in Ancient Maya.</p>	<p>Crime and Punishment Describe the social causes of crime and punishment. Describe the consequences of crimes.</p> <p>The British Empire Describe some of the causes and consequences of the events from The British Empire.</p> <p>World War II Describe some of the causes and consequences of World War 2.</p>
Change and Continuity	<p>Kings, Queens and Castles Compare toys using pictures from the past and present, describe changes and historical events</p> <p>Technology Describe how technology has changed and how it has continued over time.</p> <p>Transport in Wigan (LHS) Say which transport have stayed the same and which transport have changed overtime.</p>	<p>Famous Explorers Describe changes over a period of time.</p> <p>Rights For All Describe changes and the historical events they led to.</p> <p>The Great Fire of London Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>Stone Age With support, begin to explain the concept of change over a long period of history.</p> <p>Bronze Age to Iron Age With support, begin to explain the concept of change over a long period of history, suggesting reasons.</p> <p>Ancient Egypt Begin to explain the concept of change over a long period of history</p>	<p>Trade in Wigan (LHS) With support, explain the concept of change over time and represent this with evidence.</p> <p>Ancient Greece Explain the concept of change over time and represent this with evidence.</p> <p>The Romans Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence</p>	<p>Anglo-Saxons and the Scots Explain what changed and what continued over time when the Anglo-Saxons and the Scots settled in Britain.</p> <p>The Vikings Identify periods of rapid change in history. Explain what changed and what continued over time when the Vikings settled in Britain.</p> <p>Maya Civilization Identify periods of rapid change in history.</p>	<p>Crime and Punishment Identify changes in crime and punishment and analyse why these changes happened using terms such as: social, religious, political, cultural and technological. Use appropriate historical vocabulary to communicate change and continuity.</p> <p>The British Empire Identify changes due to The British Empire and analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p>

					Explain the concepts of continuity and change over time.	<u>World War II</u> Identify periods of rapid change in history and contrast them with times of relatively little change.
Similarity and Difference	<p><u>Kings, Queens and Castles</u> Compare the similarities and differences between different castles.</p> <p><u>Technology</u> Use pictures and film footage to find out about technology in the past compared to now.</p> <p><u>Transport in Wigan (LHS)</u> Compare transport using pictures from the past and present.</p>	<p><u>Famous Explorers</u> Use pictures and stories to find out about the past and compare different explorations.</p> <p><u>Rights For All</u> Use pictures, stories and film footage to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p><u>The Great Fire of London</u> Use artefacts and diary entries to compare similarities and differences.</p> <p>Identify some of the different ways the past has been represented.</p>	<p><u>Stone Age</u> Describe similarities and differences between the Stone Age.</p> <p><u>Bronze Age to Iron Age</u> Describe similarities and differences between the Stone Age, Bronze Age and Iron Age</p> <p><u>Ancient Egypt</u> Compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p><u>Trade in Wigan (LHS)</u> Compare the similarities and differences between past and present trade in Wigan.</p> <p><u>Ancient Greece</u> Describe the social, ethnic, cultural and religious diversity of the past.</p> <p><u>The Romans</u> Describe the social, ethnic, cultural and religious diversity of the past.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p><u>Anglo-Saxons and the Scots</u> Compare similarities and differences about the control of Britain between the Anglo-Saxon and the Scots.</p> <p><u>The Vikings</u> Compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p><u>Maya Civilization</u> Compare the similarities and differences between civilisations and cultures.</p>	<p><u>Crime and Punishment</u> Compare similarities and differences in crime and punishments over time.</p> <p>Compare the main changes in a period of history with the present day.</p> <p><u>The British Empire</u> Compare the main changes due to The British Empire with the present day.</p> <p><u>World War II</u> Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>
Historical Significance	<p><u>Kings, Queens and Castles</u> Begin to talk about key events of a significant king/queen or castle.</p> <p><u>Technology</u> Describe and begin to talk about key events of a significant person/time.</p> <p><u>Transport in Wigan (LHS)</u> Compare key events of transport in our local area using pictures from the past and present.</p>	<p><u>Famous Explorers</u> Name significant explorers from the past.</p> <p><u>Rights For All</u> Describe significant people and events from the past and explain why they are important.</p> <p><u>The Great Fire of London</u> Describe significant people from the past and explain why they are important.</p> <p>Be able to name a monarch.</p>	<p><u>Stone Age</u> With support, suggest suitable sources of evidence to find out about significant people/places/events.</p> <p><u>Bronze Age to Iron Age</u> Suggest suitable sources of evidence to find out about significant people/places/events.</p> <p><u>Ancient Egypt</u> Suggest suitable sources of evidence for historical enquiries.</p> <p>Discuss the importance of people and events in time and the significant impact they had on British archaeological thought</p>	<p><u>Trade in Wigan (LHS)</u> Discuss the importance of people and events in time and the significant impact they had on trade.</p> <p><u>Ancient Greece</u> Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove their discussion (with support).</p> <p><u>The Romans</u> Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove their discussion (with support).</p>	<p><u>Anglo-Saxons and the Scots</u> Describe the social and cultural significance of a past society.</p> <p><u>The Vikings</u> Describe the social and cultural significance of a past society.</p> <p><u>Maya Civilization</u> Describe the social and cultural significance of a past society.</p> <p>Describe the characteristic features of the past, including ideas and beliefs.</p>	<p><u>Crime and Punishment</u> Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>The British Empire</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>World War II</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>