

History: Year 1
B: Knowledge and Understanding

Previously, I have learnt...

In Year 1, I am learning...

In the future, I will learn...

My future...

* To know some similarities and differences between things in the past and now.

* How to compare historical periods using 'then' and 'now'.

* How to give simple reasons why changes occurred in the past.

* That I was once a baby and have changed since then

* How to identify change within historical time periods.

• Reasons for significant changes in the past.

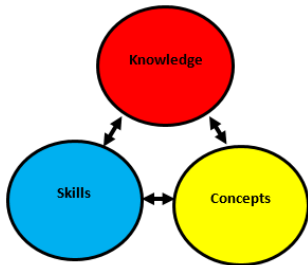
* That people have had different experiences in their lives.

* How to give reasons about why people have acted the way that they did.

* To understand some main events, people and changes from the past.

- Archaeologist
- Editor
- Heritage Manager
- Journalist/ Reporter
- Librarian
- Lawyer/ Solicitor
- Museum Officer
- Researcher
- Teacher
- Politician
- Writer

then
now
compare
time period
reasons
why



then
now
compare
time period
reasons
why



reasons
changes
deduce
conclusions
infer
answers



History : Year 2
B: Knowledge and Understanding



* How to compare historical periods using 'then' and 'now'.

• How to give simple reasons why changes occurred in the past.

* To know some main events, people and changes from the past.

* How to identify change within historical time periods.

* How to deduce information on the past from pictures and information.

* To use evidence to describe the culture and leisure activities and lifestyles from the past.

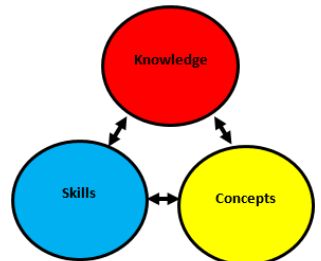
* How to give reasons about why people have acted the way that they did.

* How to draw simple conclusions on the past from pictures and information.

* How to give my own reasons for why an event happened.

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then
now
compare
time period
reasons
why



reasons
changes
deduce
conclusions
infer
answers



culture
leisure
lifestyle
advancements
adoption



History : Year 3
B: Knowledge and Understanding



* How to give simple reasons why changes occurred in the past.

* To know some main events, people and changes from the past.

* How to give my own reasons for why an event happened.

* How to draw deduce information on the past from pictures and information.

* To understand some main events, people and changes from the past.

* How to explain some of the main events of the past.

* How to draw simple conclusions on the past from pictures and information.

* How to use evidence to describe the culture and leisure activities from the past.

• Reasons for significant changes in the past.

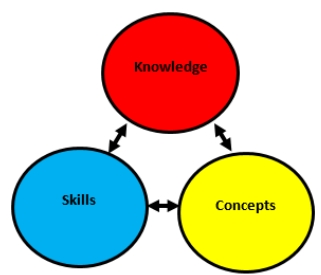
* That stories and pictures can communicate the past.

* How to use evidence to describe the lifestyle of people in the past .e.g. Stone Age.

* Results of significant changes in the past.

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reasons
changes
deduce
conclusions
infer
answers



culture
leisure
lifestyle
advancements
adoption



connections
local
regional
national
international
results



History : Year 4
B: Knowledge and Understanding



* To know some main events, people and changes from the past.

* How to make connections between local, regional, national and international history.

• What resources of information about the past are reliable.

* To understand some main events, people and changes from the past.

* How to explain some of the main events of the past.

* How to give my own reasons for why an event happened.

• How to give simple reasons why changes occurred in the past.

* Reasons for significant changes in the past.

* How to use evidence to back up reasons for why an event happened.

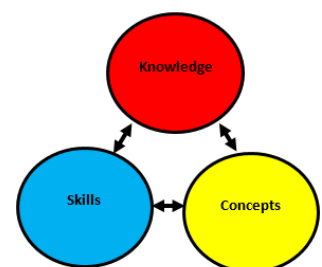
* How to identify change within historical time periods.

* Results of significant changes in the past.

* How to describe how events on the past have influenced life today..

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culture
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lifestyle
advancements
adoption



connections
local
regional
national
international
results



sources
reliable
unreliable
evidence
influence
modern day



History : Year 5
B: Knowledge and Understanding



How to use evidence to describe the culture and leisure activities from the past

* What resources of information about the past are reliable.

. How to choose reliable sources of information.

* How to explain some of the main events of the past

* How to give my own reasons for why an event happened.

* How to identify & analyse significant events for change in Britain and the wider world.

How to use evidence to describe the culture and leisure activities from the past

* How to use evidence to back up reasons for why an event happened.

* How to identify and analyse catalysts for change in Britain and the wider world.

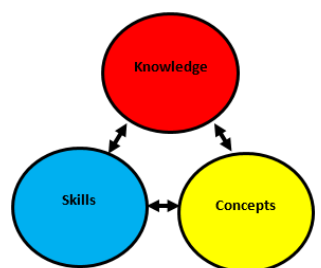
* Results of significant changes in the past.

* How to describe how events on the past have influenced life today..

* How to describe the impact and influence of historical figures, events and periods.

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connections
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regional
national
international
results



sources
reliable
unreliable
evidence
influence
modern day



analyse
catalysts
impact
factual
positive
negative



History: Year 6
B: Knowledge and Understanding



* What resources of information about the past are reliable

* How to choose reliable sources of information.

. To use my knowledge of reliable sources in everyday life e.g. identifying 'fake news'

* How to give my own reasons for why an event happened.

* How to identify & analyse significant events for change in Britain and the wider world.

* How to identify challenges faced by Britain, Europe and the wider world.

* How to use evidence to back up reasons for why an event happened.

* How to identify and analyse catalysts for change in Britain and the wider world.

* How to identify Britain's changes in ideas, political power, industry and empire.

* How to describe how events on the past have influenced life today.

* How to describe the impact and influence of historical figures, events and periods.

* The influence and development of Church, state and society in Medieval Britain.

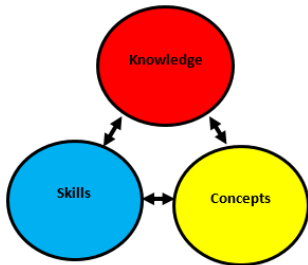
* How to make connections between local, regional, national and international history.

* How to draw on my depth of factual knowledge of Britain and the wider world.

* To use historical concepts to analyse trends throughout historical periods.

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analyse
catalysts
impact
factual
positive
negative



trends
challenges
political
industry
evangelical

