



	Fs2	Y1	Y2	Y3	Y4	Y5	Y6
Geography		Term 1 Locality Term 2 Wider UK Term 3 Development of vocabulary and resources	Term 1 Locality Term 2 Continents Term 3 Development of vocabulary and resources	Term 1 (History Focus) Term 2 Volcanoes Term 3 Maps	Term 1 counties and comparisons (link to Anglo Saxons & Vikings) Term 2 (History Focus) Term 3 Villages/Cities	Term 1 History Focus Term 2 Rivers Term 3 The Wider World	Term 1 WWII – Remembrance – recap Y5 Empire Term 2 (The Changing World (Current issues, e.g. Climate change, fairtrade) Term 3 Ancient Mayans
History		Term 1 Toys Term 2 Great Fire of London Term 3 Queen Victoria	Term 1 Remembrance Term 2 Term 3 Space	Term 1 Stone Age to Iron Age Term 2(Geography Focus) Term 3 Romans – Local study links to Chester	Term 1 Anglo Saxons and Vikings Term 2 Ancient Egypt Term 3 (geography focus)	Term 1 Victorians Term 2 (Geography Focus) Term 3 Ancient Greece – Empires (Recap Ancient Egypt and Romans)	Term 1 WWII – Remembrance – recap Y5 Empire Term 2 (Geography Focus) Term 3 Ancient Mayans
British Values							
Chronological Understanding <ul style="list-style-type: none"> Constructing the past Sequencing the past 	Use time phrases: today, yesterday, tomorrow, when I was a baby Can sequence beginning, middle and end of a familiar story.	Use time phrases: old, new, when I was born, before I was... Place 3 known events / objects in a chronological order	Use time phrases: before, after, past, present accurately. Can sequence a set of events in chronological order and give reasons for their order.	Can describe events using BC, AD and decade, ancient, century and name history dates. Use a timeline within a specific time in history to order how events happened.	Can place different periods of time on a timeline using centuries. Can use mathematical skills to round up time differences into centuries and decades.	Can draw a timeline with different time periods, showing different events and when famous people lived. Can use mathematical skills to work out exact time scales and differences.	Can place a specific event on a timeline by decades. Can appreciate that some ancient civilisations showed greater advancements than people who lived centuries later.
Knowledge and Interpretation <ul style="list-style-type: none"> Identify differences and similarities (change and continuity) Cause and effect Significance and interpretation 	Can compare artefacts used over time (old/new) and describe some similarities and differences. Can give simple reasons for events happening in a story Can recall simply the work of a special person/ famous they have heard about in stories.	Can begin to identify main differences and similarities between old and new objects Can identify objects from the past and begin to explain how they are different now. Can understand that we have a queen who rules Britain and that we had kings and queens before.	Can explain how local area was different and similar in the past. Can recount life of a famous person from Britain, explaining what they did and how life has changed for their work. Can give examples of things that are different in our time than in another period of time such as the Victorians.	Can begin to picture what life would have been like for early settlers. And how communication would have been different to today. Can suggest why certain people acted as they did in history. Can begin to appreciate why Britain would have been an important country to have invaded and conquered.	Can appreciate that wars that have happened over a long time ago are often associated with invasion, conquer and religious differences. Can explain how events from the past have helped shape our lives today.	Can make comparisons between historical periods – explaining what has changed and what has stayed the same. Can recognise that lives of wealthy people were very different from those of the poor. Know of significant events in history have helped shape the country we have today.	Can recognise similarities and differences, changes and continuity between different time periods. Can begin to appreciate that how we make decisions has been through a Parliament for some time. Can summarize what Britain may have learned from other civilisations through time gone by and more recently.



<p>Historical Enquiry</p> <ul style="list-style-type: none"> Plan and communicate a historical enquiry (questioning) using different evident sources 	<p>Can explore and ask questions about an unknown artefact.</p>	<p>Can ask and answer questions about old and new objects in different sources: photograph, artefact, painting etc.</p>	<p>Can find out about the past by talking to an older person.</p> <p>Can ask and answer questions about a historical event or person by using information books and the internet.</p>	<p>Can use various sources to piece together information about a period in history.</p> <p>Can recognise the part archaeologists have had in helping us find out about the past.</p>	<p>Can research two versions of an event and say how they differ.</p> <p>Can give more than one reason for a historical argument.</p>	<p>Can appreciate how artefacts have helped us understand more about lives in Britain, present and past.</p> <p>Can test a hypothesis in order to answer a question.</p>	<p>Can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint/ bias point of view.</p> <p>Can identify and explain what propaganda is.</p> <p>Can describe a key event from Britain's past using a range of evidence from different sources.</p>
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