

History: Year 1  
B: Knowledge and Understanding



\* 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.

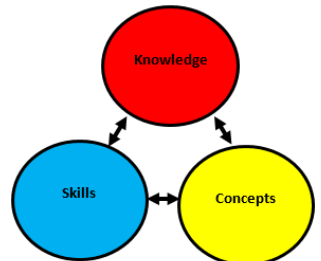
\* That people have had different experiences in their lives.

\* 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.

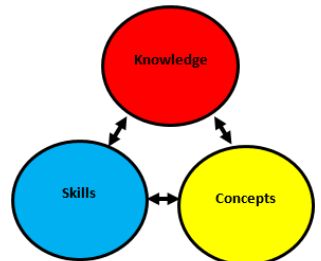
\* How to give reasons about why people have acted the way that they did.

\* 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.

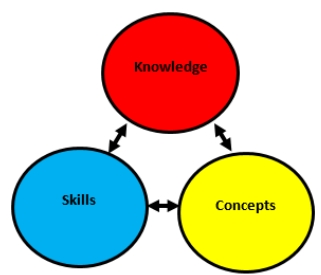
\* That stories and pictures can communicate the past.

\* 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

Previously, I have learnt...

In Year 4, I am learning...

In the future, I will learn...

My future...

\* 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.

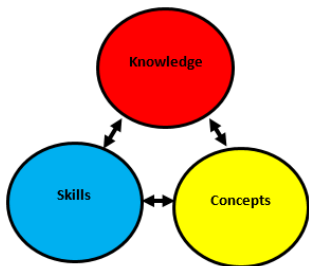
\* How to identify change within historical time periods.

\* Results of significant changes in the past.

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

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culture  
leisure  
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.

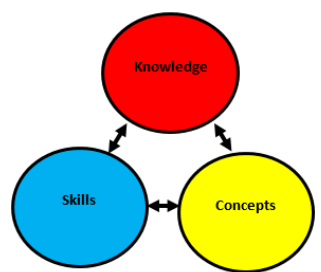
\* Results of significant changes in the past.

\* 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  
local  
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.

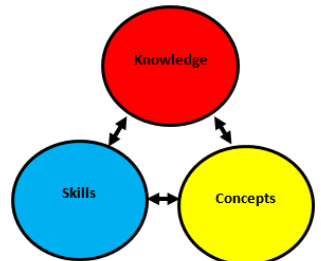
\* How to make connections between local, regional, national and international history.

\* 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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sources  
reliable  
unreliable  
evidence  
influence  
modern day



analyse  
catalysts  
impact  
factual  
positive  
negative



trends  
challenges  
political  
industry  
evangelical

