



		Chronology	Evidence and Interpretation	Cause and consequence	Change and Continuity	Similarity and Difference	Historical Significance
KS1 Year 1/2	Autumn 1 <u>Hospitals and Healthcare</u> <i>How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?</i>	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to.	I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can describe significant people and events from the past and explain why they are important.
	Spring 1 <u>Toys</u> <i>How have children's toys changed since our older relatives were little?</i>	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed overtime.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
	Summer 1 <u>Changing Barnsley</u> <i>How has life changed for people of Barnsley over time?</i>	I can place events, places and people on a timeline. I can begin to use some dates where appropriate.	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can discuss the causes of changes in Barnsley.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare life to what it is like now.	I can describe and begin to talk about key events of a significant person/time.
LKS2 Year 3/4	Autumn 1 <u>Roman Empire</u> <i>How did the Roman Empire impact Britain?</i>	I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

	Summer 1 <u>Ancient Egypt</u> <i>What were the greatest achievements of the Ancient Egypt?</i>	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
UKS2 Year 5/6	Autumn 1 <u>Crime and punishment</u> <i>How has crime and punishment changed over time in Britain?</i>	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
	Spring 1 <u>Anglo Saxons, Vikings and Scots</u> How did England change during the settlement of the Anglo-Saxons, Vikings and Scots?	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons, Vikings and Scots settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.



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KS1 Year 1/2	Autumn 1 <u>The Great Fire of London</u> <i>How did the Great Fire change London?</i>	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.
	Spring 1 <u>Technology</u> <i>How has technology changed over the last 60 years?</i>	I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain technology was manufactured.	I can describe how technology has changed and how it has continued over time.	I can use pictures and film footage to find out about technology in the past compared to now.	I can describe and begin to talk about key events of a significant person/time.
	Summer 1 <u>Kings, Queens and Castles</u> <i>Where did Kings and Queens live through time?</i>	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs built castles and what the consequences of these actions were	I can begin to explain why monarchs built castles and what the consequences of these actions were	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
LKS2 Year 3/4	Autumn 1 <u>Stone Age to Iron Age</u> <i>How did daily life change in Britain from the Stone Age to the Iron Age?</i>	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.
	Spring 1 <u>Ancient Greece</u> <i>What were the greatest achievements of the Ancient Greeks?</i>	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).

UKS2 Year 5/6	<p>Summer 1</p> <p><u>Coal mining</u> <i>What was the impact of the mining industry and the disaster studies locally?</i></p> <p>(Local History study)</p>	<p>I can identify key events/dates in relation to the mining industry in Barnsley and place them on a timeline.</p>	<p>I can use reliable sources to identify change from the past to present day.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest cause and consequences of the events within the coal mining industry.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the similarities and differences between the mining period and modern day.</p>	<p>I can discuss the importance of the coal mining industry to Barnsley and how it continues to be a part of Barnsley's identity.</p>
	<p>Autumn 1</p> <p><u>WW2</u> <i>Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?</i></p>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
	<p>Spring 1</p> <p><u>Ancient Maya</u> <i>What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century?</i></p>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>I can describe causes of events and their consequences in Ancient Maya.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>

