



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

*BECOMING **I**NDPENDENT **S**UCCESSFUL **H**ONEST **O**PEN-MINDED **P**EOPLE*

History

Chronology

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relive past experiences through role play activities and tell events in order.	Put familiar events in chronological order using pictures and discussions.	Sequencing words such as first, next, finally, then and after that can be used to order information chronologically. Order information on a timeline.	Know that a timeline is a display of events people or objects on chronological order showing different periods of time. Sequence significant information in order.	Sequence dates and information from several historical periods on a timeline using BC and AD.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between world history on a timeline.	Articulate and present a clear chronological word history within and across historical periods.



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History

Everyday Life

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about special times or events that are important to them.	Talk about past and present events in their own lives and those who are important to them	Describe an aspect of everyday life within or beyond living memory	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods: Study how Stone Age, Bronze Age and Iron Age life are defined by the making of weapons and farming. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs such as roman forts roads, running water and baths, Roman gods and goddesses.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs such as building roads towns roman numerals and Christianity. Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.



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Hierarchy and Power

Nursery	Reception	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Talk about the actions of kings and queens in stories.	Explore and talk about pictures, stories and information books on the theme of royalty.	Describe the role of a monarch	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in Roman life. Describe the significance and impact of power struggles in Roman Britain.	Describe the hierarchy and different roles in ancient civilisations of Sumer, Indus Valley and Ancient Egypt	Describe the significance, impact and legacy of power in the Shang Dynasty	Describe and explain the significance of a leader in WW2. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.



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Civilisations

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Describe the significance and impact of power struggles on Britain in Anglo Saxon times.</p>	<p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Study the importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>



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Artefacts and Sources

Nursery	Reception	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Comment and ask questions about objects from the past.	Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.	. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources.	Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.	Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.



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Local History

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Explore photographs to show how the school or locality has changed over time.	Explore and talk about important events in the school or locality's history.	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.

Compare and Contrast

Nursery	Reception	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Begin to notice similarities and differences between life now and in the past.	Describe some similarities and differences between things in the past and the present.	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods



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Significant Events

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Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.	Listen to stories and discuss significant events from the past.	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of significant events.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.

Significant People

Nursery	Reception	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
Comment and ask questions about significant people that they have seen in books and photographs.	Share stories and talk about significant people who lived in the past.	Understand the term significant and explain why a significant individual is important.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.



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British History

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Talk about things that happened in the past.	Listen to and talk about stories describing significant events from the past.	Describe a significant historical event in British history	Describe and explain the importance of a significant individual's achievements on British history.	Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain Explain the cause, consequence and impact of invasion and settlement in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life.



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History

Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to use words relating to the passage of time when retelling a past event.	Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century	Use historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE . Ask well composed historical questions about aspects of everyday life in ancient periods such as ' How ' ' why ' or ' to what extent '	Historical terms include abstract nouns, such as invasion and monarchy . Use more complex historical terms to explain and present historical information.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt . Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice . Use abstract terms to express historical ideas and information.