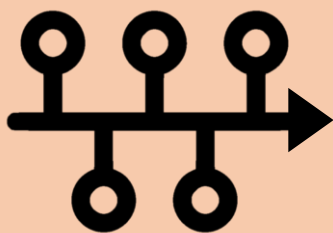


Constructing and Sequencing the Past (Chronology)



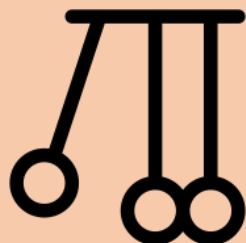
Children should understand the concept of time and a timeline.

Change and Development



Children should understand how change happens and how it supports development.

Cause and Effect



Children should look at how things happen and the effect those events have.

Significance



Children should understand how people and events are significant and how they have shaped the world we live in.

Interpretation



Children should learn to look at sources and interpret information from them. This interpretation should be examined and explored.

Historical Enquiry



Children should learn where to find historical sources, how they can be used and the validity of them.

EYFS	
Constructing and Sequencing the Past (Chronology)	To understand 'then', 'now' and 'next'. Use visual timetables and discuss things they have experienced in the past.
Change and Development	To recognise and explain how they have changed since they were a baby, how life has changed e.g. starting school, learning to walk and talk, and how this has helped them.
Cause and Effect	To begin to think about how our own actions shape the future and peoples actions from the past has shaped our present.
Significance	To recognise who is significant to them and how they have impacted their life.
Interpretation	To form an opinion based on information from an adult.
Historical Enquiry	To investigate how and why things have changed. Why do they need to change? Why do children grow to walk and talk?
Year 1	
Constructing and Sequencing the Past (Chronology)	To understand 'past', 'present' and 'future'. Know how to use a simple timeline to show the order in which stories and events occur.
Change and Development	To understand how things have changed and the effect this has had. To understand that their childhood is different to that of previous generations and give examples as to why. To explore how Ravenshead has changed.
Cause and Effect	To know that that the changes that have happened in life have had an effect. E.g. We can explore new places with a range of transportation options.
Significance	To understand how new places were discovered because of the pioneers from the past.
Interpretation	To be able to gain information from a range of sources and artefacts and create an opinion from this. E.g. Comparing old and new toys. How do you know what toys are old and new? What were these toys made from? What do they look like?
Historical Enquiry	To ask questions to previous generations about the past to gain information.
Year 2	
Constructing and Sequencing the Past (Chronology)	To use timelines to sequence the events of the Great Fire of London and place significant individuals on a timeline to understand their chronology.
Change and Development	To understand how The Great Fire of London changed London forever and how this has shaped London today.
Cause and Effect	To know that that peoples actions can affect the future. Recounting what the significant individual did and the impact they had.
Significance	To recognise why certain people from the last 100 years are significant and the effect they have had on today's world.
Interpretation	To be able to explain why they believe a certain individual was significant, considering both viewpoints.
Historical Enquiry	To use more than 1 source to gain information about significant individuals from Nottinghamshire.
Year 3	
Constructing and Sequencing the Past (Chronology)	To sequence different eras on a timeline in relation to where we are now. To understand that humans have existed for millions of years.
Change and Development	To understand how life has changed from Stone Age to Greek Civilisation to the present day. To explore how tools were created, comparing to Greek and modern day civilisations.
Cause and Effect	To understand how the actions of the Stone Age and Greek Civilisations have impacted today's society. Be able to discuss whether this has had a positive effect on society.

Significance	To understand how the inventions from the Stone Age and Greek civilisation has shaped life today. To recognise that these inventions are significant and has shaped our modern day technology.
Interpretation	To be able to share an opinion and explain why they agree/disagree with the opinion of others.
Historical Enquiry	To begin to explore a range of sources, such as historical recounts, experts opinions and the use of pottery and art to depict history. To examine how accurate they think these sources are.
Year 4	
Constructing and Sequencing the Past (Chronology)	To build on previous knowledge of chronology and time periods to recognise time in relation to where we are now and that of the past. To be able to understand time periods in relation to each other.
Change and Development	To understand and explore how life has changed since the Egyptian Era to the Roman Era to now. Taking into context previously learnt time periods.
Cause and Effect	To investigate and understand the impact that the Roman Era has had on today's society. To debate the use and impact of war in the Roman Era.
Significance	To know about a local landmark and the importance of this landmark to the community.
Interpretation	To explore the difference between right and wrong and how this impacted on the lives of Romans and how it still impacts us now. To investigate the rich and poor divide during Egyptian civilisation and explore whether this is still true now.
Historical Enquiry	To use sources to investigate more information about a local landmark and relate this to their own experience of it. The children should then link this to their learning about the Egyptians and The Romans, when looking at rich and poor and right and wrong.
Year 5	
Constructing and Sequencing the Past (Chronology)	To understand where two time periods eras fit onto a timeline in relation to today and previously learnt time periods. Begin to develop a chronologically secure knowledge and understanding of British, local and world history.
Change and Development	To understand the impact of invasion and how it affects different people in a variety of ways. Explain how this changes life for everyone involved.
Cause and Effect	Understand what it means to conquer and the effect it has had on life today. Consider how life would be different if this never happened.
Significance	To understand the importance of mining and the impact it had on our community. Be able to debate the positives and negatives impact of this.
Interpretation	To investigate what it means to conquer and form a two sided argument debating the morality of this.
Historical Enquiry	To use a range of primary and secondary sources to investigate more information about mining in the local area and relate this to their own experience. They should explore the Miner's Strike and how it impacted British Society.
Year 6	
Constructing and Sequencing the Past (Chronology)	To understand how to very different time periods fit on a timeline, in relation to previously learnt time periods. To have a chronologically secure knowledge and understanding of British, local and world history.
Change and Development	To research and understand the different inventions of the Mayans and how this has impacted life today. Make links to knowledge of today's society.
Cause and Effect	Understand events leading up to WW2, the war itself and the consequences of war. Discuss whether the consequences are positive

	or negative, whilst also taking into consideration the long term effects. Link back to present day.
Significance	To understand the significance of an event that has impacted on British history. Explain what impact this had on the world and the positive and negative outcomes of war on today's society.
Interpretation	To use sources to investigate more information the time period. This could involve primary and secondary sources. Begin to explore how the reliability of the information changes over time.
Historical Enquiry	To investigate the time periods using a wide range of sources. Be able to offer a balanced viewpoint about a world event using sources and evidence to back up their opinion and challenge the views of others.