



• O.U.R History Framework

How knowledge, skills and understanding connect

National Curriculum Area	Years 1 and 2	Years 3 and 4	Years 5 and 6
Local, British and World History	- Changes within living memory. - Events beyond living memory that are significant nationally or globally. - The lives of significant individuals in the past who have contributed to national and international achievements. - Compare aspects of life in different periods - Significant historical events, people, and places in their own locality.	- Changes in Britain from the Stone Age to the Iron Age - The Roman Empire and its impact on Britain - Britain's Settlement by Anglo-Saxons and Scots - Characteristics of the earliest Civilizations (Ancient Egypt) - The changing powers of monarchs - A local history study: Bristol and migration	- the Viking and Anglo-Saxon struggle for the Kingdom of England - Ancient Greece – a study of Greek life and achievements and their influence on the western world - A non-European society that provides contrast with British history - Beyond 1066 (Significant turning point in British history - World War Two) - Changes in an aspect of social history: crime and punishment - How the British Empire developed - A local history study: Bristol's trade and slavery
Chronological Understanding	To develop an awareness of the past, using common words and phrases relating to the passing of time.	To use key dates to describe the past and understand terms such as decades, centuries, AD and BC to describe events in the past.	To independently use key terminology such as decades, centuries, millennia, AD, BC as well as BCE and CE to describe events in the past.
	To identify similarities and differences between ways of life in different periods.	To develop understanding of chronology by realising that the past can be divided into different periods of time.	To independently place key events on a timeline to show chronological understanding.
		To describe characteristic features of past societies and periods.	To describe the achievements of past societies and periods and their influence on the western world.
		To identify changes across different periods.	To identify changes within and across different periods.
			To identify connections, contrasts and trends over time.



National Curriculum Area	Years 1 and 2	Years 3 and 4	Years 5 and 6
Knowledge and Understanding of Events, People and Changes of the Past	To use a wide vocabulary of everyday historical terms.	To show knowledge and understanding of and describe some of the main events, people and changes studied.	To use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.
	To know where the people and events they study fit within a chronological framework	To begin to give some reasons for, and results of, the main events and changes.	To describe and make links between events and changes. To give reasons for, and results of, these events and changes.
Historical Interpretations and Enquiry	To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	To show some understanding that aspects of the past have been represented and interpreted in different ways.	To describe, and begin to analyse, why there are different historical interpretations of events, people and changes.
	To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	To use sources of information in ways that go beyond simple observations to answer questions about the past.	To begin to evaluate sources of information and identify those that are useful for particular tasks.
		To begin to select and combine information from different sources to reach conclusions.	To identify and evaluate sources of information, which they use critically, to reach and support conclusions.
Organisation and Communication	To start to begin to produce work using historical vocabulary.	To start to begin to produce structured work, making appropriate use of dates and terms.	To select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.



Disciplinary knowledge	Year 1 and 2	Years 3 and 4	Years 5 and 6
Children should know how to...	Historical enquiry - using sources and communicating ideas Ask questions for a range of different historical enquiries. Use some historical sources when answering historical questions and enquiries, including stories, artefacts and photos. Communicate ideas about the past using different genres of writing, drawing and story telling.	Historical enquiry - using sources and communicating ideas Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses. Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.	Historical enquiry - using sources and communicating ideas Independently plan historical enquiries and construct substantiated, informed, valid conclusions. Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music. Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.
	Cause and consequence Identify and talk about the importance of historical events. What caused them? What happened after them? How did they change things?	Cause and consequence Identify and comment on the importance of causes and consequences of historical events and changes.	Cause and consequence Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.
	Change and continuity talk about the main changes that occurred within and across a time period or event in history.	Change and continuity Make valid statements about the main changes occurring within and across periods.	Change and continuity Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.
	Similarities and differences Make observations about similarities and differences between people and places in the same historical period.	Similarities and differences Make observations about similarities and differences between people, groups, experiences or places in the same historical period.	Similarities and differences Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.
	Historical significance Identify and begin to explain aspects of an event, time period, or significant person. Begin to talk about how they influence life today.	Historical significance Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.	Historical significance Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.