

Year group	Year 3			Year 4		Year 5		Year 6	
Unit	Stone Age to Iron Age	The Roman Empire and Its impact on Britain	Local History Study Link with Geography	Saxon and Scots settlement	Viking and Anglo Saxon conflict	British Study That extends beyond 1066 Local History study	Earliest Civilizations Egypt in depth	Ancient Greece	Non – European contrast focus on Bagdad
HIAS planning	Stone age to iron age	Roman Impact	Queens Lives and times	Anglo Saxons the ruin of Britain	Alfred the Great	Changes in Monarchy	Earliest civilizations Egypt	Greek Legacy	A Beacon of light in the Dark Ages
Chronology			Use an increasing range of common words relating to the passing of time Describe memories of key events in my life using historical vocabulary		1Place some historical events in chronological order Use an increasing range of common words relating to chronology Describe key events in a time line (British History) using chronological vocabulary		2 have an increasingly secure knowledge of chronology and related vocabulary increasingly accurately in placing a range of historical events from around the world on a timeline		
Characteristic features of the period studied	1I Describe the changes in Britain from the stone age to the Iron Age e.g sources of food , use of tools , housing			2 Describes, using some historical vocabulary some characteristics of a person or period studied. Increasingly uses topic specific language in explanations			3Understand that some past civilizations in different parts of the world have some important similarities. Can identify and make links between significant characteristics of periods/ civilization studied and others studied previously		
Change and Continuity		1 Can describe some changes in history over a period of time and identify some things which stayed the same.				2 Can explain some changes in history over a period of time and identify some things which stayed the same			
Cause and consequence		1 Can describe causes and consequences of simple historical events.		2 Can describe the causes and consequences of historical events					3 Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.

Significance					1 Understands that events, people and developments are considered significant if they resulted in change.			2 Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative	
Interpretation of the past – how and why contrasting views arise	1-use a variety of resources to inform my understanding of event in history								2 understand that sources can contradict one another
Historical Enquiry – source comparison and analysis	Communicate learning through writing and drawing in an increasing clear way..								
Connections local national international cultural economic military political religious and social history			1 show how one historical event has connections with another event – local connections with Queen Victoria.			2 Describe how one historical event has connections with another event		3 Explain how one historical event has connections with another event	

Every skill needs to be taught at least twice – once in yr3/4 , once in yr5/6

HIAS guidance - NB1 You will not necessarily have entries in every box for every unit.

Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit