

ANCHORS	RECEPTION FOUNDATIONS	LANDING POINT 1 (YEARS 1 & 2)	LANDING POINT 2 (YEARS 3 & 4)	LANDING POINT 3 (YEARS 5 & 6)
<p><b>To investigate and interpret evidence of the past.</b></p>	<ul style="list-style-type: none"> <li>▪ Understand (when we are talking about the past e.g. Guy Fawkes, Remembrance) that historians learn about the past.</li> <li>▪ Use stories to begin to understand concepts from the past and ask and answer questions (e.g. Kings, Queens, similarity and difference).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify some of the ways we find out about the past and how it can be represented.</li> <li>▪ Use artefacts, pictures or stories to ask and answer questions about the past.</li> <li>▪ Ask questions such as: What was it like for people? What happened? Was it within or beyond living memory?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe different accounts of a historical event or time, explaining some of the reasons why the account may differ.</li> <li>▪ Use evidence to ask questions and find answers to questions about the past.</li> <li>▪ Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use sources of evidence to deduce information about the past.</li> <li>▪ Identify fact and opinion within sources in order to discuss bias (<i>understanding bias is not always negative and in itself it tells us something but we must be aware of it</i>).</li> <li>▪ Analyse a wide range of evidence in order to justify claims about the past.</li> <li>▪ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>▪ Understand that no single source of evidence gives the <b>full</b> answer to questions about the past and that evidence is used rigorously to make historical claims.</li> </ul>
<p><b>To build an overview of world history and make connections.</b></p>	<ul style="list-style-type: none"> <li>▪ Understand there is history from our country and also other countries in the world.</li> <li>▪ Talk about similarities and differences between things that happen in the past and happen now.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe historical events.</li> <li>▪ Describe significant people from the past.</li> <li>▪ Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe changes that have happened in the locality of the school throughout history.</li> <li>▪ Give a broad overview of life in Britain from pre-history until Roman times including the influences of the wider world upon Britain.</li> <li>▪ Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify continuity and change in the history of the school.</li> <li>▪ Give a broad overview of life in Britain (during Anglo- Saxon and Viking times) including the influences of the wider world upon Britain.</li> <li>▪ Describe how Britain has been influenced by the wider world.</li> <li>▪ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>▪ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

<p><b>To understand chronology.</b></p>	<ul style="list-style-type: none"> <li>▪ Understand past, present and future.</li> <li>▪ Understand ‘now’ is present and is continually moving.</li> <li>▪ Sequence simple events they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Place photographs/ pictures in order on a timeline.</li> <li>▪ Label simple timelines with words of phrases indicating the passing of time such as past, present, older, newer, before, after, now.</li> <li>▪ Recount changes that have happened in their own lives.</li> <li>▪ Use some dates where appropriate.</li> <li>▪ Understand that changes can be observed over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and place events, artefacts and historical figures on a time line using dates.</li> <li>▪ Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>▪ Understand that one time period doesn’t immediately change to another and that change takes place gradually.</li> <li>▪ Understand change can take place slowly or more rapidly.</li> <li>▪ Use dates and terms (‘name’ of a period in History, e.g. Roman) to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the main changes in a period of history (using some terms such as: social, religious, political, technological and cultural).</li> <li>▪ Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>▪ Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>▪ Use dates and terms accurately in describing events.</li> </ul>
<p><b>To communicate historically.</b></p>	<ul style="list-style-type: none"> <li>▪ Communicate using the terms past, present and future in relation to my own experiences.</li> <li>▪ Explain changes that have happened to them and talk themselves.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use words and phrases such as: a long time ago, recently, before, after, past, present, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>▪ Answer questions showing an understanding of historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show an understanding of concepts such as civilisation, parliament, democracy, and war and peace.</li> <li>▪ Show an understanding of monarchy, war time and peace time.</li> <li>▪ Use appropriate historical vocabulary to communicate, including:                         <ul style="list-style-type: none"> <li>• dates</li> <li>• era</li> <li>• continuity</li> <li>• century</li> <li>• legacy.</li> </ul> </li> <li>▪ Begin to select relevant information to respond to historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate historical vocabulary to communicate, including:                         <ul style="list-style-type: none"> <li>• dates</li> <li>• era</li> <li>• continuity</li> <li>• century</li> <li>• legacy.</li> <li>• time period</li> <li>• chronology</li> <li>• change</li> <li>• decade</li> </ul> </li> <li>▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>

**HISTORY CURRICULUM: ANCHORS & LANDING POINTS****PARBOLD DOUGLAS CE ACADEMY**

<b>To understand the legacy of historical events or people.</b>	<ul style="list-style-type: none"><li>▪ Know that we talk about things that have happened in the past still today (significant events Guy Fawkes, history of Diwali etc).</li><li>▪ Talk about the people around them and their roles in society.</li></ul>	<ul style="list-style-type: none"><li>▪ Explain similarities and differences between the past and modern day.</li><li>▪ Explain how life is different today because of the events or people in the past we have studied.</li></ul>	<ul style="list-style-type: none"><li>▪ Explain some influences seen today from the period or individuals studied.</li><li>▪ Suggest causes and consequences of some of the main events and changes in history.</li></ul>	<ul style="list-style-type: none"><li>▪ Explain how individuals and events have shaped the nation and wider world.</li><li>▪ Explain how specific events or people in history have shaped how we live our lives today.</li><li>▪ Consider how current decisions and actions may impact on future generations</li></ul>
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**LET YOUR LIGHT SHINE**

Matthew 5:16