

	Nursery	Reception
EYFS Statutory Framework	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Time passes	Yesterday/today How I have changed since I was a baby? Recognise self in baby photographs and relate simple family stories about babyhood. Living memories. Comparing old and new objects.	Linear calendar What can I do now/then Changes from baby to adult Recognising things from past and now. Comparing old and new objects and photographs – how do you know? Recognising old and new- vehicles and seaside
We all have a history	Answering simple questions about the past. Photos of things I have done in the past that I can talk about.	Asking and answering questions about the past Recognising things from the past in stories
We make and keep memories	Recognising family members in photographs.	Discussing self and life of others who are familiar.
We remember and celebrate special times	RE links	RE links

The skills above are taught across all topics and input into daily routines.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality.</li> </ul>		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>a local history study</li> </ul>			
<b>KS1 Topics</b>						
Changes within living memory	-Know that the toys their grandparents played with were different to their own -Organise a number of artefacts by age -Know the main differences between their school days and that of their grandparents <b>(Dogger)</b>	-Compare changes from the past and present -Organise artefacts by age and discuss differences -Know what a number of older objects were used for <b>(Great Fire of Newcastle and Gateshead)</b>				

Events beyond living memory	-Know about an event that happened long ago, even before their grandparents were born -Know what we use today is different to the past -Compare lives of past and present (Great Fire of London)	-Know about an event that happened long ago and evaluate what was learnt (Great Fire of Newcastle and Gateshead) -Know what we use today instead of a number of older given artefacts and compare differences -Explain how children's lives today are different to those of children a long time ago (The Victorians)				
Lives of significant individuals	-Name a famous person from the past and explain why they are famous (Grace Darling)	-Name a famous person from the past and explain why they are famous (Queen Victoria) -Explain their contribution to national life (The Normans) -Explain their contributions in later history (Queen Victoria) -Know about a famous person from outside the UK and explain why they are famous (Mary Seacole)				
Local history	Know the name of a famous person, or a famous place close to where they live (Grace Darling & history of TVLB)	-Know how the local area is different to the way it used to be a long time ago) (The Normans) -Differentiate between things that were here 100 years ago and things that were not (including buildings, toys, tools etc) (Great Fire of Newcastle and Gateshead)				

KS2			Year 3	Year 4	Year 5	Year 6
Stone age to Iron age			-Know how Britain changed between the beginning of the stone age and the iron age -Know the main differences between the stone, bronze and iron ages -Know what is meant by 'hunter-gatherers'			
Romans				-Know how Britain changed from the iron age to the end of the Roman occupation -Know how the Roman occupation of Britain helped to advance British society -Know how there was resistance to the Roman occupation and know about Boudica -Know about at least one famous Roman emperor		
Anglo-Saxons			-Know how Britain changed between the end of the Roman occupation and 1066 -Know about how the Anglo-Saxon period Britain was divided into many kingdoms -Know that the way the kingdoms were divided led to the creation of some of our country boundaries today -Use a time line to show when the Anglo-Saxons were in England			

Vikings				-Know where the Vikings originated from and show this on a map -Know that the Vikings and Anglo-Saxons were often in conflict -Know why the Vikings frequently won battles with the Anglo-Saxons		
Beyond 1066			-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry -Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding -Know how Britain has had a major influence on the world- see interpreting history (Tudors)		-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry -Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding -Know how Britain has had a major influence on the world- see interpreting history (Abolition of slavery)	-Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- see historical enquiry -Know how to place historical events and people from the past societies and periods in a chronological framework- see chronological understanding -Explain how Britain has had a major influence on the world- see interpreting history (WWI/2 and the Victorians)
First Civilisation (approx. 3000 years ago)						-Know about, and name some of the advanced societies that were in the world around 3000 year ago -Know about the key features of either Ancient Egypt, Ancient Sumer, Indus Valley or the Shang Dynasty (Ancient Egypt)
Ancient Greece					Know some of the main characteristics of the Athenians and the Spartans -Know about the influence the gods had on Ancient Greece -Know at least five sports from the Ancient Greek Olympics	
Civilisations from 1000 years ago				-Know about the impact that one of the following ancient societies had on the world: the Mayan civilisation, the Islamic civilisation or the Benin -Know why they were considered an advanced society in relation to that period of time in Europe		
Local study					-Know about a period of history that has strong connections to their locality and understand the issues associated with the period. -Know how the lives of wealthy people were different from the lives of poorer people during this time	

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	-Understand the difference between things that happened in the past and the present	-Understand and use the words past and present when telling others about an event	-Use a timeline to place historical events, people, places and artefacts in chronological order	-Order significant events and dates on a timeline -Describe the main changes in a period in history	-Order significant events, movements and dates on a timeline	-Order significant events, movements and dates on a timeline

	<ul style="list-style-type: none"> <li>-Describe things that happened to themselves and others in the past</li> <li>-Order a set of events or objects</li> <li>-Use common words and phrases related to passing of time such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents were young.</li> </ul>	<ul style="list-style-type: none"> <li>-Recount changes in my own life over time</li> <li>-Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me</li> <li>-Begin to use dates</li> </ul>	<ul style="list-style-type: none"> <li>-Describe dates of and order significant events from the period studied</li> <li>-Use correct terminology to describe events in the past</li> <li>- Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the main changes in a period in history with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and compare changes within and across different periods</li> <li>-Understand and compare how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>-Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</li> <li>-Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</li> <li>-Communicate understanding of the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>-Look at objects from the past and ask questions i.e. "What were they used for? Which things are old and which are new? or What were people doing?" and try to answer</li> <li>-Use a wide range of information to answer questions.</li> <li>-Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions and find answers about the past.</li> <li>-Suggest where we might find answers to questions considering a range of sources</li> <li>-Use documents and printed sources as evidence about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>-Understand that knowledge about the past is constructed from a variety of sources</li> <li>-Use a range of sources to collect evidence about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>-Select sources independently and give reasons for choices</li> <li>-Use a range of sources to collect evidence about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>-Construct and organise response by selecting and organising relevant historical data</li> <li>-Use documents and printed sources to collect evidence about the past</li> <li>-Analyse a range of source material to promote evidence about the past</li> </ul>
Interpreting history	<ul style="list-style-type: none"> <li>-Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</li> <li>-Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> <li>-Explore the idea that there are different accounts of history</li> </ul>	<ul style="list-style-type: none"> <li>-Look at different versions of the same event in history and identify differences</li> <li>-Know that people in the past represent events or ideas in a way that persuades others</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</li> <li>-Give reasons why there may be different accounts of history</li> <li>-Evaluate evidence to choose the most reliable forms</li> </ul>	<ul style="list-style-type: none"> <li>-Know that people both in the past have a point of view and that this can affect interpretation</li> <li>-Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> <li>-Evaluate evidence to choose the most reliable forms</li> </ul>
Continuity and change	<ul style="list-style-type: none"> <li>-Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</li> <li>-Identifying that continuity or change can be a good thing or a bad thing</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying that changes have happened in history that can impact on today</li> <li>-Identifying that there are reasons for continuities and changes and stating some of these</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying that changes throughout history have had important consequences.</li> <li>-Identifying why some things have stayed the same throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss change and continuity in an aspect of life</li> <li>-Describe and begin to make links across different periods</li> </ul>	<ul style="list-style-type: none"> <li>- Describe changes and make links across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>- Describe changes and make links across different periods and societies</li> <li>-Explain how changes in the past have impacted Britain today.</li> </ul>
Causes and consequences	<ul style="list-style-type: none"> <li>-Identifying that certain choices have a consequence to them.</li> <li>-Identifying how events from history are so significant that they are remembered each year.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying that certain events and individuals have had major consequences in history.</li> <li>-Identifying that history can affect the local area, as well as nationally and globally.</li> <li>-Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise why people did things</li> <li>-Recognise why some events happened and how that impacts present day</li> <li>-Recognise what happened as a result of people's actions or events using the term 'cause and effect'</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and give reasons for historical events, situations and changes</li> <li>-Identify some of the results of historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to offer explanations about why people in the past acted as they did</li> </ul>	
Similarities/differences -Achievements and impact - Housing - Role in society -Jobs and gender	<ul style="list-style-type: none"> <li>-Identify similarities and differences between ways of life in different periods, including their own lives</li> </ul>		<ul style="list-style-type: none"> <li>-Describe some of the similarities and differences between different periods.</li> </ul>	<ul style="list-style-type: none"> <li>-Show understanding of some of the similarities and differences between different periods.</li> </ul>		
Significance	<ul style="list-style-type: none"> <li>-Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</li> </ul>		<ul style="list-style-type: none"> <li>-Identify and begin to describe historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>-Give reasons why some events, people or developments are seen as more significant than others</li> </ul>		

<p>Using sources of evidence Also includes visits to museums/galleries/historic sites</p>	<p>Pictures/photographs Stories Artefacts</p>	<p>Pictures/photographs Stories Artefacts Websites Music</p>	<ul style="list-style-type: none"> <li>• Archive materials</li> <li>• Historic buildings</li> </ul> <p>As well as a selection of</p> <ul style="list-style-type: none"> <li>• Pictures/photographs</li> <li>• Stories</li> <li>• Artefacts</li> <li>• Websites</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Historical data</li> <li>• Databases</li> </ul> <p>As well as a selection of</p> <ul style="list-style-type: none"> <li>• Pictures/photographs</li> <li>• Stories</li> <li>• Artefacts</li> <li>• Websites</li> <li>• Music</li> </ul>
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Also see progression in vocabulary document