

	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
National Curriculum 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.	Pupils should be taught about: - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - 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. Some should be used to compare aspects of life in different periods - Significant historical events, people and places in their own locality.		Pupils should be taught about: - changes in Britain from the Stone Age to the Iron Age - 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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world - the Roman Empire and its impact on Britain - Britain's settlement by Anglo Saxons and Scots - the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - 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 - a local history study			
KS1						
Changes within living memory	Know that jobs/houses/way of life have changed over time Organise a number of artefacts by age Know the main differences between their school days and that of their arandparents	Compare changes from the past and present Organise artefacts by age and discuss differences Know what a number of older objects were used for (Great Fire of Newcastle and Gateshead)				

	(Dogger)					
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 (Grace Darling/TVLB)	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 (Mary Anning)	Name a famous person from the past and explain why they are famous (Queen Victoria) Explain their contribution to national life (The Victorians) 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 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
Changes in Britain from the Stone Age to the 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'			
The Roman Empire and its impact on Britain				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		
Britain's settlement by Anglo Saxons and Scots		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 Use a time line to show when the Anglo Saxons were in England			
The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor			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		
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world (WW2)	Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Explain how Britain has had a major influence on the world (WW1 and the Victorians)
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.					Know about, and name some of the advanced societies that were in the world around 3000 year ago Know about the key features of Ancient Egypt (Ancient Egypt)
Ancient Greece – a study of Greek life and achievements and their influence on the western world				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	

A non European society that provides contrasts with British history –Mayan civilization c. AD 900			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		
A local history study		Know about a period of history that has strong connections to their locality. Know how the lives of people differ to present day. Compare changes over time. (Shipbuilding in the North East)		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 (Abolition of Slavery)	

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 Describe things that happened to themselves and others in the past Order a set of events or objects 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.	Understand and use the words past and present when telling others about an event Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me Begin to use dates	Use a timeline to place historical events, people and artefacts in chronological order Describe dates of and order significant events from the period studied Use correct terminology to describe events in the past	Order significant events and dates on a timeline Describe the main changes in a period in history Understand that a timeline can be divided into BCE/CE (BC/AD)	Order significant events, movements and dates on a timeline Describe the main changes in a period in history with increasing accuracy	Order significant events, movements and dates on a timeline Identify and compare changes within and across different periods Understand and compare how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain
Historical enquiry	Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?	Look at objects from the past and ask questions i.e. "What were they used for? Use a wide range of objects and information to ask and answer questions.	Ask questions and find answers about the past. Find answers to questions considering a range of sources	Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Understand that knowledge about the past is constructed from a variety of sources	Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions

Interpreting history	Look at books, videos, photographs, pictures and artefacts to find out about the past	Identify different ways in which the past is represented Look at and use books and pictures, stories, photographs, artefacts and the internet to find out about the past	Describe and begin to make links between main events, situations and changes within and across different periods and societies Explore the idea that there are different accounts of history Use of a range of sources of evidence including pictures, photographs, stories, artefacts and websites	Know that people in the past represent events or ideas in a way that persuades others Use of a range of sources of evidence including pictures, photographs, stories, artefacts, websites and music	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Give reasons why there may be different accounts of history Evaluate evidence to choose the most reliable forms Use of a range of sources of evidence including archive materials, historic buildings, pictures, photographs, stories, artefacts, websites and music	Analyse a range of source material to promote evidence about the past Evaluate evidence to choose the most reliable forms Use of a range of sources of evidence including historical data, databases, pictures, photographs, stories, artefacts and websites
Continuity and change 	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes have happened in history that can impact on today Identifying that there are reasons for continuities and changes and stating some of these	Identifying that changes throughout history have had important consequences. Identifying why some things have stayed the same throughout history.	Discuss change and continuity in an aspect of life Describe and begin to make links across different periods	Describe changes and make links across different periods and societies	Describe changes and make links across different periods and societies Explain how changes in the past have impacted Britain today.
Cause and consequences	Identifying how events from history are so significant that they are remembered each year.	Identify that certain events and individuals have had major consequences in history. Identifying that history can affect the local area, as well as nationally and globally. Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'consequence'.	Recognise why people did things Recognise what happened as a result of people's actions or events using the term 'cause and consequence'.	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did	
Significance	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		Identify and begin to describe historically significant people and events in situations		Give reasons why some events, people or developments are seen as more significant than others	

Also see progression in vocabulary document