

...s a coherent and chronological planned sequence to ensure teachers have progressively covered the knowledge, skills and concepts required by the national curriculum. The knowledge is in... knowledge and are transferable to whichever period is being studied. This will equip the children for future learning. These historical skills and concept are chronological knowledge and un... rical comprehension the children will be asked to make connections within and across periods noting trends, changes, the causes of these, the significance of an event or individual, and sim... rch skills: to ask and answer historical questions and make observations.

...is based upon understanding the world around them and exploring past and present.

...ch as space, Titanic and Harry Paye enables the children to acquire an understanding of time, events and people in their memory and beyond, both locally and worldwide.

...children will work in chronologically order within Britain—Stone Age through to William the Conqueror—before moving onto the rise and fall of empires around the world and then through... n chronological order from ancient to modern allows the children to truly develop and embed a sense of time and how civilisations were interconnected, children will also gain some unders... y in different locations and how history has impacted on location in which they live.

...more and remember more there is a structure to each lesson whereby prior learning and revision of facts is built in. Through revisiting and consolidating our previous knowledge, our lesso... troducing new knowledge, skills and challenges. Within these lessons revision and introduction of related key vocabulary, which builds year on year, is also built in. This vocabulary is then in... ilable to aid the learning.

...historical knowledge is provided for each period studied via the medium term plan and assimilated to the children through their learning journey and each individual lessons learning object... tend to inspire pupils and practitioners to develop a love of history and an understanding of how it has shaped the world they live in.

...nge of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with... by all learners.

...ough key questioning built into lessons, child-led assessment against the L.O. of each lesson and the creation of an assessment piece - I know so I will be able to - per period studied.

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**By EOKS1 children will know:**

To create simple time lines of events and order events.  
Use vocabulary to describe the passing of time.  
To identify similarities and differences between ways of life in different periods.

**By EOKS2 children will know:**

To make connections and trends.  
To order events chronology both in UK and Worldwide.  
To ask and propose answers to historically valid questions.

To begin to make sense of their own life story and family's history.

Know where the people and events they study fit within a chronological framework

Pupils should continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across periods they study

**EYFS**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

**Knowledge & Skills**

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Recognise and describe special times or events for family or friends.

To order and sequence events studied within a period.

Know where all people/ events studied fit into a chronological framework.

To know the chronology of the Stone Age and Romans

To know the chronology of the Ancient Egyptian and Anglo Saxons and where it sits in world history and in relation to each other.

Place events of period studied (Ancient Greece) on time line with other previously studied eras.

Order and sequence events (of my life)

To use a timeline within a specific time in history to order events.

To see how some historical events / periods occur concurrently in different locations.

Create time-lines showing impact and legacy.

Sequence events and artefacts of a period studied.

Order an increasing number of significant events and dates on to a timeline using dates accurately.

To begin to understand BCE and CE and to order events into them.

To understand how some historical events / periods occur concurrently in different locations.

To compare and contrast characters from stories, including figures from the past. To know some similarities and differences between things in the past and now.

Identify similarities and differences between ways of life in different periods. Ask and answer questions.

Note connections, contrasts and trends over time. Regularly address and sometime devise his change, cause, similarity and difference, and significance.

<b>EYFS</b> <b>Knowledge &amp; Skills</b>	<b>Year 1</b> <b>Knowledge &amp; Skills</b>	<b>Year 2</b> <b>Knowledge &amp; Skills</b>	<b>Year 3</b> <b>Knowledge &amp; Skills</b>	<b>Year 4</b> <b>Knowledge &amp; Skills</b>	<b>Year 5</b> <b>Knowledge &amp; Skills</b>	<b>Year 6</b> <b>Knowledge &amp; Skills</b>
<p>-Identify similarities and differences (between myself and others)</p>	<p>Identify similarities / differences between ways of life.</p>	<p>Identify similarities / differences between people and or events</p>	<p>To identify changes over time.</p> <p>Recall and observe the impact that history has had over time studied.</p> <p>To understand the significance (legacy) of a civilisation.</p>	<p>Offer reasonable explanations for some events.</p> <p>To understand why Britain would have been an important country to invade and occupy by different cultures.</p> <p>To understand the significance of a historically relevant individual</p>	<p>To identify trends throughout history and to map related changes.</p> <p>To identify similarities and differences / compare between associated leading cultures whose prominence were at different times.</p> <p>To contrast elements of a society from different eras.</p>	<p>Recognise the significance of events and people.</p> <p>Locate and describe events and people.</p> <p>Describe the significance of events and people.</p> <p>Trace the development of events and people.</p> <p>Trace the development of events and people.</p>
<p>Use question words (how what, when, where who)</p> <p>Answer questions (how and why)</p>	<p>Ask who, what, where, when questions to find out answers</p> <p>Make simple observations about different people, events, beliefs within a society.</p>	<p>Ask and answer questions to find out answers.</p> <p>Make and record observations about different types of people, events, beliefs within a society.</p>	<p>Ask questions about an event or time period and use resources and experiences given to answer them.</p> <p>Observe small details E.g. using artefacts and pictures.</p>	<p>Ask specific questions about an event or time period.</p> <p>Observe small details and use these to draw conclusions about the time studied. E.g. using artefacts and pictures.</p>	<p>Ask questions about different eras that link.</p> <p>Answer historically valid questions.</p> <p>Observe small details to draw a conclusion.</p>	<p>Ask questions about different eras that link.</p> <p>Answer historically valid questions.</p> <p>Observe small details to draw a conclusion.</p>

To talk about the lives of people around them and their role in society.

Develop an awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.

Develop the appropriate use of historical terms

## EYFS

### Year 1

### Year 2

### Year 3

### Year 4

### Year 5

### Year 6

#### Knowledge & Skills

Use everyday language related to time

Today yesterday tomorrow  
The present the past the future

Day week month

Long ago old new/recent

parent grandparent great

grandparent memory life-

time calendar who? What ?

Remember

#### Knowledge & Skills

Use terms, common words and phrases relating to the passing of time

before/after; earlier/later, second, hour, year, ancient modern date order similar different because important living memory remember opinion artefact What? When? Where?

#### Knowledge & Skills

Develop a greater awareness of the past revisit and consolidate all previous language

#### Knowledge & Skills

Use terms relating to the study unit and passing of time.

B.C.E. (Before the common era) C.E. (The common era)

B.C. (Before Christ) A.D. (Anno Domini)

Empire, trading, civilisation, invasion, archaeologist, archaeology, importance, significance, legacy, change, emperor, chieftains

#### Knowledge & Skills

Use terms related to the period and begin to date events.

Understand more complex terms B.C.E. and C.E. millennium = thousands of years settlers, migration, settlements, sources, impact, effects, consequences, change, continuity, causes, king, pharaoh

#### Knowledge & Skills

Use relevant terms and period labels—decades, centuries, dynasties and City state

Culture

Economic

Century

Decade

Complex society  
extent of change, extent of continuity, impression,

#### Knowledge & Skills

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To comment on images of familiar situations in the past.

To study

- changes within living memory.
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

To study

- 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
- significant historical events, people and places in their own locality

- To study
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain

- To study
- Britain's settlement by Anglo-Saxons
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- 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 Egypt;

- To study
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history ; Mayan civilization c. AD 900

## EYFS Knowledge & Skills

Explain

- talk about members of their immediate family and community
- name and describe people who are familiar to them

## Year 1 Knowledge & Skills

To know the language associated to people and changes within my life.

To know the key contributions for a significant person - Neil Armstrong, Tim Peake

To know the significant events of a local historical figure - Harry Paye.

## Year 2 Knowledge & Skills

To know the significance of Florence Nightingale and Mary Seacole

To know the key events of the Titanic

To know the significant events for Mary Anning's life and achievements

## Year 3 Knowledge & Skills

To learn about the changes in Britain from the Stone Age to the Iron Age.

To learn about the Roman Empire and its impact on Britain.

Find out about everyday lives of the people in the time studied and compare with our life today.

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality

## Year 4 Knowledge & Skills

To learn about the achievements of the earlier civilisations (Ancient Egyptians).

To learn about Britain's settlement by the Anglo-Saxons.

Learn about the Anglo-Saxon and Viking Struggle for the Kingdom of England.

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality

## Year 5 Knowledge & Skills

Study different aspects of different people—compare lifestyles of chn today with chn in Ancient Greece.

Examine causes and results of great events and the impact on the people— Alexander the Great defeating Egypt and linking to year 4

To know how an aspect has changed over time.

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality

To understand the past through settings, characters and events encountered in books read in class and storytelling.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  
 Choosing and using parts of stories and other sources to show that they know and understand key features and events.

Understand how our knowledge of the past is constructed from a range of sources. Thoughtful selections and organisation of relevant historical information.

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**Year 1**

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**Knowledge & Skills**

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**Knowledge & Skills**

Story  
 Pictures  
 Photos

Photos  
 Story

Pictures  
 Written sources

Poo  
 Skara Brea pictures  
 Story

An old shoe and a clay pot  
 Artefacts  
 Story

Written evidence  
 Artefacts  
 Story

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Identify and understand some of the ways we find we find out about the past (photos, stories, recounts).

Identify and understand some of the ways we find we find out about the past (photos, stories, books, recounts)..

Distinguish between different given sources and compare different versions of the same story.

Look at given evidence and begin to evaluate it usefulness.

Introduce examples of primary and secondary sources.

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Choose and use parts of stories and other sources to show understanding of period studied.

Choose and use parts of libraries stories and other sources to show understanding of period studied.

Begin to use a library and internet for research, with guidance.

Use the library and internet for research.

Use library and internet with increasing confidence knowing which sites to trust.

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