

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Thread		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ♣ 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ♣ significant historical events, people and places in their own locality. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ♣ changes in Britain from the Stone Age to the Iron Age <i>Examples (non-statutory) ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture</i> ♣ the Roman Empire and its impact on Britain <i>Examples (non-statutory) ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> ♣ Britain's settlement by Anglo-Saxons and Scots <i>Examples (non-statutory) ♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne</i> ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Examples (non-statutory) ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066</i> ♣ a local history study <i>Examples (non-statutory) ♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>Examples (non-statutory) ♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ 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 ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain</i> ♣ 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 ♣ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology		<ul style="list-style-type: none"> • Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life 	<ul style="list-style-type: none"> • Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations • Describe memories of key events in lives and order chronologically on a mini timeline 	<ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened • Sequence events or artefacts • Use dates related to the passing of time • Show a developing understanding of chronology realising that the past can be divided up into different time periods 	<ul style="list-style-type: none"> • Place events from a period studied on a time line • Use terms related to the period and begin to date events • Understand and use more complex terms e.g. BCE/AD • Plot history on a timeline using centuries and decades • Remember key historical facts and some dates from a period studied 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Know and sequence key events of time studied • Relate current studies to previous studies make comparisons between different times in history • Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to ten events on a time line • Place features of historical events and people from past societies and periods in a chronological framework

<p>Range and Depth of Historical Knowledge</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture) • Use a range of sources to find out characteristic features of the past • Sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better today • Describe in simple terms the importance of a local place or landmark (e.g. consider clothes, toys, foods, size, abilities) • Recall a significant memory from the past • Sort artefacts into 'then' and 'now' 	<ul style="list-style-type: none"> • Find out about people and events in other times through artefacts • Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures • Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening) • Recount the life of someone famous from Britain who lived in the past • Find out something about the past by talking to an older person • Research and sequence the life of a famous person from the past using different resources to help them • Explore cause and effect by looking at a significant individuals actions and what happened as a result • Use stories of famous historical figures to compare aspects of life in different times • Describe how people, places and events have changed over time • Describe changes in the local area during their own lifetime and that of their parents and grandparents 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied and compare with our life today • Identify reasons for and results of people's actions • Understand why people may have had to do something • Study the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) • Know that Britain has been invaded by several different groups over time • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Describe how their own lives are similar or different to children living in past times • Explain how a significant individual of a period influenced change • Describe how national changes have affected their locality • Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war) 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in a time studied • Identify key features and events in a time period • Develop a broad understanding of ancient civilisations • Recognise that the lives of wealthy people were very different to those of poor people • Appreciate how items found belonging to the help us to build up an accurate picture of how people used to live at different times • Explain how events from the past have helped shape our lives today • Research what it was like for children in a given period from the past and use photographs and illustrations to present their findings • Compare two time periods of history • Explain how significant historical figures contributed to national and international achievements in a variety of eras • Describe the impact of international events (e.g. war) on the local area • Explain the impact of a significant historical figure on life in Britain 	<ul style="list-style-type: none"> • Study different aspects of life for different people – e.g. differences between men and women • Compare an aspect of life with the same aspect in another period • Examine causes and results of great events and the impact on people • Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) • Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same • Begin to appreciate that how we make decisions has been through Parliament for some time • Explain how their locality has changed over time • Have a good understanding as to how crime and punishment has changed over the years • Describe how a significant individual or movement has influenced the UK or wider world • Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another period studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Compare and contrast ancient civilisations • Summarise how Britain has had a major influence on world history • Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities, changes and continuity between different periods in history • Identify and explain their understanding of propaganda • Describe a key event from Britain's past using a range of evidence from different sources • Describe how their own lives have been influenced by a significant individual or movement • Describe the negative or positive impact of a period of history on contemporary society
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<p>Historical Enquiry and Interpretation</p>		<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) • Ask and answer questions about old and new objects • Answer questions using an artefact/photograph provided, including an event beyond living memory • Offer a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> • Identify different ways to represent the past • Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings • Use a source – why, what, who, how, where to ask questions and find answers • Discuss the effectiveness of different historical sources 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness • Look at representations of the period through museum visits, cartoons etc... • Use a range of sources to find out about a period, including using the library and, e-learning for research to answer questions • Observe small details in artefacts and pictures • Select and record information relevant to the study • Express an opinion on whether a person or event had a positive or negative impact on life in Britain • Suggest suitable research questions • Choose the most helpful source material for a task and justify, showing awareness if a range of sources to select from • Research similarities and differences between given periods in history 	<ul style="list-style-type: none"> • Look at evidence available and begin to evaluate the usefulness of different sources • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Research two versions of an event and say how they differ • Explain how an event can have more than one cause • Ask and answer more complex questions through independent research • Look for links and effects in time studied in order to offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Compare accounts of events from different sources and offer some reasons for different versions of events • Begin to identify primary and secondary sources • Use evidence to build up a picture of life in time studied • Select relevant sections of information confident use of library, e-learning, research • test out a hypothesis in order to answer a question • Explain why people acted the way they did (e.g. why Henry VII married many times in order to produce an heir to the throne) • Follow independent lines of enquiry and make informed responses based on this. • Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur • Use a range of historical sources to describe how an event (e.g. the Black Death) affected a local town or village 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations (fact or fiction and opinion) • Be aware that different evidence will lead to different conclusions • Show confidence in the use of the library etc. for research • Recognise primary and secondary sources use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out • Bring knowledge gathering from several sources together in a fluent account • Summarise the main events from a specific period in history, explaining the order in which key events happened • Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective • Suggest and research information sources required to present and in-depth study of a local town or city • Independently investigate a complex historical research questions
<p>Communication and vocabulary</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Communicate through time lines (3D with objects, sequential pictures), drawing drama, role play, writing (e.g. reports, labelling, simple recount) and ICT • Use words and phrases like: old, new and a long time ago 	<ul style="list-style-type: none"> • Communicate understanding through class display or museum, annotated photographs, ICT • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning 	<ul style="list-style-type: none"> • Communicate knowledge and understanding about historical events and famous people in a variety of ways - labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama • Use appropriate historical vocabulary to describe key features of a time period • Choose the best way to record a range of historical information giving reasons for the choice 	<ul style="list-style-type: none"> • Select data and organise it to answer historical questions • Display findings in a variety of ways • Work independently and in groups • Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry) 	<ul style="list-style-type: none"> • Fit events into a display sorted by theme • Use relevant terms and time vocabulary to match dates to people and events • Record and communicate knowledge in different forms • Work independently and in groups showing initiative • Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international) • Produce well-structured narratives, descriptions and explanations 	<ul style="list-style-type: none"> • Select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations • Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social) • Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose

