


































Interleaving Concepts in History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past and Present Me and My Family	Living Memory and Families	Significant People and Events	Stone Age Ancient Egypt	Anglo Saxons through to Vikings	Colonisation, trade and building of the Empire	World War II
Rule of Law Vote for class book	Rule of Law Democracy, class council, voting 	Rule of Law Guy Fawkes, Parliament through stories 	Empire & Civilisation Similarity and difference 	Invasion/Settlers Why was Britain invaded? Raiders or settlers? 	Invasion/Settlers Colonisation, trade, imports, disease 	Invasion/Settlers Through the eyes of a child, why did Hitler invade 
Civilisation My family 'All are welcome'	Diversity & Migration Where are you and family from? 	Empire & Civilisation Christopher Columbus, enslaved people, colonisation 	Diversity and Migration Cheddar man – how did he get here? Comparing classes AE and SA 	Empire & Civilisation Anglo -Saxon settlement, Christianity, trade 	Rule of Law Monarchs, who funded voyages. 	Rule of Law Monarchy, dictator, tyranny, parliament. 
Diversity and Migration 'My class is a family'		Diversity and Migration Significant women in history Mae Jameson 	Rule of Law Pharaohs, AE hierarchy, Pharaoh to slaves 	Rule of Law Danelaw, absolute monarchy 	Empire & Civilisation Colonisation/slavery 	Empire & Civilisation Spread of Third Reich 
				Diversity & Migration Role of women in invasion and settlement 	Diversity & Migration Slave trade 	Diversity & Migration Refugees, evacuation, Commonwealth in army, holocaust 
Stories from the past	Local Study	History of a Non-European Country	Architects, Engineers and Designers	Electricity	Victorians & Industrial Revolution/ Local study	Have we always had natural disasters?
Characters from stories	Empire and Civilisation Local community 	Empire & Civilisation A brief history of Ghana, colonisation 	Empire and Civilisation E.g. The achievements of Isambard Kingdom Brunel and his impact/timeline transport 	Empire & Civilisation Explore origins of books /devices replaced by i-phone 	Rule of Law Queen Victoria's global influence, parliamentary acts, democracy 	Empire & Civilisation Rise and fall of Pompeii-Vesuvius 
	Diversity and Migration Our local community 	Diversity and Migration Ghana 		Diversity and Migration Thomas Edison, Marta Karczewicz, Thomas Mensar 	Empire & Civilisation Role of colonies 	Rule of Law City States, democracy 
	Rule of Law Local MP, Mayor, parliament 				Diversity and Migration The role of women, migration to cities 	
Special People	Significant People and Events	Victorian Children	Romans Settlements and Agriculture in Britain	Civilisation in the Rainforest	The Space Race	Pre and Post 1066 unit -migration
People who help us	Empire & Civilisation The great Fire of London 	Rule of Law Queen Victoria how was monarchy different from today? 	Invasion/Settlers Why did Romans invade and what was the impact? 	Empire & Civilisation Where and when did the Maya live? Farming 	Empire & Civilisation Achievement, power struggle 	Rule of Law 
	Rule of Law Present monarch 	Diversity and Migration The right to an education -Barnardo 	Empire & Civilisation What was the impact of the Roman Empire on Britain? 	Rule of Law Hierarchy Monarchy 	Diversity & Migration The Space race-Katherine Johnson 	Invasion/Settlers Why have people migrated 
			Diversity and Migration Collective nature of Roman army Septimus Severus 			Empire & Civilisation How migration has built civilisations 
			Rule of Law Emperors, tribal leaders -Boudicca 			Diversity & Migration 

Progression in Knowledge Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Invasion and Settlers</b>			<p>Autumn: Why did Christopher Columbus explore and invade? Spring: Why was Ghana important? Know that is had gold and other important resources which Europeans wanted, this is why it was colonised. Introduce the term colony.</p>	<p>Autumn</p> <ul style="list-style-type: none"> <li>Stone-age people formed settlements and developed form hunter gatherers to farmers.</li> </ul> <p>Summer – Roman Empire:</p> <ul style="list-style-type: none"> <li>Repeated invasions of Britain, why did they invade? Land, resources, wool.</li> <li>Impact-Settlement in Britain</li> <li>Invasion is an unwelcome intrusion into someone else’s country.</li> <li>Settlers are people who stay in the country they have entered and live and work and raise families there.</li> <li>The romans invaded Britain because of good land which grew crops and supported farm animals, it also had a wealth of tin and lead.</li> </ul>	<p>Autumn – Vikings through to Anglo-Saxons: There were distinct groups:</p> <ul style="list-style-type: none"> <li>Angles</li> <li>Saxons</li> <li>Jutes</li> <li>They came from Germany, Denmark and the Netherlands.</li> <li>The Anglo-Saxons invaded Britain because their own countries were inhospitable, were becoming overcrowded.</li> <li>They settled in Britain due to the good farmland.</li> <li>Anglo Saxons invaded for farmland and space to settle</li> <li>The Vikings came from Scandinavia.</li> <li>The first recorded Viking raid was Lindisfarne which was recorded in Chronicles.</li> <li>The Vikings initially raided Britain for valuable items and returned home and repeated this cycle.</li> <li>Some Vikings settled in Britain. Viking raided and then settled.</li> <li>Place names identified by prefix suffix</li> <li>1066-significance</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Settlements in the Caribbean – why there? Raw materials, resources.</li> <li>What is colonisation?</li> <li>What was impact on indigenous people- disease, enslavement</li> <li>Which commodities were grown and traded?</li> <li>Who benefitted from colonies? What raw products were used in industrial revolution?</li> </ul>	<p>Autumn – World War II WW2 began because Hitler invaded Austria, Czechoslovakia, Poland in 1939 because</p> <ul style="list-style-type: none"> <li>looking for more space</li> <li>financial gain</li> <li>drive for power</li> <li>Hitler invaded France and Britain retreated from Dunkirk in 1940</li> <li>Invasion of Poland. Germany invaded for more space, financial growth, power.</li> <li>Threat of invasion of Britain</li> <li>Difference between invasion and migration.</li> </ul> <p>Summer- A study of migration through the ages to present day. The economic and political reasons for migration.</p>
<b>Diversity and Migration</b>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Talk about members of children’s immediate family and their community. Mum, dad, grandma, grandad. Where do they live?</li> </ul>	<p>Autumn - Living Memory &amp; Families:</p> <ul style="list-style-type: none"> <li>Migration means moving from one place to another.</li> <li>When were you born</li> <li>Who lives in our community, why did our families move to UK?</li> <li>Why have some families emigrated?</li> </ul>	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> <li>Significant <b>women</b> in history</li> <li>Spring-Ghana-study culture. Why did people move from Ghana?</li> </ul>	<p>Autumn – Stone Age Ancient Egypt:</p> <ul style="list-style-type: none"> <li>Cheddar man migrated.</li> <li>People travelled and traded.</li> <li>Cheddar man – how did he get here?</li> <li>Comparing classes in AE and the SA</li> </ul> <p>Summer Roman:</p> <ul style="list-style-type: none"> <li>Septimus Severus</li> <li>Collective nature of the Roman army</li> </ul>	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> <li>Anglo-Saxon migration/Anglo-Saxon settlement – protectors post Roman Empire</li> <li>Establishment of Christianity in Britain</li> <li>Change in the role of women as part of invasions</li> </ul>	<ul style="list-style-type: none"> <li>Autumn - Oceans:</li> <li>Colonies were established in these places to facilitate the trade of commodities such as cotton, rum, sugar gold and ivory.</li> <li>As a result of the growing colonies, there was a requirement for labour and from this</li> </ul>	<p>Autumn – World War II</p> <ul style="list-style-type: none"> <li>Eastern European migration</li> <li>Kindertransport</li> <li>Evacuation – migration of children to the countryside</li> <li>Equality of expectations – women, children, animals all expected to work</li> <li>Holocaust</li> </ul>

		<p>Spring – Local Study:</p> <ul style="list-style-type: none"> <li>Our school community</li> <li>Our local community</li> </ul>		<ul style="list-style-type: none"> <li>The Roman army was made up of a diverse group of people made up from conscripts across the Empire.</li> </ul>		<p>the slave trade grew. The trade triangle created huge wealth for a few people. The industrial revolution was built from the wealth and raw materials generated by the trade triangle.</p> <ul style="list-style-type: none"> <li>Enslaved people are used for labour, they are owned by the people they have little or reduced rights. They are exploited.</li> <li>In 1833 slavery was abolished in Britain and there are key figures from our local areas that were instrumental in this.</li> <li>Slavery exists today.</li> </ul> <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> <li>Role of women</li> <li>Role of children</li> <li>Movement from the countryside to the cities for work and greater opportunity</li> </ul>	<p>Summer- A study of migration through the ages to present day. The economic and political reasons for migration. Continuity-people have migrated across the ages for the same reasons:</p> <ul style="list-style-type: none"> <li>Safety</li> <li>Wealth</li> <li>Work</li> <li>Social</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>People have always migrated across History for the same reasons; economic, social, refugee, asylum seeker.</li> <li>Migration has brought diversity and prosperity to many countries.</li> </ul>
<b>Empire and Civilisation</b>	<ul style="list-style-type: none"> <li>Name, describe people who are familiar to them (police, doctors, teachers, fire service).</li> </ul>	<p>Spring – Local Study:</p> <ul style="list-style-type: none"> <li>Local community and amenities that make a civilisation.</li> <li>Introduce what a civilisation is.</li> <li>A civilisation are a result of advancement, social and cultural advancement.</li> </ul> <p>Summer – Significant People and Events:</p> <ul style="list-style-type: none"> <li>How the civilisation of London contributed to the Great Fire of London</li> </ul>	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> <li>Christopher Columbus – colonisation, spread of Christianity</li> <li>Introduce term enslaved people</li> <li>That an enslaved person is a person that is forced to work for little or no pay often against their will.</li> </ul> <p>Spring – Non-European Country:</p> <ul style="list-style-type: none"> <li>Colonisation. How colonies built Empires.</li> <li>That colonies are formed when people from one country settle and take control of another country.</li> <li>History of Ghana</li> </ul>	<p>Autumn – Stone Age Ancient Egypt:</p> <ul style="list-style-type: none"> <li>AE civilisation. A civilisation is a way of life that is better or more advanced than another way of life.</li> <li>That religion was a big part of the AE civilisation.</li> </ul> <p>The three eras of the stone age:</p> <ul style="list-style-type: none"> <li>Palaeolithic</li> <li>Mesolithic</li> <li>Neolithic</li> <li>People formed settlements and civilisations and that these developed over time.</li> <li>People developed from hunter-gatherers to farmers.</li> <li>Change in civilisation throughout the SA period – Paleolithic (hunter gatherers) to Neolithic (farmers)</li> </ul> <p>Spring-Architects, Engineers, designers</p> <ul style="list-style-type: none"> <li>Achievements of Brunel. Timeline of transport</li> </ul>	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> <li>AS influence on religion (they brought Christianity), farming</li> <li>Thanes</li> <li>Viking trading empire</li> <li>What made a civilisation in Anglo Saxon times.</li> </ul> <p>Spring-devices/books replaced by i-phone</p> <p>Summer – Maya:</p> <ul style="list-style-type: none"> <li>Mayan civilisation – length of it, how it ended</li> <li>Agriculture and farming</li> <li>Gods</li> <li>The Maya was a civilisation as it had city states, writing a number system and sought advancement.</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Colonisation</li> <li>Why the slave trade grew (requirement for labour in the colonies)</li> </ul> <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> <li>Role of the colonies in terms of raw materials</li> </ul> <p>Summer – Space Race:</p> <ul style="list-style-type: none"> <li>Looking beyond your civilisation</li> <li>Power struggle – East and West civilisations</li> </ul>	<p>Autumn – World War II:</p> <ul style="list-style-type: none"> <li>Spread of the Third Reich</li> </ul> <p>Throughout KS2-Ancient Greeks</p> <ul style="list-style-type: none"> <li>Legacy of Greeks</li> </ul> <p>Summer-How has migration supported the building of civilisations</p> <ul style="list-style-type: none"> <li>Humankind are always seeking the same things; shelter, safety, food, prosperity, advancement.</li> </ul>

			<ul style="list-style-type: none"> <li>Know civilisations seek advancement- e.g.exploration.</li> <li>Summer:</li> <li>Many things have changed since Victorian times for children, such as clothing, entertainment, but much has stayed the same -school, home.</li> </ul>	<p>Summer – Roman Empire:</p> <ul style="list-style-type: none"> <li>What the Romans did for Britain – impact on civilisation, democracy, medicine, roads, trade, money etc</li> <li>The Romans were a civilisation who brought advancements such as roads.</li> </ul>			
<b>Rule of Law</b>	<ul style="list-style-type: none"> <li>Know the name of our current monarch. Learn about rule of law through stories</li> <li>Understand people who are special to them e.g. mum, dad.</li> </ul> <p>Summer: A monarch is the head of state and becomes a monarch through birth and remains until the die or abdicate. King Charles is our king, he is married has children and has changed over time.</p>	<p>Autumn – Living Memory and Families:</p> <ul style="list-style-type: none"> <li>Democracy – voting in school elections</li> </ul> <p>That democracy means that everyone can have a vote in a decision making process.</p> <ul style="list-style-type: none"> <li>Spring – Local Study: Learn about:</li> <li>Local MP</li> <li>Mayor</li> <li>Parliament</li> </ul> <p>Summer: Present monarch: what is a monarch?</p>	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> <li>Parliament: what it looks like, where it is</li> <li>Parliament is where laws are made that affect our day to day lives.</li> <li>Link parliament to democracy. Know democratic society votes.</li> <li>Guy Fawkes</li> </ul> <p>Summer – Victorian Child</p> <ul style="list-style-type: none"> <li>Monarchy: Queen Victoria, how monarchy was different from present day</li> <li>Queen Victoria turned the monarchy form an absolute monarchy to a constitutional monarchy with a democratic parliament.</li> </ul>	<p>Autumn – Stone Age to Ancient Egypt:</p> <ul style="list-style-type: none"> <li>Pharaohs ruled AE, there was a social hierarchy</li> </ul> <p>Summer - Roman Settlements:</p> <ul style="list-style-type: none"> <li>Emperors total rule. The senate.</li> <li>Tribal leaders (Boudicca - Iceni)</li> <li>The Roman Empire was ruled by an emperor, but was also a democracy with a senate.</li> </ul>	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> <li>Monarchy: an absolutely monarch, the battle for power</li> <li>The Anglo-Saxons and Vikings eventually co-existed in Britain.</li> <li>That Danelaw was established.</li> <li>Thanes – embryonic parliament</li> </ul> <p>Summer – Maya:</p> <ul style="list-style-type: none"> <li>Hierarchical monarchy</li> <li>City states were ruled by a king, the Maya believed were given the right to rule by the gods.</li> </ul>	<p>Autumn:</p> <ul style="list-style-type: none"> <li>Portuguese, British, Spanish, French and Dutch monarchs funded voyages to West Africa and across to the Caribbean and the Americas to explore new lands, bring back goods and identify locations for colonies to be established.</li> </ul> <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> <li>Monarchy – Queen Victoria’s global influence</li> <li>Parliament – Factories Act, improvement of living conditions</li> <li>Democracy – voting acts</li> </ul>	<p>Autumn – WW 11</p> <ul style="list-style-type: none"> <li>Hitler was a dictator who used anti-Semitism to justify the Holocaust</li> <li>Britain’s Prime Minister at the outbreak of the war was Neville Chamberlain and then Winston Churchill.</li> <li>Monarchy – George VI, Queen Elizabeth, Princess Elizabeth</li> <li>Constitutional Monarchy</li> <li>Tyranny – Hitler</li> <li>Parliament – manipulation of the Reichstag</li> <li>Parliament today, democracy, democratic society. Freedom of speech.</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Recall some significant experiences of their life.</li> <li>Identify significant people to them:</li> <li>Parents</li> <li>Grandparents</li> <li>Aunts/Uncles etc</li> <li>These things happened in the past.</li> <li>The terms oldest and youngest.</li> <li>The monument in London and paintings can help us learn</li> </ul>	<p>Learn about Guy Fawkes, Mae Jameson, Christopher Columer.</p> <p>What make someone significant?</p> <p>Was Christopher Columbus a ‘good’ of ‘bad’ significant person?</p> <p>Summer:</p> <ul style="list-style-type: none"> <li>Dr Barnado worked to create homes for children who were in poverty, he ensured they were educated and skilled in a profession. Barnados is still a charity today</li> </ul>	<ul style="list-style-type: none"> <li>That Howard Carter discovered the tomb of Tutankhamun. He was significant in helping us understand about AE</li> <li>That we have learned a lot about Ancient Egypt from the tomb of Tutankhamun.</li> </ul>	<ul style="list-style-type: none"> <li>Lindisfarne was a monastery that was raided by the Vikings. Was the Battle of Hastings a turning point in British history?</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>We can learn about the Maya through artefacts and archaeology.</li> <li>The Maya civilisation lasted for centuries.</li> </ul>	<ul style="list-style-type: none"> <li>William Knibb (Kettering), Thomas Clarkson (Wisbech), John Anderson (Corby) were significant abolitionists.</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>The moon landing was significant as it was a first in exploration and an incredibly difficult, risky, challenging feat.</li> <li>Katherine Johnson was a key figure at NASA, she was a</li> </ul>	<p>Autumn WW11</p> <ul style="list-style-type: none"> <li>Cities with industrial significance were bombed in the Blitz.</li> <li>The turning point for Britain not losing the war was the Battle of Britain</li> <li>The war became global in 1941 when Japan attacked the US naval base at Pearl Harbour</li> <li>The war ended in Europe in May 1945 and the rest of the world in August 1945 for different reasons.</li> </ul>

		<ul style="list-style-type: none"> <li>about the Great Fire of London.</li> <li>The fire spread rapidly as houses were made from timber.</li> </ul>	working to support vulnerable children.			<ul style="list-style-type: none"> <li>gifted mathematician who made it possible for many successful lunar missions to happen.</li> <li>Human's have always explored.</li> <li>Many of today's products are as a result of having to solve problems to enable to moon landing to happen.</li> </ul>	
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History

Summary and progression							
Chronological Knowledge and Understanding <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i>							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Use everyday language for the passing of time.</li> <li>Talk about my home, and the people who are important to me.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand people and events before they were born.</li> <li>Use the everyday terms to describe the passing of time.</li> <li>Sequence objects, everyday events and stories within experience within time order e.g. the school day.</li> <li>Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</li> <li>Develop a sense of period, what was it really like living in that era?</li> <li>Use common words and phrases relating to the passing of time.</li> <li>Identify different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Know where all people/events studies fit into a chronological framework e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</li> <li>Develop a sense of period, what was it really like living in that era?</li> <li>Identify similarities and differences between periods.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</li> <li>Develop a sense of period, what was it really like living in that era?</li> <li>Make connections with significant events, draw contrasts and analyses trends within periods and over long arcs of time.</li> <li>Use historical terms and concepts in increasingly sophisticated ways.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</li> <li>Develop a sense of period, what was it really like living in that era?</li> <li>Establish clear narratives within and across periods studied.</li> <li>Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</li> <li>Develop a sense of period, what was it really like living in that era?</li> <li>Make connections and contrasts with significant events.</li> <li>Discern how and why contrasting arguments and interpretations of the past have been constructed.</li> </ul>	<ul style="list-style-type: none"> <li>Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</li> <li>Develop a sense of period, what was it really like living in that era?</li> <li>Make connections with significant events, draw contrasts and analyse trends within periods and over long arcs of time.</li> <li>Use historical terms and concepts in increasingly sophisticated ways.</li> </ul>
Summary and progression Continuity and Change: <i>Understanding how and why change occurs in history, why and how things stay the same and analysing trends.</i>							
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6

<ul style="list-style-type: none"> <li>Comments on characters from stories including figures from the past e.g. dinosaurs.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good?</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good?</li> </ul>	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time.</li> <li>Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?</li> </ul>	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time.</li> <li>Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and analyse connections, contrasts and trends over time.</li> <li>Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and analyse connections, contrasts and trends over time.</li> <li>Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?</li> </ul>
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**Summary and progression**  
**Cause and Consequence:**  
*Identify, describe reasons for and results of historical events, situations and changes studied in the past. 7*

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Begin to know about similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families.</li> </ul>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time.</li> </ul>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes.</li> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes.</li> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time.</li> </ul>

<b>Summary and progression</b> <b>Significance:</b> <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> <b>Remarkable:</b> The event or development was literally remarkable—in the sense that it was remarked upon by people at the time or afterward. Alternatively, it could be unusual, beyond the realm of normal life. <b>Remembered:</b> The event or development was important at some stage in history within the collective memory of a group or groups. <b>Revealing:</b> It reveals something noteworthy about that time period or challenges us to consider an unexpected aspect of the past. <b>Resonant:</b> It is possible to connect with experiences, beliefs, or situations we experience today. <b>Resulting in Change:</b> It had consequences for the future.							
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Nursery	Reception	Y 1	Y 2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> <li>Show interests in different occupations.</li> <li>Begin to make sense of their own life story and family history.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and their community.</li> <li>Name, describe people who are familiar to them (police, doctors, teachers, fire service).</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations .e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations.</li> <li>Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations.</li> <li>Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<ul style="list-style-type: none"> <li>Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>

<b>Summary and progression</b> <b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i>							
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Nursery	Reception	Y 1	Y 2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> <li>Encourage the children to ask questions.</li> <li>Talk about memories and special times (e.g. birthdays, weddings etc)</li> <li>Opportunities to explore artefacts from the past</li> <li>Opportunities to role play</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.</li> <li>Talk about and describe artefacts from the past and present.</li> <li>Record memories of special events (memory box across the year)</li> <li>Opportunities to role play</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Understand some ways we find out about the past.</li> <li>Choose and use parts of stories and other sources to show understanding of concepts e.g. are historical accounts biased depending on the author?</li> </ul> <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> <li><b>Would you rather be a child now or when your Grandparents were young?</b></li> </ul>	<p>Choose and use parts of stories and other sources to show understanding of concepts of chronology, similarity, difference, cause and consequence. Ask and answer questions.</p> <p>We can learn much about the Victorian era by using reliable historical sources such as paintings, newspaper cuttings, census, etchings, photographs, parish records.</p> <p><u>Examples of enquiry questions:</u></p> <p>Was Christopher Columbus a hero or villain?  Did Guy Fawkes make the right choice?  Would you rather be a child today or in the Victorian times?  Fact vs Fiction – do fictional stories really depict what was like in Victorian times?</p>	<ul style="list-style-type: none"> <li>Pursue historically valid enquiries including some they have framed.</li> <li>Understand how different types of sources are used rigorously to make historical claims.</li> <li>Create relevant, structured and evidentially supported accounts.</li> <li>Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</li> </ul> <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> <li>Sand vs Stone – Where would you choose to live?</li> <li>Did Julius Caesar actually conquer Britain?</li> <li>Was Boudicca a hero or villain?</li> <li>What did The Romans do for us?</li> <li>What was the Roman legacy?</li> <li>Fact vs Fiction – do fictional stories really depict what it was like in Roman times?</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Construct informed responses by Selecting and organising relevant historical information.</li> <li>Develop the appropriate use of historical terms.</li> </ul> <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> <li>Were there any major differences between the Anglo-Saxon and Viking invaders?</li> <li>Were the Viking invaders or settlers?</li> <li>Fact vs Fiction – do fictional stories really depict what it was like in XX times?</li> </ul>	<ul style="list-style-type: none"> <li>Pursue historically valid enquiries including some they have framed.</li> <li>Understand how different types of sources are used rigorously to make historical claims.</li> <li>Create relevant, structured and evidentially supported accounts.</li> <li>Use historical terms and concepts in increasingly sophisticated ways.</li> </ul> <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> <li><b>Are explorers all pirates?</b></li> <li><b>Where would we be without the Industrial Revolution?</b></li> <li><b>How does Victorian pollution compare with pollution in our own time?</b></li> <li><b>Fact vs Fiction – do fictional stories really depict what it was like for explorers?</b></li> </ul>	<p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</p> <p><u>Examples of enquiry questions:</u></p> <p><b>Why did Hitler persecute the Jews?</b>  <b>What were the pros and cons of being evacuated? Where was the best place to live during the war?</b>  <b>How well does a fictional story tell us what it was like to be an evacuee?</b>  <b>Evacuee experiences in Britain, is this all we need to know about children in WWII?</b>  <b>How significant was the impact of WWII on women?</b>  <b>What patterns of migration occurred – within, from, and to the UK?</b></p>










## Year EYFS UTW- Past and Present

### Educational Program

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.









Early Years End Points:	Knowledge for Nursery	Key Texts for Nursery	Knowledge for Reception	Key Texts for Reception
<p>Past and Present Children at the expected level of development will:</p> <p>Talk about the lives of people around them, and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>	<p><b><u>Chronological Knowledge and Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and family history.</li> <li>Begin to sequence events from their lives</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>Photographs of children’s families</p> <p>Photographs of events which have happened throughout time in Nursery.</p> <p><b><u>Vocabulary</u></b> New, old, a long time ago, now, then, today, before, after, special</p>	<p><b><u>Chronological Knowledge and Understanding:</u></b></p> <ul style="list-style-type: none"> <li>Begin to understand people and events before they were born.</li> <li>Talk about members of their immediate family and their community.</li> <li>Sequence events from their lives and stories. E.g beginning, middle and end of a story.</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>Photographs of children’s families</p> <p>Photographs form the past and past events</p> <p><b><u>Vocabulary</u></b> today, yesterday, tomorrow, next , special, home, house, before, after, family, now, then, this week, next week, days of the week, beginning, middle and end</p>
	<p><b><u>Continuity and Change:</u></b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations including some from the past.</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>Artefacts and photographs.</p> <p>Peebo</p> <p><b><u>Vocabulary</u></b></p> <p>Same, different, now and then, vocab related to artefact/ photograph</p>	<p><b><u>Continuity and Change:</u></b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs.</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>Jeannie Baker Books</p> <p>Non- fiction books about castles, dinosaurs</p> <p><b><u>Vocabulary</u></b></p> <p>Old, new, a long time ago, same, similarities, different, differences, artefact, object</p>
	<p><b><u>Cause and Consequence:</u></b></p> <ul style="list-style-type: none"> <li>Begin to know about similarities and differences between themselves and others.</li> </ul>	<p><b><u>Key Text</u></b></p> <p>All are Welcome</p> <p>The Great big Book of Families</p> <p><b><u>Key Vocabulary</u></b></p> <p>same, different, special, good to be me, friend, kind, caring</p>	<p><b><u>Cause and Consequence:</u></b></p> <ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families.</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>My class is a family</p> <p>All are welcome</p> <p>And Tango Makes Three</p> <p>The great big Book of Families</p> <p><b><u>Vocabulary</u></b></p> <p>special, same, different, respect, unique</p>
	<p><b><u>Significance:</u></b></p> <ul style="list-style-type: none"> <li>Show interests in different occupations.</li> <li>Begin to make sense of their own life story and family history.</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>The big book of families</p> <p>Owl Babies</p> <p>Photographs of families</p> <p>Non-fiction books about police, fire fighters etc.</p> <p><b><u>Vocabulary</u></b> Family, mummy, daddy, brother, sister, grandma, grandad</p>	<p><b><u>Significance:</u></b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and their community.</li> <li>Name, describe people who are familiar to them (police, doctors, teachers, fire service).</li> </ul>	<p><b><u>Key Texts</u></b></p> <p>Goldilocks and Three Bears</p> <p>The Tiger Who Came to Tea</p> <p>I Can be Anything</p> <p>Photographs of Children’s Families</p> <p>Non-Fiction books about police, nurses etc.</p> <p><b><u>Vocabulary</u></b></p> <p>Communities, family, grandparents, parents, important, event</p>






	<p><u>Possible provision:</u></p> <p>Artefacts within continuous provision (e.g old telephone, typewriters)</p> <p>Curiosity cube</p> <p>Themed role play (knights, castles)</p> <p>Dolls/family house</p>	<p><u>Historical Enquiry:</u></p> <p><u>Nursery</u></p> <ul style="list-style-type: none"><li>• Encourage the children to ask questions.</li><li>• Talk about memories and special times (e.g. birthdays, weddings etc)</li><li>• Opportunities to explore artefacts from the past</li><li>• Opportunities to role play</li></ul> <p><u>Reception</u></p> <ul style="list-style-type: none"><li>• Ask and answer questions.</li><li>• Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.</li><li>• Talk about and describe artefacts from the past and present.</li><li>• Record memories of special events (memory box across the year)</li><li>• Opportunities to role play.</li></ul>
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Year 1				
National Curriculum End Points for Key Stage 1:		Key Learning – what children must know, do and remember:  	Vocabulary:	Possible evidence to demonstrate working at the Expected Standard for Year 1:
<b>By the end of KS 1, children should be taught:</b> 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.  Significant historical events, people and places in their own locality.		<b>Chronological Knowledge and Understanding:</b> <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i>  Develop an awareness of the past. e.g. know how long ago something happened and have a sense of how long each era in history lasted.  Develop a sense of period, what was it really like living in that era?  Use common words and phrases relating to the passing of time.  Identify different ways in which the past is represented.	new  old  past  present  similarities  differences  rich  poor  century  important  older generation living memory  timeline  decade  year  era  population  inventors  impact  technology  inventions  lifestyle empire  civilization parliament	<ul style="list-style-type: none"><li>Engage in questioning about why some people are remembered.</li><li>Use stories to encourage children to distinguish between fact and fiction.</li><li>Recognise the difference between past and present in their own and others’ lives.</li><li>They know and recount episodes from stories about the past.</li><li>Compare adults talking about the past - how reliable are their memories?</li><li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li></ul>
<b>Year 1 areas of study:</b> Substantive Content:				
<b>AUTUMN: Living memories and families :</b> Diversity and Migration means moving from one  place to another. When were you born Who lives in our community, why did our families move to UK? Why have some families emigrated?		<b>Continuity and Change:</b> <i>Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends.</i> Identify similarities / differences between ways of life at different times. e.g. what has changed, but more importantly what has stayed the same? Is change always good?  <b>What has stayed the same and what has changed in living memory .e.g. toys, children’s (TV Noddy)What has stayed the same and what has changed in my local area?</b>		
<b>Civilisation:</b> Similarities and differences, e.g. school, toys, home, food, clothes, TV. <ul style="list-style-type: none"><li>Democracy – voting in school elections</li></ul> That democracy means that everyone can have a vote in a decision making process. Diversity-our class and families		<b>Cause and Consequence:</b> <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i> Know about similarities and differences between themselves and others, and among families, communities and traditions. e.g. what was the specific cause of x or y and why it happened then rather than at another time? <b>Why did the Great Fire of London spread so quickly?</b>		
<b>SPRING: Local study</b> <b>Parliament:</b> Spring – Local Study: Learn about: <ul style="list-style-type: none"><li>Local MP</li><li>Mayor</li><li>Parliament</li><li>Local community and amenities that make a civilisation.</li><li>Introduce what a civilisation is.</li><li>A civilisation are a result of advancement, social and cultural advancement.</li><li>Diversity -our local community</li></ul>		<b>Significance:</b> <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Talk about who was important in a simple historical account. e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?		
<b>SUMMER:</b> How the civilisation of London contributed to the Great Fire of London		<b>Who are the people who are significant to me? Parents, police, GP. Why was the great fire of London significant?</b> <b>Know who our current monarch is and why they are significant.</b> <b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i> Ask and answer questions Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding of concepts e.g. are historical accounts biased depending on the author?		
<b>Monarchy : Our current monarchy and a significant event post 1952, how objects have changed during their life/reign e.g. telephone.</b>		<b>Historical Enquiry process:</b> <ol style="list-style-type: none"><li>Setting the motivating challenge.</li><li>Gathering information.</li><li>‘Working’ the information.</li><li>Making judgements.</li><li>Refining thinking.</li></ol>		




	6. Communicating understanding in as imaginative and varied ways as possible. <u>Examples of enquiry questions:</u> <ul style="list-style-type: none"> <li>• Would you rather be a child now or when your Grandparents were young? Toys, TV, school etc.</li> <li>• Where do all our families come from?</li> <li>• How do we celebrate special times?</li> </ul>		
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## Year 2

National Curriculum End Points for Key Stage 1:	Key Learning – what children must know, do and remember:	 	Vocabulary:	Possible evidence to demonstrate working at the Expected Standard for Year 2:
<p><b>By the end of Year 2, children should be taught:</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant, nationally or globally.</p>	<p><b>Chronological Knowledge and Understanding:</b>  <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i>            Know where all people/events studies fit into a chronological framework.            Identify similarities and differences between periods e.g. know how long ago something happened, and have a sense of how long each era in History lasted.            Develop a sense of period, what was it really like living in that era?  <b>What was it like living in Victorian times rich/poor?</b></p>		past  present  similarities  differences  rich  poor  century  decade year era heritage population inventors impact technology inventions  lifestyle empire monarchy parliament civilisation monarch country	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time - check with reference book.</li> <li>• Sequence photographs etc. from different periods of their life.</li> <li>• Describe memories of key events in lives.</li> <li>• Identify differences between ways of life at different times.</li> <li>• Compare 2 versions of a past event.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Discuss reliability of photos/sources/ accounts/stories.</li> <li>• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>
<p><b>Year 2 areas of study:</b></p>				
<p><b>AUTUMN:</b>  <b>Significant people and events- explorers</b></p>				
<p><b>Invasion:</b>  <i>Christopher Columbus - compare different explorers e.g. Amelia Earhart. Mai Jameson</i></p>				
<p><b>Parliament:</b>  <i>Guy Fawkes.</i> Parliament: what it looks like, where it is            Parliament is where laws are made that affect our day to day lives.            Link parliament to democracy. Know democratic society votes.</p>				
<p><b>Diversity:</b>  <i>Valuing native citizens. Women in exploration. Mai Jameson</i></p>				
<p><b>SPRING:</b>  <b>History of a non-European country</b>  <b>Invasion</b> Why was Ghana important? Know that is had gold and other important resources which Europeans wanted, this is why it was colonised.            Introduce the term colony.</p>				
<p><b>Civilisation:</b>  <i>A brief history of the non-European country studied. Ghana</i>            Colonisation. How colonies built Empires.</p> <ul style="list-style-type: none"> <li>• That colonies are formed when people from one country settle and take control of another country.</li> <li>• History of Ghana</li> </ul> <p>Know civilisations seek advancement-e.g.exploration.</p>		<p><b>Significance:</b>  <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i>            Identify historically significant people and events in situations e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? <b>Christopher Columbus, Mai Jameson, Guy Fawkes, Queen Victoria, Dr Banardo</b></p>		

<b>Diversity:</b> <i>Study significant people: .Mae Jameson</i>		<b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i> Choose and use parts of stories and other sources to show understanding of concepts of chronology, similarity, difference, cause and consequence. Ask and answer questions. <u>Examples of enquiry questions:</u> <ul style="list-style-type: none"><li>• Was Christopher Columbus a hero or villain?</li><li>• Did Guy Fawkes make the right choice?</li><li>• Would you rather be a child today or in the Victorian times?</li><li>• What is parliament? Where is it? What does it look like? What does a Prime Minister do?</li><li>• Fact vs Fiction – do fictional stories really depict what was like in Victorian times?</li><li>• What can we find out about Victorian times by looking at artefacts and paintings?</li></ul>		
<b>SUMMER:</b> <b>Victorian Children</b>				
<b>Monarchy:</b> <i>Compare different monarchs. Was Queen Victoria a good leader?</i> Victorian Child <ul style="list-style-type: none"><li>• Monarchy: Queen Victoria, how monarchy was different from present day</li></ul> Queen Victoria turned the monarchy form an absolute monarchy to a constitutional monarchy with a democratic parliament				
<b>Parliament:</b> <i>Democracy.</i> Monarchy: Queen Victoria, how monarchy was different from present day Queen Victoria turned the monarchy form an absolute monarchy to a constitutional monarchy with a democratic parliament.				
<b>Civilisation</b> What the Romans did for Britain – impact on civilisation, democracy, medicine, roads, trade, money etc <ul style="list-style-type: none"><li>• The Romans were a civilisation who brought advancements such as roads.</li></ul>				
<b>Diversity:</b> <i>The right to an education. Dr Barnardo.</i>				
<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> <p><b>Historical enquiry process:</b></p> <ol style="list-style-type: none"><li>1. Setting the motivating challenge.</li><li>2. Gathering information.</li><li>3. ‘Working’ the information.</li><li>4. Making judgments.</li><li>5. Refining thinking.</li><li>6. Communicating understanding in as imaginative and varied ways as possible.</li></ol>				

Year 3					
National Curriculum End Points for Key Stage 2;		Key Learning – what children must know, do and remember:		<div></div> <div>Vocabulary:</div>	Possible evidence to demonstrate working at the Expected Standard for Year 3:
<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>They should understand how our knowledge of the past is constructed from a range of sources.</li></ul>		<p><b>Chronological Knowledge and Understanding:</b> <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i></p> <p>Extend and deepen their chronologically secure knowledge of history e.g. know how long ago something happened, and have a sense of <b>how long each era in History lasted</b>.</p> <p>Develop a sense of period, what was it really like living in that era? <b>Roman times, Ancient Egypt, StoneAge</b></p> <p><b>Continuity and Change:</b> <i>Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trend</i> Describe / make links between main events, situations and changes within and across different periods /societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? <b>What were the similarities and differences between Stone Age and Ancient Egypt?</b></p> <p><b>Cause and Consequence:</b> <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i></p> <p>Analyse / explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time.</p> <p><b>Significance:</b> <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i></p> <p>Consider/explain the significance of events, people and developments in their context and in the present e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? <b>Septimus Severus, Brunel, Boudicca, Julius Ceasar</b></p> <p><b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i></p> <p>Pursue historically valid enquiries including some they have framed.</p> <p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</p> <p><u>Enquiry questions:</u></p> <ul style="list-style-type: none"><li><b>Cheddar Man</b> -how did he get there? What can we learn about the Stone Age from Cheddar Man?</li><li><b>What can we find out about .....the past from artefacts?</b></li><li><b>Why did the Romans invade Britain?</b></li><li><b>What did the Romans do for us? What was their legacy?</b> -roads, medicine, trade, democracy</li><li><b>How diverse was the Roman Army? Who was Septimus Severus?</b></li><li><b>Fact vs Fiction</b> – do fictional stories really depict what it was like in Roman times?</li><li><b>How have people settled in Britain over the years?</b></li></ul>		<div></div> <div>anachronism B.C.E (Before the Common Era) A.D (Anno Domini) C.E (The Common Era) B.C (Before Christ) era period millennium invasion civilization resistance empire colony conquest archaeologist archaeology sources legacy change continuity impact effects consequences legacy importance significance first- hand evidence second-hand evidence</div>	<ul style="list-style-type: none"><li>Place the time studied on a timeline.</li><li>Use dates and terms related to the study unit and passing of time.</li><li>Sequence several events or artefacts.</li><li>Find out about everyday lives of people in time studied.</li><li>Compare with our life today.</li><li>Identify reasons for and results of people's actions.</li><li>Understand why people may have wanted to do something.</li><li>Identify and give reasons for different ways in which the past is represented.</li><li>Distinguish between different sources - compare different versions of the same story.</li><li>Look at representations of the period – museum, cartoons etc.</li><li>Use a range of sources to find out about a period.</li><li>Observe small details – artefacts, pictures.</li><li>Select and record information relevant to the study.</li><li>Begin to use the library and internet for research.</li></ul>
Year 3 areas of study:					
AUTUMN: Stone Age (including Iron Age) vs Ancient Egypt ✕ Invasion and Settlers <ul style="list-style-type: none"><li>Stone-age people formed settlements and developed from hunter gatherers to farmers.</li></ul>					
Civilisation: <ul style="list-style-type: none"><li>Rise and fall of both civilisations. Compare everyday life, hierarchy, achievements, religion &amp; warfare. A civilisation is a way of life that is better or more advanced than another way of life.</li><li>That religion was a big part of the AE civilisation.</li></ul> The three eras of the stone age: <ul style="list-style-type: none"><li>Palaeolithic</li><li>Mesolithic</li><li>Neolithic</li><li>People formed settlements and civilisations and that these developed over time.</li><li>People developed from hunter-gatherers to farmers.</li><li>Change in civilisation throughout the SA period – Paleolithic (hunter gatherers) to Neolithic (farmers)</li></ul>					
Diversity: <ul style="list-style-type: none"><li>Cheddar man – how did he get here? Comparing classes. Cheddar man migrated.</li><li>People travelled and traded.</li><li>Cheddar man – how did he get here?</li><li>Comparing classes in AE and the SA</li></ul>					
SPRING: Significant people and events- architects, engineers and designers					
Civilisation: Look at the achievements of a significant engineer such as Isambard Kingdom Brunel and his impact.					















<b>SUMMER:</b> <b>The Romans-settlements, agriculture and farming</b>			
<b>Invasion/Empire:</b> <i>Warfare. Why did people invade and what was the impact?</i> <ul style="list-style-type: none"> <li>Repeated invasions of Britain, why did they invade? Land, resources, wool.</li> <li>Impact-Settlement in Britain</li> <li>Invasion is an unwelcome intrusion into someone else's country.</li> <li>Settlers are people who stay in the country they have entered and live and work and raise families there.</li> <li>The romans invaded Britain because of good land which grew crops and supported farm animals, it also had a wealth of tin and lead.</li> </ul>			
<b>Civilisation:</b> <i>What was the impact of Roman Empire on Britain?</i>			
<b>Diversity:</b> <ul style="list-style-type: none"> <li><i>Diversity within the army.</i> Septimus Severus</li> <li>Collective nature of the Roman army</li> <li>The Roman army was made up of a diverse group of people made up from conscripts across the Empire.</li> </ul>			

Year 4				
National Curriculum End Points for Key Stage 2:		Key Learning – what children must know, do and remember: <div></div>	Vocabulary:	Possible evidence to demonstrate working at the Expected Standard for Year 4:
<div><ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>They should understand how our knowledge of the past is constructed from a range of sources.</li></ul></div> <div></div>		<b>Chronological Knowledge and Understanding:</b> Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.  Continue to develop chronologically secure knowledge of history e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Establish clear narratives within and across periods studied. Understand that different versions of the past may exist, giving some reasons for this. <b>How long did Maya empire last? What was life like? What was their rule of law?</b>	anachronism chronological order era/period, B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years empire invasion civilisation settlers migration invasions kingdoms settlements Christianity reputation raids resistance Danegeld, culture achievements legacy democracy impact effects consequences change continuity cause/s, historian archaeologist archaeology first- hand evidence second- hand evidence myths and legends	<ul style="list-style-type: none"><li>Place events from period studied on timeline.</li><li>Use terms related to the period and begin to date events.</li><li>Understand more complex terms e.g. BC/AD.</li><li>Use evidence to reconstruct life in time studied.</li><li>Identify key features and events of time studied.</li><li>Look for links and effects in time studied.</li><li>Offer a reasonable explanation for some events.</li><li>Begin to evaluate the usefulness of different sources.</li><li>Use text books and historical knowledge.</li><li>Use evidence to build up a picture of a past event.</li><li>Choose relevant material to present a picture of one aspect.</li><li>of life in time past</li><li>Ask a variety of questions.</li><li>Use the library and internet for research, recall, select and organise historical information.</li><li>Communicate their knowledge and understanding.</li></ul>
<b>Year 4 areas of study:</b>				
<b>AUTUMN:</b> Vikings through to Anglo Saxons				
<b>Invasion:</b> <i>Warfare. Why did people invade Britain and what was the impact?</i>				
<b>Civilisation:</b> <i>Similarities and differences. Religion, art and culture.</i>				
<b>Parliament:</b> <i>Danelaw.</i>				
<b>Diversity:</b> <i>Using evidence to explore stereotypes of the Vikings.</i>				
<b>SPRING:</b> The i-phone and the inventions it developed or replaced.				
<b>Civilisation:</b> <i>Explore how some inventions have developed over time e.g. camera, phone</i>				
<b>Diversity:</b> <i>Thomas Edison – living with a disability..</i>				
<b>SUMMER:</b> Maya -civilization in rainforest				
<b>Civilisation:</b> <i>Where and when did the Maya live? Religion, food, shelter, city states – contrast with Anglo-Saxons.</i>				
<b>Monarchy :</b> <i>Hierarchy to monarchy. Legacy of the Maya.</i>				
<b>Diversity:</b> <i>The role of women in Viking, Anglo Saxon life.</i>				
<b>Historical enquiry process:</b> <ol style="list-style-type: none"><li>Setting the motivating challenge.</li><li>Gathering information.</li><li>‘Working’ the information.</li><li>Making judgements.</li><li>Refining thinking.</li></ol>		<div><p>Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time. <b>What has been the impact of the i-phone? What inventions has it replaced?</b></p><p><b>Significance:</b> <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Identify historically significant people and events in situations. Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? <b>How were Anglo Saxons significant to Christianity and embryonic democracy (Danelaw)</b></p><p><b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i> Regularly address and sometimes devise historically valid questions.</p><p>Understand how knowledge of the past is constructed from a range of sources.</p><p>Construct informed responses by Selecting and organising relevant historical information.</p><p>Develop the appropriate use of historical terms.<u>Examples of enquiry questions:</u></p><ul style="list-style-type: none"><li>Why did the Anglo-Saxon and Viking invade?</li><li>Were the Viking invaders or settlers? What does migration mean?</li><li>Was life better under the Vikings or Anglo-Saxons?</li><li>Who did the Vikings trade with? How do we know?</li><li>What were the role of women in Viking, Anglo Saxon life?</li></ul><p>Fact vs Fiction – do fictional stories really depict what it was like in XX times? What can we learn about life in Viking and Anglo Saxon times through archaeology?</p></div> <div></div>		





Year 5					
National Curriculum End Points for Key Stage 2:		Key Learning – what children must know, do and remember:		heart hand	
By end of Key Stage:		Chronological Knowledge and Understanding:		chronological order era/period BCE (before the common era) CE (common era) BC (before Christ) AD (Anno Domini) millennium nation monarchy extent of change extent of continuity turning point primary evidence secondary evidence source eye- witness reliable impact effect consequences legacy significance impression change continuity historian empire colony interpretation	
<ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>They should understand how our knowledge of the past is constructed from a range of sources.</li></ul>		Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.			
		Extend and deepen their chronologically secure knowledge of history. Make connections and contrasts with significant events. Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? <b>How can we find out about life during the industrial revolution from records, photographs, paintings, eyewitness accounts and other sources? Are all sources accurate??</b>			
		<b>Continuity and Change:</b> Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends.  Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? <b>What has stayed the same and what has changed in our local area since the industrial revolution?</b>			
		<b>Cause and Consequence:</b> <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i>  Identify and give reasons for, results of, historical events, situations, changes Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time. <b>What was the effect of colonization on the building of British Empire? Why did slavery begin? How did it end?</b>			
Year 5 areas of study:		<b>Significance:</b> <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? <b>Why was William Knibb, Thomas Clarkson significant in the abolition of slavery? Significant Victorians in local area study.</b>			
AUTUMN:		<b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i>			head
Tudor Seafarers		Pursue historically valid enquiries including some they have framed.			
Invasion: Colonisation, trade, imports, disease		Understand how different types of sources are used rigorously to make historical claims.			
Monarchy/Empire: Motivation for seafaring and exploration. Elizabeth I - Spanish Armada. Philip II Spain – religious struggle.		Create relevant, structured and evidentially supported accounts. Use historical terms and concepts in increasingly sophisticated ways.			
Diversity: Black migrants in Tudor times e.g. Jacques Francis.		<b>Examples of enquiry questions:</b> <ul style="list-style-type: none"><li>Are explorers all pirates?</li><li>How did our local area change during the industrial revolution?</li><li>Where would we be without the railways?</li><li>How does Victorian pollution compare with pollution in our own time?</li><li>Fact vs Fiction – do fictional stories really depict what it was like for explorers?</li></ul>			
SPRING:					
Victorians & Industrial Revolution					
Monarchy: Queen Victoria's global influence and influences on her.					
Parliament: Local study, parish records, buildings. Was Parliament responsible for the industrial revolution?					
Civilisation: Colonisation and slavery - Thomas Clarkson, William Knibb, John Anderson.					
Diversity: The role of women in Industrial revolution Migration form country to city					
SUMMER:					
The Space Race.					
Civilisation: A brief history of the first moon landing.					
Possible evidence to demonstrate working at the Expected Standard for Year 5:					
<ul style="list-style-type: none"><li>Know and sequence key events of time studied.</li><li>Use relevant terms and period labels.</li><li>Make comparisons between different times in the past.</li><li>Study different aspects of different people - differences between men and women.</li><li>Compare life in early and late 'times' studied.</li><li>Compare an aspect of life with the same aspect in another period.</li><li>Examine causes and results of great events and the impact on people.</li><li>Explain how an event/person/development has impacted upon the present.</li><li>Consider how life could have been different today without the significant event/people/development nt studied.</li><li>Begin to identify primary and secondary sources.</li><li>Use evidence to build up a picture of a past event.</li><li>Select relevant sections of information.</li><li>Use the library and internet for research with increasing confidence.</li><li>Compare accounts of events from different sources – fact or fiction.</li><li>Offer some reasons for different versions of events.</li></ul>					
Historical enquiry process: <ul style="list-style-type: none"><li>Setting the motivating challenge.</li><li>Gathering information.</li><li>'Working' the information.</li><li>Making judgements.</li><li>Refining thinking.</li></ul>					

Year 6						
National Curriculum End Points for Key Stage 2:		Key Learning – what children must know, do and remember:		 	Vocabulary:	Possible evidence to demonstrate working at the Expected Standard for Year 6:
<b>By the end of KS2 children should be taught:</b> <ul style="list-style-type: none"><li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li><li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li><li>They should understand how our knowledge of the past is constructed from a range of sources.</li></ul> <b>Historical enquiry process:</b> <ol style="list-style-type: none"><li>Setting the motivating challenge.</li></ol>		<b>Chronological Knowledge and Understanding:</b> <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i> Extend and deepen their chronologically secure knowledge of history e.g. know how long ago something happened, and have a sense of how long each era in History lasted, develop a sense of period, what was it really like living in that era? Make connections with significant events, draw contrasts and analyse trends within periods and over long arcs of time. Use historical terms and concepts in increasingly sophisticated ways.  <b>How can we use historical sources to find out what life was like as a child during the second world war -photographs, eye witness accounts, maps, statistics, National archive , Pathe film.</b>			empire colonisation economy invasion democracy monarchy king queen tyranny dictatorship parliament coalition ally artefact occupation Commonwealth chronological order era/period BCE (before the common era) CE (common era) BC (before Christ) AD (Anno Domini) millennium nation monarchy extent of change extent of continuity turning point primary evidence secondary evidence source eye- witness reliable impact effect consequences legacy significance impression change continuity historian empire colony interpretation	<ul style="list-style-type: none"><li>Place current study on timeline in relation to other studies.</li><li>Use relevant dates and terms</li><li>Sequence up to 10 events on a timeline.</li><li>Know key dates, characters and events of time studied.</li><li>Have a sense of period of era studied.</li><li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li><li>Link sources and work out how conclusions were arrived at.</li><li>Consider ways of checking the accuracy of interpretations-fact of fiction and opinion.</li><li>Be aware that different evidence will lead to different conclusions.</li><li>Confidently use the library and internet for research.</li><li>Recognise primary and secondary sources.</li><li>Bring knowledge gathered from several sources together in a fluent account.</li><li>Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same. beliefs and values and feelings.</li><li>Compare beliefs and behaviour with another time studied.</li><li>Write an explanation with another time studied.</li><li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li></ul>
<b>Year 6 areas of study:</b> 		<b>Continuity and Change:</b> Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends. Describe / make links between main events, situations and changes within and across different periods/societies. e.g. what has changed, but more importantly what has stayed the same? Is change always good? <b>What was life like for children during the second world war and today? What has stayed the same, what is different?- food, school, clothes, toys</b> <b>How do we know what life was like in Pompeii at the time of Vesuvius eruption?</b> <b>Post 1066 unit, how has life changed but also stayed the same throughout history?</b>				
<b>AUTUMN:</b> <b>World War II: Compare life as a child (British, German, Jewish, Polish)</b> Live evacuation		<b>Cause and Consequence:</b> <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i> Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time. <b>What was the consequence of war on children? Evacuation, food, split families etc.</b> <b>How did the war influence migration?</b>				
<b>Invasion: through the eyes of a child.</b> 		<b>Significance:</b> <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?				
<b>Monarchy: through the eyes of a child.</b> 		<b>How were women significant during World War 2? Why was Churchill significant?</b> <b>Why was democracy important during the war? What is tyranny?</b>				
<b>Parliament: through the eyes of a child.</b> 		<b>Historical Enquiry:</b> <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i> <i>Pursue historically valid enquiries including some they have framed</i> <i>Understand how different types of sources are used rigorously to make historical claims.</i> <i>Create relevant, structured and evidentially supported accounts.</i> <i>Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</i>				
<b>Diversity:</b> <i>Comparing different countries and classes.</i> 		<b>Examples of enquiry:</b> <b>What was life like for a child during the second world war?</b> <b>What were the pros and cons of being evacuated?</b> <b>What was life like for German/English Polish children during war?</b> <b>How well does a fictional story tell us what it was like to be an evacuee?</b> <b>How do we know about the eruption of Vesuvius, how do we know about life in Pompeii at that time?</b> <b>What patterns of migration occurred – within, from, and to the UK?</b>				
<b>SPRING:</b> <b>Vesuvius, Pompeii-have we always had natural disasters?</b>						
<b>Civilisation: . The Roman civilization -life in Pompeii</b> 						
<b>Diversity:</b> <i>Black people in art.</i> 						
<b>SUMMER:</b> <b>Post 1066: A study of migration over time and today</b>						
<b>Monarchy</b>  <b>Parliament</b> 						
<b>Invasion</b>  <b>Civilisation</b> 						
<ol style="list-style-type: none"><li>Gathering information.</li><li>‘Working’ the information.</li><li>Making judgements.</li><li>Refining thinking.</li><li>Communicating understanding</li></ol>						

