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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **National Curriculum***Pupils should be taught:* |  | * *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*
* *events beyond living memory that are significant nationally or globally*
* *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*
* *significant historical events, people and places in their own locality.*
 | * *changes in Britain from the Stone Age to the Iron Age*
* *the Roman Empire and its impact on Britain*
* *Britain’s settlement by Anglo-Saxons and Scots*
* *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
* *a local history study*
* *a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066*
* *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.*
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| **By the end of the year, children should be able to…** |
| **Chronological understanding**  | **Nursery**Comment on images of familiar situations in the past.**Reception**Children at the expected level of development will:Talk about the lives of the people around them and their roles in society;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling. | Sequences 3 events or related objects in orderRecognise the difference between past and present.Remembers parts of stories and memories about the past**Uses words and phrases: old, new, young, days, months, before, after** | Recounts changes in own life over timePuts a set of people, events or objects in order using a given scale and give reason for choicesUses past and present when telling others about an event.Describe memories of key events in lives  **Uses words and phrases such as recently, before, after, now, later.** | Uses timelines to place events in order.Uses dates related to the passing of timeUnderstands timeline can be divided into CE (current era) and BCE (Before current era)Note connections over time**Uses words and phrases: century, decade.** | Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.Places events from period studied on a time lineNames and places dates of significant events from past on a timeline.**Uses words and phrases: century, decade, BCE (before current era), CE (current era), after, before, during** | Uses timelines to place and sequence local, national and international events.Sequences historical periods.Places current study on time line in relation to other studies Identifies changes within and across historical periods. Make comparisons between different times in history**Describes events using words and phrases such as: century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era, period.** | Uses timelines to place events, periods and cultural movements from around the world.Uses timelines to demonstrate changes and developments in culture, technology, religion and society.Uses these key periods as reference points: BCE, CE Stone Age – Iron Age, Romans, Anglo-Saxons, , Vikings, Ancient Greece, Ancient Egypt, Baghdad and Today.Names date of any significant event studied from past and place it correctly on a timeline**Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.** |
| **Understanding of past events, people and changes in the past** | **Nursery**Compare and contrast characters from stories, including figures from the past**Reception**Talk about the lives of the people around them and their roles in society;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling. | Tells the difference between past and present in own and other people’s lives Makes simple historical comparisons (e.g. spot the difference between pictures)Uses information to describe the past.Explores significant historical figures/events and why they are important  | Uses information to describe differences between then and now.Independently identify similarities and differences between people, places, events or ways of life (when the subjects are provided for them).Recounts main events/achievements from a significant period/person in history.Uses evidence to explain reasons why people in past acted as they did. | Uses evidence to describe past:(e.g. *Houses and settlements**Culture and leisure activities**Clothes, way of life and actions of people**Buildings and their uses**People’s beliefs and attitudes**Things of importance to people**Differences between lives of rich and poor)*Uses evidence to find out how any of these may have changed during a time period.Studies change through the lives of significant individualsDescribes similarities and differences between people, events and objects then and now Starts to comment on historical changes, including suggestions about cause and effect. | Shows knowledge and understanding by describing features of past societies and periods.Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.Describes how some of the past events/people affect life today.Note connections, contrasts and trends across time but also between places and cultures.Comments on continuity and change, cause and effect.Identifies themes within and between topics. | Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.Gives some causes and consequences of the main events, situations and changes in the periods studied.Starts to suggest reasons for connections over time and across places and cultures.Identify changes and links within and across the time periods studied.Comment on impact and legacy. | Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.Identifies how any of above may have changed during a time period.Gives own reasons why changes may have occurred, backed up with evidence.Shows identified changes on a timeline.Describes similarities and differences between some people, events and objects studied.Describes how some changes affect life today.Makes links between some features of past societies.Compares and contrasts places, people and cultures, analysing their and others’ comparison, extrapolating from them justifying their ideas with evidence |
| **Historical interpretation and enquiry**  | **Nursery**Show interest in different occupations.Continue developing positive attitudes about the differences between people.**Reception**Talk about members of their immediate family and community.Name and describe people who are familiar to them.Understand that some places are special to members of their community | Begins to identify and recount some details from the past from sources (e.g. pictures, historical narratives)Asks questions about different sources and objectsFinds answers to simple questions about the past using sources of information (e.g. pictures, narratives)  | To explore and understand the different ways you can learn about the past eye-witness accounts, books photos, artefacts, buildings and visits, internet).Understands why some people in the past did things.Uses a source – why, what, who, how, where as well as to ask questions and find answers Looks carefully at pictures or objects to find information about the past.Compare and use pictures or photographs of people or events in the past  | Explore two accounts of the same event and identify differences.Makes decision about which sources would be best to find specific information about a past event Suggests sources of evidence from a selection provided to use to help answer questions.Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.Asks questions such as ‘how did people ….? What did people do for ….?’Observe small details – artefacts, pictures select and record information relevant to the study Begin to use the library, e-learning for research ask and answer questions | Explore a variety of contrasting versions of the same event and identifies differences in the accounts.Use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past .Begins to identify the difference between primary and secondary sources of evidence.Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.Asks questions such as ‘what was it like for a …… during ……?’Suggests which sources of evidence to use to help answer questions.Look at the evidence available and begin to evaluate the usefulness and reliability of different sources (explaining their choices)Select and use sources to construct their own opinions  | Begin to understand why there are different accounts of a particular event Gives clear reasons why there may be different accounts of history.Knows that people (now and in past) can represent events or ideas in ways that persuade othersUnderstands the difference between primary and secondary sources and use evidence to build up a picture of life in time studied Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.Asks a range of questions about the past.Chooses reliable sources of evidence to answer questions.Realises that there is often not a single answer to historical questions.Compare accounts of events from different sources-fact or fiction offer some reasons for different versions of events Evaluate the usefulness and reliability of different sources (explaining their choices)Begin to summarise other people’s opinions about the past | Understands that the past has been represented in different ways and the specific reasons for this.Recognises and explains the differences between primary and secondary sources and evaluates the usefulness and accuracySuggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.Identifies and uses different sources of information and artefacts.Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.Begin to understand reliability/bias to discern and evaluate arguments and interpretations of the past |
| **Organisation and communication** | **Nursery**Begin to make sense of their own life-story and family’s history.**Reception (ELG)**Talk about the lives of the people around them and their roles in society;Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling. | Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).Recognise that events happen on specific dates  | Describes objects, people and events.Writes simple narratives and recounts about the past.Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.Recognise that historical events happen on specific datesWrites own date of birth.Discuss ideas about people, objects or events from the past | Presents findings about past using speaking, writing, ICT and drawing skillsDiscusses different ways of presenting information for different purposes. Uses dates and terms with increasing accuracy.Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations and drama | Presents findings about past in a variety of ways including: speaking, writing, maths (data handling), ICT, drama and drawing skillsDiscusses most appropriate way to present information, realising that it is for an audience. Uses dates and terms correctly.Communicate his/her learning in an organised and structured way, using appropriate terminology | Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.Independently chooses most appropriate way to present information to an audience Uses dates and terms accurately. Present findings and communicate knowledge and understanding in difference ways  | Presents information in an organised and clearly structured way.Makes use of different ways of presenting information.Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).Makes accurate use of specific dates and terms.Use a variety of ways to communicate knowledge and understanding including extended writing |
| **Knowledge** |

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|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** |  |  |  |
| **Nursery: Autumn 1**Begin to make sense of their own life story and family’s history (spend time with children talking about memories, life stories and families)**Reception: Autumn 1**All about me will be a topic about the children’s lives. They will be able to name and describe people who are familiar to themTalk about members of their immediate family and communityUnderstand that members of their family make up the local community.Understand that some places are special to members of their community. Know where they live. Know and describe what they can see, hear and feel in their local area using appropriate vocabulary. | **EYFS: Spring 1 – Dinosaurs** Comment on images and familiar situations in the pastKnow some similarities and differences between things in the past and now Drawing on their experiences and what they have read in class (ELG)Draw information from a simple map Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) |  |
| **Year 1** | **Autumn 1 – (Wright Brothers – aeroplanes)**  |  | **Summer 1 local history study** |
| LO: To ask questions about a photograph. To know how to ask questionsLO**:** To make simple historical comparisons (e.g. spot the difference between pictures of aeroplanes then and now)To know how to compare using same and different.LO: To explore the first flight of aeroplane LO: To identify who the Wright Brothers were and why they were important.LO: To sequence 3 key events in flight.To know how to sequence events.Show me what you know.  |  | LO: To ask questions about the past based on an image (Ask questions about a photo of Lowestoft)To know how to ask questionsLO**:** To recognise the difference between past and present.To know what we mean by past and present.LO: To explore historical events in Lowestoft (fishing)LO: Uses photographs to describe the past and answer questions (the grit) LO: To sequence 3 key events in Lowestoft’s history.To know how to sequence events.LO: To begins to identify and recount some details from the past from sources (e.g. pictures, historical narratives)Show me what you know Trip to Maritime museum |
| **Year 2** |  |  | **Summer 1 famous people from the past** |
|  |  | LO: Use different sources to find out about famous people from the past. To know what sources are and how to use them.LO: To sequence events and people from the past.To know how to sequence events and people.LO: To explore and find out about a significant individual (Captain Cook) - Describe Captain Cook.LO: Draws labelled diagrams and writes about them to tell others about people, events and objects from the pastTo know how to draw and label diagrams.LO: Writes simple narratives and recounts about the past (diary entry from Captain Cook’s perspective)Trip to beach |
| **Year 3** | **Autumn 2 – Stone Age** | **Spring 1 – Iron Age** | **Summer 2 – Romans** |
| LO: To use evidence to describe life during the Stone Age. (Identify and describe elements of everyday life during the Stone Age. Eg – jobs/family)To know what evidence is and how to use it.LO: To find similarities and differences between life as Stone Age child and life as a child today. LO: To use a range of sources to gather information about how the Stone Age people gathered food.To know what sources are and how to use themLo: To sequence events and time studied on a timeline. To know how to sequences events on a timeline.LO: To create cave paintings. LO: To present my findings about the Stone Age.    |  Lo: To sequence events and time studied on a timeline. Uses dates related to the passing of time – focus on the transition from Stone Age – Bronze Age-Iron Age.To know how to sequences events on a timeline.LO: To use a range of sources to find about Stonehenge. To know what sources are and how to use themLO: To use evidence to show how life changed from Stone Age to Iron Age. To know what evidence is and how to use it.LO: To investigate the importance of Hill Forts and debate their effectiveness. (British Values link)LO: To present my findings (show me what you know- Starts to comment on historical changes, including suggestions about cause and effect) | LO: To recognise where the Roman Empire fits into British history. To know how to sequences events on a timeline.LO: To learn about how Queen Boudicca challenged the Romans during their occupation of Britain.LO: To explore what life was like in the Roman army LO: To explain how lives were changed by the Roman conquest.  LO: ART OBJECTIVETo understand why the Romans came to Britain To understand the Roman crime and punishment system.To recognise the impact the Roman’s had on Britain. Show me what you knowTo know what the word impact means. |
| **Year 4** | **Autumn 1 - Anglo-Saxons** | **Spring 2 – Vikings** |  |
| Lo: To understand what life was like as an Anglo-Saxon.* To describe features of the Anglo-Saxon period.To know what features are and how to identify and describe them.

LO: To understand where the Ango-Saxons came from and why they invaded Britain.LO: To know and understand the significance of King Alfred the Great.* To use a range of sources to find out about the past.
* Identify the Anglo Saxon kingdoms and significant kings and queens during this time.

To know what primary and secondary sources are.LO: To understand the impact the Anglo-Saxons and Scots had on Britain today. (British Values link)LO: To explore Ango-Saxon laws and justice. (British Values link)LO: To understand Anglo-Saxon art and culture using primary and secondary sources. LO: Places events from period studied on a time line - Show me what you know inc Edward the Confessor and his death in 1066To know how to place events on a timeline. | **LO:** Places events from period studied on a time line. Recap back to learning from Y3 of Romans – Fall of Roman Empire and how it led to Anglo-Saxons/Viking invasions. To know how to place events on a timeline.LO: Explore a variety of contrasting versions of the same event and identifies differences in the accounts. (explore relationships between Anglo-Saxons and Vikings. LO: ART OBJECTIVELO: To understand who King Ethelred II was and say when and why Danegeld was introduced.LO: To compare Anglo-Saxon and Vikings beliefs and values. (link to Gods) LO: To present my findings. |  |
| **Year 5** |  | **Spring 1 – WWII** | **Summer 2 – Ancient Greece** |
|   | LO: To use primary and secondary sources to build up a picture of the past.To know what primary and secondary sources are and how to use them.LO: To use a timeline to place and sequence events in WWII.To know how to use a timeline to place and sequence events.LO: To understand the impact the war had on children. LO: To understand the impact WW2 had on England and Lowestoft. To know what the word impact means.LO: To compare experiences between English and German civilians. (use a range of sources and discuss reliability of these)LO: To create non-fiction text based upon WWII (Show me what you know).Trip – WW2 sight in Lowestoft. Sparrows nest. | LO: To identify what life was like as an Ancient Greek.LO: To place and sequence events during the Ancient Greek period. To know how to place and sequence events.LO: To explore Ancient Greek democracy and compare with today. (British Values link)LO: ART OBJECTIVELO: To use the internet to research the Greek Gods.To know how to use the internet to research.LO: To understand why life was different for different individuals during Ancient Greece. LO: To understand the impact and legacy of the Ancient Greeks. Show me what you know. |
| **Year 6** |  | **Spring 2 –Ancient Egypt**  | **Summer 2- Baghdad (a non-European society that provides contrasts with British history)** |
|  | LO: To use reliable sources to understand what life was like as an Ancient Egyptian.To know what the word reliable means.LO: To compare the lives of rich and poor during this period.LO: To use a range of sources to understand why the River Nile was essential for survival. (Access the reliability of these sources)To know how to determine if a source is reliable or not.LO: To understand what mummification was and the reason for it. (Could they mummify an apple?)LO: To understand who Tutankhamun was and how he was found.LO: ART OBJECTIVEShow me what you know | LO: To use reliable sources to understand the culture of an early Islamic civilisation (look at primary and secondary sources). To know what the word reliable means.To know what primary and secondary sources are.LO: To understand the impact of Baghdad on the worldLO: To use timelines to demonstrate changes and developments in culture, technology, religion and society in relation to Baghdad. LO: To identify who Al-Khwarizmi was and what impact he has had.LO: ART OBJECTIVE – link to early Islamic art.Show me what you know. |

* AD (Anno Domini) and BC (before Christ) have been changed to CE (current era) and BCE (before current era). This is to avoid reference to Christianity and, in particular, to avoid naming Christ as Lord.