



			Sut	oject: History			
Intent: A			ducation provides childre e, events and contexts fro				ive knowledge and
Autumn	EYFS		Stage 1		Key St	-	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn	Autumn
	1			Γ	r I		
Knowledge	Knowledge:		Key knowledge	Key knowledge	Key knowledge	Key knowledge	Key knowledge To know relevan
	Nursery 2-3	To know that a					dates and relevan
	To begin to	timeline shows	To know a decade is	To know that	To know that the	To know relevant	terms for the peri
	understand that home	the order events	ten years.	history is divided	Tudor period is the	dates and relevant	and period labels e
	time is later as they	in the past		into periods of	name of the period	terms for the period	Stone Age, Bronz
	settle into nursery.	happened.	To know that	history e.g.,	from 1485-1603 as	and period labels	Age, Iron Age,
	,		beyond living	ancient times,	this was when the	e.g., Stone Age,	Romans, Anglo- Saxons, Vikings,
	Nursery 3-4	To know that we	memory is more	Middle Ages and	Tudor family were the	Bronze Age, Iron	Romans, Tudors
	To name their	start by looking at	than 100 years ago.	modern.	ruling family in	Age, Romans, Anglo-	Greeks, Maya, an
	immediate family and	'now' on a			England.	Saxons, Vikings,	Victorians.
	relations	timeline then	To know that daily	To know that BC		Romans, Tudors,	To understand th
		look back.	life has changed	means before	To know that the	Greeks, Maya, and	historical periods h
	Reception		over time but that	Christ and is used	Victorian period is the	Victorians.	characteristics the
	To be able to describe	To know that 'the	there are some	to show years	period 1833-1901 and		distinguish them
	their immediate	past' is events	similarities to life	before the year 0.	roughly coincides with	To understand that	
	family and key figures	that have already	today.		the years that Queen	historical periods	To understand how work out durations
	in the community (Fire	happened.		To know that AD	Victoria ruled.	have characteristics	periods and even
	fighters, Police,		To know that	means Anno		that distinguish	perious and even
	Paramedics)	To know that 'the	changes may come	Domini and can be	To know that the	them.	To understand how
		present' is time	about because of	used to show	actions of people can		represent a scale o
		happening now.	improvements in	years from the	be the cause of	To understand how	timeline.
			technology.	year 1AD.	change (e.g., Lord	to work out	To understand how
		To know that			Shaftesbury).	durations of periods	create their owr
		within living	To know that there	To know that		and events.	timeline selectin
		memory is 100	are explanations for	prehistory is the	To know that		significant events
		years.	similarities and	period of time	advancements in	To understand that	To know that share
			differences between	before written	science and	inventories are	To know that chan can be brought ab
		To know that	children's lives now	methods and	technology can be the	useful sources of	by conflict.
		people change as	and in the past.	stretches until the	cause of change.	evidence to find out	.,
		they grow older.		Roman invasion in		about people from	To understand ho
			To know that we can	AD43.	To know that	the past.	the monarchy
		To know that	find out about how		'historically	the pust.	exercised absolut power.
		throughout	places have changed	To know that	significant' events are	To know that we	power.
		someone's	by looking at maps.	prehistory is	those which changed	must consider a	To understand th
		lifetime, some		divided into the	many people's lives	source's audience,	different empire

					have different recence
things will	To know that	Palaeolithic,	and had an impact for	purpose, creator and	have different reasons for their expansion.
change, and some	historians use	Mesolithic,	many years to come.	accuracy to	for their expansion.
things will stay	evidence from	Neolithic, Bronze		determine if it is a	To know that there
the same.	sources to find out	Age and Iron Age	To know that we can	reliable source.	are different reasons
	more about the	periods.	make inferences and		for the decline of
To know that	past.	·	deductions using	To understand that	different empires.
there are	p	To know that the	images from the past.	there are different	
similarities and		Stone Age, Bronze	integes nom the past.	interpretations of	To be aware of the
differences			To know that	•	different beliefs that
between their		Age and Iron Age		historical figures and	different cultures,
		periods are named	assumptions made by	events.	times and groups hold.
lives today and		after the materials	historians can change		noid.
their lives in the		that were	in the light of new	To understand how	To be aware of how
past.		commonly used to	evidence.	the monarchy	different societies
		make tools.		exercised absolute	practise and
To know that			To understand that	power.	demonstrate their
people celebrate		To know that	society was organised		beliefs.
special events in		change can be	in different ways in	To understand there	To be able to identif
different ways.		brought about by	different cultures and	are increasingly	To be able to identify the impact of beliefs
,		advancements in	times and consisted of	complex reasons for	on society.
To know that		transport and	different groups with	migrants coming to	on society.
some people and		travel.	different roles and		To understand how
events are		travel.	lifestyles.	Britain.	society is organised in
		To know that	inestyles.		different cultures,
considered more			To be see that	To be aware of the	times and groups.
'special' or		change can be	To know that	different beliefs that	To understand that
significant than		brought about by	education existed in	different cultures,	there are differences
others.		advancements in	some cultures, times	times and groups	between early and
		materials.	and groups.	hold.	later civilisations.
To know that					
photographs can		To know that		To understand the	To understand that
tell us about the		change can be		changing nature of	the expansion of trade
past.		brought about by		religion in Britain	routes increased the
		advancements in		and its impact.	variety of goods available.
To know that we		trade.		and its impact.	available.
can find out				To be oward of how	To understand the
about the past by		To know that		To be aware of how	impact of war on local
asking people		significant		different societies	communities.
who were there.		archaeological		practise and	T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
who were there.		findings are those		demonstrate their	To be able to identify
To know that we		-		beliefs.	the achievements of
To know that we		which change how			civilisations and explain why these
remember some		we see the past.		To be able to	achievements were so
(but not all) of		_		identify the impact	important.
the events that		To know that		of beliefs on society.	
we have lived		archaeological		,	To be able to compare
through.		evidence can be		To understand the	the achievements of
		used to find out		changes and reasons	different civilisations
To know that the		about the past.		for the organisation	and groups.
past can be				of society in Britain.	
represented in		To know that we		of society in Dritalli.	
photographs.		can make		To understand have	
		inferences and		To understand how	
				society is organised	
		deductions using		society is organised	

	images from the	in different cultures,	
	past.	times and groups.	
	To know that	To know that trade	
	archaeological	routes from Britain	
	evidence has	expanded across the	
	limitations: it does	world.	
	not give all the		
	answers or tell us	To understand there	
	about the	was a race to	
	emotions of	discover new	
	people from the		
		countries and that	
	past.	this resulted in new	
		items to be traded in	
	To know that	(e.g., silk, spices and	
	assumptions made	precious metals.	
	by historians can		
	change in the light	To understand that	
	of new evidence.	people in the past	
		were as inventive	
	To understand the	and sophisticated in	
	development of	thinking as people	
	groups, kingdom	today.	
	and monarchy in	today.	
	, Britain.		
	To understand		
	that there are		
	varied reasons for		
	coming to Britain.		
	To know		
	that settlement		
	created tensions		
	and problems.		
	To understand the		
	impact of settlers		
	on the existing		
	population.		
	To understand the		
	earliest		
	settlements in		
	Britain.		
	To know that		
	settlements		
	changed over		
	time.		
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	To understand		
	how invaders and		
	settlers influence		
	the culture of the		
	existing		
	population.		
	To understand		
	that society was		
	organised in		
	different ways in		
	different cultures		
	and times and		
	consisted of		
	different groups		
	with different		
	roles and		
	lifestyles.		
	To know that		
	communities		
	traded with each		
	other and over the		
	English Channel in		
	the Prehistoric		
	Period.		
	To understand		
	that trade began		
	as the exchange of		
	goods.		
	To understand		
	that trade routes		
	existed between		
	Britain in the		
	Roman, Anglo-		
	Saxon and Viking		
	times. To		
	understand that		
	trade develops in		
	different times		
	and ways in		
	different		
	civilisations.		
	To understand		
	that the traders		
	were the rich		
	members of		
	society.		
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Skills	Skills:	Key skills	Key skills	Key skills	Key skills	Key skills	Key skills
	Nursery 2-3						Sequencing events on
	Understanding	Sequencing three or	Sequencing up to six	Sequencing events	Understanding that	Sequencing events	a timeline, comparing
	chronology. Children	four events in their	photographs, focusing on the	on a timeline, referring to times	history is divided into periods of history e.g.,	on a timeline, comparing where it	where it fits in with times studied in
	will start to	own life.	intervals between	studied in KS1 to	ancient times, Middle	fits in with times	previous year groups.
	understand that	T T '	events.	see where these fit	Ages and modern.	studied in previous	Detting deter in the
	nursery is now, and	Using common words and phrases		in.	, , , , , , , , , , , , , , , , , , ,	year groups.	Putting dates in the correct century.
	home is later/before	for the passing of	Knowing where		Using dates to work		_
	nursery.	time (e.g., now, long	people/events	Understanding that	out the interval	Putting dates in the	Using the terms AD and BC in their work.
		ago, then, before,	studied fit into a chronological	history is divided into periods of	between periods of time and the duration	correct century.	and be in their work.
	Nursery 3-4	after).	framework.	history e.g.,	of historical events or	Using the terms AD	Using relevant dates
	Understanding		in and work!	ancient times,	periods.	and BC in their	and relevant terms for the period and period
	chronology: Begin to	Placing events on a	Recognising some	Middle Ages and	1	work.	labels e.g., Stone Age
	make sense of their	simple timeline.	things which have	modern.	Sequencing eight to		Bronze Age, Iron Age
	own life story and	Being aware that	changed/stayed the	TT 1	ten artefacts, historical	Developing a	Developing a
	family history.	some things have	same as the past.	Using dates to work out the	pictures or events.	chronologically	chronologically secure
	Reception	changed, and some	Identifying simple	interval between	Beginning to develop	secure understanding of British, local and	understanding of British, local and
	Understanding	have stayed the same	reasons for changes.	periods of time and	a chronologically	world history across	world history across
	chronology:	in their own lives.		the duration of	secure knowledge of	the periods studied.	the periods studied.
	Sharing information	Describing simple	Identifying	historical events or	local, British and	I I I I I I I I I I I I I I I I I I I	Placing the time,
	about their own	changes and	similarities and	periods.	world history across	Placing the time,	period of history and
	immediate family and	ideas/objects that	difference between ways of life at	Using	the periods studied.	period of history and	context on a timeline.
	family members.	remain the same.	different times	BC/AD/Century.	Placing the time	context on a timeline.	Relating current study
				/ / /	studied on a timeline.	umenne.	on timeline to other periods of history
	Label Key people	Understanding that some things change	Finding out about	Beginning to		Relating current	studied.
	within the community	while other items	people, events and	develop a	Using dates and terms	study on timeline to	Comparing and
	that help us.	remain the same and	beliefs in society.	chronologically	related to the unit and	other periods of	making connections
		some are new.	Making comparisons	secure knowledge of local, British	passing of time e.g., millennium, continuity	history studied.	between different
			with their own lives.	and world history	and ancient.	Companies and	contexts in the past.
		Beginning to look for		across the periods	and anotonit.	Comparing and making connections	Making links between
		similarities and differences over time	Using artefacts,	studied.	Noticing connections	between different	events and changes within and across
		in their own lives.	photographs and		over a period of time.	contexts in the past.	different time periods
		in their own nyes.	visits to museums to	Placing the time studied on a		1	societies.
		Recalling special	ask and answer questions about the	timeline.	Making a simple individual timeline.	Making links	Identifying the reason
		events in their own	past.	uniciliic.	murviduar umenne.	between events and	for changes and
		lives.	Fuot	Using dates and	Identifying reasons for	changes within and across different time	continuity.
		Using artefacts,	Making simple	terms related to the	change and reasons for		Describing the links
		photographs and	observations about a	unit and passing of	continuities.	periods / societies.	between main events, similarities and
		visits to museums to	source or artefact.	time e.g.,	Line for the state	Identifying the	changes within and
		answer simple	Using sources to	millennium, continuity and	Identifying what the situation was like	reasons for changes	across different
		questions about the	show an	ancient.	before the change	and continuity.	periods/studied.
		past.	understanding of		occurred.	Describing the links	Describing the links
		Beginning to identify	historical concepts	Noticing		Describing the links between main	between different societies.
		different ways to	(see above).	connections over a	Comparing different	events, similarities	
				period of time.	periods of history and	and changes within	Explaining the reasons for changes and

		T1			
represent the past	Recognising	Identifying reasons	identifying changes	and across different	continuity using the vocabulary and terms
(e.g., photos, stories).	different ways in	for change and	and continuity.	periods/studied.	of the period as well.
	which the past is	reasons for			of the period as well.
Making simple	represented	continuities.	Describing the	Describing the links	Analysing and
observations about	(including eye-		changes and continuity	between different	presenting the reasons
the past from a	witness accounts).	Identifying what	between different	societies.	for changes and
	withess accounts).			societies.	continuity.
source.	~	the situation was	periods of history.		
	Comparing pictures	like before the		Explaining the	Giving reasons for
Interpreting evidence	or photographs of	change occurred.	Identifying the	reasons for changes	historical events, the
by making simple	people or events in		consequences of	and continuity using	results of historical
deductions.	the past.	Comparing	events and the actions	the vocabulary and	events, situations and
	F	different periods of	of people.	terms of the period	changes.
Describing the main	Asking a range of	history and	or people.		
				as well.	Starting to analyse and
features of concrete	questions about	identifying	Identifying reasons for		explain the reasons
evidence of the past	stories, events and	changes and	historical events,	Analysing and	for, and results of
or historical	people.	continuity.	situations and	presenting the	historical events,
evidence.			changes.	reasons for changes	situations and change.
	Understanding the	Describing the	6	and continuity.	Describing similarities
Communicating	importance of	changes and	Identifying similarities	and continuity.	Describing similarities and differences
					between social,
findings through	historically valid	continuity between	and differences	Starting to analyse	cultural, religious and
discussion and	questions.	different periods of	between periods of	and explain the	ethnic diversity in
timelines with		history.	history.	reasons for, and	Britain and the wider
physical objects/	Understanding how			results of historical	world.
pictures.	we use books and	Identifying the	Explaining similarities	events, situations and	worrd.
1	sources to find out	links between	and differences	· ·	Describing change
Using vocabulary	about the past.	different societies.	between daily lives of	change.	throughout time.
such as – old, new,	about the past.	different societies.			B
	TT '		people in the past and	Describing	Identifying significant
long time ago.	Using a source to	Identifying reasons	today.	similarities and	people and events
	answer questions	for historical		differences between	across different time
	about the past.	events, situations	Recalling some	social, cultural,	periods.
	_	and changes.	important people and	religious and ethnic	
	Evaluating the	C	events.		Comparing significant
	usefulness of sources	Identifying	events.	diversity in Britain	people and events
	to a historical	similarities and	T1 (C · 1 ·	and the wider world.	across different time
			Identifying who is		periods.
	enquiry.	differences	important in historical	Making links with	Recognising primary
		between periods of	sources and accounts.	different time	and secondary
	Selecting	history.		periods studied.	sources.
	information from a		Using a range of	perious studied.	sources.
	source to answer a	Explaining	sources to find out		Using a range of
	question.	similarities and	about a period.	Describing change	sources to find out
	question.	differences	about a periou.	throughout time.	about a particular
	Molring links and		TT		aspect of the past.
	Making links and	between daily lives	Using evidence to	Identifying	
	connections across a	of people in the	build up a picture of a	significant people	Identifying bias in a
	unit of study.	past and today.	past event.	and events across	source and identifying
				different time	the value of the
	Making simple	Identifying	Observing the small		sources to historical
	conclusions about a	similarities and	details when using	periods.	enquiry and the
	question using	differences			limitations of sources.
			artefacts and pictures.	Recognising primary	Comparing accounts
	evidence to support.	between social,		and secondary	Comparing accounts of events from
		cultural, religious	Identifying sources	sources.	different sources.
	Communicating	and ethnic	which are influenced	sources.	unrerent sources.
	answers to questions	diversity in Britain	by the personal beliefs	I.I.	Suggesting
	in a variety of ways,	and the wider	of the author.	Using a range of	explanations for
	including discussion,	world.	or the author.	sources to find out	different versions of
	drama and writing	world.	Identifying and sig	about a particular	events.
	urania and writing		Identifying and giving	aspect of the past.	o vonto.
			reasons for different		

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	(labelling, simple	Using a range of	ways in which the past	Identifying bias in a	Identifying how
	recount).	sources to find out	is represented.	source and	conclusions have been arrived at by linking
		about a period.		identifying the value	sources.
	Using relevant		Identifying the	of the sources to	sources.
	vocabulary in	Using evidence to	differences between	historical enquiry	Developing strategies
	answers.	build up a picture	different sources and	and the limitations of	for checking the
		of a past event.	giving reasons for the	sources.	accuracy of evidence.
	Describing past		ways in which the past		Addressing and
	events and people by	Observing the	is represented.	Evaluating the	devising historically
	drawing or writing.	small details when	1	usefulness of	valid questions.
		using artefacts and	Evaluating the	historical sources.	
	Expressing a	pictures.	usefulness of different		Understanding that
	personal response to	I ····	sources.	Developing	different evidence creates different
	a historical story or	Exploring different		strategies for	conclusions.
	event through	representations	Understanding how	checking the	conclusions.
	discussion, drawing	from the period	historical enquiry		Planning a historical
	our writing.	-	questions are	accuracy of	enquiry.
	our writing.	e.g., archaeological	structured.	evidence.	Success (1)
		evidence, museum	su detureu.	Dianning - historia 1	Suggesting the evidence needed to
		evidence, cartoons	Creating historically	Planning a historical	carry out the enquiry.
		and books.	valid questions across	enquiry.	carry out the enquiry.
		and books.	a range of time	Identified at 1	Creating a hypothesis
		Evaluating the	periods, cultures and	Identifying methods	to base an enquiry on.
		usefulness of	groups of people.	to use to carry out	A string questions
		different sources.	groups of people.	the research.	Asking questions about the
		unicient sources.	Asking questions	A 1 · 1 · / · 1	interpretations,
		Understanding	about the main	Asking historical	viewpoints and
		how historical	features of everyday	questions of	perspectives held by
		enquiry questions	life in periods studied,	increasing difficulty	others.
		are structured.	e.g., how did people	e.g., who governed,	Using different
		are structured.	live.	how and with what	sources to make and
		Asking questions	nve.	results?	substantiate historical
		about the main	Creating questions for		claims.
		features of	different types of	Creating a	Developing an
		everyday life in		hypothesis to base an	awareness of the
		periods studied,	historical enquiry.	enquiry on.	variety of historical
		e.g., how people			evidence in different
		lived.	Asking questions	Using different	periods of time.
		nveu.	about the bias of	sources to make and	Papagnising (ages) in
		Creating questions	historical evidence.	substantiate	Recognising 'gaps' in evidence.
		Creating questions for different types	Using a range of	historical claims.	e ridence.
		of historical	Using a range of		Identifying how
		enquiry.	sources to construct knowledge of the past.	Developing an	sources with different
		enquiry.	knowledge of the past.	awareness of the	perspectives can be
		Using a range of	Defining the term	variety of historical	used in a historical enquiry.
		Using a range of sources to	Defining the terms	evidence in different	enquiry.
			'source' and	periods of time.	Using a range of
		construct	'evidence'.		different historical
		knowledge of the	Extra stin - the	Distinguishing	evidence to dispute the ideas, claims or
		past.	Extracting the	between fact and	perspectives of others.
		Extracting the	appropriate	opinion.	
		Extracting the	information from a		Considering a range of
		appropriate	historical source.	Recognising 'gaps'	factors when
		information from a historical source.		in evidence.	discussing the reliability of sources,
		ilistorical source.	Selecting and		e.g., audience,
			recording relevant	Identifying how	purpose, accuracy, the
			information from a	sources with	creators of the source.

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		Identifying	range of sources to	different	Interpreting evidence
		primary and secondary sources.	answer a question.	perspectives can be used in a historical	in different ways using
		secondary sources.	Identifying primary	enquiry.	evidence to
		Interpreting	and secondary	enquiry.	substantiate statements.
		evidence in	sources.	Considering a range	
		different ways.	sources.	of factors when	Making increasingly
		anterene ways.	Identifying the bias of	discussing the	complex
		Understanding and	a source.	reliability of sources,	interpretations using more than one source
		making deductions		e.g., audience,	of evidence.
		from documentary	Comparing and	purpose, accuracy,	
		as well as concrete	contrasting different	the creators of the	Challenging existing interpretations of the
		evidence e.g.,	historical sources.	source.	past using
		pictures and			interpretations of
		artefacts.	Understanding and	Making connections,	evidence.
			making deductions	drawing contrasts	Making connections,
		Making links and	from documentary as	and analysing within	drawing contrasts and
		connections across a period of time,	well as concrete	a period and across	analysing within a
		cultures or groups.	evidence e.g., pictures and artefacts.	time.	period and across time.
		cultures of groups.	and arteracts.	Communication	unic.
		Asking the	Making links and	Communicating	Beginning to interpret
		question "How do	connections across a	knowledge and understanding in an	simple statistical
		we know?"	period of time,	increasingly diverse	sources.
			cultures or groups.	number of ways,	Reaching conclusions
		Reaching		including discussion,	which are increasingly
		conclusions that	Asking the question	debates, drama, art,	complex and substantiated by a
		are substantiated	"How do we know?"	writing, blog posts	range of sources.
		by historical		and podcasts.	
		evidence.	Recognising	-	Evaluating conclusions and
			similarities and	Using historical	identifying ways to
		Constructing answers using	differences between	evidence to create an	improve conclusions.
		evidence to	past events and today.	imaginative	Communicating
		substantiate	Communicating	reconstruction	knowledge and
		findings.	knowledge and	exploring the	understanding in an
		8	understanding through	feelings of people	increasingly diverse
		Identifying	discussion, debates,	from the time.	number of ways, including discussion,
		weaknesses in	drama, art and writing.	Constructing	debates, drama, art,
		historical accounts	_	structured and	writing, blog posts and
		and arguments.	Constructing answers	organised accounts	podcasts.
		a .	using evidence to	using historical	Showing written and
		Creating a	substantiate findings.	terms and relevant	oral evidence of
		structured response		historical	continuity and change as well as indicting
		or narrative to	Creating a structured	information from a	simple causation.
		answer a historical enquiry.	response or narrative	range of sources.	
		ciiquii y.	to answer a historical enquiry.		Constructing structured and
		Describing past	enquiry.	Constructing	organised accounts
		events orally or in	Describing past events	structured and	using historical terms
		writing,	orally or in writing,	organised accounts	and relevant historical
		recognising	recognising	using historical	information from a range of sources.
		similarities and	similarities and	terms and relevant historical	range of sources.
		differences with	differences with today.	information from a	Constructing
		today.	1	range of sources.	explanations for past
				Tange of sources.	events using cause and effect.
L					

						Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
Vocabulary	Key vocabulary celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline	Key vocabulary past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred	Key vocabulary Stone Age BC AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence limitations Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences bronze copper tin trade import export	Key vocabulary childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform leisure time compare plague smallpox flu cholera treatments	Key vocabulary Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions reliability audience purpose accuracy creator	Key vocabulary abandon city-state Classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest

				goods barter change continuity tribes king/chief reconstruction	vaccination	reconstruction inventory valuation merchant pewter John Blanke Cattelena of Almondsbury free enslaved tournament	
Spring	<u>EYFS</u> Reception	Year 1 Spring	Year 2 Spring	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
Knowledge		Key knowledgeTo know thatthroughoutsomeone'slifetime, somethings willchange, andsome things willstay the same.To know thateverydayobjects havechanged overtime.To know thateverydayobjects havechanged overtime.To know thateverydayobjects havechanged as newmaterials havebeen invented.To know somesimilarities anddifferencesbetween thepast and theirown lives.To know thateverydayobjects havesimilarities anddifferences withthose used for	 Key knowledge To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. 	Key knowledgeTo know that historyis divided into periodsof history e.g., ancienttimes, Middle Agesand modern.To know that BCmeans before Christand is used to showyears before the year0.To know that ADmeans Anno Dominiand can be used toshow years from theyear 1AD.To know thatprehistory is theperiod of time beforewritten methods andstretches until theRoman invasion inAD43.To know that changecan be brought aboutby advancements inmaterials.To know that theactions of people canbe the cause ofchange (e.g., LordShaftesbury).To know that			

the same	To begin to identify	evidence can be used		
purpose in the	achievements and	to find out about the		
past.	inventions that still	past.		
p == = =	influence their own			
To know that	lives today.	To know that we can		
	ives today.	make inferences and		
we can find out		deductions using		
about the past	To know the legacy	images from the past.		
by asking people	and contribution of			
who were there.	the inventions.	To understand the		
		expansion of empires		
To know that	To be aware of the	and how they were		
artefacts can tell	achievements of	controlled across a		
us about the	significant individuals.	large empire.		
past.	significant individuals.	č ,		
past.		To understand that		
T 1 11 1		societal hierarchies		
To know that		and structures existed		
we remember		including aristocracy		
some (but not		and peasantry.		
all) of the		,,,.		
events that we		To understand some		
have lived		reasons why empires,		
through.		fall/collapse.		
thi odgi.				
To know that		To know that there		
		were different		
the past can be		reasons for invading		
represented in		Britain.		
photographs.		2		
		To understand that		
To know some		there are varied		
inventions that		reasons for coming to		
still influence		Britain.		
their own lives				
today.		To know		
today.		that settlement		
		created tensions and		
		problems.		
		To understand the		
		impact of settlers on		
		the existing		
		population.		
		To understand the		
		earliest settlements in		
		Britain.		
		To understand how		
		invaders and settlers		
		influence the culture		
		of the existing		
		population.		

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To understand		
society was orga	nised	
in different wa	rs in	
different culture	s and	
times and consis		
different groups		
different roles	and	
unierent roles		
lifestyles.		
To know that		
communities tr		
with each other		
over the Engl	sh	
Channel in th	e	
Prehistoric Per	od.	
To understand	that	
trade began as		
exchange of go	ods	
exchange of go	503.	
To understand	that	
the Roman inva		
the Roman Inva		
led to a great inc		
in British trade		
the outside wo	rid.	
To understand		
trade develop	in	
different times		
ways in different	nt	
civilisations		
To understand	that	
there are diffe	ent	
beliefs in differ		
cultures, times		
groups.		
groups.		
To know abo	1	
paganism and	.iie	
introduction		
Christianity in Br	itain.	
To be able to ide		
achievements		
inventions that		
influence our l		
today from Roi		
times.		

kills	Key skills	Key skills	Key skills		
	ney skills	ney shins			
	Using common	Sequencing six	Understanding that		
	words and	photographs, focusing	history is divided into		
	phrases for the	on the intervals	periods of history e.g.,		
		between events.	ancient times, Middle		
	passing of time	between events.	Ages and modern.		
	(e.g., now, long				
	ago, then,	Placing events on a	Using dates to work		
	before, after).	timeline, building on	out the interval		
		times studied in Year	between periods of		
	Sequencing	1.	time and the duration		
	three or four		of historical events or		
	artefacts from	Knowing where	periods.		
	different	people/events			
	periods of time.	studied fit into a	Using BC/AD/Century.		
	P	chronological			
	Beginning to	framework.	Beginning to develop		
	look for	indifie work.	a chronologically		
	similarities and	Identifying simple	secure knowledge of		
		Identifying simple	local, British and		
	differences over	reasons for changes.	world history across		
	time in their		the periods studied.		
	own lives.	Asking questions			
		about why people did	Placing the time		
	Describing simpl	things, why events	studied on a timeline.		
	e changes and	happened and what			
	ideas/objects	happened as a result.	Using dates and terms related to the unit and		
	that remain the				
	same.	Recognising why	passing of time e.g.,		
		people did things,	millennium, continuity and ancient.		
	Understanding	why events happened	and ancient.		
	that some	and what happened	Noticing connections		
	things change	as a result.	over a period of time.		
	while other	as a result.	over a period of time.		
		Knowing come things	Identifying what the		
	items remain	Knowing some things	situation was like		
	the same and	which have	before the change		
	some are new.	changed/stayed the same as the past.	occurred.		
	Asking why		Comparing different		
	things happen	Finding out about	periods of history and		
	and	people, events and	identifying changes		
	beginning to	beliefs in society.	and continuity.		
	explain why	,			
	with support.	Discussing who was	Describing the		
		important in a	changes and		
	Being aware	historical event.	continuity between		
	that some	historical event.	different periods of		
			history.		
	things have	Using artefacts,	,		
	changed, and	photographs and	Identifying the links		
	some have	visits to museums to	between different		
	stayed the same	ask and answer	societies.		

	in their own	questions about the	Identifying the		
	lives.	past.	consequences of		
			events and the actions		
	Recalling special	Making simple	of people.		
	events in their	observations about a			
	own lives.	source or artefact.	Identifying reasons for		
			historical events,		
	Using artefacts,	Using sources to show	situations and changes.		
	photographs	an understanding of	changes.		
	and visits to	historical concepts	Identifying similarities		
	museums to	(see above).	and differences		
	answer simple	. ,	between periods of		
	questions about	Recognising different	history.		
	the past.	ways in which the			
		past is represented	Explaining similarities		
	Finding answers	(including eye-witness	and differences		
	to simple	accounts).	between daily lives of		
	questions about		people in the past and today.		
	the past using	Comparing pictures or	toudy.		
	sources (e.g.,	photographs of	Identifying similarities		
	artefacts).	people or events in	and differences		
		the past.	between social,		
	Sorting artefacts		cultural, religious and		
	from then and	Asking a range of	ethnic diversity in		
	now.	questions about	Britain and the wider		
		stories, events and	world.		
	Beginning to	people.	Recalling some		
	identify		important people and		
	different ways	Understanding the	events.		
	to represent the	importance of			
	past (e.g.,	historically valid	Identifying who is		
	photos, stories).	questions.	important in historical		
			sources and accounts.		
	Asking how and	Evaluating how	Licing a range of		
	why questions	reliable a source is.	Using a range of sources to find out		
	based on		about a period.		
	stories, events	Understanding how	about a period.		
	and people.	we use books and	Using evidence to		
		sources to find out	build up a picture of a		
	Asking	about the past.	past event.		
	questions about	University of the	Observation of the state		
	sources of	Using a source to	Observing the small details when using		
	evidence (e.g.,	answer questions	artefacts and pictures.		
	artefacts).	about the past.	arteracts and pictures.		
	Licing courses of	Evaluating the	Identifying the		
	Using sources of	Evaluating the usefulness of sources	differences between		
	information,	to a historical enquiry.	different sources and		
	such as	to a historical enquiry.	giving reasons for the		
	artefacts, to		ways in which the past		
	answer		is represented.		
	questions.				

		Selecting information	Exploring different		
	Drawing out	from a source to	representations from		
	information	answer a question.	the period e.g.,		
	from sources.		archaeological		
		Making links and	evidence, museum		
	Making simple	connections across a	evidence, cartoons		
	observations	unit of study.	and books.		
	about the past		Evelveting the		
	from a source.	Making simple	Evaluating the usefulness of different		
	nom a source.	conclusions about a	sources.		
	Interpreting	question using	sources.		
	evidence by		Asking questions		
	-	evidence to support.	about the main		
	making simple	Commission	features of everyday		
	deductions.	Communicating	life in periods studied,		
		answers to questions	e.g., how people lived.		
	Making simple	in a variety of ways,			
	inferences and	including discussion,	Asking questions		
	deductions from	drama and writing	about the bias of		
	sources of	(labelling, simple	historical evidence.		
	evidence.	recount).			
			Using a range of		
	Describing the	Using relevant	sources to construct		
	main features of	vocabulary in	knowledge of the		
	concrete	answers.	past.		
	evidence of the				
	past or historical	Describing past	Defining the terms		
	evidence.	events and people by	'source' and		
	evidence	drawing or writing.	'evidence'.		
	Drawing simple	arawing or writing.	E 1 1 1		
	conclusions to	Expressing a personal	Extracting the		
	answer a	response to a	appropriate information from a		
		historical story or	historical source.		
	question.	-	historical source.		
	Communications.	event through	Identifying primary		
	Communicating	discussion, drawing	and secondary		
	findings through	our writing.	sources.		
	discussion and				
	timelines with	Identifying a primary	Identifying the bias of		
	physical	source.	a source.		
	objects/				
	pictures.		Understanding and		
			making deductions		
	Using		from documentary as		
	vocabulary such		well as concrete		
	as – old, new,		evidence e.g., pictures		
	long time ago.		and artefacts.		
			Making links and		
			connections across a		
			period of time,		
			cultures or groups.		

				 	· · · · · · · · · · · · · · · · · · ·
			Asking the question		
			"How do we know?"		
			Reaching conclusions		
			that are substantiated		
			by historical evidence.		
			Communicating		
			knowledge and		
			understanding		
			through discussion,		
			debates, drama, art		
			and writing.		
			and writing.		
			Constructing answers		
			using evidence to		
			substantiate findings.		
			Identifying		
			weaknesses in		
			historical accounts		
			and arguments.		
			Creating a simple		
			imaginative		
			reconstruction of a		
			past event using the		
			evidence available to		
			draw, model,		
			dramatise, write or		
			retell the story.		
			reten the story.		
			Creating a structured		
			response or narrative		
			to answer a historical		
			enquiry.		
Vocab	Kanada kalama	Kasaana kada wa	Key vocabulary		
vocab	Key vocabulary	Key vocabulary	Key vocabulary		
			Boudicca		
	artefact	beyond living memory			
	century	decade	empire		
	decade	evidence	inference		
	different	eyewitness	invasion		
	evidence	flight	legacy Romans		
		historic	Romans		
	living memory		settlers		
	memory	historically significant			
	modern	inventor			
	now	living memory			
	past	past			
	present	present			
	remember	primary source			
	similar				
		source			
	source				
	special				

Summer	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Reception	Summer	Summer	Summer	Summer	Summer	Summer
	Reception	Junner	Junner	Junner	Junner	Jummer	Julinei
Knowledge		Key knowledge	Key knowledge	Key knowledge			
				To lungue that AD			
		To know that a	To know that beyond	To know that AD means Anno Domini			
		timeline shows	living memory is more	and can be used to			
		the order	than 100 years ago.	show years from the			
		events in the	To know that events in	year 1AD.			
		past happened.	To know that events in history may last				
		To know that	different amounts of	To know that change can be brought about			
		we start by	time	by advancements in			
		looking at 'now'	time	trade.			
		on a timeline	To know that some				
		then look back.	events are more	To know that			
			significant than others.	significant			
		To know that		archaeological findings are those			
		'the past' is	To know that	which change how			
		events that	'historically significant'	we see the past.			
		have already	people are those who	•			
		happened.	changed many people's	To know that			
		To know that	lives.	'historically			
		'the present' is	To know that historians	significant' events are those which			
		time happening	use evidence from	changed many			
		now.	sources to find out	people's lives and			
			more about the past.	had an impact for			
		To know that		many years to come.			
		within living	To know that the past	To know that			
		memory is 100	is represented in	archaeological			
		years.	different ways.	evidence can be used			
				to find out about the			
		To know that	To know that a	past.			
		there are similarities and	monarch is a king or	To know that we can			
		differences	queen.	make inferences and			
		between their	To begin to understand	deductions using			
		lives today and	that power is exercised	images from the			
		their lives in the	in different ways in	past.			
		past.	different culture, times	To know that			
			and groups e.g.,	archaeological			
		To know some	monarchy.	evidence has			
		similarities and	T 1	limitations: it does			
		differences	To know that in the	not give all the answers or tell us			
		between the past and their	past monarchs had absolute power.	about the emotions			
		own lives.	absolute power.	about the emotions			
		own lives.					

			of people from the		
	To know that		past.		
	some people				
	and events are		To know that		
	considered		assumptions made by		
	more 'special'		historians can change		
	or significant		in the light of new		
	than others.		evidence.		
	than others.		To used a vetoped the st		
	To know that		To understand that societal hierarchies		
	photographs		and structures existed including		
	can tell us		aristocracy and		
	about the past.		peasantry.		
			peasantry.		
	To know that		To understand that		
	the past can be		society was		
	represented in		organised in different		
	photographs.		ways in different		
			cultures and times		
	To know some		and consisted of		
	inventions that		different groups with		
	still influence		different roles and		
	their own lives		lifestyles.		
	today.				
	, To know some		To understand that		
	achievements		there are different		
	and discoveries		beliefs in different		
	of significant		cultures, times and		
	individuals.		groups.		
	marviadais.				
			To compare the beliefs in different		
			cultures, times and		
			groups.		
			To be aware of the		
			achievements of the		
			Ancient Egyptians.		
Skills	Key skills	Key skills	Key skills		
	Using common	Sequencing up to six	Sequencing events		
	words and	photographs, focusing	on a timeline,		
	phrases for the	on the intervals	referring to times		
	passing of time	between events.	studied in KS1 to see		
	(e.g., now, long	Settleen events.	where these fit in.		
	ago, then,	Knowing where			
	before, after).	people/events studied	Understanding that		
	before, after).	fit into a chronological	history is divided into		
			periods of history		
		framework.	e.g., ancient times,		

Placing events	Identifying similarities	Middle Ages and		
on a simple	and difference	modern.		
timeline.	between ways of life at			
	different times.	Using dates to work		
Recording on a		out the interval		
timeline a	Identifying simple	between periods of		
sequence of	reasons for changes.	time and the		
historical	reasons for enanges.	duration of historical		
stories heard	Asking questions about	events or periods.		
orally.		Lisian		
Orally.	why people did things,	Using BC/AD/Contury		
D	why events happened	BC/AD/Century.		
Describing	and what happened as	Beginning to develop		
simple changes	a result.	a chronologically		
and		secure knowledge of		
ideas/objects	Recognising why	local, British and		
that remain the	people did things, why	world history across		
same.	events happened and	the periods studied.		
	what happened as a	the periods studied.		
Understanding	result.	Placing the time		
that some		studied on a timeline.		
things change	Knowing some things			
while other	which have	Using dates and		
items remain	changed/stayed the	terms related to the		
the same and	same as the past.	unit and passing of		
some are new.	same as the past.	time e.g.,		
some are new.	Finding out about	millennium,		
Aslissister	Finding out about	continuity and		
Asking why	people, events and	ancient.		
things happen	beliefs in society.			
and beginning		Noticing connections		
to explain why	Discussing who was	over a period of time.		
with support.	important in a			
	historical event.	Making a simple		
Using artefacts,		individual timeline.		
photographs	Using artefacts,			
and visits to	photographs and visits	Identifying the links		
museums to	to museums to ask and	between different		
answer simple	answer questions	societies.		
questions about	about the past.	و بالع معانية المامين الم		
the past.		Identifying the		
	Making simple	consequences of		
Finding answers	observations about a	events and the		
to simple	source or artefact.	actions of people.		
	source of alteract.	Identifying reasons		
questions about		for historical events,		
the past using	Using sources to show	situations and		
sources (e.g.,	an understanding of	changes.		
artefacts).	historical concepts (see	changes.		
	above).	Understanding how		
	above).	Understanding how historical enquiry		

	Beginning to	Recognising different	questions are		
	identify	ways in which the past	structured.		
	different ways	is represented			
	to represent	(including eye-witness	Creating historically		
	the past (e.g.,	accounts).	valid questions		
	photos,		across a range of		
	stories).	Comparing pictures or	time periods,		
	5001057.	photographs of people	cultures and groups		
	Asking how and	or events in the past.	of people.		
	-	of events in the past.			
	why questions based on	Acking a range of	Asking questions about the bias of		
		Asking a range of	historical evidence.		
	stories, events	questions about	historical evidence.		
	and people.	stories, events and	Extracting the		
		people.	appropriate		
	Asking		information from a		
	questions about	Understanding the	historical source.		
	sources of	importance of			
	evidence (e.g.,	historically valid	Identifying primary		
	artefacts).	questions.	and secondary		
			sources.		
	Using sources	Understanding how we			
	of information,	use books and sources	Understanding that		
	such as	to find out about the	there are different		
	artefacts, to	past.	ways to interpret		
	answer		evidence.		
	questions.	Using a source to			
		answer questions	Interpreting evidence		
	Drawing out	about the past.	in different ways.		
	information		Understanding and		
	from sources.	Evaluating the	making deductions		
		usefulness of sources	from documentary as		
	Making simple	to a historical enquiry.	well as concrete		
	observations	to a motor four enquiry.	evidence e.g.,		
	about the past	Selecting information	pictures and		
	from a source.	from a source to	artefacts.		
	nom a source.	answer a question.			
	Interpreting	answer a question.	Making links and		
	evidence by	Making links and	connections across a		
		connections across a	period of time,		
	making simple		cultures or groups.		
	deductions.	unit of study.			
	Malingstruck		Asking the question		
	Making simple	Making simple	"How do we know?"		
	inferences and	conclusions about a	Understanding that		
	deductions	question using	there may be		
	from sources of	evidence to support.	multiple conclusions		
	evidence.		to a historical enquiry		
		Communicating	question.		
		answers to questions in			

	Describing the		Reaching conclusions		
	main features	including discussion,	that are		
	of concrete	drama and writing	substantiated by		
	evidence of th	e (labelling, simple	historical evidence.		
	past or	recount)			
	historical		Recognising		
	evidence.	Using relevant	similarities and		
	evidence.		differences between		
		vocabulary in answers.	past events and		
	Drawing simpl		today.		
	conclusions to				
	answer a	and people by drawing	Communicating		
	question.	or writing.	knowledge and		
			understanding		
	Communicatin	g	through discussion,		
	findings		debates, drama, art		
	through		and writing.		
	discussion and	4			
			Constructing answers		
	timelines with		using evidence to		
	physical		substantiate findings.		
	objects/				
	pictures.		Creating a simple		
			imaginative		
	Using		reconstruction of a		
	vocabulary suc	h	past event using the		
	as – old, new		evidence available to		
	long time ago		draw, model,		
			dramatise, write or		
	Discussing and	4	retell the story.		
	writing about		Creating a structured		
	past events o	r	response or narrative		
	stories in		to answer a historical		
	narrative or		enquiry.		
	dramatic form	s.			
	Expressing a				
	personal				
	response to a				
	historical stor				
	or event.	,			
	or event.				
Vocab	Kaussashulare	Key vocabulary	Key vocabulary		
vocab	Key vocabulary	key vocabulary	Key vocabulary		
		alteration of the	afterlife		
	achievement	absolute monarchy	Book of the Dead		
	beyond living	Anglo-Saxon	civilisation		
	memory	anointing	historically significant		
	coat of arms	Archbishop of	immortal		
	determination	Canterbury	mummification		
	discovery	armed forces	preserve		
			preserve		

		-		
equipment	attack	Ra		
event	bailey	River Nile		
exploration	battle	sarcophagus		
explorer	battlements			
historical	Bayeux Tapestry			
significance	ceremony			
living memory	concentric castle			
North Pole	constitutional			
past	monarchy			
present	conquer			
qualities	coronation			
remember	crowning			
resilience	defend			
solo	earl			
timeline	Edward the Confessor			
transport	fortified manor house			
	gatehouse			
voyage yacht	government			
yaciit	Harold Godwinson, Earl			
	of Wessex			
	Harald Hardrada			
	Head of State			
	invade			
	investing			
	keep			
	moat			
	monarch			
	motte			
	motte-and-bailey			
	nobility			
	Normandy			
	Normans			
	oath			
	orb			
	parliament			
	portcullis			
	power			
	procession			
	rule			
	sceptre			
	stone keep			
	tower			
	walls			
	William of Normandy			
	Witan			
	, , , , , , , , , , , , , , , , , , ,			

			Impact (Er	nd Points)		
EYFS	Key Stage 1			Key Stage 2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
An EYFS historian will be able to talk about history within their own life and family. They will be able to talk about figures from the past via stories told in class.	understand that the	A year 2 historian can understand that past events can be placed in order on a timeline via pictorial representations, using date where appropriate. They understand that life was very different in the past to how it is now and use sources of information to ask and answer questions such as: What was it like for people? What happened? How long ago?	Year 3 historians can understand the concept of BCE and CE and place events chronologically on a timeline, with emerging links to previously taught time periods. They can use dates and terms where appropriate on a timeline. They can use artefacts and sources of evidence to ask questions, draw conclusions and make comparisons. They can make comparisons to different ways of life within a time period.	Year 4 historians will build upon their understanding of chronology, making links and comparisons to previously taught time periods. They will be able to discuss and explain how they can draw conclusions about the past based on sources of evidence and artefacts. They will be able to begin to make links between the past and the modern day.	Year 5 historians will understand chronology over specific time periods, with emerging knowledge of a world history timeline. They will confidently be able to draw conclusions from the past based on sources of evidence and have an understanding that more than one source needs to be used. They will be able to explain how different social classes lived and make explicit links and comparisons to their own modern day lives. They will begin to understand how events and actions of the past have impacted modern day life (e.g., governments and politics)	They can make explicit links between the actions of the past and modern-day life.