



**EYFS**

**Wonderful me**

-I was, and all people were once a baby and have grown.

**Dinosaurs**

-To know what an archaeologist is

**Once upon a time**

-To know that in the past (17<sup>th</sup> C) horse and carriage was used for transport.

- to know that candles were used to light homes, there was no electricity.

**Year 1**

**Toys through History**

- My grandparents' toys were usually made from wood and metal.
- Some toys have been used across generations to play with such as scooter, teddy bears.
- Materials are often what has changed in more modern toys - People have always played with toys.
- Lego was invented in 1958

**Castles**

- Past monarchs had absolute power.
- Identify some of the monarch's roles (absolute power or constitutional)
- Explain that a king or queen is crowned in a special ceremony called a coronation.
- The purpose of castles and their designs have changed over the years – they are historical monuments and places of residences for royals rather than places of defence.

**Year 2**

**The Great Fire of London**

- The fire started in Thomas Farriner's bakery
- It started on Sunday 2nd September and lasted until Thursday 6th September 1666
- Samuel Peeps wrote a diary and this is why we know so much about the fire.
- Houses were pulled down to help prevent the fire from spreading.
- The fire spread fast because the houses were built close together and many made of wood and straw roofs.
- St Paul's Cathedral was destroyed in the fire.
- After the fire, King Charles II ordered buildings built further apart.

**Florence Nightingale & Mary Seacole**

- Florence Nightingale and Mary Seacole were nurses in the Crimean War
- Florence Nightingale was from Florence, Italy.
- Mary Seacole was from Kingston, Jamaica.
- The Crimean war lasted between 1854 - 1856
- Florence Nightingale improved the hospital she worked in and others
- Florence's biggest achievement was setting up a training academy for nurses
- Florence Nightingale was the first lady to receive an order of merit.

**Year 3**

**Ancient Civilisations- focus Ancient Egypt**

- Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform.
- Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago. Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves.
- The Egyptians worshiped hundreds of gods, many represented by animals.

**Year 4**

**The Roman Empire**

- The Romans arrived in Britain in 43AD and had new ideas of how to live.
- Boudicca was the Celtic Queen who fought the Romans.
- Roman towns were laid out in a grid. In the middle was the forum where people came to rule.
- Before Romans came, very few people could read or write in Britain.
- 410AD Romans left Britain and returned to Rome.
- Romans invented straight roads all across the land to increase trade movements.

**Anglo-Saxons**

- The Anglo-Saxon people came from Denmark, The Netherlands and Germany and settled into 7 kingdoms across England.
- The Anglo-Saxons invaded for several reasons including more land for farming, food and even the weather.
- A push factor is where someone is forced to leave.
- A pull factor is where someone wants to leave.
- The kingdom of Mercia was the most important of all 7 kingdoms because it was the most powerful and wealthy.
- Many Anglo-Saxon people were pagans before converting to Christianity.

**Year 5**

**The Vikings**

- Alfred was a Saxon King
- Alfred the Great earned this title by defeating the Viking army in 878
- The word Viking means raider.
- Vikings were also traders and settlers in the later period.
- The Vikings attacked England from Scandinavia.
- The Vikings settled in the East.
- They were highly skilled shipbuilders, taking them vast distances across dangerous seas.
- They did not worship a single god

**Monarchs**

- Previously monarchy had absolute power
- Over time the UK has become a democracy with elected Government.
- Why this shift has happened and what is the impact.
- King John, when and how he ruled.
- Our current monarchy, the power they hold.
- One other case study of a monarch (Queen Victoria, James I, Queen Anne)

**Year 6**

**Ancient Greece**

- The Greeks started the Olympic Games almost 3000 years ago in 776 BC. They were held every 4 years for over a thousand years. This inspired the Olympics today.
- A huge number of our words come from the Greek language - 41,614 in fact!
- Greek philosophers were "seekers and lovers of wisdom". They studied the world around them using logic and reason. Famous philosophers included: Pythagoras, Aristotle, Herodotus, Socrates and Plato. - They introduced the idea of voting to decide on leaders and laws. This process is still used today. Women are allowed to vote nowadays though, it was only men in Ancient Greek times

**The Mayans**

<ul style="list-style-type: none"> <li>- Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops.</li> <li>- We know that the Egyptians thought that people who died went to a new world and we have lots of artefacts used in the mummification process.</li> <li>- Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only 200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids?</li> </ul> <p><b>Iron age</b></p> <ul style="list-style-type: none"> <li>-Iron was used instead of bronze to make tools and weapons as its shape can be changed.</li> <li>-The Iron Age people lived in farming communities in hillforts.</li> <li>-Settlements were often under attack and there were many wars</li> <li>-This period ended when the Romans invaded Britain in 43 AD</li> </ul>	<ul style="list-style-type: none"> <li>- Centred around the countries now known as Guatemala and Mexico, the Maya Empire was at its most powerful around 600 A.D.</li> <li>- The Maya are known for their skilled agriculture, pottery, hieroglyphic writing, calendar making and mathematics. They left behind an impressive amount of architecture and symbolic artwork.</li> <li>- The Maya were deeply religious and worshiped various gods. They performed elaborate religious rituals and ceremonies in order to please them.</li> <li>- Their way of farming was based on the climate. After months of scorching sun would come heavy rains. This meant that the Maya would go into the forest in the dry season and fell a number of trees, leaving them there where they landed. The hot sun would then dry the trees which in turn would be burned – hence the term slash and burn. With the land cleared in time for the rainy season, the Maya would then plant seed when the rain started. When the rains ended the ripe corn would be harvested.</li> </ul>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>		Changes within living memory - Toys  Are all castles the same? Now and Then timeline England Day- St George's Day	Great fire of London  Titanic	Egyptians  Stone, Bronze, Iron age	Anglo Saxons  Romans	Vikings  Changing power of the monarchy	Greeks  Mayans
<b>Vocabulary</b>	now, next, old, new, past, after, before, first, because, last week, second, today, tomorrow, yesterday.	Old and new, then and now, long ago, last year/week/ month)	was/were born, after then and now, long ago, present, past)	BC, AD, Neolithic, prehistory, significance, primary and secondary sources/evidence peasantry civilisation, chronology, significance	primary and secondary sources, peasantry, justice, chronology, continuity, significance	<i>Use precise chronological vocabulary and begin to understand how terms can link together.</i>  interpretation primary and secondary sources, civilization, monarchy, peasantry, parliament, government, constitution, change, similarity and difference	<i>Use a range of more complex vocabulary in context.</i>  legacy, civilizations, influence, preservation, institution, peasantry, similarity and difference,
<b>Skills based vocabulary</b>	Get better/worse, slow, quick, stay the same	made to, special, famous, important, significant, true, evidence, continue, survive	Significant, individual, evidence, remarkable, remembered, change, balance	Historical source, truth, actually happened, positive, instant, negative, meaningful, remain, permanent, short/medium/long term, widespread	Reliable, critical, biased, views, versions, useful, limited, game changer, local, national, global, universal, consequence, motivated	Pivotal, vital, momentous, deliberate, unrealistic, worsen,	Omit, propaganda, deteriorate, normality, stagnate, catastrophic, infer, imply

<p><b>Chronology</b> sequencing events/ objects; using chronological vocabulary</p>	<p><i>Understand the past through settings characters and events encountered in books read in class and storytelling .</i></p>	<p>Create a simple timeline to sequence processes, events, objects within their own experiences.</p>	<p>Realises that historians use dates to describe events.</p>	<p>Use and understand phrases such as 'over three hundred years ago' and AD/BC or BCE/CE</p>	<p>Begin to understand historical periods overlap each other and vary in length</p>	<p>Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary.</p>	<p>Can accurately place civilizations/periods studied, in chronological order and may take account of some overlap in duration and intervals between them.</p>
<p><b>Characteristic</b> features of period/ person/ events studied</p>	<p>Begin to recognise that buildings, clothing, transport or technology could be different in the past.</p>	<p>Recognise that buildings, clothing, transport or technology could be different in the past.  Show awareness of significant features not seen today.</p>	<p>Recognise and describe, in simple terms, some characteristic features of a person or period studied.  Increasingly uses period specific language in explanations.</p>	<p>Can describe main features associated with the period/civilization studied, mostly using period specific language.</p>	<p>Can give simple explanations that not everyone in the past lived in the same way.  Consistently uses period specific language in explanations.</p>	<p>Understand that some past civilizations in different parts of the world have some important similarities.  Can identify and make links between significant characteristics of a period/civilization studied and others studied previously.</p>	<p>Can contract and make some links between civilizations/periods studied.  Can give reasoned explanations with relevance to significant examples of some connections between ways of life in the different civilizations and periods studied.</p>
<p><b>Change/ continuity</b> Similarities &amp; differences between ways of life at different times</p>	<p><i>Know similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</i></p>	<p>Can match old objects to people or situations from the past.  Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p>	<p>Can talk about similarities and differences not just between then and now but between then and another then.</p>	<p>Can describe some changes in history over a period of time and identify some things which stayed the same.</p>	<p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.  Can explain why changes in different places might be connected in some way.</p>	<p>Can give simple explanations with simple examples of why change happened during particular events/periods.  Understands that there are usually a combination of reasons for any change.  Understands that changes do not impact everyone in the same way or at the same time.</p>	<p>Understands that changes in different places and periods can be connected.  Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.</p>

<p><b>Cause/ consequence</b> Why people did things/ causes and results of events and changes</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</p>	<p>Can describe, in simple terms, the causes and/or consequences of an important historical event offering more than one example of its results</p>	<p>Can describe the causes and/or consequences of an important historical event even offering more than one example of its results.</p>	<p>Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</p>	<p>Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.  Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p>	<p>Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p>
<p><b>Significance</b></p>	<p>Begin to recognise and describe special times or events for family or friends</p>	<p>Can recognise and describe special times or events for family or friends.</p>	<p>Can recognise and talk about who was important e.g. in a simple historical account</p>	<p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)</p>	<p>Can identify significance reveals something about history or contemporary life.</p>	<p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p>	<p>Can make judgements about historical significance against criteria.  Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</p>
<p><b>Interpretation – ways we find out about the past and how it is represented</b></p>	<p>Know that information can be retrieved from books and computers.</p>	<p>Can identify and talk about different accounts of real historical situations.</p>	<p>Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).</p>	<p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p>	<p>Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis. And that some interpretations are more reliable than others.  Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis</p>	<p>Understand that all history is to some extent a construct (interpretation) and a can identify a range of reasons for this. Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).</p>	<p>Suggest reasons for the difference in interpretations based on the origin or purpose or time of the historian's view or representation with a simple explanation, which might include what the author has left out to persuade people of their view.</p>

<p style="text-align: center;"><b>Historical Enquiry</b></p>	<p>Be curious about people and show interest in stories</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Record, using marks they can interpret and explain.</p>	<p>Can talk about similarities and differences between two or more historical sources using historical terms.</p> <p>Can talk about past events and use annotations and captions (maybe scribed) to identify important features of picture sources, artefact etc</p>	<p>Can gather information from simple sources to ask and answer questions about the past.</p> <p>Can explain events and actions rather than just retell the story.</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognise that the absence of certain types of sources can make it more difficult to draw conclusions.</p>	<p>Can describe and question the origins and purposes of sources using knowledge and periods and begin to look at civilizations.</p> <p>Ask perceptive questions</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.</p>	<p>Can explain with examples why a source might be unreliable.</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</p>	<p>Can construct reasoned arguments about events, periods or civilizations studied.</p> <p>Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering <b>why</b> different sources may give conflicting information and offering reasons for this.</p>
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