	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National	Children at the	Develop an	Develop an	Develop a	Develop a	Develop a	Develop a
Curriculum	expected level of	awareness of the	awareness of the	chronologically	chronologically	chronologically	chronologically secure
	development will:	past, using	past, using	secure knowledge	secure knowledge	secure knowledge	knowledge and
Pupils		common words and	common words and	and understanding	and understanding	and understanding	understanding of
should be		phrases relating to	phrases relating to	of British, local and	of British, local and	of British, local and	British, local and world
taught:		the passing of time.	the passing of time.	world history.	world history.	world history.	history.
		Identify similarities	Identify similarities	Establish clear	Establish clear	Note connections,	Note connections,
		and differences	and differences	narratives within	narratives within	contrasts and trends	contrasts and trends
		between ways	between ways	and across the	and across the	over time and	over time and develop
		of life in different periods.	of life in different periods.	periods they study.	periods they study	develop the appropriate use of	the appropriate use of historical terms.
				Note connections	Construct informed	historical terms.	
		Use a wide	Use a wide	over time and	responses that		Regularly address and
		vocabulary of	vocabulary of	develop the	involve thoughtful	Regularly address	sometimes devise
		everyday historical	everyday historical	appropriate use of	selection and	and sometimes	historically valid
		terms.	terms.	historical terms.	organisation of	devise historically	questions about
					relevant historical	valid questions	change, cause,
		Understand some	Understand some	Understand how	information.	about change, cause,	similarity and
		of the ways in	of the ways in	our knowledge of		similarity and	difference, and
		which we find out	which we find out	the past is	Understand how	difference, and	significance.
		about the past and	about the past and	constructed from a	our knowledge of	significance.	
		identify different	identify different	range of sources.	the past is		Construct informed
		ways in which it is	ways in which it is		constructed from a	Construct informed	responses that involve
		represented.	represented.		range of sources.	responses that	thoughtful selection
						involve thoughtful	and organisation of
						selection and	relevant historical
						organisation of	information.
						relevant historical	
						information.	
				ear, children should b	e able to		
144 - J *			Socie	ty and Community			
Working	Make sense of the	Know and		Know and	Know and		
Historically	community	understand the		understand the	understand the		
	_	history of these		history of these	history of these		
	Foster an	islands from the		islands as a	islands as a		
	understanding of	earliest times to the		coherent,	coherent,		
	the culturally and	present day		chronological	chronological		
1							

			-	-	
	socially diverse	Understand	narrative, from the	narrative, from the	
	world	historical concepts	earliest times to the	earliest times to the	
		such as continuity	present day: how	present day: how	
		and change	people's lives have	people's lives have	
			shaped this nation	shaped	
			and how Britain has	this nation and how	
			influenced	Britain has	
				influenced and	
			Understand	been influenced by	
			historical concepts	the wider world	
			such as continuity		
			and change	Understand	
			0	historical concepts	
			Understand	such as continuity	
			historical concepts	and change	
			such as cause and	0	
			consequence,		
			similarity and		
			difference		
			unterence		
Skills	Explain similarities	Toys	Stone Age to Iron	Ancient Greece	
	and differences	Label timelines with	Age	Place events,	
	from the past	key historical words	Place historical ages	artefacts and	
	·	,	and artefacts in	historical figures on	
	Discuss experiences	Recount changes	order of time	a timeline	
	that are familiar	over time			
	and how these may		Suggest suitable	Observe evidence	
	, have differed in the	Analyse sources	sources for	about the past, ask	
	past	and ask historically	historical enquiry	historically valid	
		valid questions	. ,	, questions and draw	
			Evaluate causes and	conclusions	
		Explain changes to	consequences of		
		toys over time,	the main events in	Suggest causes and	
		identifying toys that	prehistory such as	consequences of	
		have changed and	agriculture, mining	some of the main	
		stayed the same	and migration	events and changes	
				in Greece	
			Use historical		
			evidence to support		
			evidence to support		

KnowledgeMake connections within religious and social historyKnow how to construct a timelineKnow how	
Identify similarities and differences between the Stone Age, Bronze Age and Iron AgeDescribe social, cultural, ethnic and religious diversity in the pastKnowledgeMake connections within religious and social historyKnow how to construct a timelineKnow how to construct	
KnowledgeMake connections within religious and social historyKnow how to construct a timelineKnow how	
Knowledge within religious and social historyKnow how to construct a timelineKnow how to construct a timel	
knowledgeMake connections within religious and social historyKnow how to construct a timelineKnow how	
knowledgeMake connections within religious and social historyKnow how to construct a timelineKnow how	
KnowledgeMake connections within religious and social historyKnow how to construct a timelineKnow how	
Knowledge Make connections within religious and social history Know how to construct a timeline	
Knowledge Make connections within religious and social history Know how to construct a timeline construct a timeline Know how to construct a timel	
Image: Now ledgeMake connections within religious and social historyKnow how to construct a timelineKnow how to construct a timeline construct a timeline	
Knowledge Make connections Know how to Know how to Know how to within religious and social history construct a timeline construct a timeline construct a timeline	
within religious and construct a timeline construct a timeline construct a timeline construct a timeline	
social history	
Know how to Know how to Analyse historical	
Know how toKnow how toAnalyse historicalOrganise eventsnterpretanalyse thesources and make	
using basic information about effectiveness of a interpretations	
historical sources	
Recognise that Explain what a Know the changes	
things happened Identify similarities historical source that took place	
before they were and differences tells the modern within an ancient	
born between historical day about the past civilisation over	
sources time	
Identify	
Make comparisons comparisons Know how to	
between the past between different identify differences	
and present using time periods and within society in	
historical sources civilisations the past	
List features that	
make a historical	
source effective	
Vocabulary story trade migration civilisation	
past civilisation settlement trade	
home industry trade settlement	
school toys civilisation empire	
different industry monarchy	
same Stone Age ancient	
Iron Age society	

		timeline			
· · · · · ·	Explo	ration and Invasion			
Working Historically			Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations	
			Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires Know and understand significant aspects of the history of the wider world: characteristic features of past non-European societies	Know and understand significant aspects of the history of the wider world: achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms	
			Know and understand significant aspects of the history of the wider world: achievements and follies of mankind Understand local and world history		

			Establish clear narratives within and across periods Identify connections and contrasts with other time periods Construct historically valid questions about change, cause, similarity and differences		
Skills			The RomansPlace events,artefacts andhistorical figures ona timelineSuggest suitablesources of evidencefor historicalenquiriesSuggest the causesand consequencesof some of the mainevents and changesin Britain when theRomans invadedExplain the conceptof change overtime, when theRomans arrived inBritain	Anglo-Saxons and Vikings Use sources of evidence to deduce information about the Saxons and Vikings Describe causes of invasion in Britain and what the consequences were Explain what changed and what continued over time when the Anglo- Saxons and Vikings settled in Britain Use appropriate vocabulary to compare similarities	

			Describe the social, ethnic, cultural and religious diversity of the past	and differences between Anglo- Saxon and Viking culture, and the present day Describe the social, ethnic, cultural and religious diversity of the past	
Knowledge			Know how to construct a timeline Analyse and explain the significance of suitable historical sources in giving information about the past Know the causes of the events that led to changes in Britain Know the consequences of the Roman invasion Understand the social, ethic, cultural and religion diversity in Britain during the Roman period	Know how to construct a timeline List features that make a historical source effective Understand how to gather information about the past using a range of sources Know the definition of 'invasion' Know the consequences of an invasion Know appropriate vocabulary about the Anglo-Saxons and the Vikings Understand the social, ethic, cultural and religion diversity in Britain	
Vocabulary			civilisation	migration	

			trade	trade	
			settlement	monarchy	
				settlement	
			empire monarchy		
			monarchy	Anglo-Saxon	
			Romans	Viking	
			invasion	consequence	
			Britain	invasion	
		 Power	I	I	
Working		Study the	Know and	Gain and deploy a	Identify connections,
Historically		achievements of	understand	historically grounded	contrasts and trends
		the earliest	significant aspects	understanding of	over time
		civilisations	of the history of the	abstract terms	
			wider world: the		Develop a
		Know and	nature of ancient	Know and	chronologically secure
		understand	civilisations	understand	knowledge and
		significant aspects		significant aspects of	understanding of British
		of the history of the	Know and	the history of the	history
		, wider world: the	understand	wider world: the	
		nature of ancient	significant aspects	nature of ancient	Construct informed
		civilisations	of the history of the	civilisations	responses that involve
			wider world: the		thoughtful selection
		Know and	expansion and	Gain an	and organisation of
		understand	dissolution of	understanding of	relevant historical
		significant aspects	empires	abstract historical	information
		of the history of the	- [terms such as	
		wider world:	Know and	'civilisation'	Understand how our
		characteristic	understand		knowledge of the past
		features of past	significant aspects	Understand	is constructed from a
		non-European	of the history of the	historical concepts	range of sources
		societies	wider world:	such as continuity	
		societies	characteristic	and change	Understand historical
		Understand how	features of past	und chunge	concepts such as cause
		evidence is used to	non-European	Understand how	and consequence
		make historical	societies	evidence is used to	and consequence
		claims	500101105	make historical	Understand historical
		Ciallis	Know and	claims	concepts such as
		Lindorstond the			-
		Understand the	understand	Identify commentary -	similarity, difference
		complexities of	significant aspects	Identify connections,	and significance
		people's lives	of the history of the	contrasts and trends	
			wider world:	over time	

		Understand the	achievements and		Frame historically-valid
		diversity of	follies of mankind		questions
		societies			questions
		50010105	Understand local		Draw contrasts
			and world history		
					Understand methods of
			Establish clear		historical enquiry
			narratives within		···· /
			and across periods		
			Identify		
			connections and		
			contrasts with		
			other time periods		
			Construct		
			historically valid		
			questions about		
			change, cause,		
			similarity and		
			differences		
Ch:II.		Au alaut Fault	The Deves		
Skills	Kings, Queens and	Ancient Egypt	The Romans	Ancient Maya	Crime and Punishment
	<u>Castles</u>	Understand the	Understand the	Know key historical	Identify facts about the
	Know how to	order of dates that	order of dates that	events that took	past using historical evidence
	create a timeline	historical events	historical events	place in Ancient	evidence
	Identify the order	took place	took place	Maya	Identify social causes of
	of historical events	Know how to use	Identify the causes	Know how to	crime and punishment
		BCE and CE for	of changes in	interpret	chine and pullishinell
	Form questions	historical dates	Britain after the	information about	Understand the
	about the past		Roman invasion	the past from	consequences of
		Understand the		historical sources	different crimes
	Explore historical	order of dates using	Identify the		
	evidence about the	BCE and CE	consequences of	Know key events	Know how crimes and
	past		the Roman invasion	that took place in	punishments have
		Know how to	for life in Britain	Ancient Maya and	changed over time
		identify the		the consequences of	

	Understand the	reliability of a	Make comparisons		Understand how to use
	significance of	historical source	between life in	Identify periods of	historical vocabulary
	castles		Britain before and	rapid change	accurately
		Identify why a	after the Roman		
	Identify changes in	historical source	invasion	Know how to make	Make comparisons
	the past	might be reliable		comparisons	about crime and
			Know how to	between periods of	punishment over time
	Know the names of	Know the causes	identify the	change and stability	
	key historical	and consequences	reliability of a		Know what crime and
	events	of some of the main	source		punishment means in
		events in Ancient			the modern day
	Make comparisons	Egypt			
	between castles				Identify cultural and
		Know how to use			social significance of a
	Know key events of	historical evidence			past society
	a significant	to draw conclusions			
	king/queen or	about the past			
	castle				World War II
		Identify changes to			Know how to gather
		an ancient			information about the
		civilisation over			past using historical
		time			sources
		Identify similarities			Identify the reliability of
		between the old			historical evidence
		and new Ancient			
		Egyptian kingdoms			Know the consequences
					of WW2
		Identify differences			
		between the old			Know how to use
		and new Ancient			evidence to support
		Egyptian kingdoms			conclusions drawn
					about the past
		Know the impact			
		events in Ancient			Understand how the UK
		Egypt had on British			changed during WW2
		archaeological			
		thought			Identify similarities and
					differences between

						key people, events and artefacts within history
Knowledge	Place events a		Place events and	Place events and	Use dates and terms	Crime and Punishment
	some artefacts	on a	historical figures in	historical figures in	to describe events	Use dates and terms to
	timeline		a timeline	a timeline	and people	describe events
	Observe or ha	ndle	Use BCE and CE	Suggest suitable	Analyse a wide range	Use sources of evidence
	some evidence			sources of evidence	of evidence to justify	to find facts about the
	ask questions a		Suggest more than	for historical	claims about the	past
	the past		one suitable source	enquiry	past	
			of historical enquiry			Describe the social
	Explain why			Suggest causes and	Describe the causes	causes of crime and
	monarchs built		Discuss the	consequences od	of events in Ancient	punishment
	castles		reliability of sources	main events during	Maya	
	Fundation whet the		Current and	the Roman times	Decerite e the	Describe the
	Explain what the		Suggest and	Idontify the main	Describe the	consequences of crimes
	consequences building castle		evaluate causes and consequences	Identify the main changes in Britain	consequences of events in Ancient	Identify changes in
	were		of some of the main	when the Romans	Maya	crime and punishment
	were		events in Ancient	invaded	Ividyd	chine and pullishment
	Describe chang	es	Egypt	invaded	Use historical	Use appropriate
				Explain the concept	evidence to draw	historical vocabulary
	Describe histor	ical	Use evidence to	of change over time	conclusions about	
	events		support answers	during the Roman	life in Ancient Maya	Compare similarities
			when drawing	Empire		and differences
	Compare		conclusions about		Compare and	between crime and
	similarities and		the past	Describe the social,	contrast periods of	punishment over time
	differences		e data da la composición de la composicinde la composición de la composición de la composición de la c	ethnic, cultural and	rapid change and	Describer the states
	between differ	ent	Explain the concept	religious diversity of	stability	Describe the social and
	castles		of change over a long period of time	the past	Explain the concepts	cultural significance of a
	Discuss key ev	ants		Identify the reasons	of continuity and	past society
	of a significant		Compare the	why sources might	change over time	
			similarities and	be suitable		

	king/queen or	differences			World War II
	castle	between the new			Use dates and terms to
		and old kingdoms			describe events
		of Ancient Egypt			
					Use sources of
		Discuss the			information to draw
		importance of			conclusions about the
		people and events			past
		in time and their			
		impact on British			Discuss the reliability of
		archaeological			evidence
		thought			
		-			Describe some of the
					causes and
					consequences of WW2
					Use evidence to
					support answers when
					discussing the past
					Identify periods of rapid
					change in history
					change in history
					Compare and contrast
					key
					people/events/artefacts
					in history
					III HISCOLY
					Describe key features of
					the past including ideas
					and beliefs
Vocabulary	trade	civilisation	civilisation	civilisation	Crime and Punishment
	industry	trade	trade	trade	empire monarchy
	monarchy	settlement	settlement	settlement	monarchy
	empire	empire	empire	empire	civilisation
	people	monarchy	monarchy	monarchy	industry
	monarch	Egypt	Romans	Maya	change
	castle	ancient	invasion	change	continuity
	king		Britain	similarities	crime
	queen			differences	punishment

		World War IIempiremonarchycivilisationBattle of Britainreliabilityhistorical sourceevidence						
	Conflict and Disaster							
Working Historically	Develop an awareness of the past, using common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Ask and answer questions about the past Understand what took place during events beyond living memory that are significant nationally or globally	Understand how our knowledge of the past is constructed from a range of sources Develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time and develop the appropriate use of historical terms Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources						

Skills	Great Fire of		Crime and Punishment
SKIIS	London		Identify facts about the
	Place events,		past using historical
	artefacts and		evidence
	historical figures on		evidence
	a timeline		Identify social causes of
	a timeline		crime and punishment
	Ask questions and		enne and punisiment
	find answers to		Understand the
	questions about the		consequences of
	past		different crimes
	pase		different enines
	Explain the causes		Know how crimes and
	of the Great Fire of		punishments have
	London and what		changed over time
	the consequences		5
	were		Understand how to use
			historical vocabulary
	Describe how		accurately
	London changed		
	after the Great Fire		Make comparisons
	of London		about crime and
			punishment over time
	Describe significant		
	people from the		Know what crime and
	past and explain		punishment means in
	why they are		the modern day
	important		
			Identify cultural and
	Hospitals and		social significance of a
	<u>Healthcare</u>		past society
	Place events,		
	artefacts and		
	people on a		World War II
	timeline		Know how to gather
			information about the
	Observe or handle		past using historical
	evidence to ask		sources
	questions and find		
	answers to		

		questions about the		Identify the reliability of
		past		historical evidence
		pust		
				Know the consequences
		Recognise the		of WW2
		consequences of		01 11 12
		actions in the past		Know how to use
				evidence to support
		Use pictures,		conclusions drawn
		stories and film		about the past
		footage to find out		
		about the past		Understand how the UK
				changed during WW2
		Describe significant		0
		people and events		Identify similarities and
		from the past		differences between
				key people, events and
				artefacts within history
Knowledge		Great Fire of		World War II
		London		Use dates and terms to
		Know how to		describe events
		analyse historical		
		sources for		Use sources of
		information about		information to draw
		the past		conclusions about the
				past
		Identify		
		consequences		Discuss the reliability of
		caused by a key		evidence
		event		
				Describe some of the
		Form key historical		causes and
		questions		consequences of WW2
		Know how to make		Use evidence to
		comparisons		support answers when
		between different		discussing the past
		periods in the past		
				Identify periods of rapid
				change in history

	Identify significant		
	people in the past		Compare and contrast
			key
	Hospitals and		people/events/artefacts
	Healthcare		in history
	Know how to		in history
	construct a timeline		Describe key features of
			the past including ideas
	Know how to		and beliefs
	analyse historical		
	sources		Crime and Punishment
	sources		
			Use dates and terms to
	Identify		describe events
	information about		
	the past using		Use sources of evidence
	historical evidence		to find facts about the
			past
	Identify		pase
			Describe the second
	consequences and		Describe the social
	changes in the past		causes of crime and
			punishment
	Analyse historical		
	sources		Describe the
			consequences of crimes
	Name significant		
	people and events		Identify changes in
	from the past		crime and punishment
			Use appropriate
			historical vocabulary
			· ·
			Compare similarities
			and differences
			between crime and
			punishment over time
			Describe the social and
			cultural significance of a
			past society
			pasesociety

Vocabulary	<u></u>	he Great Fire of		World War II
	<u>Lc</u>	<u>ondon</u>		empire
	m	nonarchy		monarchy
	ci	ivilisation		civilisation
	pa	ast		Battle of Britain
				rebellion
	H	lospitals and		war
	<u>H</u>	lealthcare		
	er	mpire		Crime and Punishment
	in	ndustry		empire
	ci	ivilisation		monarchy
	si	imilarity		civilisation
	di	ifference		rebellion