

Year	2018-19	2019-20	2020-21
Nursery	<p><b>All about me – Family tree</b>  <b>Festivals and Celebrations (Guy Fawkes, Harvest, Remembrance Day, The Nativity and St. George’s Day)</b>  <b>Local History – (Churches, the Seaside and Farming)</b>  <b>Traditional Tales</b>  <b>Dinosaurs</b></p>	<p><b>All about me – Family tree</b>  <b>Festivals and Celebrations (Guy Fawkes, Harvest, Remembrance Day, The Nativity and St. George’s Day)</b>  <b>Local History – (Churches, the Seaside and Farming)</b>  <b>Traditional Tales</b>  <b>Dinosaurs</b></p>	<p><b>All about me – Family tree</b>  <b>Festivals and Celebrations (Guy Fawkes, Harvest, Remembrance Day, The Nativity and St. George’s Day)</b>  <b>Local History – (Churches, the Seaside and Farming)</b>  <b>Traditional Tales</b>  <b>Dinosaurs</b></p>
Reception	<p><b>My family Tree and timelines</b>  <b>Toys</b>  <b>Famous people (Beatrix Potter)</b>  <b>Local History</b></p>	<p><b>Family History</b>  <b>Festivals around the world</b>  <b>Dinosaurs</b>  <b>Kings, Queens and Castles</b>  <b>The Seaside</b></p>	<p><b>Me and My family</b>  <b>Toys</b>  <b>Famous people (Beatrix Potter)</b>  <b>Local History</b></p>
Y1	<p><b>My family Tree and timelines</b>  <b>Toys</b>  <b>Famous people (Beatrix Potter)</b>  <b>Local History</b></p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Order and sequence some familiar events and objects.</li> <li>▪ Identifying <i>some</i> similarities and differences between ways of life at different times.</li> </ul> <p>Use some everyday terms about the passing of time such as ‘a long time ago’ and ‘before’.</p> <ul style="list-style-type: none"> <li>▪ Retell some events beyond their living memory which are significant nationally or globally.</li> </ul> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p> <ul style="list-style-type: none"> <li>▪ Make simple observations about different people, events, beliefs and communities.</li> </ul>	<p><b>Family History</b>  <b>Festivals around the world</b>  <b>Dinosaurs</b>  <b>Kings, Queens and Castles</b>  <b>The Seaside</b></p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Order and sequence some familiar events and objects.</li> <li>▪ Identifying <i>some</i> similarities and differences between ways of life at different times.</li> </ul> <p>Use some everyday terms about the passing of time such as ‘a long time ago’ and ‘before’.</p> <ul style="list-style-type: none"> <li>▪ Retell some events beyond their living memory which are significant nationally or globally.</li> </ul> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p> <ul style="list-style-type: none"> <li>▪ Make simple observations about different</li> </ul>	<p><b>Me and My family</b>  <b>Toys</b>  <b>Famous people (Beatrix Potter)</b>  <b>Local History</b></p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between past and present.</li> <li>▪ Order and sequence some familiar events and objects.</li> <li>▪ Identifying <i>some</i> similarities and differences between ways of life at different times.</li> </ul> <p>Use some everyday terms about the passing of time such as ‘a long time ago’ and ‘before’.</p> <ul style="list-style-type: none"> <li>▪ Retell some events beyond their living memory which are significant nationally or globally.</li> </ul> <p>Describe some changes within their living memory (including aspects of national life where appropriate).</p> <ul style="list-style-type: none"> <li>▪ Make simple observations about different people, events, beliefs and communities.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Identify some of the basic ways in which the past can be represented.</li> <li>▪ Choose parts of stories and other sources to show what they know about the past.</li> <li>▪ Describe special or significant events.</li> <li>▪ Retell simple stories or events from the past.</li> </ul> <p>Use simple historical terms.</p>	<p>people, events, beliefs and communities.</p> <ul style="list-style-type: none"> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Identify some of the basic ways in which the past can be represented.</li> </ul> <p>Choose parts of stories and other sources to show what they know about the past.</p> <ul style="list-style-type: none"> <li>▪ Describe special or significant events.</li> <li>▪ Retell simple stories or events from the past.</li> </ul> <p>Use simple historical terms.</p>	<ul style="list-style-type: none"> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Identify some of the basic ways in which the past can be represented.</li> </ul> <p>Choose parts of stories and other sources to show what they know about the past.</p> <ul style="list-style-type: none"> <li>▪ Describe special or significant events.</li> <li>▪ Retell simple stories or events from the past.</li> </ul> <p>Use simple historical terms.</p>
<p>Y2</p>	<p><b>Me and My family</b>  <b>Toys</b>  <b>Famous people (Beatrix Potter)</b>  <b>Local History</b></p> <ul style="list-style-type: none"> <li>▶ Order and sequence events and objects.</li> <li>▶ Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>▶ Develop awareness of significant historical events, people and places in their own locality.</li> <li>▶ Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>▶ Consider why things may change over time.</li> <li>▶ Recognise some basic reasons why people in the past acted as they did.</li> <li>▶ Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<p><b>Family History</b>  <b>Festivals and Celebrations (Guy Fawkes, Remembrance Day)</b>  <b>Nurturing Nurses (Florence Nightingale)</b>  <b>The Seaside (Victorians)</b></p> <ul style="list-style-type: none"> <li>▶ Order and sequence events and objects.</li> <li>▶ Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>▶ Develop awareness of significant historical events, people and places in their own locality.</li> <li>▶ Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>▶ Consider why things may change over time.</li> <li>▶ Recognise some basic reasons why people in the past acted as they did.</li> <li>▶ Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<p><b>Me and My family</b>  <b>Toys</b>  <b>Famous people (Beatrix Potter)</b>  <b>Local History</b></p> <ul style="list-style-type: none"> <li>▶ Order and sequence events and objects.</li> <li>▶ Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>▶ Develop awareness of significant historical events, people and places in their own locality.</li> <li>▶ Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>▶ Consider why things may change over time.</li> <li>▶ Recognise some basic reasons why people in the past acted as they did.</li> <li>▶ Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>
<p>Y3</p>	<p><b>Ancient Egypt</b></p>	<p><b>The Ancient Maya</b></p>	<p><b>The Romans</b></p>

	<ul style="list-style-type: none"> <li>▶ <b><i>The achievements of the earliest civilisations – Ancient Egypt.</i></b></li> <li>▶ Use some dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate awareness that the past can be divided into different periods of time.</li> <li>▶ Explore trends and changes over time.</li> <li>▶ Use sources to address historically valid questions.</li> <li>▶ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>▶ Recognise that different versions of past events may exist.</li> <li>▶ Describe some of the ways the past can be represented.</li> <li>▶ Discuss some historical events, issues, connections and changes.</li> <li>▶ Select and organise historical information to present in a range of ways.</li> <li>▶ Use relevant historical terms and vocabulary linked to chronology.</li> </ul> <p><b>The Stone Age</b></p> <ul style="list-style-type: none"> <li>▶ <b><i>Changes in Britain from Stone Age to Iron Age</i></b></li> <li>▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>▶ Use some dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate awareness that the past can be divided into different periods of time.</li> <li>▶ Explore trends and changes over time.</li> <li>▶ Use sources to address historically valid questions.</li> <li>▶ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>▶ Recognise that different versions of past events may exist.</li> <li>▶ Describe some of the ways the past can be represented.</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b><i>Describe key aspects of a non-European society such Mayan civilisation c. AD 900</i></b></li> <li>▶ Use some dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate awareness that the past can be divided into different periods of time.</li> <li>▶ Explore trends and changes over time.</li> <li>▶ Use sources to address historically valid questions.</li> <li>▶ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>▶ Recognise that different versions of past events may exist.</li> <li>▶ Describe some of the ways the past can be represented.</li> <li>▶ Discuss some historical events, issues, connections and changes.</li> <li>▶ Select and organise historical information to present in a range of ways.</li> <li>▶ Use relevant historical terms and vocabulary linked to chronology.</li> </ul> <p><b>The Vikings/Saxons</b></p> <ul style="list-style-type: none"> <li>▶ <b><i>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</i></b></li> <li>▶ <b><i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i></b></li> <li>▶ Use some dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate awareness that the past can be divided into different periods of time.</li> <li>▶ Explore trends and changes over time.</li> <li>▶ Use sources to address historically valid questions.</li> <li>▶ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>▶ Recognise that different versions of past</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b><i>The Roman Empire and its impact on Britain.</i></b></li> <li>▶ <b><i>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></b></li> <li>▶ Use some dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate awareness that the past can be divided into different periods of time.</li> <li>▶ Explore trends and changes over time.</li> <li>▶ Use sources to address historically valid questions.</li> <li>▶ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>▶ Recognise that different versions of past events may exist.</li> <li>▶ Describe some of the ways the past can be represented.</li> <li>▶ Discuss some historical events, issues, connections and changes.</li> <li>▶ Select and organise historical information to present in a range of ways.</li> <li>▶ Use relevant historical terms and vocabulary</li> </ul> <p><b>Local History/Victorians</b></p> <ul style="list-style-type: none"> <li>▶ <b><i>A local history study</i></b></li> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Recognise how sources of evidence are used to make historical claims.</li> <li>▶ Recognise why some events happened and what happened as a result.</li> </ul>
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<p>Y4</p>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>▶ <i>The achievements of the earliest civilisations – Ancient Egypt.</i></li> <li>▶ <i>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</i></li> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> <li>▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Recognise how sources of evidence are used to make historical claims.</li> <li>▶ Recognise why some events happened and what happened as a result.</li> <li>▶ Identify historically significant people and events in different situations.</li> <li>▶ Discuss significant aspects of, and connections between, different historical events.</li> <li>▶ Select and organise relevant historical information to present in a range of ways.</li> <li>▶ Use relevant and appropriate historical terms</li> </ul>	<p><b>The Ancient Maya</b></p> <ul style="list-style-type: none"> <li>▶ <i>Describe key aspects of a non-European society such Mayan civilisation c. AD 900</i></li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Recognise how sources of evidence are used to make historical claims</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Select and organise relevant historical information to present in a range of ways.</li> <li>▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> <li>▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> <li>▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>▶ Recognise why some events happened and what happened as a result.</li> <li>▶ Identify historically significant people and events in different situations.</li> <li>▶ Discuss significant aspects of, and connections between, different historical events</li> <li>▶ Use relevant and appropriate historical terms</li> </ul>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>▶ <i>The Roman Empire and its impact on Britain.</i></li> <li>▶ <i>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> <li>▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Recognise how sources of evidence are used to make historical claims.</li> <li>▶ Recognise why some events happened and what happened as a result.</li> <li>▶ Identify historically significant people and events in different situations.</li> <li>▶ Discuss significant aspects of, and connections between, different historical events.</li> </ul>

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<p>Y5</p>	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>▶ <i>The achievements of the earliest civilisations – Ancient Egypt.</i></li> </ul>	<p><b>The Ancient Maya</b></p> <ul style="list-style-type: none"> <li>▶ <i>Describe key aspects of a non-European society such Mayan civilisation c. AD 900</i></li> </ul>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>▶ <i>The Roman Empire and its impact on Britain.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▶ Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>▶ Identify where people, places and periods of time fit into a chronological framework.</li> <li>▶ Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> <li>▶ Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>▶ Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>▶ Evaluate sources and make simple inferences.</li> <li>▶ Choose relevant sources of evidence to support particular lines of enquiry</li> <li>▶ Discuss and debate historical issues.</li> <li>▶ Use appropriate vocabulary when discussing and describing historical events.</li> <li>▶ Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and 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<p>Y6</p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>▶ <b><i>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</i></b></li> <li>▶ <b><i>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</i></b></li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Recognise how sources of evidence are used to make historical claims</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> <li>▶ Recognise why some events happened and what happened as a result.</li> </ul>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>▶ <b><i>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</i></b></li> <li>▶ <b><i>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</i></b></li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Recognise how sources of evidence are used to make historical claims</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> <li>▶ Recognise how sources of evidence are used to make historical claims.</li> </ul>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>▶ <b><i>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</i></b></li> <li>▶ <b><i>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</i></b></li> <li>▶ Identify where people and events fit into a chronological framework.</li> <li>▶ Recognise how sources of evidence are used to make historical claims</li> <li>▶ Use sources to address historically valid questions and hypotheses.</li> <li>▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>▶ Use dates and historical terms when ordering events and objects.</li> <li>▶ Explore links and contrasts within and across different periods of time.</li> <li>▶ Recognise how sources of evidence are used to make historical claims.</li> </ul>

	<ul style="list-style-type: none"> <li>▶ Discuss significant aspects of, and connections between, different historical events.</li> <li>▶ Select and organise relevant historical information to present in a range of ways.</li> <li>▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> <li>▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> </ul> <p><b>London and World War II</b></p> <ul style="list-style-type: none"> <li>▶ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></li> <li>▶ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. This will include a significant turning point in British history, for example, the Battle of Britain.</i></li> <li>▶ Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>▶ Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>▶ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</li> <li>▶ Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>▶ Give some reasons for contrasting arguments and interpretations of the past.</li> <li>▶ Describe the impact of historical events and changes.</li> <li>▶ Recognise that some events, people and changes are judged as more significant than others.</li> <li>▶ Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise why some events happened and what happened as a result.</li> <li>▶ Discuss significant aspects of, and connections between, different historical events.</li> <li>▶ Select and organise relevant historical information to present in a range of ways.</li> <li>▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> <li>▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> </ul> <p><b>London and World War II</b></p> <ul style="list-style-type: none"> <li>▶ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></li> <li>▶ <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 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