



History				
Year group	Knowledge and understanding	Chronology	Similarities and differences between ways of life in different time periods.	Historical content
N	Children will be able to: <ul style="list-style-type: none"> Recognise and describe special times in their lives or events with their families or friends Being able to talk about things that happen to them Begin to make sense of their own life-story and their family's history (UTW DM) To name the people in their immediate family (UTW CG) To talk about their own interests (UTW CG) To talk about their own routines (UTW CG) To describe who is in their immediate family, friends and routines (UTW CG) 	Children will be able to: <ul style="list-style-type: none"> Remember and talk about significant events in their own experience Learn key words like today, soon, when I was... 	Children will be able to: <ul style="list-style-type: none"> Talking about what they could not do when they were younger and what they can do now or will be able to do soon Discussing and commenting on similarities and differences between their families and lives 	<ul style="list-style-type: none"> Talking about their lives at home Looking a pictures from when they were younger
R ELG=Early Learning Goal DM= Development matters EP= Educational programmes CG=Curriculum Goals	Children will be able to: <ul style="list-style-type: none"> Talk about members of their immediate family and community (UTW DM and CG) Name and describe people who are familiar to them (UTW DM) Understand the roles of different members of society e.g. police, firefighters, ambulance drivers, nurses (UTW, PSED DM) Talk about the lives of the people around them and their roles in society (UTW ELG) Comment on images of familiar situations in the past (UTW DM) Using and understanding vocabulary linked to the topic (UTW, C & L EP) 	Children will be able to: <ul style="list-style-type: none"> Learn key words like tomorrow, yesterday, today, next week, a long time ago Comparing new and old 	Children will be able to: <ul style="list-style-type: none"> Learning key vocabulary like same and different and being able to comment on similarities and differences Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (UTW ELG) 	<ul style="list-style-type: none"> Talking about past events in their lives Understand the past through settings, characters and events encountered in books read in class and storytelling (UTW ELG)
1	Children will be able to: <ul style="list-style-type: none"> Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) Identify significant people in their own locality (and how it impacts us today) Have an awareness of the past using common words and phrases relating to the passing of time 	Children will be able to: <ul style="list-style-type: none"> Discuss where significant people fit within a chronological framework 	Children will be able to: <ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods <i>E.g. The differences between the reign of Queen Victoria and the reign of Queen Elizabeth II/Kind Charles I</i> 	The History of Food Explorers and Leaders (Year 1) Changes within living memory <ul style="list-style-type: none"> How items/clothes etc have changed <i>The lives of significant people from the past who have contributed to national and international achievements</i> <ul style="list-style-type: none"> Queen Victoria, Queen Elizabeth, Christopher Columbus, Neil Armstrong, Florence Nightingale and Mary Seacole
Year 1)	Children will be able to: <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Identify events and people beyond living memory that are significant nationally or globally e.g. The Great Fire of London/Samuel Pepys Identify significant historical events and places in their own locality (and how it impacts us today) Construct informed responses from a selection of historical sources Use appropriate historical terms Begin to draw on prior knowledge of appropriate historical terms to describe events 	Children will be able to: <ul style="list-style-type: none"> Discuss where people and events fit within a chronological framework including those beyond living memory Order historical events from the Stone Age through to the Iron Age making some reference to historical events studied in KS1 	Children will be able to: <ul style="list-style-type: none"> Identify similarities and differences between ways of life beyond living memory and within living memory. Identify similarities and differences between different periods of time, significant cultures and structures etc. Identify connections and contrasts over time (make connections to other periods of time they have studied) 	Changes within living memory <ul style="list-style-type: none"> Queen Elizabeth Time Travellers (Year 2/3 Cycle 2) <i>Events beyond living memory</i> <ul style="list-style-type: none"> The Great Fire of London <i>Significant historical events, people, places and their own locality</i> <ul style="list-style-type: none"> The Great Fire of London. Footprints from the Past (Year 2/3 Cycle 1) <i>Changes in Britain from the Stone Age to the Iron Age</i> <ul style="list-style-type: none"> Hunter gatherers of the Stone Age through to the end of the Iron Age and the Roman invasion of the Celts.



<p>Year 4 and 5</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> Construct informed responses from a selection of historical sources in a range of ways – personal response (beginning to use key information and evidence) Draw on prior knowledge of appropriate historical terms to describe events Construct informed responses using a range of historical sources in a range of ways – personal response (using key information and evidence) Build on prior knowledge of appropriate historical terms to describe events 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Build on a chronologically secure knowledge from the end of the Iron Age up until the time of Edward the Confessor. Develop a chronologically secure knowledge (using timelines over longer periods of time, discuss overlapping periods of times) 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify similarities and differences between different periods of time, significant people, cultures, structures etc. Identify connections, contrasts and trends over time (make connections to other periods of time they have studied) Devise historically valid questions about change, cause similarity and difference and significance using information gathered/given and answer using evidence 	<p><i>The achievements of the earliest civilisations.</i></p> <ul style="list-style-type: none"> The Indus Valley- a Bronze Age civilisation <p>Building a Village (Year 4/5 Cycle 2) <i>Britain's settlement by Anglo Saxons and Scots</i></p> <ul style="list-style-type: none"> Life as an Anglo-Saxon <p><i>The Viking and Anglo- Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i></p> <ul style="list-style-type: none"> Viking battles Viking long boats <p>The Great, The Bold and The Brave (Year 4/5 Cycle 1) <i>The Roman Empires and its impact on Britain.</i></p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain <p><i>A study of Greek life and achievements and their influence on the western world</i></p>
<p>6</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> 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. Establish clear narratives within and across WW2 and AD900 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise historically valid questions about change, cause and significance using information gathered/given and answer using evidence and drawing on a chronologically secure knowledge 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity and difference, and significance noting connections, contrasts and trends over time 	<ul style="list-style-type: none"> Alexander the Great Athens and Sparta Greek pottery <p>Battle of Britain (Year 6) <i>Study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</i></p> <ul style="list-style-type: none"> WW2 <p><i>A local history study</i></p> <ul style="list-style-type: none"> The Blitz <p>Early Islamic Civilisation (Year 6) <i>A non-European society that provides contrasts with British history.</i></p> <ul style="list-style-type: none"> AD 900: Benin, Maya, Baghdad.