

	Early Years Foundation Stage	
	Nursery	Reception
Content Overview	<ul style="list-style-type: none"> • Myself & my family • Celebrations • People who help us • Extreme Earth • Mysteries of the Deep 	
Developing understanding of Chronology	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past.
Communicating History	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail.
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> • Show interest in different occupations 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Ask questions to find out more and to check they understand what has been said to them. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Thinking like a Historian	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.



	Key Stage 1	
	Year 1	Year 2
Content Overview	<ul style="list-style-type: none"> • The Gunpowder Plot • The Great Fire of London • Comparing Queens 	<ul style="list-style-type: none"> • Toys through Time • Explorers • Women in History
Developing understanding of Chronology	<ul style="list-style-type: none"> • Sequence some events or 2 related objects in order. • Use words and phrases: old, new, young, days, months. • Remember parts of stories and memories about the past. 	<ul style="list-style-type: none"> • Recount changes in own life over time. • Put 3 people, events or objects in order using a given scale. • Use words and phrases such as recently, before, after, now, later. • Recognise the distinction between present and past in their own and other people's lives. • Identify some similarities and differences between ways of life in different periods.
Communicating History	<ul style="list-style-type: none"> • Tells the difference between past and present in own and other people's lives. 	<ul style="list-style-type: none"> • Use information to describe the past. • Use information to describe differences between then and now. (speaking, role-play, drawing and writing). • Recount main events from a significant in history. • Use evidence to explain reasons why people in past acted as they did.
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> • Finds answers to simple questions about the past from sources of information (e.g. pictures, stories). • Begin to identify and recount some details from the past from sources (e.g. pictures, stories). 	<ul style="list-style-type: none"> • Use sources to answer simple questions about the past. • Look carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did happen?' • Begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). • Estimate the ages of people by studying and describing their features. • Recognise what happened as a result of people's actions or events.
Thinking Like a Historian	<ul style="list-style-type: none"> • Recognise why people did things. • Recognise why some events happened. 	<ul style="list-style-type: none"> • Use simple stories and other sources to show that they know and understand key features of events. • Recognise what happened as a result of people's actions or events. • Understand why some people in the past did things.

	Lower Key Stage 2	
	Year 3	Year 4
Content Overview	<ul style="list-style-type: none"> • Stone Age to Iron Age • Ancient Egypt • Life in Roman Britain 	<ul style="list-style-type: none"> • Invaders of Britain • Ancient Greece • Henry VIII and Reformation
Developing understanding of Chronology	<ul style="list-style-type: none"> • Use timelines to place events in order. • Understand timeline can be divided into BC and AD. • Use words and phrases: century, decade 	<ul style="list-style-type: none"> • Use words and phrases: century, decade, BC, AD, after, before, during. • Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. • Name and place dates of significant events from past on a timeline.
Communicating History	<ul style="list-style-type: none"> • Use evidence to describe past: Houses and settlements Culture and leisure activities. • Clothes, way of life and actions of people Buildings and their uses People's beliefs and attitudes. • Things of importance to people. • Differences between lives of rich and poor. • Use evidence to find out how any of these may have changed during a time period. • Describe similarities and differences between people, events and objects. • Show changes on a timeline 	<ul style="list-style-type: none"> • Show knowledge and understanding by describing features of past societies and periods. • Use subject specific words such as monarch, settlement, invader. • Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. • Describe how some of the past events/people affect life today.
Investigating the Past / Historical Enquiry	<ul style="list-style-type: none"> • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions. • Identify and give reasons for historical events, situations and changes. 	<ul style="list-style-type: none"> • Understand the difference between primary and secondary sources of evidence. • Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' • Suggest sources of evidence from a selection provided to use to help answer questions • Identifies some of the results of historical events, situations and changes.



Thinking Like a Historian	<ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes. Suggests sources of evidence to use to help answer questions. 	<ul style="list-style-type: none"> Describe how Britain has influenced and been influenced by the wider world. Identify some of the results of historical events, situations and changes. Give reasons why there may be different accounts of history.
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	Upper Key Stage 2	
	Year 5	Year 6
Content Overview	<ul style="list-style-type: none"> Victorian Britain Crime and Punishment Changing Power of the Monarchy 	<ul style="list-style-type: none"> Victorian Britain The Mayans The Home Front
Developing understanding of Chronology	<ul style="list-style-type: none"> Use timelines to place and sequence local, national and international events. Sequence historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period. Identify changes within and across historical periods. 	<ul style="list-style-type: none"> Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Use these key periods as reference points: BC, AD Romans, Anglo Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. Name the date of any significant event studied from past and place it correctly on a timeline.
Communicating History	<ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identify how any of above may have changed during a time period. Give reasons why changes may have occurred, backed up with evidence. Show identified changes on a timeline. Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today. Make links between some features of past societies.



<p>Investigating the Past / Historical Enquiry</p>	<ul style="list-style-type: none"> • Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask a range of questions about the past. • Choose reliable sources of evidence to answer questions. • Realise that there is often not a single answer to historical questions. • Begin to offer explanations about why people in the past acted as they did. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. • Evaluate the usefulness and accurateness of different sources of evidence. • Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Form own opinions about historical events from a range of sources. • Begin to recognise why some events, people and changes might be seen as more significant than others.
<p>Thinking like a Historian</p>	<ul style="list-style-type: none"> • Look at different versions of the same event and identifies differences in the accounts. • Give clear reasons why there may be different accounts of history. • Know that people (now and in past) can represent events or ideas in ways that persuade others. 	<ul style="list-style-type: none"> • Begins to offer explanations about why people in the past acted as they did. • Gives reasons as to why some events, people or developments are seen as more significant than others • Describes how some changes affect life today. • Makes links between some features of past societies.