

		Nursery	Reception	KS1	Year 3 and 4	Year 5 and 6
Chronological knowledge/understanding		<ul style="list-style-type: none"> Be able to order events in a simple sequence(of their day, in a story) 	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members 	<p>Use words and phrases relevant to the past; old, new, a long time ago.</p> <p>Recognise that some objects belong in the past. Begin to understand where people and events fit on a timeline.</p> <p>Recount changes within living memory.</p> <p>Use words and phrases such as before, after, past, present, then and now.</p> <p>Understand where people and events fit within a chronological timeline.</p> <p>Sequence photographs and objects on a timeline.</p>	CHRONOLOGY- (Stone age to 1066)	
		Develop an increasingly secure chronological knowledge of local, British and world history, using dates.	Develop an increasingly secure chronological knowledge of local, British and world history, using dates.	Order a greater number of significant events, movements and dates on a timeline.	Describe the main changes in a period in history and place them in the correct order.	Summarise the main events from a period of history, explaining the order of events and what happened.
		Use mathematical knowledge to work out how long ago events took place.	Identify some main events from a period of history (add some relevant detail about them) and order them			
Using evidence	Using photos to talk about events that have happened in their past	Use photos, objects, pictures and stories to find answers to questions about the past	Observe or handle evidence to ask questions and find answers to questions about the past. To know some ways we find out about the past Choose and use parts of sources (inc. stories) to show understanding of historical concepts	Use evidence to ask questions and find answers to questions about the past. To understand the importance of using more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Construct informed responses to questions and to form testable hypotheses about the past by selecting and organising relevant historical information Understand that no single source of evidence gives the full answer to questions about the past.	
Interpretation of history		Understand people have had different experiences Understand people have different things. Understand people might like different things.	Identify different ways in which the past is represented. Identify that two people could explain something differently or retell a story in a different way.	Understand that different versions of the past may exist. Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person’s place/role/side in history.	Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources. Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person’s place/role/side in history. Make connections between different sources of evidence and identify the different interpretations. Understand the importance of checking the accuracy of interpretations/evidence	
Disciplinary Knowledge/ Key Concepts	Continuity and Change	Can talk about changes they see around them	Can talk about: Changes that have happened to themselves	Can talk about: <ul style="list-style-type: none"> old and new things in a picture. what was different and what was the same when their parents and grandparents were children 	Can identify between and within periods: <ul style="list-style-type: none"> Things that stayed the same Things that changed Make links between events over time. Begin to note the similarities and differences: <ul style="list-style-type: none"> within current period of history being studied when current period of history being studied is compared to previous periods that have been studied 	Can identify and explain within and between periods of history <ul style="list-style-type: none"> key changes similarities why certain changes were important any subtle differences between similarities how changes may have been different in different places during the same period of history
	Cause and Consequence	Can give an explanation for why things happen eg why did the tower break?	Question why things happen Can give an explanation for why things happen in stories	Can say: why people did things why events happened what happened as a result of event	<ul style="list-style-type: none"> Identify reasons for and results of people’s actions understand why people may have had to do something Look for links and effects in time studied and offer a reasonable explanation for some events Address and devise historical questions about cause Comment on the importance of cause and effects for some key events.	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Short and long term causes of events identified and explained
	Similarity and Difference	Know about similarities and differences between: themselves and others in their class and in stories	Know about similarities and differences between: themselves and others families communities traditions in the past and now from stories read	Start to understand life was different for different people in the past: <ul style="list-style-type: none"> rich and poor male and female Start to understand that this may have been different in different places at the same time	Identify (by including some examples) how life was different for different people in the past: <ul style="list-style-type: none"> rich and poor male and female different cultures and races different religions Identify that this may have been different in different places at the same time	Explain (and give examples) how life was different for different people in the past: <ul style="list-style-type: none"> rich and poor male and female different cultures and races different religions Explain (and give examples) that this may have been different in different places at the same time.

					Attempt to explain reasons for these differences or explain the reasons other give.
Significance of event/people	Recognise and describe a special time or event in their life (self, family or friends).	Recognise and describe a special object. Recognise and describe a special time or event in their life (self, family or friends).	Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened.	Identify historically significant people and events from a period of history and what they did/happened. Begin to identify why and what they did (or what happened) was important and how it changed things for people.	Identify historically significant people and events from a period of history. Explain why they were significant. Describe and explain why and what they did (or what happened) was important and how it changed things for people.

Historical Facts (Substantive Knowledge)	World History			<p>Within living memory (inc aspects of change in national life):</p> <ul style="list-style-type: none"> Know how I have changed since I was born Talk about past and present events in mine and my family's life -Talk about the lives of the people around them and their roles in society; 	<p>Within living memory (inc aspects of change in national life):</p> <ul style="list-style-type: none"> Know the main differences between their school days, their toys and that of their grandparents <p>Beyond living memory (inc aspects of change in national life):</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago 	<p>Within living memory (inc aspects of change in national life):</p> <ul style="list-style-type: none"> Know what a number of older objects were used for Know the main differences between when their grandparents were children <p>Beyond living memory (inc aspects of change in national life):</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know about a significant person from the past who has influenced national change/ achievements 	(Stone age to 1066)			
					<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' <p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <ul style="list-style-type: none"> Know 3 things of how the Roman occupation of Britain helped to advance British society Know why the Romans needed to build forts Know there was resistance to the Roman occupation and know about Boudica <p>Know about at least one famous Roman emperor</p>	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons 				
				<p>ANCIENT CIVILISATIONS</p> <ul style="list-style-type: none"> (approx. 3000 years ago) Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of Ancient Egypt 	<p>ANCIENT GREECE</p> <ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know about some things the Greeks gave to the world 	<p>CIVILIZATIONS from 1000 years ago</p> <ul style="list-style-type: none"> Know about the impact of the Islamic civilization had on the world. Know why they were considered an advanced society in relation to that period of time in Europe 				

Theme in British History beyond 1066							Beyond 1066 <ul style="list-style-type: none"> Changes in an aspect of social history eg a significant turning point in British history eg Battle of Britain 	Beyond 1066 <ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history- eg Crime and Punishment, Education, Medicine Know how to place historical events and people from the past societies and periods in a chronological frame Know how Britain has had a major influence on the world- Industrial Revolution
Local history	•	•	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live 	Know the name of a famous person, or a famous place, close to where they live	Know how a place local to me has been influenced by what has happened in the past	<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality eg words/placenames and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time 	
Substantive Concepts	<ul style="list-style-type: none"> rules 	<ul style="list-style-type: none"> Rules Emperor Religion Queen King Church Country 	Religion Queen King Emperor Church country ruler war peace	War King Religion Country peace Military Peasant Army City Enemy Parliament Democracy rights	<ul style="list-style-type: none"> Emperor Country Empire Settlement Tribe Voyage Trade ancestor Invasion Civilisation Republic Conquest colony 	Civilisations Invasion Religion King Parliament Peasant Ruler Trade Rights country Empire Settlement Democracy peace Migration Monarchy Civil war Famine Society Conflict Kingdom Freedom Nationality Slave dynasty	Invasion Kingdom Monarchy War Country Enemy Freedom Military Parliament Peace War Army Conflict Democracy Society Slave Nation Alliance Border Power Prime Minister Nobility	Monarchy Ancestor Colony Conflict Democracy Empire Enemy Queen Nation Nationality Nobility Parliament Power Religion Rights Ruler Rules/law Slave Society Trade war Civilisations Invasion Coronation Commonwealth Emperoress Reign Revolution Trade route merchant

Vocabulary	<p>Language relating to passing of time: before after now then today the present day long ago yesterday the past tomorrow the future</p> <p>Language connected to measuring of time: Days of the week Months of the year calendar seasons</p> <p>new/recent lifetime similar/ different parent old great/grandparent memory</p>	<p>Language relating to passing of time: before after now then today the present day long ago yesterday the past tomorrow the future</p> <p>Language connected to measuring of time: Days of the week Months of the year calendar seasons</p> <p>new/recent lifetime similar/ different parent old great/grandparent memory</p>	<p>Language relating to passing of time: a long time ago recently</p> <p>Language connected to measuring of time: Year Timeline date order Decade decades Century</p> <p>Living memory Invention Modern The older generation Opinion monarch when my parents/carers were children artefact</p>	<p>Language relating to passing of time: a long time ago recently when my parents/carers were children</p> <p>Language connected to measuring of time: years decades centuries</p> <p>opinion artefact explorer significant chronological order research evidence impact memorial</p>	<p>Language connected to measuring of time:</p> <ul style="list-style-type: none"> decades centuries chronological order <p>• dates</p> <p>• time period</p> <ul style="list-style-type: none"> millennium thousands of years <p>• era</p> <p>• change</p> <ul style="list-style-type: none"> AD (Anno Domini) BC (Before Christ) C.E (Common Era) BCE (Before the Common Era) <ul style="list-style-type: none"> significance impact Palaeolithic Mesolithic Neolithic Hunter-gatherer Hill-forts Sacrifice Nomad/nomadic Resistance Revolt Invention Archaeologist/ archaeology Sources(first hand/second hand evidence) Legacy continuity 	<p>Language connected to measuring of time:</p> <ul style="list-style-type: none"> dates time period era change chronology dates time period millennium thousands of years AD (Anno Domini) BC (Before Christ) C.E (Common Era) BCE (Before the Common Era) <ul style="list-style-type: none"> significance impact Resistance Legacy Sources(first hand/second hand evidence) Archaeologist/ archaeology The Dark Ages The Middle Ages Settlers Conversion Raids 	<p>Language connected to measuring of time:</p> <ul style="list-style-type: none"> dates time period era century decade chronology dates time period millennium thousands of years AD (Anno Domini) BC (Before Christ) C.E (Common Era) BCE (Before the Common Era) <ul style="list-style-type: none"> significance impact Sources(first hand/second hand evidence) Archaeologist/ archaeology extent of continuity extent of change this source suggests that/ doesn't show that reliable source legacy. Peasant Rebellion Revolt Execution 	<p>Language connected to measuring of time:</p> <ul style="list-style-type: none"> dates time period era century decade chronology dates time period millennium thousands of years AD (Anno Domini) BC (Before Christ) C.E (Common Era) BCE (Before the Common Era) <ul style="list-style-type: none"> significance impact Sources(first hand/second hand evidence) Archaeologist/ archaeology extent of continuity extent of change this source suggests that/ doesn't show that reliable source legacy. Propaganda biased
Topics Based on enquiry question								

Resources

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