

SUBJECT

History			
EYFS	Year 1	Year 2	Year 3 (KS2)
Chronology			
Understand the past through settings, characters and events encountered in books read in class and storytelling	To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
KNOWLEDGE			
Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Sequencing words, such as first, next, finally, then and after that , can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.
SKILLS			
Talks about past and present events in their own life and in the lives of family members	Order information on a timeline.	Sequence details about an event beyond living memory in chronological order.	Sequence dates and information from several historical periods on a timeline.

Vocabulary

Today, yesterday, tomorrow, the present the past the future , Day week month year, Before, after, long ago , Old, new/recent, Younger/older, Memory , Lifetime , Calendar	First, next, then, finally, after that Use days/weeks/months to describe when events happened. Past, present, older, newer, then, now A long time ago, recently, when my parents/grandparents were children, years ago, ancient, modern, Year, decade, century Timeline, date order Living memory, remembers	Before, after Decades, centuries, millennium Generation Chronological order Era, period	AD BC sequence
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Changes over time

	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.	Pupils should begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
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KNOWLEDGE

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture,
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			everyday life and technology.
SKILLS			
Talk about the lives of the people around them and their roles in society.	Describe changes within living memory (approximately 100 years).	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.
Vocabulary			
Today, yesterday, then, now, before I was born, when (parents/grandparents) were young, a long time ago, old, new	<p>Toy, modern, old, historic, century, similarities, differences, materials – wood, metal, plastic, china etc.</p> <p>Moon landing, Apollo, NASA/ESA, astronaut, space race, orbit, engineer, piolet, lunar module, achievement, earth, moon, solar system, planet, galaxy, International Space Station</p>	<p>Progress, change, cause and consequence</p> <p>Here, now, then, yesterday, last week, last year, x years ago, a long time ago, etc</p> <p>Significant nationally globally</p>	Government, change, culture, progress, change, cause, consequence.
British History			
	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Pupils should study an aspect or theme in British history that

		extends pupils' chronological knowledge beyond 1066	
KNOWLEDGE			
	Important individual achievements include great discoveries and actions that have helped many people.	Significant historical events include those that cause great change for large numbers of people	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.
SKILLS			
	Describe and explain the importance of an individual's achievements.	Describe a significant historical event in British history.	Describe how a significant event or person in British history changed or influenced how people live today.
Vocabulary			
	Tim Peake, space travel, ESA, astronaut, scientist, mission, orbit, engineer, pilot, achievement, earth, moon, solar system, planet, galaxy, International Space Station.	Samuel Pepys, Thomas Farynor, King Charles II, baker, Pudding Lane, London, smoke, fire, flames, Lord Mayor, River Thames, fire hooks, leather buckets, diary, The Monument, axe, fireman, Christopher Wren, Architects	Boundaries, influence, change over time, cause, consequence, discovery.

	Coronation, Queen, monarch, royalty, jubilee, crowned.	Royalty, monarch, monarchy, government, reign, crowned, coronation, succession,	
Significance			
	Pupils should learn about events beyond living memory that are significant nationally or globally.		Pupils should begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
KNOWLEDGE			
	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	. Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11 th November to remember the end of the First World War.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change

			in language and society after an invasion
SKILLS			
	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and Vocabulary effect of a significant historical event.
Vocabulary			
	<p>Tim Peake, space travel, ESA, astronaut, scientist, mission, orbit, engineer, pilot, achievement, earth, moon, solar system, planet, galaxy, International Space Station.</p> <p>Coronation, Queen, monarch, royalty, jubilee, crowned.</p>	<p>Samuel Pepys, Thomas Farynor, King Charles II, baker Pudding Lane, London, smoke, fire, flames, Lord Mayor, River Thames, fire hooks, leather buckets, diary, The Monument, axe, fireman, Christopher Wren, Architects</p> <p>Titanic, unsinkable, collision, iceberg, sink, watertight, Carpathia, survivors, Southampton, New York, Atlantic, crows nest, lifeboat, first/second/third class, lifebelt, disaster.</p> <p>King, queen, monarch, throne, heir, succession, coronation, crowned, rule, reign, parliament, family tree.</p>	Consequence, cause, significant.
Significant People			
How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world			
	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to	

			compare aspects of life in different periods. Pupils should understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
KNOWLEDGE			
	<p>Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership.</p> <p>Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.</p>	<p>. The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.</p>	<p>People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes</p>
SKILLS			
	Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.
Vocabulary			
	Tim Peake, space travel, ESA, astronaut, scientist, mission, orbit, engineer, pilot, achievement, earth, moon, solar system,	King, queen, monarch, throne, heir, succession, coronation, crowned, rule, reign, parliament, family tree.	

	planet, galaxy, International Space Station. Coronation, Queen, monarch, royalty, jubilee, crowned.	Diary, diarist, eyewitness, disaster, quill, shorthand, London, government, parliament, The Great Plague.	
Comparison			
	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
KNOWLEDGE			
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; and the development of technology. These change throughout periods of history.
SKILLS			

Talk about the lives of the people around them and their roles in society.	Identify similarities and differences between ways of life within living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.
VOCABULARY			
Same, different, past, now, before, after, people who help us.	Similar, different, past, compare.	Historical, era, past, describe.	Change, development, cause, comparison.
Everyday life			
	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.		Learn about the Stone Age and Roman Empire and its impact on Britain.
KNOWLEDGE			
	Aspects of everyday life include houses, jobs, objects, transport and entertainment	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Aspects of everyday life in a Roman town
SKILLS			
	Describe an aspect of everyday life within living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods. Describe everyday life in a Roman town, including

			jobs, houses and schooling.
Vocabulary			
People who help us, jobs, fireman, policeman, teacher.	Change, because, today,house, transport, entertainment, change	House, job, shops, transport, entertainment, similar, different, change, because, cause.	Roman, stone age, tools, weapon, describe, change.
Hierarchy & Power			
	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.		Know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
KNOWLEDGE			
	A monarch is a king or queen who rules a country.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.

SKILLS			
	Describe the role of a monarch.	Describe the hierarchy of a past society	Describe the roles of tribal communities and explain how this influenced everyday life.
VOCABULARY			
	Monarch, king, queen, past, servant, rich, poor.	Hierarchy, king, queen, monarch, royalty, servant, society, noble, lord, landowner, middle class, poor, slaves.	Community, settlement.