



“The more you know about the past, the better prepared you are for the future” – Theodore Roosevelt

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Recognise the difference between past and present. • Order and sequence some familiar events and objects. • Begin to use some common words and phrases about the passing of time. • Begin to recognise similarities and differences between their lives and the lives of others in the past. 	<ul style="list-style-type: none"> • Recognise the difference between past and present. • Order and sequence some familiar events and objects. • Use some common words and phrases about the passing of time correctly. • Recognise similarities and differences between their lives and the lives of others in the past. 	<ul style="list-style-type: none"> • Demonstrate awareness that the past can be divided into different periods of time. • Begin to use a timeline within a specific period in history to set out the order things may have happened • Use some dates and historical terms when ordering events, artefacts and figures objects within a time period. • Begin to show an understanding about changes within a time period compared to modern day • Understand terms BC/AD 	<ul style="list-style-type: none"> • Know that the past is split into the periods studied • Use a timeline within a specific period in history to order events, artefacts and historical figures • Use dates and historical terms when ordering events, artefacts and figures within a time period • Begin to show an understanding about changes within a time period compared to modern day • Understand terms BC/AD and BCE/CE and why they are used differently 	<ul style="list-style-type: none"> • Begin to explain why the past is divided into different time periods • Use a timeline to order significant events, artefacts and figures on a timeline to place them into a wider context • Begin to use dates and time periods accurately across periods studied • Begin to make connections and contrasts between different time periods studied and talk about changes and trends over time 	<ul style="list-style-type: none"> • Confidently explain why the past is divided into different time periods • Order significant events, artefacts and figures on a timeline across KS2 curriculum using dates and time periods accurately • Begin to use dates and time periods accurately across periods studied • Make connections and contrasts between different time periods studied and talk about changes and trends over time
Historical Enquiry	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • With support, can begin to ask and answer questions. • Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> • Can ask and answer questions using some of the correct historical terminology. 	<ul style="list-style-type: none"> • Begin to ask valid questions to enquire about the past • Begin to understand how sources can be used to answer a historical questions • Begin to identify primary and secondary sources • Begin to use books, internet and a range of sources to answer a historical questions and build a picture of the past • Select and record information relevant to the study • Begin to explain why some events in a time period happened and what happened as a result. 	<ul style="list-style-type: none"> • Ask valid questions to enquire about the past • Understand how sources can be used to answer a historical questions • Distinguish between different sources – primary and secondary and explain how these may be more or less reliable • Use books, internet and a range of sources to answer a range of historical questions and build a picture of the past • Choose relevant material to present a picture of one aspect of life in time past. • Begin to explain the consequence of historical events 	<ul style="list-style-type: none"> • Begin to ask valid questions to compare different periods in history • Begin to explain how and why is possible to have different interpretations of events depending on the source • Comment on the value of a range of different types of sources for enquires. • Use books, internet and a range of sources to answer a range of historical questions and build a picture of the past with increasing confidence • Choose relevant material to present a picture of one aspect of life in time past to begin to compare and contrast periods in history • Begin to describe the impact of historical events and changes. 	<ul style="list-style-type: none"> • Ask valid questions to compare different periods in history • Explain how and why is possible to have different interpretations of events depending on the source • Bring knowledge gathered from several sources together to form contrasting arguments • Confidently use books, internet and a range of sources to answer a range of historical questions and build a picture of the past • Choose relevant material to present a picture of one aspect of life in time past to compare and contrast periods in history • Describe the impact of historical events and changes.

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Overarching Substantive Knowledge	Monarchy / Empire	<ul style="list-style-type: none"> Learn about the Gun Powder Plot and who King James I was. 	<ul style="list-style-type: none"> To learn who was king at the time of the GFoL Learn about Nightingale was being awarded the Royal Red Cross by Queen Victoria. Learn about how the Gun Powder Plot was influenced by James I 	<ul style="list-style-type: none"> To identify who was king at the time of the GFoL Discuss why Nightingale was being awarded the Royal Red Cross by Queen Victoria. Discuss briefly how the Gun Powder Plot was influenced by James I 	<ul style="list-style-type: none"> To know that Pre-Roman Britons were led by tribal chieftains To know that the leaders of the Roman Empire were Caesars To know who the A/S leaders were in the 7 Kingdoms To know which countries were occupied during WW2 To know where the Greek empire extended under the rule of Alexander The Great 	<ul style="list-style-type: none"> To know that Pre-Roman Britons were led by tribal chieftains - Boudicca To know that the leaders of the Roman Empire were Caesars – Julius Caesar, Caesar Augustus To know who the A/S leaders were in the 7 Kingdoms - Alfred To know which countries were occupied during WW2 and who their leaders were (Allied and Axis forces) To explain how Alexander The Great extended the Greek empire 	<ul style="list-style-type: none"> To know that the leaders of the Ancient Egyptians were pharaohs To know that the Maya had ruling kings To understand that Queen Victoria was the longest reigning monarch and that there were significant societal changes during this time To understand that Victoria was the Empress of India and the Commonwealth To know that Henry VIII broke with the Roman church to create the Church of England 	<ul style="list-style-type: none"> To understand the rule of succession with Ancient Egyptians and The Maya To describe the impact of Queen Victoria's reign and the legacy left after her death To explain what the Commonwealth of countries was and how it relates to modern day To explain why Henry broke with the church in Rome and the impact on England through his heirs
	Democracy	<ul style="list-style-type: none"> Learn about where the Gun Powder Plot plot took place and who was in charge. Learn about what happened to the conspirators of the Gun Powder plot. 	<ul style="list-style-type: none"> Learn about the changes Charles II made to London after the GFoL Learn about the role of Government and the Houses of Parliament in relation to the Gun Powder Plot Learn about the consequences for the conspirators of the Gun Powder plot 	<ul style="list-style-type: none"> Discuss the changes Charles II made to London after the GFoL Learn about the role of Government and the Houses of Parliament in relation to the Gun Powder Plot Learn about the consequences for the conspirators of the Gun Powder plot 	<ul style="list-style-type: none"> To know what is meant by Dane Law and Wergild To explain the Athenian democratic system To understand that Spartan 'oligarchy' was different to Athenian 'democracy' To understand that democracy was fragmented when WW2 was declared 	<ul style="list-style-type: none"> To explain how A/S law compares to modern day British democracy To explain how Athenian democracy compares to modern day British democracy To compare Spartan and Athenian government system (oligarchy) To explain whether Hitler was right or wrong to invade Poland 	<ul style="list-style-type: none"> To know that Lord Shaftesbury campaigned for education for all and children's lives changed due to Parliamentary bills passed To know that Henry VIII had advisors but made independent decisions leading to the break with Rome 	<ul style="list-style-type: none"> To explain how Lord Shaftesbury's campaigns improved children's lives through the democratic process in parliament To explain how Henry VIII made independent decisions leading to the break with Rome and its impact during the Reformation
	Invasion	<ul style="list-style-type: none"> Learn about the first and second world wars in relation to Remembrance through stories and visit to the War Memorial. 	<ul style="list-style-type: none"> Learn about invasion in relations to the Russian invasion of Crimea is 1954 FN Learn about the events that lead to the second world war in relation to Remembrance 	<ul style="list-style-type: none"> Discuss invasion in relations to the Russian invasion of Crimea is 1954 FN Discuss the events that lead to the second world war in relation to Remembrance 	<ul style="list-style-type: none"> To know why Romans invaded Britain and other countries To know why Anglo-Saxons originally came to Briton To place Viking invasions in context of periods studied. To know who Alexander the Great was and why he is an important Greek leader. To know why World War 2 began To know why the Battle of Britain was a key turning point in British history to prevent German occupation of Britain 	<ul style="list-style-type: none"> To explain why Romans invaded Britain and other countries To explain why Anglo-Saxons originally came to Briton To place Viking invasions in context of periods studied. To explain who Alexander the Great was and why he is an important Greek leader. To explain why World War 2 began To explain why the Battle of Britain was a key turning point in British history to prevent German occupation of Britain 	<ul style="list-style-type: none"> To know that the Spanish Conquistadors 'invaded' the Mayan homelands To know that the Egyptian period ended due to the Roman Empire's expansion Expansion of British Empire during Queen Victoria's reign 	<ul style="list-style-type: none"> To understand the impact of the Spanish Conquistadors 'invading' the Mayan homelands To describe the effects of Roman empire expansion on the Egyptian empire Expansion of British Empire during Queen Victoria's reign

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Civilisation	<ul style="list-style-type: none"> • Compare and contrast modes of transport now and in the past. • Learn about UK seaside holidays in the past through books, pictures and the local area. • Learn about the international achievements of Tim Peake and Neil Armstrong. • Talk about the lives of family and friends and their roles in society. • Explore similarities and differences between homes today and in the past. 	<ul style="list-style-type: none"> • Discuss how houses and living conditions were different during the GfOfL • Learn about the advancement in toys over time • Learn about how the UK seaside holiday evolved from something only the rich could afford • Learn about the improvements FN made to nursing • Learn about the international achievements of Amy Johnson • Learn about the international achievements of Tim Peake and Neil Armstrong 	<ul style="list-style-type: none"> • Identify how houses and living conditions were different during the GfOfL • Discuss the advancement in toys over time • Discuss how the UK seaside holiday evolved from something only the rich could afford • Discuss the improvements FN made to nursing • Discuss the international achievements of Amy Johnson • Discuss the international achievements of Tim Peake and Neil Armstrong 	<ul style="list-style-type: none"> • To explain where Pre-Roman Britons lived. • To explain what a nomadic existence means in relation to pre-Roman tribes. • To know that there were several Roman invasion attempts • To know that there were 7 A/S kingdoms • To know that Adolf Hitler want more land 	<ul style="list-style-type: none"> • Compare Pre-Roman homes from Stone Age to Bronze Age • To compare early Pre-Roman lives as nomads to early settlement • To compare the attempted invasions of Julius Caesar and Claudius • To explain why Adolf Hitler wanted to extend the Germanic lands 	<ul style="list-style-type: none"> • To explore the hierarchy in Egyptian/Mayan society • To explore how Egyptians/Mayans used astronomy to build significant structures • To know that the Industrial revolution caused a migration of rural workers and a decline in living standards 	<ul style="list-style-type: none"> • To explain/compare the hierarchy within Egyptian/Mayan society and another period previously studied • To explain/compare how Egyptians/Mayans used astronomy to build significant structures • To explain how that the Industrial revolution caused a migration of rural workers and its impact on living conditions