

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p>Listen to stories involving time language eg a long, long time ago</p> <p><b>Key Concept:</b> Settlement</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>Key Concept:</b> Settlement</p>	<p><b>George Stephenson</b> Trains and transport events within living memory</p> <p><b>Key concept:</b> Industry</p>	<p><b>Florence Nightingale /Mary Seacole/Edith Cavell</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Key concept:</b> Invasion Power</p>	<p><b>Changes in Britain</b> from the Stone Age, Bronze Age and Iron Age.</p> <p><b>Key concept:</b> Settlement Religion Invasion Monarch Power</p>	<p><b>Ancient Egypt</b> An in-depth study of an early civilisation</p> <p><b>Key concept:</b> Settlement Monarch Religion Power</p>	<p><b>The Vikings</b> and Anglo-Saxons struggle for the Kingdom of England</p> <p><b>Key concept:</b> Invasion Settlement Power Religion Monarch</p>	<p><b>Battle of Britain</b> British history beyond 1066</p> <p><b>Key concept:</b> Power Invasion</p>
<b>Spring</b>	<p>Listen to family and growing stories, keyworker board baby and family photos. Be able to: to talk about their ages and growing up, how old they were. Know that they used to be a baby. Use time related language</p>	<p>Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Castles and Medieval England</b> Significant historical places in their own locality.</p> <p><b>Invasion</b> <b>Settlement</b> <b>Monarch</b> <b>Power</b></p>	<p><b>Gunpowder Plot</b> Events beyond living memory that are significant nationally or globally. <b>Key concept:</b> Religion Monarch Power</p>	<p><b>Changes in Britain</b> from the Stone Age, Bronze Age and Iron Age.</p> <p><b>Key concept:</b> Settlement Religion Invasion Monarch Power</p>	<p><b>The Industrial Revolution</b> A significant turning point in British History</p> <p><b>Key concept:</b> Industry Power</p>	<p><b>Ironbridge</b> Local history study - How important was Ironbridge in the Industrial Revolution?</p> <p><b>Key concept:</b> Settlement Industry</p>	<p><b>Crime and Punishment Through the Ages</b> British history beyond 1066</p> <p><b>Key concept:</b> Power Religion Monarch</p>

<b>Summer</b>	Use mirrors. Parents to share special times at home and compare them eg holidays, festivals, birthdays. Pictures of their favourite toy, photo or drawings of siblings, grandparents.	Talk about past and present events (part of transition) in their own lives. Talk about similarities and differences in places and living things, making observations of animals and plants.	<b>Great Fire of London</b> events beyond living memory  Key concept: Industry Settlement	<b>Grace O'Malley</b> A study of the life of a significant individual drawn from the history of Britain and the wider world.  Key concept: Invasion Monarch Power	<b>Roman Britain</b> The Roman Empire's impact on Britain.  Key concept: Invasion Settlement Industry Power Empire Religion	<b>Anglo-Saxons and Scots</b> and their settlement in Britain  Key concept: Invasion Settlement Religion	<b>The Maya Civilisation</b> A non-European society that provides contrasts with British history.  Key concept: Settlement Class Religion	<b>Ancient Greece</b> A study of Greek life and achievements and their influence on the western world Key concept: Religion  Empire Settlement

History National Curriculum end point knowledge statements	Pupils should be taught to	Pupils should be taught about
Early Years	<ul style="list-style-type: none"> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul>	

	<ul style="list-style-type: none"> <li>•Talk about members of their immediate family and community.</li> <li>•Name and describe people who are familiar to them.</li> <li>•Comment on images of familiar situations in the past.</li> <li>•Compare and contrast characters from stories, including figures from the past.</li> </ul>	
KS1	<p>Pupils should develop an <b>awareness of the past</b>, using <b>common words and phrases relating to the passing of time</b>. They should know where the people and events they study fit within a <b>chronological framework</b> and <b>identify similarities and differences between ways of life in different periods</b>. They should use a <b>wide vocabulary of everyday historical terms</b>. They should <b>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</b>. They should understand some of the <b>ways in which we find out about the past</b> and <b>identify different ways</b> in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, <b>teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3</b>.</p>	<ul style="list-style-type: none"> <li>•changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</li> <li>•events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>•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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>•significant historical events, people and places in their own locality</li> </ul>
KS2	<p>Pupils should continue to develop a <b>chronologically secure knowledge and understanding of British, local and world history</b>, establishing <b>clear narratives within and across the periods they study</b>. They should <b>note connections, contrasts and trends over time</b> and <b>develop the appropriate use of historical terms</b>. They should regularly <b>address and</b></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>•<b>changes in Britain from the Stone Age to the Iron Age</b></li> </ul> <p>Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>•late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>•Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>•Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>•<b>the Roman Empire and its impact on Britain</b></li> </ul> <p>Examples (non-statutory) This could include:</p>

**sometimes devise historically valid questions about change, cause, similarity and difference, and significance.** They should construct informed responses that **involve thoughtful selection and organisation of relevant historical information.** They should understand **how our knowledge of the past is constructed from a range of sources.**

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine **overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.**

- Julius Caesar's attempted invasion in 55-54 BC
  - the Roman Empire by AD 42 and the power of its army
  - successful invasion by Claudius and conquest, including Hadrian's Wall
  - British resistance, for example, Boudica
  - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
  - Britain's settlement by Anglo-Saxons and Scots**
- Examples (non-statutory)
- This could include:
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
  - Scots invasions from Ireland to north Britain (now Scotland)
  - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
  - Anglo-Saxon art and culture
  - Christian conversion - Canterbury, Iona and Lindisfarne
  - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
  - Viking raids and invasion
  - resistance by Alfred the Great and Athelstan, first king of England
  - further Viking invasions and Danegeld
  - Anglo-Saxon laws and justice
  - Edward the Confessor and his death in 1066
  - a local history study**
- Examples (non-statutory)
- a depth study linked to one of the British areas of study listed above
  - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
  - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality**
  - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
- Examples (non-statutory)
- the changing power of monarchs using case studies such as John, Anne and Victoria
  - changes in an aspect of social history, such as **crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century**
  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - a significant turning point in British history, for example, the first railways or the Battle of Britain**
  - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China**
  - Ancient Greece - a study of Greek life and achievements and their influence on the western world**
  - a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300**

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