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| **Year** | **Term** | **Scheme of****work** | **Historical enquiry** | **Historical understanding** | **Chronological****understanding** | **Vocabulary** |
| **EYFS** | **Autumn** | **Seasons** |  |  | CelebrationsFamilyLocal AreaLives of Peoplerecycle | Church, a long time ago, now, then, calendar, last week, yesterday |
| **EYFS** | **Spring** | **Seasons** |  |  | Celebrations Environment Growing | Change, similar, different, weeks |
| **EYFS** | **Summer** | **Seasons** |  |  | Celebrations Explorers Endangered | Now, then, a long time ago, explorer, years, x years ago |
| **1** | **Autumn** | **Toys Past****and Present** | • I know that some objects were different in the past to how they are today.• I can describe old objects.• I can identify objects that are old and objects that are new.• I can compare old and new objects. | • I know that the toys my parents andgrandparents played with are different to the toys I play with today. | • I can order decadeschronologically. | museum, similar/differentchangetimelinedecade |
|  **1** | **Spring** | **Intrepid****Explorers** | • I can use simple texts to find out about people who lived a long time ago.• I can pose simple questions to find out about the past.• I can compare the lives and achievements of two famous historical figures. | • I know that life was very different in the past to how it is today.• I know that people knew less about the world in the past than we know today.• I know that some people’s achievements and discoveries can change the world. | • I can distinguishbetween differentperiods in timeusing simplemarkers, such asinventions. | VoyageDecadesExplorerGlobalChangeArtefact |
| **1** | **Summer** | **Castles** | I can use simple texts to find out about people and events of the past.• I can use photographs of castles to find outabout the past. | • I know that people fight battles to take control of a country.• I know that castles were built as fortresses and can explain why this was necessary.• I can suggest some actions a new monarchwould need to take to make sure his crown was safe.• I can explain the roles of different people inmedieval society, such as lords, squires, cooks, jesters and peasants.• I can explain how uses for castles havechanged over time. | • I know when theNormans lived.• I can organise events into a simple timeline. | MedievalRebellionMonarchMonarchyNormans |
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| **2** | **Autumn** | **Guy Fawkes****and the****Gunpowder****Plot** | • I can use simple texts and images to find outabout the past.• I can use my knowledge of the past to guess how people at the time might have felt. | • I know that King James was king during thetime of the gunpowder plot.• I understand that people wanted differentpeople to be monarchs because some wereCatholic and some were Protestant.• I understand the reasons behind thegunpowder plot.• I can name some monarchs, including KingJames I and Elizabeth I.• I can explain why events in the past are still significant today. | • I can order simpleevents chronologically. | TraitorParliamentSignificantTimelineCenturiesTreason |
|  **2** | **Spring** | **Florence****Nightingale** | • I can use a photograph to infer facts about a person and time period.• I can use quotes from historical figures to learn about people and events in the past. | • I know that rich women in Victorian times did not usually have jobs.• I know that men and women had very different roles in Victorian times.• I know that medical care was very different in Victorian times to today.• I can explain how hospitals were different in Victorian times to how they are today, usingpictures to help me.• I can explain why Florence Nightingale is still remembered today. | • I know when theVictorian era was.• I can explain the life and achievements ofFlorence Nightingale in chronological order. | Victorians Chronological CenturyhospitalCrimean Warnurse |
| **2** | **Summer** | **What were seaside****holidays like in the past?** | • I can use a range of photographs to inferinformation about the past. | • I can explain why changes in society,particularly the steam train, made seasideholidays popular.• I know that the lives of rich and poor peoplewere very different in the past.• I know that changes in society led to seasideholidays becoming very popular in Victorian times. | • I can order photos from three different eras chronologically.• I can compare the features of seaside holidays 100 years ago, 50 years ago and today. | Steam train Tradition Bathing machine Promenade Modern/Old-fashioned |
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| **3** | **Autumn** | **Stone Age****to Iron Age****(History****Lessons in****The****Prehistoric****World topic)** | • I can explain how archaeologists use artefacts to learn about the past.• I can explain some of the methodsarchaeologists use to find out about the past.• I can explain why Star Carr is an important archaeological site.• I can use a variety of sources to answer questions about the past. | • I know what the term ‘prehistory’ means.• I know that the Stone Age can be split intothree different time periods.• I can describe the main features anddevelopments of each of the eras of prehistory. | • I can place theStone Age, BronzeAge and Iron Ageon a timeline.• I know thatprehistory spansmillions of years. | PrehistoryArchaeologist ArchaeologyPalaeolithicMesolithicNeolithic |
| **3** | **Spring** | **Invaders and Settlers:****Romans** | • I can consider different points of view about a historical events.• I can study different accounts of a historicalfigure and suggest why they are different.• I can gather information from books, texts andpictures to find out about aspects of life inRoman Britain. | • I can explain why and how the Romans invadedBritain.• I know that Celts were living in Britain at thetime of the Roman invasion.• I can describe what life was like in Celtic Britain.• I can describe the events surroundingBoudicca’s revolt.• I can describe some of the technological advances that the Romans brought to Britain.• I can suggest how Britain might be different today if the Romans had never invaded. | • I can suggest wherethe Romans wouldbe on a timeline,drawing on myknowledge of the past.• I can place theRomans on a timeline.• I know when theRomans invadedBritain by workingout how many of mylifetimes it has beensince 43 AD. | InvadeSettleRoman EmpireEmperorRevoltChronology |
| **3** | **Summer** | **Ancient****Egypt** | • I can explore artefacts found in Tutankhamen’s tomb to infer understanding about ancient Egypt.• I can make suggestions about what unfamiliar artefacts might have been used for.• I can explain the significance of the discovery of the Rosetta stone.• I can generate questions I want to find the answers to about life in ancient Egypt.• I can choose an area I wish to research, and use a variety of sources to carry out my research. | • I can describe the features of daily life inancient Egypt.• I can explain the events surrounding thediscovery of Tutankhamen’s tomb.• I can describe ancient Egyptian beliefs in theafterlife.• I explain the process of mummification. | • I can describe thedifference betweenancient and modernperiods.• I know when theancient Egyptiancivilisation was.• I can sort picturesinto those thatdepict scenes fromancient Egypt andthose that depictscenes from other eras. | CivilisationAncient Modern Ancient EgyptBefore - Common EraCommon Era |
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| **4** | **Autumn** | **Early****Civilisations** | • I can make predictions about objects that might have been invented before, during and after early civilisations.• I can use different sources of information to confirm if my predictions were correct or not.• I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions. | • I know where in the world the earliestcivilisations took place.• I can describe and compare some of the first writing systems.• I can explain how some writing systems developed through time.• I can translate sentences from the Phoenician alphabet.• I can explain where and when money was firstused.• I can explain some early number systems and why they were developed.• I can describe some of the technological advances of early civilisations. | • I can explain thedifference betweenAD years and BCyears.• I can place theearliest civilisations on a timeline. | Indus Valley Minoan Ancient Greece Ancient Egypt Shang Dynasty Ancient Rome |
| **4** | **Spring** | **Anglo-Saxons****Picts and Scots** | • I can explain some of the ways archaeologistschoose which sites to excavate.• I know that there are questions about the pastthat have not yet been decisively answered byhistorians.• I can use artefacts to support my ideas aboutwho was buried at Sutton Hoo.• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.• I can read the story of Beowulf to find outabout life in Anglo-Saxon Britain.• I can use what I know about pagan andChristian traditions to suggest whether theperson buried at Sutton Hoo was pagan orChristian, and use this to infer further facts.• I know that I need to think critically about ahistorical source in order to assess its reliability. | • I know who the Anglo-Saxons were and wherein Europe they came from.• I know who the Picts and Scots were and thatthey had lived unconquered in Britain since the Mesolithic era.• I can explain some of the features of daily lifefor the Anglo-Saxons, Picts and Scots.• I can write my name using the Oghamalphabet.• I can explain how Christianity came to Britain. | • I can place theAnglo-Saxons on atimeline.• I know that theAnglo-Saxons livedin Britain after thecollapse of theRoman Empire.• I know whenChristianity came toBritain. | Sutton HooAnglo-SaxonsPictsScotsConquerPagan |
| **4** | **Summer** | **The Maya** | • I can generate multiple questions to explore, choosing the ones I most want to investigate.• I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.• I understand the importance of preserving historical documents and artefacts.• I know that knowledge about the past isconstantly improving as historians make morediscoveries.• I can make suggestions about why the Mayancivilisation ended, based on my knowledge of the period. | • I can explain how the Mayan ruins werediscovered.• I know that the Mayans were organised intocity states that were controlled by absolutemonarchs.• I can explain the roles and status of differenttypes of people in Mayan society.• I can describe Mayan religious beliefs,including the need for blood sacrifices.• I can describe the Mayan number and writing systems, and the Mayan calendar. | • I know when theMayan civilisationwas.• I can organise keyevents from theMayan civilisation ona timeline with theirAD/BC dates. | AztecColonyMayamonarchyDemocracyCity state |
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| **5** | **Autumn** | **Vikings vs Anglo-Saxons** | • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened inthe interim, based on my understanding of the period.• I can read extracts from increasingly challenging sources, such as the Anglo-SaxonChronicle, to find out about the past.• I can find out about key people in history, suchas Edmund Ironsides, Ethelred the Unreadyand Cnut the Great, and use this information tohelp explain the events that led to Englandbecoming a unified country. | • I know that by the year 600, England wasdivided into seven kingdoms, each with anindependent monarch.• I can describe the reasons and eventssurrounding the Viking invasions.• I can describe what the Danelaw was.• I know who King Alfred was and why he wasdubbed ‘the Great’.• I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.• I can explain in detail the events surroundingthe Battle of Hastings in 1066.• I have an increasing understanding of thestruggle for power and how this changedEngland.• I can explain how England became a unifiedcountry. | • I can describe whatBritain was likebefore the arrival ofthe Vikings.• I can use dates withincreasing fluency todescribe historicalevents and eras. | immigrationemigrationinvasionVikingsPeace treaty Danelaw |
| **5** | **Spring** | **Shang Dynasty** | • I know that some historical sources are writtenthousands of years after the event and are thus unreliable.• I know that archaeologists use evidence fromthe oracle bones to learn about the ShangDynasty.• I can compare evidence about the ShangDynasty from traditional history books andarchaeologists, and state which is morereliable.• I can read poetry from the oldest recordedChinese poetry book to find out about the endof the Shang Dynasty, and assess its reliability. | • I know that the Shang Dynasty was the firstChinese civilisation to leave written evidencebehind.• I know that the line of succession in the ShangDynasty ran from brother to brother ornephew, as opposed to the more traditionalfather to son.• I can explain what oracle bones were used for and why they are a useful historical source.• I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty.• I can describe the writing system of the ShangDynasty and identify some of the pictographs. | • I can identify theShang Dynasty on atimeline of ancientChina.• I know that theShang Dynasty wasin power during theBronze Age ofBritain. | ShangDynastyEconomyClanHuman SacrificeSocial Classes |
| **5** | **Summer** | **Who were the****ancient Greeks?** | • I can infer information about daily life inancient Greece by studying ancient Greekartefacts.• I can identify the difference between primary and secondary sources of information.• I can use a variety of primary and secondarysources to gather information about theancient Greeks and their way of life, includingmyths. | • I can describe some features of each of theperiods in the ancient Greek civilisation.• I know that ancient Greece was made up ofindependent city states.• I know that there were three main types ofgovernment in ancient Greece: monarchy,oligarchy and democracy.• I can consider the advantages anddisadvantages of a monarchy, oligarchy anddemocracy.• I can compare and contrast the city states ofAthens and Sparta.• I can name some of the major ancient Greekgods and explain each one’s characteristics.• I know that the Olympic Games were first heldto honour the god Zeus and that thePanathenaic Games were held to honour thegoddess Athena.• I can name some famous ancient Greekphilosophers and explain why they are remembered today.• I can explain some of the ways in whichmodern society has been influenced by theancient Greek civilisation. | • I can arrange keycivilisations in worldhistory chronologically.• I can name theperiods in theancient Greekcivilisation and orderthem on a timeline. | Classical period     Hellenistic period Oligarchy    Democracy   Primary source       Secondary source |
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|  **6** | **Autumn** | **Crime and****Punishment** | • I can use extracts from historical fiction to identify and explore aspects of crime andpunishment in that era. | • I can sort cards with different crimes,detections and punishments into different time periods, based on my understanding of thepast.• I can describe features and changes in crimeand punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, earlymodern period, Victorian and the modern day.• I can describe how aspects of crime andpunishment changed and evolved in Britainsince the Roman period. | • I can summarisewhat I know aboutdifferent British timeperiods.• I can explain howthe theme of crimeand punishmentevolved in Britainchronologically. | TransportationPilloryPoacherHighwaymanTudorEarly modern period |
|  **6** | **Spring** | **[Local Study]** |  |  |  | Decades     local chronological period   erassettler    pre/post |
|  **6** | **Summer** | **How has life in Britain changed****since 1948?** | • I can suggest which decade a photo was taken in using historical clues.• I know the difference between a primary and a secondary source.• I can suggest which sources I would need toconsult to research different eras in British history.• I can identify whether a source is a primary or secondary source.• I can use primary and secondary sources toresearch different decades. | • I can describe some of the features of life inBritain for each decade from the 1950s to the1990s.• I can suggest which changes have had thebiggest impact in Britain since 1948.• I can summarise the changes in Britain since1948. | • I can describechanges in Britainsince 1948chronologically. | Primary sourceSecondary source |