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| **Year** | **Term** | **Scheme of**  **work** | **Historical enquiry** | **Historical understanding** | **Chronological**  **understanding** | **Vocabulary** |
| **EYFS** | **Autumn** | **Seasons** |  |  | Celebrations  Family  Local Area  Lives of People  recycle | 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 and  grandparents played with are different to the toys I play with today. | • I can order decades  chronologically. | museum, similar/  different  change  timeline  decade |
| **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 distinguish  between different  periods in time  using simple  markers, such as  inventions. | Voyage  Decades  Explorer  Global  Change  Artefact |
| **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 out  about 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 monarch  would need to take to make sure his crown was safe.  • I can explain the roles of different people in  medieval society, such as lords, squires, cooks, jesters and peasants.  • I can explain how uses for castles have  changed over time. | • I know when the  Normans lived.  • I can organise events into a simple timeline. | Medieval  Rebellion  Monarch  Monarchy  Normans |
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| **2** | **Autumn** | **Guy Fawkes**  **and the**  **Gunpowder**  **Plot** | • I can use simple texts and images to find out  about 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 the  time of the gunpowder plot.  • I understand that people wanted different  people to be monarchs because some were  Catholic and some were Protestant.  • I understand the reasons behind the  gunpowder plot.  • I can name some monarchs, including King  James I and Elizabeth I.  • I can explain why events in the past are still significant today. | • I can order simple  events chronologically. | Traitor  Parliament  Significant  Timeline  Centuries  Treason |
| **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, using  pictures to help me.  • I can explain why Florence Nightingale is still remembered today. | • I know when the  Victorian era was.  • I can explain the life and achievements of  Florence Nightingale in chronological order. | Victorians Chronological  Century  hospital  Crimean War  nurse |
| **2** | **Summer** | **What were seaside**  **holidays like in the past?** | • I can use a range of photographs to infer  information about the past. | • I can explain why changes in society,  particularly the steam train, made seaside  holidays popular.  • I know that the lives of rich and poor people  were very different in the past.  • I know that changes in society led to seaside  holidays 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 methods  archaeologists 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 into  three different time periods.  • I can describe the main features and  developments of each of the eras of prehistory. | • I can place the  Stone Age, Bronze  Age and Iron Age  on a timeline.  • I know that  prehistory spans  millions of years. | Prehistory  Archaeologist Archaeology  Palaeolithic  Mesolithic  Neolithic |
| **3** | **Spring** | **Invaders and Settlers:**  **Romans** | • I can consider different points of view about a historical events.  • I can study different accounts of a historical  figure and suggest why they are different.  • I can gather information from books, texts and  pictures to find out about aspects of life inRoman Britain. | • I can explain why and how the Romans invaded  Britain.  • I know that Celts were living in Britain at the  time of the Roman invasion.  • I can describe what life was like in Celtic Britain.  • I can describe the events surrounding  Boudicca’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 where  the Romans would  be on a timeline,  drawing on my  knowledge of the past.  • I can place the  Romans on a timeline.  • I know when the  Romans invaded  Britain by working  out how many of my  lifetimes it has been  since 43 AD. | Invade  Settle  Roman Empire  Emperor  Revolt  Chronology |
| **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 in  ancient Egypt.  • I can explain the events surrounding the  discovery of Tutankhamen’s tomb.  • I can describe ancient Egyptian beliefs in the  afterlife.  • I explain the process of mummification. | • I can describe the  difference between  ancient and modern  periods.  • I know when the  ancient Egyptian  civilisation was.  • I can sort pictures  into those that  depict scenes from  ancient Egypt and  those that depict  scenes from other eras. | Civilisation  Ancient Modern Ancient Egypt  Before - Common Era  Common 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 earliest  civilisations 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 first  used.  • 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 the  difference between  AD years and BC  years.  • I can place the  earliest 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 archaeologists  choose which sites to excavate.  • I know that there are questions about the past  that have not yet been decisively answered by  historians.  • I can use artefacts to support my ideas about  who 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 out  about life in Anglo-Saxon Britain.  • I can use what I know about pagan and  Christian traditions to suggest whether the  person buried at Sutton Hoo was pagan or  Christian, and use this to infer further facts.  • I know that I need to think critically about a  historical source in order to assess its reliability. | • I know who the Anglo-Saxons were and where  in Europe they came from.  • I know who the Picts and Scots were and that  they had lived unconquered in Britain since the Mesolithic era.  • I can explain some of the features of daily life  for the Anglo-Saxons, Picts and Scots.  • I can write my name using the Ogham  alphabet.  • I can explain how Christianity came to Britain. | • I can place the  Anglo-Saxons on a  timeline.  • I know that the  Anglo-Saxons lived  in Britain after the  collapse of the  Roman Empire.  • I know when  Christianity came to  Britain. | Sutton Hoo  Anglo-Saxons  Picts  Scots  Conquer  Pagan |
| **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 is  constantly improving as historians make more  discoveries.  • I can make suggestions about why the Mayan  civilisation ended, based on my knowledge of the period. | • I can explain how the Mayan ruins were  discovered.  • I know that the Mayans were organised into  city states that were controlled by absolute  monarchs.  • I can explain the roles and status of different  types 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 the  Mayan civilisation  was.  • I can organise key  events from the  Mayan civilisation on  a timeline with their  AD/BC dates. | Aztec  Colony  Maya  monarchy  Democracy  City 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 in  the interim, based on my understanding of the period.  • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon  Chronicle, to find out about the past.  • I can find out about key people in history, such  as Edmund Ironsides, Ethelred the Unready  and Cnut the Great, and use this information to  help explain the events that led to England  becoming a unified country. | • I know that by the year 600, England was  divided into seven kingdoms, each with an  independent monarch.  • I can describe the reasons and events  surrounding the Viking invasions.  • I can describe what the Danelaw was.  • I know who King Alfred was and why he was  dubbed ‘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 surrounding  the Battle of Hastings in 1066.  • I have an increasing understanding of the  struggle for power and how this changed  England.  • I can explain how England became a unified  country. | • I can describe what  Britain was like  before the arrival of  the Vikings.  • I can use dates with  increasing fluency to  describe historical  events and eras. | immigration  emigration  invasion  Vikings  Peace treaty Danelaw |
| **5** | **Spring** | **Shang Dynasty** | • I know that some historical sources are written  thousands of years after the event and are thus unreliable.  • I know that archaeologists use evidence from  the oracle bones to learn about the Shang  Dynasty.  • I can compare evidence about the Shang  Dynasty from traditional history books and  archaeologists, and state which is more  reliable.  • I can read poetry from the oldest recorded  Chinese poetry book to find out about the end  of the Shang Dynasty, and assess its reliability. | • I know that the Shang Dynasty was the first  Chinese civilisation to leave written evidence  behind.  • I know that the line of succession in the Shang  Dynasty ran from brother to brother or  nephew, as opposed to the more traditional  father 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 Shang  Dynasty and identify some of the pictographs. | • I can identify the  Shang Dynasty on a  timeline of ancient  China.  • I know that the  Shang Dynasty was  in power during the  Bronze Age of  Britain. | Shang  Dynasty  Economy  Clan  Human Sacrifice  Social Classes |
| **5** | **Summer** | **Who were the**  **ancient Greeks?** | • I can infer information about daily life in  ancient Greece by studying ancient Greek  artefacts.  • I can identify the difference between primary and secondary sources of information.  • I can use a variety of primary and secondary  sources to gather information about the  ancient Greeks and their way of life, including  myths. | • I can describe some features of each of the  periods in the ancient Greek civilisation.  • I know that ancient Greece was made up of  independent city states.  • I know that there were three main types of  government in ancient Greece: monarchy,  oligarchy and democracy.  • I can consider the advantages and  disadvantages of a monarchy, oligarchy and  democracy.  • I can compare and contrast the city states of  Athens and Sparta.  • I can name some of the major ancient Greek  gods and explain each one’s characteristics.  • I know that the Olympic Games were first held  to honour the god Zeus and that the  Panathenaic Games were held to honour the  goddess Athena.  • I can name some famous ancient Greek  philosophers and explain why they are remembered today.  • I can explain some of the ways in which  modern society has been influenced by the  ancient Greek civilisation. | • I can arrange key  civilisations in world  history chronologically.  • I can name the  periods in the  ancient Greek  civilisation and order  them 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 and  punishment in that era. | • I can sort cards with different crimes,  detections and punishments into different time periods, based on my understanding of the  past.  • I can describe features and changes in crime  and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early  modern period, Victorian and the modern day.  • I can describe how aspects of crime and  punishment changed and evolved in Britain  since the Roman period. | • I can summarise  what I know about  different British time  periods.  • I can explain how  the theme of crime  and punishment  evolved in Britain  chronologically. | Transportation  Pillory  Poacher  Highwayman  Tudor  Early modern period |
| **6** | **Spring** | **[Local Study]** |  |  |  | Decades  local chronological period  eras  settler    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 to  consult 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 to  research different decades. | • I can describe some of the features of life in  Britain for each decade from the 1950s to the  1990s.  • I can suggest which changes have had the  biggest impact in Britain since 1948.  • I can summarise the changes in Britain since  1948. | • I can describe  changes in Britain  since 1948  chronologically. | Primary source  Secondary source |