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|  | Chronology | Communication | Events, People and Change | Enquiry, Interpretation and Using Sources |
| EYFS  Autumn  What toys did children play with in the past?  Spring  Who is our King and how has he helped young people in our country?  Summer  When was the first aeroplane flight and how did it inspire future pilots? | KL: Recognise a distinction between past and present.  KL: Recognise that their lives are similar / different from the lives of people in the past.  KL: Use common words and phrases relating to the passing of time such as before , after, yesterday, past, past year, a long time ago.  KL: Place a few events in order using common phrases. ( old / new days, months, years.)  KL: Identify some similarities and differences between ways of life at different times. | KL: Use historical concepts such as now / then and same / different when making simple connections and noting contrasts.  KL: Describe special or significant events in their own lives.  KL: Demonstrate simple historical concepts and events through speaking, role -play and picture stories.  KL: Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago.  KL: Retell simple stories about people and events from the past.  KL: Talk about who/what was significant/ important in a simple historical account. | NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  KL: Changes within living memory.  NC: The lives of significant individuals in the past who have contributed to national and international achievements.  KL: The lives of significant individuals in the past who have contributed to national and international achievements.  KL: Events beyond living memory which are significant nationally and globally.  NC: Events beyond living memory that are significant nationally or globally: The first aeroplane flight. | KL: Use sources to answer simple questions.  KL: Ask and answer questions about the past.  KL: Consider why things have changed over time.  KL: Identify some of the basic ways that the past can be represented.  KL: Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. What was different …?  KL: Choose parts of stories and other sources to show what they know about significant people and events. |
| Key Stage 1  Autumn  What toys did children play with in the past?  Spring  Who is our King and how has he helped young people in our country?  Summer  When was the first aeroplane flight and how did it inspire future pilots? | KL: Recognise a distinction between past and present.  KL: Recognise that their lives are similar / different from the lives of people in the past.  KL: Use common words and phrases relating to the passing of time such as before , after, yesterday, past, past year, a long time ago.  KL: Place a few events in order using common phrases. ( old / new days, months, years.)  KL: Identify some similarities and differences between ways of life at different times. | KL: Use historical concepts such as now / then and same / different when making simple connections and noting contrasts.  KL: Describe special or significant events in their own lives.  KL: Demonstrate simple historical concepts and events through speaking, role -play and picture stories.  KL: Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago.  KL: Retell simple stories about people and events from the past.  KL: Talk about who/what was significant/ important in a simple historical account. | NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  KL: Changes within living memory.  NC: The lives of significant individuals in the past who have contributed to national and international achievements.  KL: The lives of significant individuals in the past who have contributed to national and international achievements.  KL: Events beyond living memory which are significant nationally and globally.  NC: Events beyond living memory that are significant nationally or globally: The first aeroplane flight. | KL: Use sources to answer simple questions.  KL: Ask and answer questions about the past.  KL: Consider why things have changed over time.  KL: Identify some of the basic ways that the past can be represented.  KL: Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. What was different …?  KL: Choose parts of stories and other sources to show what they know about significant people and events. |
| Lower Key Stage 2  Autumn  How did life for children in Britain change during the late neolithic period?  Spring  How have crimes and punishments, in Lancashire, changed over time?  Summer  What does the Tomb of Nefertari reveal about belief and the afterlife in Ancient Egypt? | KL: Place events into different periods using the appropriate periods using the appropriate historical terminology.  KL: Explain main events, situations, changes and links within (and across) different periods.  KL: Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.  KL: Recognise main events as a coherent, chronological narrative from the earliest times to the present day. | KL: Discuss some of the connections between local, regional, national and international history.  KL: Use relevant and appropriate historical terms.  KL: Talk and write about historical events and changes by selecting and organising historical information and dates.  KL: Discuss historical issues and changes.  KL: Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.  KL: Communicate historical findings through a range of methods including the use of ICT, maps and timelines.  KL: Produce own accounts that make some connections and describe some contrasts. | NC: Changes in Britain from the Stone Age to the Iron Age.  KL: Changes in Britain from the Stone Age to the Iron Age.  NC: A local history study - A study over time tracing how aspects of national history are reflected in the locality.  KL: A local history study.  NC: Part 1: An overview of where and when the first civilizations appeared.  KL: The achievements of the earliest civilizations ( an overview) plus Ancient Egypt (in depth). | KL: Use sources to address historically valid questions and hypothesis about change, cause, similarity and difference and significance.  KL: Recognise that our knowledge of the past is constructed from Primary and Secondary Sources of evidence.  KL: Recognise why some events happened and what happened as a result.  KL: Recognise how sources of evidence are used to make historical claims.  KL: Describe some of the ways the past can be represented.  KL: Recognise that different versions of past events may exist.  KL: Identify historically significant people and events in different situations. |
| Upper Key Stage 2  Autumn  What can we learn about Bronze Age civilisation in Britain from Stonehenge?  Spring  What were the consequences of Boudica's resistance to the Romans? Why is she still honoured (by a statue in London) today?  Summer  How much did Ancient Sumer, Shang, China and the Indus Valley Civilisation have in common? | KL: Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends  KL: Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.  KL: Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.  KL: Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales | KL: Describe and explain significant aspects of non-European societies as well as settlements in Britain.  KL: Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines.  KL: Discuss how Britain has influenced and been influenced by the wider world.  KL: Describe aspects of cultural, economic, military, political, religious and social history.  KL: Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society.  KL: Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.  KL: Discuss and debate historical issues acknowledging contrasting evidence and opinions.  KL: Produce structured work that makes connections, provides contrasting evidence and analyses trends | NC: Changes in Britain from the Stone Age to the Iron Age.  KL: Britain’s settlement by Anglo-Saxons and Scots.  NC: The Roman Empire and its impact on Britain.  KL: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  NC: 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.  KL: A non-European society that provides contrasts with British history (early Islamic civilization)  KL: A study or theme in British History that extends pupils’ chronological knowledge beyond 1066 (leisure and entertainment) | KL: Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance.  KL: Recognise how our knowledge of the past is constructed from a range of different sources.  KL: Give some reasons for contrasting arguments and interpretations of the past.  KL: Describe the results of historical events, situations and changes e.g. the impact on people’s lives.  KL: Evaluate sources and make inferences.  KL: Choose relevant sources of evidence to support particular lines of enquiry.  KL: Use a wide range of sources as a basis for research to answer questions and to test hypotheses.  KL: Recognise that some events, people and changes are judged as more historically significant than others. |