



	Nursery 30-50 Months	Reception 40-60 Months <i>ELG</i>	Phase 1 Key Stage 1 Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
National Curriculum Subject Content	<ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate it should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age <i>This could include:</i> <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> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for families or friends</li> </ul>	<ul style="list-style-type: none"> <li>Children make observations and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain <i>This could include:</i> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Anticipating key events</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots <i>This could include:</i> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Knows that information can be retrieved from computers or books</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future</i></li> </ul>	<p>Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> <li>• significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i> <ul style="list-style-type: none"> <li>✚ <i>Viking raids and invasion</i></li> <li>✚ <i>resistance by Alfred the Great and Athelstan, first king of England</i></li> <li>✚ <i>further Viking invasions and Danegeld</i></li> <li>✚ <i>Anglo-Saxon laws and justice</i></li> <li>✚ <i>Edward the Confessor and his death in 1066</i></li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• a local history study <i>This could include:</i> <ul style="list-style-type: none"> <li>✚ <i>a depth study linked to one of the British areas of study listed above</i></li> <li>✚ <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></li> <li>✚ <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></li> </ul> </li> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>This could include:</i> <ul style="list-style-type: none"> <li>✚ <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li>✚ <i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the</i></li> </ul> </li> </ul>	

			<p><i>present or leisure and entertainment in the 20th Century</i></p> <ul style="list-style-type: none"> <li> <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li> <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ul>
			<ul style="list-style-type: none"> <li>• 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</li> </ul>
			<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>
			<ul style="list-style-type: none"> <li>• 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.</li> </ul>

		Nursery	Reception	Phase 1 Key Stage 1 Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
Build an overview of world history Key concept: Develop an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society	Events	<ul style="list-style-type: none"> <li>Significant national events such as children in need, bonfire night and remembrance day. These are explored through songs, images and experiences.</li> <li>Holiday news, weekend news and special events</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between past and present in their own lives.</li> <li>Show and tell after the weekend – sharing a take home bear and talking about what has happened</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary to describe historical events</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes that have happened in the location of the school throughout history</li> <li>Give a broad overview of life in Britain</li> <li>Compare some of the times studied with those of other areas of interest around the world</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world</li> <li>Compare some of the times studied with those of the other areas of interest around the world</li> </ul>
	People and diversity	<ul style="list-style-type: none"> <li>Princesses, knights and castles from long ago</li> <li>King and Queen role play</li> <li>Explore different customs and traditions based on historical events</li> <li>Visit from the Mayor of Newport Pagnell to talk about local history</li> </ul>	<ul style="list-style-type: none"> <li>Know some reasons why people's lives were different in the past</li> <li>Role play individuals from the past and present eg The Queen</li> <li>Explore different customs and traditions based on historical events</li> </ul>	<ul style="list-style-type: none"> <li>Describe significant people from the past</li> <li>Recognise there are reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> <li>Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> <li>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

		<b>Nursery 30-50 Months</b>	<b>Reception 40-60 Months</b>	<b>Phase 1 Key Stage 1 Year 1 &amp; 2</b>	<b>Phase 2 Lower Key Stage 2 Year 3 &amp; 4</b>	<b>Phase 3 Upper Key Stage 2 Year 5 &amp; 6</b>
<b>Understand chronology</b> Key concept: Understand how to chart the passing of time and how some	<b>Sequencing Skills</b>	<ul style="list-style-type: none"> <li>• Use of a visual timetable (timeline)</li> <li>• Days of the week song</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a visual timetable (timeline)</li> <li>• Days of the week song</li> <li>• Begin to place significant events in order such as starting school, bonfire night then Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line</li> <li>• Label time events with words or phrases such as: past, present, older and newer</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with time of relatively little change</li> </ul>
	<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>• Talk about pre-school memories, home visits etc.</li> <li>• Progressions in their own time scale</li> <li>• Changes in age, children use terminology such as 'when I was a baby', 'I was three and now I'm four'</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about changes in own lives with support from adults</li> <li>• Exposure to how things have changed in their own life</li> </ul>	<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of change over time representing this, along with evidence, on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence on a time line</li> </ul>
	<b>Dates</b>	<ul style="list-style-type: none"> <li>• Use simple vocabulary related to dates</li> <li>• Model dates on their work</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary related to dates</li> <li>• Daily change of date</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events</li> </ul>

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Communicate historically Key concept: Use historical vocabulary and techniques to convey information about the past	Vocabulary	<ul style="list-style-type: none"> <li>Nursery rhymes to talk about events in history</li> <li>Vocabulary such as long ago when explaining about when nursery rhymes and traditional songs were written</li> <li>Exposure, modelling and hearing the terminology yesterday, today, tomorrow, how many sleeps, now, next and then, home time, lunch time through stories and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Months of the year, seasons, next week, last week</li> <li>Children to use the vocabulary yesterday, today, tomorrow, how many sleeps, now, next and then, home time, lunch time</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:               <ul style="list-style-type: none"> <li>Dates</li> <li>Time period</li> <li>Era</li> <li>Chronology</li> <li>Continuity</li> <li>Change</li> <li>Century</li> <li>Decade</li> <li>Legacy</li> </ul> </li> </ul>
	Techniques	<ul style="list-style-type: none"> <li>Time lapse videos comparing real life time and sped up images</li> <li>Watching things grow over a period of time and what it looked like in the past</li> </ul>	<ul style="list-style-type: none"> <li>Take photos of events and look them in the future to talk about what had happened</li> <li>Modelling of using the computer to find out about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history</li> <li>Show an understanding of the concepts of war and peace</li> </ul>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> <li>Show an understanding of the concept of monarchy, empire and peasantry</li> </ul>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past</li> <li>Use original ways to present information and ideas</li> <li>Show an understanding of abstract terms such as civilisation and democracy</li> </ul>

		Nursery	Reception	Phase 1 Key Stage 1Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
Methods of historical enquiry Key concept: Understand that our understanding of the past comes from , an enquiry into and an interpretation of, available evidence	Questioning	<ul style="list-style-type: none"> <li>Learning what questions are and begin to use questions to find out about something</li> <li>Modelling of who, what, where, why, when questions</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to explore objects and ask simple questions</li> <li>Ask special visitors questions such as where do you live?</li> <li>Going home bear - asking peers questions, what did you do at the weekend?</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions and answer questions such as 'What was it like for people? What happened? How long ago?</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past</li> </ul>	
	Using Sources	<ul style="list-style-type: none"> <li>Handling old/real/realistic artefacts such as dinosaur bones, eggs and shells.</li> <li>Behaving like an archaeologist – looking for signs of previous habitation eg in the sand, mud etc.</li> <li>Taking photographs of key events and looking at photographs of their own lives in the past (baby pictures)</li> </ul>	<ul style="list-style-type: none"> <li>Modelling ways of finding out about the past</li> <li>Using stories, artefacts, pictures to learn about the past</li> <li>Visits from different cultures/people from the past</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways to find out about the past</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Suggest suitable source of evidence for historical enquiries</li> <li>Use more than one source of evidence from historical enquiries in order to gain a more accurate understanding of history</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past</li> <li>Select suitable sources of evidence, giving reasons for choices</li> <li>Use sources of information to form a testable hypotheses about the past</li> </ul>
	Interpreting	<ul style="list-style-type: none"> <li>Restorative practise – what happened? How will it be better in the future?</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how the ways that things have changed in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the different ways the past has been represented</li> </ul>	<ul style="list-style-type: none"> <li>Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ</li> </ul>	<ul style="list-style-type: none"> <li>Seek out and analyse a wide range of evidence in order to justify the claims about the past</li> <li>Show an awareness of the concept of</li> </ul>

## Cedars Primary School Breadth of Study in History

				<ul style="list-style-type: none"><li>• Suggest cause and consequence of some of the main events and changes in history</li></ul>	<p>propaganda and how historians must understand the social context of evidence studied</p> <ul style="list-style-type: none"><li>• Understand that no single source of evidence gives the full answer to questions about the past</li><li>• Refine lines of enquiry as appropriate</li></ul>
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