

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> <p>Describe main story settings, events and principal characters.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Look at photos of familiar situations and objects and identify that they are from the past.</p> <p>Know that things happened before they were born (including world wars – we remember at Remembrance Day).</p>	<p>Use everyday language related to time.</p> <p>Sequence events in fictional stories.</p> <p>Sequence events in their life.</p> <p>Begin to order historical developments (in cars and flight) on a timeline relative to today.</p> <p>Link historical dairy artefacts relative to their living memory, parents and grandparents.</p> <p>Place Brunel on a timeline relative to events within living memory (Covid, our school today).</p> <p>Know that World War two happened within living memory for some of the oldest people alive today.</p> <p>Know that the Windrush happened within living memory for Floella Benjamin and people around grandparents age.</p> <p>Topic specific vocabulary.</p>	<p>Use everyday language related to time.</p> <p>Sequence the main events in Grace Darling’s story.</p> <p>Place Mae Jemison on a timeline relative to events within living memory and Brunel.</p> <p>Know that castles were in use hundreds of years before Brunel’s life and place on a timeline relative to Brunel and Mae Jemison.</p> <p>Sequence 3 or 4 photos/events from different periods in their life (PSHE link?).</p> <p>Topic specific vocabulary.</p>	<p>Place the Victorian era on a timeline with previously learnt historical events.</p> <p>Identify that Grace Darling and Brunel lived during the Victorian times.</p> <p>Identify transport and flight types that were used in Victorian times.</p> <p>Make a timeline of Victorian inventions and innovations and understand which are still used today, and how they have changed.</p> <p>Make a timeline of the reign of Queen Victoria. Placing the Stone Ages into wider chronological contexts – make references to other ancient civilisations.</p> <p>Understand timelines can be divided in BC and AD.</p> <p>Use the vocabulary century and decade.</p> <p>Topic specific vocabulary.</p>	<p>Place World War one and Percy Fawcett on a timeline with previously learnt historical events.</p> <p>Use a timeline to identify that Percy Fawcett lived during the Victorian times and saw coronation of two subsequent monarchs.</p> <p>Make a timeline of key events leading to and during World War one.</p> <p>Use relevant AD dates.</p> <p>Topic specific vocabulary.</p>	<p>Place the Aztec civilisation, Tudor reign and Windrush generation on a timeline with previously learnt historical periods and events.</p> <p>Use a timeline to order key events within Aztec history and Tudor history.</p> <p>Identify and compare key events which happened within the overlap between the Tudor and Aztec reign.</p> <p>Compare inventions within the Tudor and Aztec period with those in previous time periods studied (e.g. Victorians).</p> <p>Use relevant terms and period labels.</p> <p>Topic specific vocabulary.</p>	<p>Place Ancient Egypt and World War two on a timeline with previously learnt historical periods and events and compare BC dates relative to the Stone Age.</p> <p>Understand how timelines are measured in BC and AD.</p> <p>Use a timeline to order key events within Ancient Egyptian history.</p> <p>Use a timeline to order key events of World War two.</p> <p>Identify how World War two resulted in the need for the Windrush migration.</p> <p>Use a timeline to identify key events in Vesuvius’ eruption.</p> <p>Use relevant AD and BC dates.</p> <p>Use relevant terms and period labels.</p> <p>Topic specific vocabulary.</p>
Range and depth of Historical knowledge (People and events) Black History thread	<p>Look at familiar objects and situations from the past (pictures, stories, artefacts, photos) and notice similarities and differences with today and include within provision.</p> <p>Use fictional and non-fictional characters from range of cultures in storytime.</p>	<p>Explore historical photos and artefacts and find out why objects and places have changed between the past and today.</p> <p>Through video storytelling emphasise with people’s fears about the first passenger train and why Brunel’s Box hill tunnel was a historical achievement.</p>	<p>Re-enact the sequence of events during Grace Darling’s sea rescue.</p> <p>Understand why Mae Jemison’s life achievements are significant.</p> <p>Understand why the Moon landings are historically significant.</p>	<p>Show knowledge and understanding of some of the main events, influential people and changes during Queen Victoria’s reign.</p> <p>Understand why Victorian inventors created their inventions.</p> <p>Use evidence to describe lives of people from different social</p>	<p>Use evidence to reconstruct life in the trenches and key events during World War one.</p> <p>Know that Walter Tull was the first Black officer to lead white British soldiers into battle.</p> <p>Identify key links and effects in World War one.</p>	<p>Identify and compare key events and society life between the Tudor and Aztec reign.</p> <p>Compare and contrast life and worldviews between different social societies in the Tudor period, recognising that not everyone shared the same views, feelings or behaviour.</p>	<p>Compare an aspect of society in Ancient Egypt and World War two (eg. The role of women, mechanical inventions, writing).</p> <p>Consider how the achievements of the Ancient Egyptians compare to today and through history (including writing).</p>

	<p>Use stories to develop understanding of key events in school year and events significant to the children.</p>	<p>Identify the skills needed by Brunel and relate these to ourselves.</p> <p>Develop empathy and understanding with difficulties faced by Floella Benjamin when she first came to the UK as a child. Know that the Windrush was an important event in UK history.</p> <p>Understand how our school and local area has changed within living memory.</p>	<p>Know why castles were built and understand how they were attacked and defended.</p> <p>Use drama to develop empathy with historical characters.</p> <p>Plan and hold a medieval banquet – understand how and why people celebrated in medieval times.</p>	<p>communities within the Victorian era compare this with our life today.</p> <p>Experience a Victorian Christmas at Beaulieu.</p> <p>Research Mary Seacole and her role in the Crimean War.</p> <p>Use evidence to describe the lives of people in the Stone Age from different social groups living around Stonehenge.</p> <p>Understand what a hunter gatherer needed to do to survive and why and contrast this with our lives and lives of explorers today.</p> <p>Identifying why advancements in the Stone Age were significant to the development of Britain.</p>	<p>Experience what life might have been like for a World War one soldier through re-enactment at Hooke Court.</p> <p>Offer a reasonable explanation for selected events during World War one.</p> <p>Explain how different animals were used to help in World War one.</p>	<p>Know key characters, dates and events in Tudor and Aztec periods.</p> <p>Identify how Tudor and Aztec periods have influenced our society today.</p> <p>Compare an aspect of life (e.g. feasting) during the Tudors with modern day life and life during Victorian times.</p> <p>Understand the impact of the Windrush on the Caribbean and the UK.</p> <p>Understand the influence of the Windrush on the UK today.</p>	<p>Compare and contrast life and worldviews between different social societies in Ancient Egypt and compare to a later historical time period (Tudors, Aztecs, Victorians, World War two).</p> <p>Consider how religious beliefs and views on life after death influenced Ancient Egyptian burial practices compared to today.</p> <p>Consider contrasting viewpoints on the events leading up to World War two.</p> <p>Consider the impact of World War two on people during and after the war.</p> <p>Know that Princess Ademola was one of many West African and West Indian nurses to train in Britain during World War two.</p>
<p>Interpretation of History</p>	<p>Share a range of fiction and non-fiction stories at storytime.</p> <p>Talk about children’s experiences of an event or responses to a question and notice similarities and differences.</p> <p>Enable children to explore a range of sources in provision (e.g. models of past including dinosaur toys, photos of familiar objects from the past e.g. buses, old toys etc.)</p>	<p>Use stories to help distinguish between fact and fiction.</p> <p>Use photographs and paintings to find out about the past.</p> <p>Identify why there are paintings of some historical events but no photographs.</p> <p>Identify what the colour and quality of photographs may tell us.</p>	<p>Use stories to help distinguish between fact and fiction.</p> <p>Compare adults talking about the past. How reliable are their memories?</p> <p>Use a range of sources to find out about historical events (books, stories, models, photos, paintings, internet).</p> <p>Compare and contrast two sources of the past (e.g. two paintings of Grace</p>	<p>Identify and give reasons for why two accounts of an aspect of Victorian life may be different.</p> <p>Use a range of sources to find out about the Victorian Period and Stone Age.</p> <p>Understand the terms primary sources and secondary sources.</p> <p>Look at different representations of the time period (e.g. cartoons,</p>	<p>Begin to discuss differences between primary and secondary sources.</p> <p>Compare two accounts of life or events in World War One and distinguish between fact and fiction. Offer reasons for different versions of events.</p> <p>Look at propaganda posters.</p> <p>Begin to evaluate the usefulness of different sources (including</p>	<p>Identify potential bias in sources and know why using a range of sources is important.</p> <p>Discuss how using different sources can lead to different conclusions.</p>	<p>Compare accounts of events in World War two and distinguish between fact and fiction. Suggest reasons for omissions and ways of finding out.</p> <p>Consider ways of checking the accuracy of primary and secondary sources.</p> <p>Compare the range of sources available to learn about Ancient Egypt and World War two – how does this affect our interpretation of history?</p>

		<p>Notice similarities and differences on artefacts, photos and paintings.</p> <p>Consider how and why Brunel (engineer) and the passengers may have different experiences of the first passenger train ride.</p>	<p>Darling's rescue, two stories about Mae Jemison). Notice similarities and differences.</p>	<p>accounts and photographs).</p> <p>Identify why our interpretations of Stone Age periods is difficult due to limited primary sources or written evidence – contrast with sources available to learn about Victorian period.</p>	<p>propaganda posters and considering the bias in letters written home from soldiers in World War One.</p>		
Historical Enquiry	<p>Notice similarities and differences between familiar objects or characters in stories from the past and today.</p>	<p>Explore different sources – handle, sketch, describe, question, observe.</p> <p>Notice details on sources to ask questions about the past (using where, when, why, who, what, how).</p> <p>Use a timeline of invention to identify and discuss changes.</p>	<p>Explore different sources – handle, sketch, describe, question, observe.</p> <p>Use a selected internet site for research.</p> <p>Notice details on sources to ask questions about the past (using where, when, why, who, what, how).</p> <p>To begin to use sources to find answers to questions.</p>	<p>Explore different sources – handle, sketch, describe, question, observe, compare.</p> <p>Begin to use the library and internet for research.</p> <p>Notice small details in sources and use observations from different sources to ask historically valid questions.</p> <p>Use sources to answer questions.</p>	<p>Explore different sources – handle, sketch, describe, question, observe, compare.</p> <p>Use observations from different sources to ask a variety of historically valid questions.</p> <p>Use the library and internet for research.</p> <p>Begin to combine different sources to find answers to questions.</p>	<p>Explore different sources – handle, sketch, describe, question, observe, compare.</p> <p>Select relevant information from a range of sources to present an aspect of a topic.</p> <p>Ask a variety of historically valid questions and use a range of sources to suggest answers.</p> <p>Use the library and internet for research with increasing independence and awareness of validity of different sources.</p> <p>Use information from different primary and secondary sources to answer questions.</p>	<p>Explore different sources – handle, sketch, describe, question, observe, compare.</p> <p>Confidently use a range of sources to research World War two and identify potential bias in the sources independently.</p> <p>Ask a variety of historically valid questions.</p> <p>Use the library and internet for research using different sources to check facts.</p> <p>Use information from different primary and secondary sources to answer questions.</p>
Organisation and Communication	<p>Class timetable Class calendar Discussion Role play and small world Drawing and mark making Floorbooks Museum visitor</p>	<p>Class timetable Discussion Floorbooks Timelines - cut and stick. Fact sheets Pictures Models Role play P4C Trip – Salisbury Cathedral (Materials and building focus).</p>	<p>Class timetable Discussion Floorbooks Timelines Annotated pictures Film Story writing Re-enactment Models P4C Trip – Salisbury Museum</p>	<p>Discussion Timelines Newspaper articles Models Drawings Explanations Letters written in role Trip - re-enactment – Victorian Christmas at Beaulieu trip and Salisbury Museum trip. P4C</p>	<p>Discussion Timelines Letter writing on stained paper Models Posters Explanations Leaflets Trip - re-enactment of life in the trenches at Hooke Court</p>	<p>Discussion Timelines Art – dress designs Fact books Re-enactment Models Posters Explanations Leaflets Trip to Cadbury World.</p>	<p>Discussion Timelines Non-chronological reports Newspaper articles Drama Presentations Leaflets Letter writing Papyrus art 3D modelling art</p>