St Botolph's Church of England Primary School

History Curriculum



Our aim is to provide our children with an engaging, exciting, and empowering curriculum that equips them for today and their future. At St. Botolph's Church of England Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Curriculum aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history: between cultural, economic, military, political, religious and social history; and between short- and long-term time-

History Intent:

To develop a curiosity and inquisitiveness about life in the past and the skills of enquiry, analysis, interpretation and problem solving, leading to an understanding of past events and how they have influenced the present.

Our Curriculum:

EYFS are following the Early Learning Goals. The concepts of similarity, difference, change, past and present are explored, and significant events and individuals are learnt about through stories shared. The pupils will begin to learn vocabulary associated with the past and will identify past events within their own experience.

KS1 topics have been devised to provide opportunities for diversity when learning about the lives and achievements of significant individuals – such as Neil Armstrong and Mae Jamison, Mary Seacole and Edith Cavell and exciting subject matter – the discoveries of Mary Anning and Howard Carter. We have chosen Nicola de la Haye as a local Significant individual to tie with a significant historical event in our locality – the Battle of Lincoln. Changes within living memory have been approached through shops and shopping in Sleaford and is supported by our local museum.

At St. Botolph's, our KS2 topics have been arranged chronologically through the Key Stage to give a clear understanding of this concept for the pupils. Topics have been built around a central enquiry question with sub-questions for each lesson and using the Chris Quigley skills progression alongside the NC objectives. Key concepts have been agreed to thread through all topics in the school. In addition to those suggested by the NC, we have chosen 'Legacy' as an additional concept for our school. Pupils will build on prior knowledge and be enabled to make links between periods of history studied.

Our Christian values: Perseverance, Thankfulness, Truthfulness, Compassion, Respect and Friendship.

	Autumn	Spring	Summer
Reception	The history of my family.	The history of me. Changes from baby to	Grace Darling.
-	Thankfulness	child.	Perseverance
	Compassion	Respect	Nine protected characteristics
	The history of my home	History of our school.	
	Thankfulness	Respect	How seaside holidays have changed.
	respect	How toys have changed. Toy shops	Thankfulness
	How Christmas has changed.	Thankfulness	Respect
	Respect	Respect	
	Thankfulness	Compassion	

Yearly Overview

Year 1	How has shops and shopping changed since the 1930's? Thankfulness Link to EYFS – toy shops	Mary Seacole and Edith Cavell why do we remember them? Link to EYFS -significant individual Grace Darling - compassion for others Compassion Perseverance Nine protected characteristics	Neil Armstrong and Mae Jemison - why were their achievements important? Perseverance Thankfulness Nine protected characteristics
Year 2	How did Nicola de la Haye save England? Perseverance	The Great Plague or The Great Fire – which was worse? Thankfulness	Whose discoveries were the most significant - Mary Anning's or Howard Carter's?Link to Year 1 - perseverance and achievements of significant people and eventsPerseverance Nine protected characteristics
Year 3	Topic 1 How did homes and settlements change from the Stone Age to the Iron Age. Thankfulness Perseverance	Topic 2 The Ancient civilisations: When were they and what did they achieve? (One significant innovation). Link to British Stone Age and Bronze Age – Autumn Term Perseverance	civilisation? Link to Howard Cater and the discovery of the tomb of Tutankhamun – Y2
Year 4	Topic 1 What did the Ancient Greeks do for us? Link to Ancient Egypt (myths) Y3 Thankfulness 9 protected characteristics	Topic 2 How were the Romans important in British history? Link to Indus Valley Y3/ Ancient Egypt Y3/ Ancient Greece Y4 Thankfulness	Topic 3 How was the Mayan civilisation similar and different to other major civilisations of the past? Links to the British Stone Age, Ancient Egypt, Ancient Sumer, Indus Valley- Y3 Respect
Year 5	Topic 1 Who were the Anglo-Saxons? Link to the departure of the Romans from	-	axons and Vikings struggle for the Kingdom of

		1066 The death of Edward the Confessor and the contenders for the crown. The Battle of Hastings and the Bayeux Tapestry. Link to Anglo-Saxons Autumn Term Perseverance Nine protected characteristics
Year 6	Topic 1 What were the causes and consequences of WW2? Perseverance Thankfulness Nine protected characteristics	Topic 2 Which event at Sleaford Old Place had the biggest impact in history? Link to WW2 – Autumn term

Progression of Knowledge. Also see separate knowledge information sheets.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	To name the	Recognise that	Learn about the	Learn about the	Know where the	Learn how the	Autumn / Spring
	member of their	shops and	discoveries of	chronology of the	time period known	withdrawal of the	Learn about how
	family and talk	shopping have	Mary Anning and	three periods of	as Ancient Greece	Roman legions	impact of the
	about their	changed over time.	Howard Carter.	the Stone Age and	fits on the world	from England left	Treaty of Versailles
	relationship to	To know that more	Understand their	the Bronze Age	history timeline	England open to	paved the way for
	them.	shops used to	significance and	and the Iron Age.	and be able to see	attack and	the rise of fascism
	Talk about the	specialise in	their legacy in	Use artefacts to	its relationship	invasion. Learn	in Germany and
	people that are	products e.g.	terms of our	learn about life	with other world	where the Scots,	the eventual start
	important to them	greengrocer,	understanding	during these eras	and British time	Angles, Saxons and	of WW2.
	and share why	fishmonger,	about the past.	and understand	periods studied.	Jutes originated	Find out why Hitler
	they are important	ironmonger and	Pupils to consider,	how we know.	Explore key	from and why and	was able to gain
	to them.	how nowadays,	using what they've	Consider changes	features of this	how they came to	popularity and
		many of these	learnt, whose	in homes and	civilisation: religion	invade and settle	power in Germany
	Talk about where	products are sold	discoveries were	settlements	and beliefs, the	in England,	and the results of
	they live.	in supermarkets.	the most	(hunter-gatherer	difference in	eventually creating	his plan for
	Describe their	Learn something	significant.	to farmer).	characteristics	four Kingdoms.	Germany including
	house.	about life in the	Learn about the		between the	Use artefacts to	his idea of 'social
	Talk about any	1930s – e.g. pre-	discrimination		Spartans and the	learn about life in	cleansing' by
	changes within	decimalisation	against Mary		Athenians, wars	Anglo-Saxon	discrimination due
	their house now	money, daily			and conflicts.	England and find	to religion,

Spring	such as; extensions, bedrooms being decorated etc. Talk about how they celebrate Christmas. Share their Christmas traditions To think about the toys they have asked for and how these toys work and are made. Compare this with Grandparent's Christmas. Think about the similarities between Christmas now and Grandparent's Christmas Think about differences between Christmas now and Grandparent' Christmas.	shopping, being served in shop rather than self- service as today. Understand how rationing affected shopping during WW2.	Anning due to her gender.	Learn about the	Consider why this civilisation is significant and how its legacy can be seen in the modern western world. 9 protected characteristics – women prohibited from competing in main Olympic games.	out about social diversity and religion during this time period.	disability, sexual orientation and race. Identify the countries involved in the war and understand that it had a global impact. Learn about the Battle of Britain and why it was a turning point in the war. Use primary sources of evidence to understand how people lived through the Blitz and its impact on morale and daily life. Understand how government campaigns and slogans helped to motivate British people to join in with the war effort and to keep moral up.
Shung	about themselves now; what they look like, what	motivations (compassion) and work of Mary	causes and consequences of The Great Plague	places and the time periods of the great civilisations:	spread of the Roman Empire and the eventual	Vikings were and where they came from. Learn about	

they can do, what	Seacole during the	and The Great Fire	Ancient Sumer,	conquering of	their skills of	
they enjoy, their	Crimea War and	on London. What	Indus Valley,	Britain. Learn how	shipbuilding and	
favourite toy	Edith Cavell during	was the effect of	Ancient Egypt and	the strength of the	navigation and	
Using a photo of	WW1.	the plague on daily	Shang Dynasty.	Roman army was	how this enabled	
them as a baby, to	Learn about the	life? How did the	Consider what we	instrumental in	widespread	
be able to talk	discrimination due	fire spread so	mean by a	this, despite	exploration and	
about; what they	to race of Mary	quickly? What are	civilisation and	resistance.	trade.	
look like, what	Seacole.	the differences	what a civilisation	Find out how we	Learn about the	
they could do,	Consider the	between	needs to be	know about the	first Viking attack	
what their	legacy of these	firefighting in 1666	successful.	Romans through	on Lindisfarne and	Spring / summer
favourite toy was	nurses and	and today? How	Learn about a	artefacts and	subsequent raids	
Talk about any	Identify how they	do we know about	significant	architecture left	and attacks around	Learn about Old
similarities	have been	these events and	invention or	behind.	the English British	Place and its
between	remembered.	why have they	advancements in	Understand how	coast. Learn how	location in
themselves as a		become part of	learning of the	the Romans were	these raids	Sleaford. Find out
baby and		British history?	civilisations.	influenced by the	changed to winter	about its
themselves now.		Find out about		society and culture	camps and	significance during
		Samuel Pepys and		of the Ancient	eventually	the following
Talk about some o	f	his diary. How are		Greeks and how	settlements.	historic events:
the places that		these events		Roman settlement	Learn that the	The fortification of
they have been to		remembered?		impacted the way	Vikings took over	Old Place as a
in Sleaford.		Consider which		of life in Britain	Northumbria, East	garrison during the
Talk about the		event was the		through studying	Anglia and parts of	English Civil War
school they went		worst.		Roman Lincoln.	Mercia and York In	The use of Old
to before coming				The pupils will	866. Find out how	Place as a
to St Botolph's.				then consider the	the Anglo-Saxons	convalescent
				legacy of the	fought against the	hospital for
Talk about our				Romans in Britain.	Vikings and their	wounded
school and					agreement with	servicemen during
explore, using					King Alfred and	WW1
photographs and					Danegeld. How did	The use of Old
artefacts, the					Alfred rule and	Place as a military
changes over time	,				protect his	headquarters
including the old					Kingdom? Learn	during WW2
school building					about Ivar the	
(visit)					Boneless and how	
					he overcame	

To be able to talk about what is the same and what is				physical disability to become a great leader.	
different about the				icauer.	
school					
Think about what				Learn:	
they do at school				Who the main	
and compare this				contenders for the	
to when their				English throne	
Grandparents				were following the	
were at school				death of Edward	
				the Confessor.	
To compare the				How history is	
children's toys				often told by the	
with their				victors and the	
grandparents' toys				possible bias of the	
– Grandparents				Bayeux Tapestry.	
visit to school				•	
Talk about what is					
the same about					
the toys and what					
is different.				-	
Summer Learn about Learn key facts and		Spring / summer	The Maya change		See above
lifeboats and information abou	,	The key dates and	from hunter-		
lighthouses now the moon landing		location of Ancient	gatherer to farmer		
and in the past. Explore what life	within during the	Egypt.	and comparison		
Make was like during th comparisons. 1960s. Find out	e 13th century. Who lived in the	The significance on the river Nile in the	with the British		
comparisons. 1960s. Find out about Neil		development of	Stone Age. Crops		
Hear the story of Armstrong and h	castle – roles, s status and	the civilisation.	grown. The architecture		
Grace Darling and journey to	responsibilities?	The social	and building types		
what she did. becoming an	Learn about the	hierarchy and the	of the city-states.		
Grace Darling is astronaut and the		experiences of	Religious beliefs		
famous for first man on the	creation of the	men, women and	and practices,		
rescuing 9 sailors moon. Understar		children.	including the		
whose ship sank in the challenges	legacy and the	The importance of	sacred ball game.		
a storm - at the faced by Mae		the pharaoh and			

time many people	Jemison and how	subsequent Barons	learn about some	The social]	
thought her	she overcame	War.	important	hierarchy and		
bravery was	these to become	Find out about	pharaohs.	different roles and		
unusual because	the first African	Nicola de la Haye	The religious	occupations within		
she was a girl.	American woman	and her role during	beliefs and	this.		
	in space. Why is	the Barons War	practices –	Trade, writing,		
Learn about	she an	and the siege of	including details of	number and		
seaside activities	inspirational role-	Lincoln Castle in	some of the gods	astrology.		
when their	model? Consider	the Second Battle	and goddesses.	What happened to		
grandparents were	the significance of	of Lincoln.	The belief and	the Maya city		
young: games	their		story of entry into	states - and the		
played at the	achievements.		the afterlife.	Maya today.		
seaside, Punch and			How	- , ,		
Judy shows,			archaeologists and			
donkey rides,			historians use			
arcades.			primary sources to			
What are the			learn about the			
children's			past.			
experiences of the						
seaside –						
similarities and						
differences						
Look at how travel						
to the seaside has						
changed – people						
used to travel by						
train to the seaside						
and now, we might						
use a car to drive						
to the seaside or						
fly to a seaside						
abroad.						
Look at how						
seaside clothing						
has changed .						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	Observe or handle evidence to answer questions about the past. Answer questions such as: What was it like for people? What happened? Use artefacts, pictures and stories to make comment on the past.	Observe or handle evi- dence to ask questions and find answers to ques- tions about the past. Ask questions such as: What was it like for peo- ple? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the dif- ferent ways the past has been represented.	Observe or handle evi- dence to ask questions and find answers to ques- tions about the past. Ask questions such as: What was it like for peo- ple? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the dif- ferent ways the past has been represented.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical questions.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical questions.	Use sources of evidence to deduce information about the past. Use sources of infor- mation to form hypothesis about the past. Understand that no single source of evidence gives the full answer to ques- tions about the past.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of infor- mation to form hypothesis about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past Show an awareness of the concept of propaganda and how historians must understand the social con- text of evidence studied. Understand that no single source of evidence gives the full answer to ques- tions about the past.
Build an overview of world history	Have a basic understanding of historical events. Talk about significant people from the past	Describe historical events. Describe significant peo- ple from the past. Recognise that there are reasons why people in the past acted as they did.	Describe historical events. Describe significant peo- ple from the past. Recognise that there are reasons why people in the past acted as they did.	Give a broad overview of life in Britain. Describe the social, eth- nic, cultural or religious di- versity of past society. Describe the characteristic features of the past, in- cluding ideas, beliefs, atti- tudes and experiences of men, women and chil- dren.	Give a broad overview of life in Britain. Describe the social, eth- nic, cultural or religious di- versity of past society. Describe the characteristic features of the past, in- cluding ideas, beliefs, atti- tudes and experiences of men, women and chil- dren.	Give a broad overview of life in Britain and some major events from the rest of the world. Describe the social, eth- nic, cultural or religious di- versity of past society. Describe the characteristic features of the past, in- cluding ideas, beliefs, atti- tudes and experiences of	Give a broad overview of life in Britain and some major events from the rest of the world. Describe the characteristic features of the past, in- cluding ideas, beliefs, atti- tudes and experiences of men, women and chil- dren.

						men, women and chil- dren.	Identify continuity and change in the history of the locality of the school.
Understand chronology	Sort images and artefacts into categories, giving reasons for why they have sorted them this way. Sequence events in the correct order. Explain the order of events using phrases such as; 'then' and 'now', 'old' and 'new' Now and then	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appro- priate.	Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appro- priate.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, rep- resenting this, along with evidence, on a time line. Use dates and terms to describe events.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, rep- resenting this, along with evidence, on a time line. Use dates and terms to describe events.	Describe the main changes in a period of his- tory, (using terms such as: social, religious, political, technological and cul- tural).	Describe the main changes in a period of his- tory, (using terms such as: social, religious, political, technological and cul- tural).
Communicate historically	To understand words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children. To use the words and phrases such as; long ago, now, in the past, in the present, in the future, when my parents/carers were children, in the right context.	Use words and phrases such as: long ago, re- cently, when my par- ents/carers were children, years, decades and centu- ries to describe the pass- ing of time. Show an understanding of concepts such as civilisa- tion, monarchy, parlia- ment, democracy, and war and peace.	Use words and phrases such as: long ago, re- cently, when my par- ents/carers were children, years, decades and centu- ries to describe the pass- ing of time. Show an understanding of concepts such as civilisa- tion, monarchy, parlia- ment, democracy, and war and peace. Show an understanding of the concept of nation and a nation's history.	Use appropriate historical vocabulary to communi- cate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communi- cate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Autumn	Observe or handle	Observe or handle	Observe or handle	Use evidence to	Use evidence to	Autumn / spring	Autumn / spring
Autumn	evidence to	evidence to ask	evidence to ask	ask questions and	ask questions and	Autumn / Spring	Autumn / Spring
	answer questions	questions and find	questions and find	find answers to	find answers to	Use sources of evi-	Use sources of evi-
	about the past.	answers to	answers to	questions about	questions about	dence to deduce	dence to deduce
	Use artefacts,	questions about	questions about	the past.	the past.	information about	information about
	pictures and	the past.	the past.	the past.	the past.	the past.	the past.
	stories to make	the past.	the past.	Suggest suitable	Suggest suitable	Use sources of in-	Select suitable
	comment on the	Ask questions such	Ask questions such	sources of	sources of		
	past.	as: What was it like	as: What was it like	evidence for	evidence for	formation to form	sources of evi-
	Answer questions	for people? What	for people? What	historical	historical	hypothesis about	dence, giving rea-
	such as: What was	happened? How	happened? How	questions.	questions.	the past.	sons for choices.
	it like for people?	long ago?	long ago?	Give a broad	Use more than one	Understand that	Use sources of in-
	What happened?	line entefente	line outofooto	overview of life in	source of evidence	no single source of	formation to form
	triat happened:	Use artefacts,	Use artefacts,	Britain.	for historical	evidence gives the	hypothesis about
	Sort images and	pictures, stories, online sources and	pictures, stories,	Britain.		full answer to	the past.
	artefacts into	databases to find	online sources and databases to find	Describe the social,	enquiry in order to	questions about	
	categories, giving			ethnic, cultural or	gain a more	the past.	Show an aware-
	reasons for why	out about the past.	out about the past.	religious diversity	accurate	-	ness of the con-
	they have sorted	Identify some of	Identify some of	of past society.	understanding of	Give a broad over-	cept of propa-
	them this way.	the different ways	the different ways		history.	view of life in Brit-	ganda and how
	them this way.	the past has been	the past has been	Describe the	Describe different	ain and some ma-	historians must un-
	Sequence events in	represented.	represented.	characteristic	accounts of an	jor events from the	derstand the social
	the correct order.		-	features of the	historical event,	rest of the world.	context of evi-
	Explain the order	Describe historical	Describe historical	past, including	explaining some of	Describe the social,	dence studied.
	of events using	events.	events.	ideas, beliefs,	the reasons why	ethnic, cultural or	Understand that
	phrases such as;	Place events and	Describe	attitudes and	the accounts may	religious diversity	no single source of
	'then' and 'now',	artefacts in order	significant people	experiences of	differ.	of past society.	evidence gives the
	'old' and 'new',	on a time line.	from the past	men, women and			full answer to
	now and then.	on a time line.	from the pase	children.	Suggest causes and	Describe the char-	questions about
	now and then.	Label time lines	Recognise that	Place events,	consequences of	acteristic features	the past.
	To understand	with words or	there are reasons	artefacts and	some of the main	of the past, includ-	the past.
	words and phrases	phrases such as:	why people in the	historical figures	events and	ing ideas, beliefs,	Give a broad over-
	such as; long ago,	past, present,	past acted as they	on a time line	changes in history.	attitudes and ex-	view of life in Brit-
	now, in the past, in	older and newer.	did.	using dates.	Compare some of	periences of men,	ain and some ma-
	the present, in the	Descupt changes	Place events and	-	the times studied	women and chil-	jor events from the
	future, when my	Recount changes that have	artefacts in order	Understand the	with those of other	dren.	rest of the world.
	parents/carers	that have		concept of change	areas of interest		
	were children.		on a time line.	over time,	around the world.		
	were children.	l	l		around the world.	l	

To use th	happened in their	Label time lines	representing this,	(Ancient	Describe the main	Describe the main
and phras	ses such own lives.	with words or	along with	Civilisations – Year	changes in a pe-	changes in a pe-
as; long a	ago, now,	phrases such as:	evidence, on a	3)	riod of history, (us-	riod of history e.g.
in the pas	st, in the Use dates where	past, present,	time line.	Barris de la contrata	ing terms such as:	The Battle of Brit-
present, i	in the appropriate.	older and newer.	Line detectored	Describe the social,	social, religious,	ain as a turning
future, w		Use dates where	Use dates and terms to describe	ethnic, cultural or	political, techno-	point in the War,
parents/o	priruses such us.	appropriate.	events.	religious diversity of past society.	logical and cul-	(using terms such
were chil		appropriate.	events.	of past society.	tural).	as: social, religious,
the right	context. when my	Use words and	Use appropriate	Describe the	Use appropriate	political, techno-
	parents/carers	phrases such as:	historical	characteristic	historical vocabu-	logical and cul-
	were children,	long ago, recently,	vocabulary to	features of the	lary to communi-	tural).
	years, decades and	when my	communicate,	past, including	cate including:	Use appropriate
	centuries to	parents/carers	including: dates,	ideas, beliefs,	Dates, time period,	historical vocabu-
	describe the	were children,	time period, era,	attitudes and	era, chronology,	lary to communi-
	passing of time.	years, decades and	change,	experiences of	continuity, change,	cate including:
		centuries to	chronology.	men, women and	century, decade,	Dates, time period,
		describe the	Use literacy,	children.	legacy.	era, chronology,
		passing of time.	numeracy and	Place events,	U ,	continuity, change,
		Show an	computing skills to	artefacts and		century, decade,
		understanding of	a good standard in	historical figures	Use literacy, nu-	legacy.
		the concept of	order to	on a time line	meracy and com-	
		nation and a	communicate	using dates.	puting skills to an	
		nation's history.	information about		exceptional stand-	Use literacy, nu-
		,	the past.	Understand the	ard in order to	meracy and com-
				concept of change	communicate in-	, puting skills to an
				over time,	formation about	exceptional stand-
				representing this,	the past.	ard in order to
				along with		communicate in-
				evidence, on a	Use original ways	formation about
				time line.	to present infor-	the past.
				Use dates and	mation and ideas.	
				terms to describe		Use original ways
				events.		to present
						information and
				Use appropriate		ideas.
				historical		
				vocabulary to		

	Continuity and	Continuity and			communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Continuity and	Continuity and
Key concepts	Continuity and change Similarity, difference and significance	Continuity and change Similarity, differ- ence and signifi- cance.	Cause and conse- quence Similarities, differ- ences, and signifi- cance Legacy	Cause and conse- quence Continuity and change Similarity, differ- ence and signifi- cance Legacy	Similarity, differ- ence and signifi- cance Continuity and change Cause and conse- quence Legacy	Continuity and change Cause and conse- quence Similarity, Differ- ence and Signifi- cance Legacy	Continuity and change Cause and conse- quence Legacy
Spring	Observe or handle evidence to answer questions about the past. Use artefacts, pictures and stories to make comment on the past. Sort images and artefacts into	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago?	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical questions.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical questions.	Spring/ summer Use sources of evi- dence to deduce information about the past. Use sources of in- formation to form hypothesis about the past.	Spring / summer Use sources of evi- dence to deduce information about the past. Select suitable sources of evi- dence, giving rea- sons for choices.

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	categories, giving	Use artefacts,	Use artefacts,	Describe the social,	Use more than one	Understand that	Use sources of in-
	reasons for why	pictures, stories,	pictures, stories,	ethnic, cultural or	source of evidence	no single source of	formation to form
	they have sorted	online sources and	online sources and	religious diversity	for historical	evidence gives the	hypothesis about
	them this way.	databases to find	databases to find	of past society.	enquiry in order to	full answer to	the past.
	Sequence events in	out about the past.	out about the past.	Describe the	gain a more	questions about	Seek out and ana-
t	the correct order.	Describe bistorical	I doubtle commence		accurate	the past.	
E	Explain the order	Describe historical	Identify some of	characteristic	understanding of	Give a broad over-	lyse a wide range
C	of events using	events.	the different ways	features of the	history.		of evidence in or-
r i i i i i i i i i i i i i i i i i i i	phrases such as;	Describe	the past has been	past, including		view of life in Brit-	der to justify
	'then' and 'now',	significant people	represented.	ideas, beliefs,	Describe different	ain and some ma-	claims about the
('old' and 'new'	from the past.	Describe historical	attitudes and	accounts of an	jor events from the	past
١	Now and then	nom the past	events.	experiences of	historical event,	rest of the world.	Understand that
				men, women and	explaining some of	Describe the social,	no single source of
		Recognise that	Describe	children.	the reasons why	ethnic, cultural or	evidence gives the
	To understand	there are reasons	significant people	Place events,	the accounts may	religious diversity	full answer to
V	words and phrases		from the past	artefacts and	differ.	of past society.	questions about
	such as; long ago,	why people in the	(Samuel Pepys?).	historical figures	Suggest causes and	of past society.	the past.
	now, in the past, in	past acted as they		on a time line	consequences of	Describe the char-	the past.
	the present, in the	did.	Place events and	using dates.	some of the main	acteristic features	Identify continuity
	future, when my	Place events and	artefacts in order	using uates.	events and	of the past, includ-	and change in the
	parents/carers	artefacts in order	on a time line.	Understand the	changes in history.	ing ideas, beliefs,	history of the local-
	were children.	on a time line.	Label time lines	concept of change	changes in history.	attitudes and ex-	ity of the school.
	To use the words		with words or	over time,	Describe changes	periences of men,	
	and phrases such	Label time lines	phrases such as:	representing this,	that have	women and chil-	Give a broad over-
	as; long ago, now,	with words or	past, present,	along with	happened in the	dren.	view of life in Brit-
	in the past, in the	phrases such as:	older and newer.	evidence, on a	locality of the		ain and some ma-
	present, in the	past, present,		time line.	school throughout	Describe the main	jor events from the
	future, when my	older and newer.	Use dates where		history.	changes in a pe-	rest of the world.
	parents/carers	Use dates where	appropriate.	Use dates and		riod of history, (us-	Describe the main
	were children, in		Use words and	terms to describe	Give a broad	ing terms such as:	changes in a pe-
	the right context.	appropriate.		events.	overview of life in	social, religious,	riod of history, (us-
l	the right context.	Use words and	phrases such as:	Use appropriate	Britain.	political, techno-	ing terms such as:
		phrases such as:	long ago, recently,	historical	Compare some of	logical and cul-	social, religious,
		long ago, recently,	when my	vocabulary to	the times studied	tural).	political, techno-
		when my	parents/carers	communicate,	with those of other	Use appropriate	logical and cul-
		parents/carers	were children,	· · · · · · · · · · · · · · · · · · ·	areas of interest	historical vocabu-	-
		were children,	years, decades and	including: dates,			tural).
		years, decades and	centuries to	time period, era,	around the world.	lary to communi-	
		years, accades and				cate including:	

centuries to	describe the	change,	Describe the social,	Dates, time period,	Use appropriate
describe the	passing of time.	chronology.	ethnic, cultural or	era, chronology,	historical vocabu-
passing of time.			religious diversity	continuity, change,	lary to communi-
	Show an	Use literacy,	of past society.	century, decade,	cate including:
Show an	understanding of	numeracy and		legacy.	Dates, time period,
understanding of	the concept of	computing skills to	Describe the		era, chronology,
concepts such as	nation and a	a good standard in	characteristic	Use literacy, nu-	continuity, change,
civilisation,	nation's history.	order to communicate	features of the	meracy and com-	century, decade,
monarchy,		information about	past, including	puting skills to an	legacy.
parliament, democracy, and		the past.	ideas, beliefs, attitudes and	exceptional stand- ard in order to	Use literacy, nu-
war and peace.		the past.	experiences of	communicate in-	meracy and com-
war and peace.			men, women and	formation about	puting skills to an
			children.	the past.	exceptional stand-
			crindren.	the past.	ard in order to
			Place events,	Use original ways	communicate in-
			artefacts and	to present infor-	formation about
			historical figures	mation and ideas.	the past.
			on a time line		
			using dates.		Use original ways
			Understand the		to present
			concept of change		information and
			over time,		ideas.
			representing this,		
			along with		
			evidence, on a		
			time line.		
			Use dates and		
			terms to describe		
			events.		
			Use appropriate		
			historical		
			vocabulary to		
			communicate,		
			including: dates,		
			time period, era,		

Key concepts	Continuity and change Similarity, difference and significance	Similarity, differ- ence and signifi- cance. Cause and conse- quence Legacy	Cause and consequence Similarities, differences, and significance. Legacy	Similarities, differences, and significance. Continuity and change legacy	change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Continuity and change Cause and conse- quence Similarity, Differ- ence and Signifi- cance Legacy	Continuity and change Cause and conse- quence Similarity, Differ- ence and Signifi- cance Legacy	Continuity and Change Similarity, Differ- ence and Signifi- cance Cause and conse- quence Legacy
Summer	Observe or handle evidence to answer questions about the past. Use artefacts, pictures and stories to make comment on the past. Answer questions such as: What was it like for people?	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts,	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts,	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical questions. Describe the social, ethnic, cultural or	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evi- dence for historical questions. Use more than one source of evidence for historical en-	See above	See above
		Use artefacts, pictures, stories,	Use artefacts, pictures, stories,				

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	online sources and	online sources and	religious diversity	gain a more accu-	
Sort images and	databases to find	databases to find	of past society.	rate understanding	
artefacts into categories, giving	out about the past.	out about the past.	Describe the	of history.	
reasons for why	Describe historical	Identify some of	characteristic	Compare some of	
they have sorted	events.	the different ways	features of the	the times studied	
them this way.	Describe	the past has been	past, including	with those of other	
them this way.		represented.	ideas, beliefs,	areas of interest	
Sequence events in	significant people from the past.	Describe historical	attitudes and	around the world.	
the correct order.	from the past.	events.	experiences of	Describe the social,	
		events.	men, women and	ethnic, cultural or	
Explain the order	December that	Describe	children.	religious diversity	
of events using	Recognise that there are reasons	significant people	Place events,	of past society.	
phrases such as;	why people in the	from the past.	artefacts and		
'then' and 'now',	past acted as they	Recognise that	historical figures	Describe the char-	
'old' and 'new'	did.	there are reasons	on a time line	acteristic features	
Now and then	ulu.	why people in the	using dates.	of the past, includ-	
	Place events and	past acted as they		ing ideas, beliefs,	
To understand	artefacts in order	did.	Understand the	attitudes and ex-	
words and phrases	on a time line.		concept of change	periences of men,	
such as; long ago,	Label time lines	Place events and	over time,	women and chil-	
now, in the past, in	with words or	artefacts in order	representing this,	dren.	
the present, in the	phrases such as:	on a time line.	along with evidence, on a	Place events, arte-	
future, when my	past, present,	Label time lines	time line.	facts and historical	
parents/carers	older and newer.	with words or	time line.	figures on a time	
were children.		phrases such as:	Use dates and	line using dates.	
To use the words	Use dates where	past, present,	terms to describe	Understand the	
and phrases such	appropriate.	older and newer.	events.	concept of change	
as; long ago, now, in the past, in the	Use words and		Use appropriate	over time, repre-	
present, in the	phrases such as:	Use dates where	historical	senting this, along	
future, when my	Iong ago, recently,	appropriate.	vocabulary to	with evidence, on	
parents/carers	when my	Use words and	communicate,	a time line.	
were children, in	parents/carers	phrases such as:	including: dates,	a cirric infer	
the right context.	were children,	long ago, recently,	time period, era,		
	years, decades and	when my	change,		
	centuries to	parents/carers	chronology.		
		were children,			

		describe the passing of time.	years, decades and centuries to describe the passing of time.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use dates and terms to describe events. Use appropriate historical vocabu- lary to communi- cate, including: dates, time period, era, change, chro- nology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	
Key concepts	Continuity and change Similarity, difference and significance Cause and consequence Legacy	Similarity, differ- ence and signifi- cance. Legacy Cause and consequence	Cause and consequence Similarity, difference and significance. Legacy	Continuity and change Similarities, differences, and significance Cause and consequence Legacy	Continuity and change Similarity, Differ- ence and Signifi- cance Legacy	