



EYFS

3-4 years olds Begin to make sense of their own life story and family history.

Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

ELG Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characteristics and events encountered in books read in class and storytelling.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	School Days	Towers, Tunnels, Turrets	Scrumdiddlyumptious	Potions	Gods and Mortals	Darwin's Delight
Autumn 1	<p>Knowledge This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p> <p>Queen Victoria</p> <p>Skills Speaking and listening skills - asking questions.</p>	<p>Knowledge Castles and castle life Isambard Kingdom Brunel (significant individuals) Henry Tudor Queen Elizabeth II</p> <p>Skills Use a source to ask 'What Why Who When Where and How' questions. Look at artefacts - in a castle.</p>	History is not taught this half term	History is not taught this half term	<p>Knowledge Ancient Greece - Taught about a study of Greek life and achievements and their influence on the western world</p> <p>Skills Develop a broad understanding of ancient civilisations</p> <p>compare an aspect of life with the same aspect in another period</p>	<p>Knowledge Significant individuals- Charles Darwin and Mary Anning</p> <p>Skills Use relevant terms and period labels to relate these individuals to chronology</p> <p>Add to a timeline</p> <p>Vocab</p>

	<p>Discuss the changes that we know now. Children compare school then and now.</p> <p>use a range of sources to find out characteristic features of the past</p> <p>Introduction to a timeline.</p> <p>Vocab • a long time ago • today • last year • in the future • tomorrow • last week • yesterday</p>	<p>Describe similarities and differences.</p> <p>Compare pictures</p> <p>Vocab Before Now After Later Castle Life Live History Old Detailed</p>			<p>compare life in early and late times studied</p> <p>Add time period to timeline</p> <p>Vocab Greek empire B.C Olympics Soldier Slave Pottery Vase Alphabet Alexander the great Coins Column Tunic Pythagoras</p>	<p>Sources Mary Anning Evidence Job Fossil Impact Evolution Change Apes Research</p>
	Splendid Skies	Beat Band Boogie	Tribal tales	Play List	Star gazers	A Child's War

Autumn 2	<p>Knowledge</p> <p>Black History Month (See below) Sir Frances Beaufort/ Vincent vanGogh- who was he? Why is he</p>	<p>History is not taught this half term.</p>	<p>Knowledge</p> <p>Black History Month (See below)</p> <p>Change in Britain from Stone Age to Iron Age</p>	<p>Knowledge</p> <p>Black History Month (See below)</p> <p>WW2</p>	<p>Knowledge</p> <p>Black History Month (See below)</p> <p>WW2; The Home Front Stand Alone History</p>	<p>Knowledge</p> <p>Black History Month (See below)</p> <p><u>WW2</u></p>
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<p>famous? How do we know about his life? What did the paintings teach us about his life? How has he influenced people today? Timeline of Van Gogh's life.</p> <p>Skills Speaking and listening.</p> <p>sort artefacts "then" and "now"</p> <p>writing (reports, labelling, simple recount)</p> <p>Ask questions relating to sources.</p> <p>Vocab Months Old New Young Days The past The future Morning</p>		<p>Stone Age -Late Neolithic hunter-gathers and early farmers (Skara Brae) - Bronze Age religion, technology and travel (Stonehenge) -Iron Age Hill Forts: tribal kingdoms, farming, art and culture</p> <p>WW2 How the war began Dunkirk and the little ships - look at the chronology of this event</p> <p>Skills identify and give reasons for different ways in which the past is represented</p> <p>compare with our life today</p> <p>find out about everyday lives of people in time studied compare with our life</p> <p>Add to a timeline</p>	<p>Evacuees Rationing Text; Letters from a Lighthouse- Emma Carroll Operation Pied Piper</p> <p>What would they take in their suitcase?</p> <p>Impact that it had on society today - where did new towns form?</p> <p>Skills use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events</p> <p>Look at different representations of time - pictures, drawings etc</p> <p>Add key events taught to a timeline</p>	<p>How did Britain change before/during/after the war? What happened to the economy, jobs and lifestyles. Look at the difference in leaders. Skills examine causes and results of great events and the impact on people</p> <p>Add events to a timeline</p> <p>Vocab Century / ies Anniversary Medal Barrage balloon Tank Prisoner Working life Women</p>	<p>The Battle of Britain Winston Churchill and the key moments of the war The second world War Compare Winston Churchill's speech to Boris Johnsons lockdown speech. How do they feel? How do you think that the people felt during the war hearing his speeches?</p> <p>Skills</p> <p>link sources and work out how conclusions were arrived at</p>
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	<p>Evening Day time Night time Yesterday Tomorrow Today Weather Seasons</p>		<p>Vocab Century Decade Bomb Spitfire Blitz Anderson shelter War Luftwaffe</p>	<p>Vocab Sources (primary and secondary) Century / ies Anniversary Soldier Bomb Gas mask Evacuee Safe place Country side Children war Move Trains</p>		<p>consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>recognise primary and secondary sources</p> <p>Add to a timeline</p> <p>Vocab anne frank Hitler Jewish Star of David Winston Churchill War Nazi Concentration camp Prejudice</p>
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	Bright Lights big cities	Land ahoy	Pharos	I am warrior	Traders and Raiders	Frozen Kingdom
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<p>Spring 1</p>	<p>Knowledge The Plague and the Great fire of London</p> <p>Skills sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) begin to describe similarities and differences</p> <p>Recall events</p> <p>Recognise similarities and differences to our lives</p> <p>Vocab</p>	<p>Knowledge Amelia Earheart, Sachagawea, Edmund Hillary (significant people) Christopher Columbus, Wright Brothers</p> <p>Skills compare pictures or photographs of people or events in the past able to identify different ways to represent the past sequence photos from different time periods.</p> <p>Look at a timeline to see where AE fits.</p> <p>Describe memories in their lives, have they been on a plane?</p>	<p>Knowledge Ancient Civilisations Ancient Egypt -The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared</p> <p>Skills Use a timeline to look at the sequence of events. Ask and answer questions. find out about everyday lives of people in time studied compare with our life today</p> <p>Develop a broad understanding of ancient civilizations</p> <p>Communicate in a different way - hieroglyphics.</p> <p>Observe artefacts to ask and answer questions, finding out a range of</p>	<p>Knowledge The Roman Empire and it's impact on Britain Romans -Julius Caesar's attempted invasion in 55-54BC -The Roman Empire -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance (Boudica) - Romanisation of Britain: sites such as Caerwent and impact of technology, culture and beliefs, including early Christianity</p> <p>Skills Add time period to a timeline</p> <p>understand more complex terms e.g. BCE/AD</p> <p>use terms related to the period and begin to date events</p>	<p>Knowledge The Viking struggle for the kingdom of England to the time of Edward the Confessor The Vikings -Viking raids and invasions - Resistance by Alfred the Great and Athelstan (First King of England) -Edward the Confessor and his death in 1066</p> <p>Skills compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events</p> <p>place current study on time line in relation to other studies</p> <p>use relevant terms and periods labels</p>	<p>History is not taught in this half term</p>
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	<p>Old Previous River Thames Samuel Pepys London Fireman Cart Houses Fire Tower of London King Charles II Bakery Pudding lane</p>	<p>Recognise why people did things.</p> <p>Add to a timeline</p> <p>Vocab Evidence Past Present Aeroplanes Memory Living Dead Remember Impact</p>	<p>information about a period.</p> <p>Add time period a timeline</p> <p>Vocab Sources Ancient Period Span Hieroglyphics Egypt Sphynx Scarab beetle Tutankhamun Desert</p>	<p>place events from period studied on a time line</p> <p>use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research</p> <p>Vocab A.D B.C.E Event Period Long Ago Chariot Myth Empire Conquer Invade Rome Aqueduct Baths sewer</p>	<p>make comparisons between different times in history</p> <p>compare life in early and late times studied</p> <p>begin to identify primary and secondary sources use evidence to build up a picture of life in time studied</p> <p>fit events into a display sorted by theme time</p> <p>Use the internet and books to find evidence</p> <p>Add to a timeline</p> <p>Vocab Vikings King Decade Century Long Boat Slave Thatched house Thor Odin</p>	
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					Freyja Spear Shield	
	Paws Claws and Whiskers	Street Detectives	Tremors	Blue Abyss	Alchemy Island	Off With her head
Spring 2	<p>Knowledge Changes within living memory; significant people, places, and events in the local area</p> <p>Mary Anning (significiant person)</p> <p>Skills Identify changes within their life and place these on a basic timeline.</p> <p>Speaking and listening skills - asking questions. Begin to identify how someone can impact the world we live in today.</p> <p>use a range of sources to find out</p>	<p>Knowledge Street Detectives - History of Ashbourne, linking to Victorian History (Queen Victoria visted as a princess, stayed at the Green Man. Include Ashbourne link to royalty)</p> <p>Skills To explain and inform by speaking clearly and well. Able to teach someone else the history of Ashbourne To read critically the sources of information identified in areas</p>	History is not taught in this half term	History is not taught in this half term	History is not taught in this half term.	<p>Knowledge <u>A Study of an aspect of history dating from a period beyond 1066 that is significant in the locality</u> <u>The Tudors</u> -Battle of Bosworth -Henry VIII (wives, heirs to the throne) -Tudor crimes and punishments Skills place current study on time line in relation to other studies</p>

	<p>characteristic features of the past</p> <p>Recognise the difference between past and present and their own lives.</p> <p>Vocab Before After Past / present</p>	<p>such as the town hall.</p> <p>Add key events to a timeline</p> <p>Vocab Chronology Then Now Change Difference Identify</p>				<p>use relevant dates and terms sequence up to ten events on a time line</p> <p>Add to a timeline</p> <p>find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied</p> <p>use a range of sources to find</p>
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						<p>out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>Vocab Tudor Henry VII Divorced Beheaded Died Gown Gallows Punishment Brutal Cruel Ruff French hood Beefeater Scythe Reign King Queen Monarch Wives British</p>
	Enchanted Woodland	Scented Garden	Mighty Metals	Traiders and Raders	Scream Machine	Hola Mexico

<p>Summer 1</p>	<p>History is not taught this half term</p>	<p>History is not taught this half term</p>	<p>History is not taught this half term</p>	<p>Knowledge Anglo Saxons</p> <p>Skills place events from period studied on a time line look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge</p> <p>Look for links in time studied.</p> <p>Add to a timeline</p> <p>Vocab Anglo-Saxon Runes Coins Jewellery St Bede Bayeux Tapestry Helmet Invade Conquer Suttton Hoo</p>	<p>History is not taught this half term</p>	<p>Knowledge <u>Non-European Study</u> <u>A non- European study of society that provides contrast with British history</u> <u>The Mayan Civilisation</u> Skills write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>know key dates, characters and events of time studied</p> <p>Add to a timeline</p>
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				Northumbria A.D/B.C		<p>Compare and contrast ancient civilisations</p> <p>Describes main changes in a period of history e.g. social, religious, political, technological and cultural</p> <p>Primary and secondary sources</p> <p>*Makes use of different ways of presenting information. Choosing the most appropriate way to present information e.g. written explanation, tables, charts,</p>
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						labelled diagrams. Vocab Monument Temple Jungle Pyramid Ocelot Jaguar Priest Warrior Man Woman Kind Codices House Calendar Astronomy Stelae Hieroglyphs Corn Cacao beans Chili food
	Rio De Vida	Beach Combers	Urban Pioneers	Burps Bottoms and Bile	Beast Creators/Allotment	Blood Heart
Summer 2	History is not taught this half term	History is not taught this half term	Knowledge A local history study	History is not taught this half term	History is not taught this half term	History is not taught this half term

			<p>Skills Compare versions of time to build upon Year 2's learning. Year 2 completed looking at key events, Year 3 should look at a complete timeline of Ashbourne, Studying further back in time than Year 2.</p> <p>To plot all key events from Ashbourne on a timeline.</p> <p>Use sources from Town Hall.</p> <p>Vocab Evidence Sources Historian Fact Civilizations</p>			
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Black History Month October	Black History Month October	Black History Month October	Black History Month October	Black History Month October	Black History Month October
Rosa Parks	Martin Luther King Jnr	Sojourner Truth	Muhammad Ali	Josephine Baker	Marsha P Johnson
Time line of life and events	Time line of life and events. What was his key speech?	What impact did she have on Women's rights?	Importance of his achievements- how did he stand up against others?	Historical importance.	Look into activists - what are they and what do they stand for? How is what they did important to society today?

