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| 1 | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6  |
| *Vocabulary* | Days of the week, yesterday, today, tomorrow, now, later, Past, Present, Lives, Long ago, Events, Stories, Sequence, Time, Before, after, old, new, today yesterday tomorrow the present the past the future, day, week, month, old, new/recent, parent grand parent great grand parent, clue, memory lifetime, calendar, Who? What? materials plastic remember | Old, New, A long time ago, Present, Before, After, Future, Decade, Modern, Date order, Era/period, Year, decade, modern, long ago, timeline, similar, different, because, important, living memory remembers, toys, materials wood, plastic, simple, mechanical inventions homes, houses, grandparents’ time, the older generation, memories, drawing, photograph, camera, opinion, artefact What…? When…? Where…?, International, Space, Moon landing | Old, New, A long time ago, Present, Before, After, Future, Decade, Modern, Date order, Era/period, Anachronism, chronological, order, era/period, The Stuarts, The Gunpowder Plot plotters, Parliament, secret King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepy’s diary, Christopher Wren, St Paul’s Cathedral, explorers, Robert Falcon Scott, travel, impact, significant, pioneer Atlantic Ocean, America, survive, investigate research evidence, Alexander Fleming, Medicine, Penicillin, Bradford, Local, | Prehistory, Hunter-gatherer, Nomad, Palaeolithic, MesolithicNeolithic, Tribe, NeanderthalHomosapiens, Pelt, Druid, Beaker, Celt, Bronze, Roundhouse, Hillfort, QuernSmelting, Borer, DomesticateSkara – Brae, Pharaoh, ScarabPapyrus, Scribe, AmuletCanopic jar, SarcophagusTomb, Afterlife, Hieroglyphics, Mummification, IrrigationShaduf, Sphinx, OasisEgyptologist, Ankh, PyramidBarter, Rosetta Stone | Empire, Civilisation, Parliament, Peasantry, Source, Timeline, Significant, Chronological, Archaeology, Legacy, Conquest, Effects, Empire, Toga, AqueductColiseum, Centurion, EmperorAmphitheatre, Gladiator,Republic, Mosaic, Chariot, TunicPantheon, Testudo, Legionary Democracy, AcropolisParthenon, Olympics, Philosopher, AlphabetTragedy, Aristocrat, MythologyColumn | Empire, Civilisation, Parliament, Peasantry, Legacy, Conquest, Angles, Saxons, Jutes, MeadRune, Wattle-and-daub, ThatchFarmer-warrior, Sutton HooLindisfarne, Hengest and HorsaMonk, Weregeld, AthelstanChristianity, AugustineAlfred the Great, Aethelred the Unready, Longboat, LonghouseChieftain, Berserker, Raid, Trade, Yggdrasil, Runes,Farmer-warrior, Pagan, Danelaw, Asgard, ChainmailValhalla | Empire, Civilisation, Parliament, Peasantry, Source, Timeline, Significant, Chronological, Archaeology, Legacy, Conquest, Effects, Ahau, Dynasty, MaizeCodex, Hieroglyphics, StelaScribe, Haab, Jade, Sacrifice, City-states, Terraced, PyramidPeasant, Bloodletting, CacaoCenote, Huipil, Popol Vuh, Tzolk’in, Air raid, Siren, Shelter, Allies, Allotment, Blackout, Billets, Blitz, Conscription, Doodlebygs, Coupons, Evacuate, Evacuee, Gas mask, Luftwaffe, Morse code, Rationing, Spitfore, Telegram, Winston Churchill, Nazis, Holocaust, Adolf Hitler |
| *NC Aims* | **Areas of study****Understanding the world.**Remembers and talks about significant events in their own experience. (30-50 months) Children talk about past and present events in their own lives and in the lives of family members. (goal) |  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Events beyond living memory that are significant nationally or globally.  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.  Significant historical events, people and places in their own locality.  |   Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. 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.  Significant historical events, people and places in their own locality.  |  Changes in Britain from the Stone Age to the Iron Age  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 |  The Roman Empire and its impact on Britain.  Ancient Greece – a study of Greek life and achievements and their influence on the western world * A local history study - History of the canal in the local area
 |  Britain’s settlement by Anglo-Saxons and Scots (Anglo-Saxon invasions, settlements and kingdoms: place names and village life)  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorThis could include:Viking raids and invasionresistance by Alfred the Great and Athelstan, first king of Englandfurther Viking invasions and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066 | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW2) 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 (Mayans) |

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| *Key Learning/ - Suggested Topic Coverage* | Discussions around how and why festivals and celebrations are traditionally celebrated and how we each have celebrated them in the past within our own families. (Eid, Christmas, Easter, Chinese New Year, birthdays,)Daily carpet discussions are encouraged to include past holidays, new baby, new home, events happened over the weekendWeekly look through the class bear’s adventure book with discussions about where he has travelled and what he has done previously.Nursery:Nights drawing in – dark at the end of the school day, traditions, celebrations, My own year’s journey and changes in me – what can I do now? What am I ready to do next?Reception:Knows the relation of each person in their family and can name who lives in their house.Knows how to explain what they do with their family and places they have been. Knows how they have changed over time.Knows some similarities and differences about seasides from long ago and now (Magic Grandad)Knows how to place real and story events in chronological orderKnows how to place real and story events in chronological order.Creates an individual story map of ‘going on a bear hunt’. | Investigate a ‘Toybox over time’’Explore old toys from History box Use a timeline to show changes in toys over time. Interview grandparents about their lives and toys they liked to play with in the past.Find out about the first moon landing. (1969)- learn about the lives of Neil Armstrong and Buzz Aldrin Mae Jemison – BHM link.How major events changed the world. -Compare to Helen Sharman – who was born in Yorkshire (1991)- Time Peake Study the life of the Wright brothers and the first aeroplane flight. (1903)Look at Amelia Earhart and compare her life. (1932) | **Bradford through the ages**Use evidence to describe the everyday lives of people living in Bradford over the decades.Recount changes in my life time **What is an explorer?****Who is Robert Falcon Scott?**Compare – race to poles.Felicity Aston The lives of significant individuals in the past who have contributed to national and international achievements.Who invented penicillin? Study Alexander FlemingHow hospitals have changed over time? Describe and compare the differences between hospitals then and now. What happened in the Great Fire?Events beyond living memory that are significant nationally or globally.  Significant historical events, people and places in their own locality | **Stone Age.**Use a timeline to place Stone Age period in History, relative to previous Year 1 &2 learning. Historical events from the period studied in chronological order (Stone Age, Bronze Age, Iron Age).Use artefacts and examples of housing (Skara-Brae), cave paintings, Stone Henge, tools and weapons and how these have developed and changed ways of living.Compare Stone Age developments and Ancient Egyptians from similar time periods. **The Egyptians:**Use a timeline to place Ancient Egyptians period in History, relative to the Stone Age and previous Year 1 &2 learning. United by King Narmer, first steps of pyramids built, introduction of Gods, through to Queen Cleopatra’s reign and Romans conquering Egypt). Use artefacts and evidence to describe the everyday lives of people (hieroglyphs, The Rosetta Stone, tools and weapons) and how these have developed and changed ways of living.Use evidence to understand and explain the actions of people from the past including historical figures (Tutankhamun and Howard Carter). Role of the Gods – religion, beliefs (Curse of Tut’s tomb, mummification).Learn about Sir Titus Salt’s rules, what he built for his workers and why, how his practises differed from factory owners in Bradford.Explore the idea that there are different accounts of historySir Titus Salt – Hero or villain? | Ancient Greece – a study of Greek life and achievements and their influence on the western world.Pupils can place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age \*Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Looking at everyday life and the evidence that supports findings**In what ways have the Ancient Greeks influenced our lives today?**Describe similarities and differences between people, events and artefacts studied. Make comparisons between the Greek and Egyptians Civilisation, finding similarities and differences between the 2.Use evidence and reliable sources to describe what was important to Martin Luther King and why he felt his message was important.**The Roman Empire and its impact on Britain.**Understand where major events of the Roman Empire fits onto an AD/BC timeline. Order significant events from Roman Empire studied on a timeline including the invasion of Britain. Look at different versions of the build up and the Battle of Watling Strret and identify differences. To know that people in the past represent different viewpoints including the Iceni and Roman viewpoints of the Roman invasion. Know that people in the past represent events or ideas in a way that persuades others.Use evidence to show how the lives of rich and poor people from the past differed. Make comparisons between the Greek and Roman Civilisation, finding similarities and differences between the 2.  | **Why did the Titanic sink?**Build on previous learning about polar areas and icebergs.Compare the lives of different groups of people in the past (e.g. men/women, adults/children)Examine causes and results of significant events and the impact on peopleBegin to identify primary and secondary sourcesUnderstand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.**How has the Amazon changed over time?**Link with geography to compare effects of deforestation.**What is the history of the Christ the Redeemer statue in Brazil?**How have building techniques changed over time?Use evidence to build up a picture of a past event**Why did the Vikings invade Britain?*****Link to previous work on British invaders (Romans).***What image do we have of the Vikings today?How did the Vikings try to take over the country and how close did they get?How have recent excavations changed our view of the Vikings?Why have the Vikings gained such a bad reputation?*Order significant events,in the Viking era in Britain and describe the main changes in Britain.**Compare an aspect of life with the same aspect in another period* – comparison of Viking Buildings, Anglo-Saxon and Roman Buildings | **What is American Independence Day?**Black History – Who is Barack Obama and how has he influenced the USA?Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsExplain reasons why there may be different accounts of history – How would the European view of American Independence differ from the American view?**Why did the Mayans build pyramids?**Make comparisons to the Ancient Egyptians.Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.What was happening in Europe whilst the Mayans were in power?Make links between some of the features of past societies. (e.g. religion, houses, society, technology etc)Know key dates, characters and events of time studied**What was the Blitz?**We will learn about how the Blitz affected life in Britain.Why did Britain have to go to war in 1939?Why was it necessary for children to be evacuated throughout the war, and what was the experience of evacuation really like?What was life like in Britain during the time of the war?What was the Holocaust?Order significant events, movements and dates from different time periods on a timeline using BC and ADIdentify and compare changes within and across different periods. Evaluate how events from the past have influenced life today. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings**Why do people migrate?****Nile – link to Year 3**What was the kindertransport?Use examples from previous topics – Romans, Egyptians, American independence, Ancient Maya to work out why people move. |
| *Possible evidence of greater depth understanding* | Children can talk about and describe significant events from the past in the lives of others. | Explain how certain events beyond living memory have impacted lives internationally and nationally.Begin to compare aspects of life in different periods using evidence in their comparisons. | Pupils begin to ask more in depth questions to develop their understanding.Pupils use evidence to give detailed reasons as to why people in the past may have acted in the way they did.Make a few valid judgements about the causes, motives and effects of the Gunpowder Plot (e.g. this was a particularly important reason it took place). | Pupils remember a range of key facts and information from areas of study in Year 3. Pupils can identify a number of ways we gather information. Pupils are able to use different types of sources of information confidently.Pupils can compare different times in history with what they have previously learnt. | Pupils remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study. Pupils can independently give simple reasons as to why key events happened in history and can offer opinions and suggestions to identify and describe changes between specific periods of history. E.g. Explain what made the Roman period distinctive. | Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. | Pupils have a wide ranging knowledge about historical events, from local history to world history.Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. |