



## EYFS Early Learning Goal

- Talk about the lives of the 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, characters and events encountered in books read in class and storytelling.

### Investigate and interpret the past

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Queens of England - Using sources to compare significant people from the past with the present</p> <p>Use pictures and own experience to explore the history of the local area (Stapleford) – Geography linked</p> <p>Use stories and other sources to gain an understanding of historical events.</p>	<p>Use pictures and own experience to explore the history of the local area (Nottingham) – Geography linked</p> <p>Use parts of stories and other sources to understand the lives of Christophe Columbus and Neil Armstrong</p>	<p>Begin to understand that knowledge of the past is constructed from a range of sources.</p> <p>Gain an understanding of primary and secondary sources and the reliability of these.</p> <p>Children to communicate knowledge and understanding in a variety of ways</p>	<p>Using more than one source of evidence to gain a more accurate understanding of the eras studied.</p> <p>Recognise aspects of history that impact our lives today.</p>	<p>Use comparison to British history to understand that lives and beliefs of the Mayan civilisation.</p> <p>Use local sources of evidence as well as wider sources to explore the Victorians.</p>	<p>Be critical of sources of evidence and assess the level of reliability to provide information.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>

### Build an overview of world history

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Changes within living memory – know how toys have changed over time</p> <p>Delve into the local history of Raleigh Bikes and their links with Nottingham.</p> <p>Significant people from our locality – Florence Nightingale</p>	<p>Identify and compare famous explorers Christopher Columbus and Neil Armstrong noting life in different periods of time</p> <p>Significant historical places in our locality - Understand how Nottingham has changed over time.</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Understand the achievements of early civilisations - Ancient Egypt</p> <p>A study of Greek life and achievements and their influence on the western world</p>	<p>Investigate the Roman Empire and its impact on Britain</p> <p>Study the settlements of Anglo Saxons (including a local history study) and Scots</p> <p>Understand the Viking and Anglo-Saxon struggle for the</p>	<p>Study a non-European society that provides contrasts with British history; Mayans</p> <p>Study an aspect in British history beyond 1066; Victorians</p>	<p>Study an aspect in British history beyond 1066 through studying themes in British history over the last century -Women’s rights over time</p> <p>Use knowledge of world history to address historically valid questions about change, cause,</p>

			Kingdom of England to the time of Edward the Confessor		similarity and difference, and significance.
Understanding Chronology (KS2 Taught in chronological order)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using simple timelines to develop an understanding of chronology – plotting toys on a timeline, understanding the events that caused the Great Fire of London	Understand differences in time through comparing exploration through the ages. (Sea vs space)  Significant historical events in our locality – Understand changes over time for Goose Fair	Build history knowledge on a developing chronology to understand change over time.  Identify British, local and world history themes of school history timeline building links within and across periods.	Identify British, local and world history themes of school history timeline building links within and across periods.	Identify British, local and world history themes of school history timeline building links within and across periods noting connections, contrasts and trends over time.	Recall British, local and world history knowledge with a clear understanding of chronology.
Historical Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
a long time ago, modern, history, timeline ( <i>personal context</i> ), before, after, now, then, change, king/queen	past, present, timeline ( <i>world context</i> ), decade, artefact, local, source	era, chronology, civilisations, century/ies, AD, BC, agriculture, archaeologist, emperor, god/goddess, myths/legends, prehistoric, primary evidence, secondary evidence, ancient, primitive, nomad, forage, peasantry	empire, causation, democracy, interpretation, invasion, rebellion, settler, conquest, trade, resourceful, battle, voyage, raid, conquer, dynasty	parliament, invention, monarchy, pioneer	aristocracy, treason, traitor, holocaust, antisemitism, genocide, persecuted, imprisoned
Working Historically					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			

find out about the past and identify different ways in which it is represented.