


History knowledge and skills progression



Use Critical Thinking
I can be curious and ask questions.

Communicate my ideas
I can explain and inform through writing and speaking.

Investigate and Interpret the past.
I can use different sources of evidence and explain what these show us.

Build an overview of history
I can compare, contrast and discuss different aspects of history.

Understand Chronology
I can organise history on a timeline and understand changes over time.

Understand the Impact on Today
I can explain how history has changed the world we live in today.

To be a good HISTORIAN I will

	Communicate Historically	Chronology	Investigate and Interpret the Past	Historical Enquiry Build an Overview
Nursery	Talk about events in their own experiences that are important to them. Talk about events in their own past. Begins to use more complex sentences to link thoughts. Talks about why things happen and how things work.	Remember and talk about significant events in their own experiences. Talk about some of the things observed	Know about similarities and differences between themselves and others Understand how and why questions.	Recognise the difference between past and present in their own lives Read different versions of the same stories
Reception	Describe an event or family member from their past that is important to remember Know and recount episodes from their own and others' past, saying why it happened Talk about past and present events in their own lives and in the lives of family members. Develop their own explanations by connecting ideas and events	Sequence photographs from different parts of their life. Match objects to people of different ages.	Know about similarities and differences between themselves and others, and among families, communities and traditions Talk about some of the things they have observed, question why things happen and give explanations.	Recognise the difference between past and present in their own and others' lives. Use stories to encourage children to distinguish between fact and fiction. Answer 'how' and 'why' questions about their experiences and in response to events.
Year 1 Emerging knowledge, skills and concepts	I am beginning to use the correct words such as: yesterday, past, old, new, before, after, a long time ago, first, next, past, present, then, now, older, newer, finally + topic specific vocabulary I can tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing.	I know the difference between long ago and now. I can compare modern and old objects. I can put 2/3 objects or events in order I know my life is different from the lives of people in the past. I begin to show understanding of time. I can order objects/pictures on a timeline.	I have begun to understand how things change over time. I can recall some simple facts. I can give one cause of an event. I can look at or touch objects from the past and comment on appearance. I can tell the past is different from today. I can observe differences between "long ago" and "now". I may be able to give you my own view on why something happened in the past or how I know. I can appreciate that some famous people have helped our lives be better today	I show an awareness of the past. I show an interest in the past. I begin to ask questions about artefacts, suggesting what they might be used for. I begin to make accurate comparisons between modern and old objects. I can find answers to simple questions from a piece of writing or a picture. MABLE: Explain why certain objects were different in the past
Year 2	I can use the words such as: a long time ago, recently, years, decades, centuries, monarchy, parliament, democracy impact, research, evidence, experts, significant, recent, lifetime + topic specific vocabulary. I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know. I can recount stories accurately and explain why some people and events were important.	I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/ events in order on a timeline.	I can identify similarities and differences between different times. I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did. I am able to reflect on the significance of what I have learnt about the past. I understand some of the ways in which we find out about the past. I can tell you a few ways of how the past has been presented or described. I understand the importance of basing my ideas on evidence.	I have developed an awareness of the past and can comment on what or how I found things out. I ask questions about artefacts/pictures or texts.. I think about how I might find out answers. I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied. I can explain why eye-witness accounts may vary.
Year 3	Use the vocabulary: KS1 + era/period, BCE (Before Common Era), CE (Common Era), BC (Before Christ), AD (Anno Domini), archaeologists / archaeology, museum,	I can understand that the past is divided into differently named periods of time and use some dates to explain British, local or world history. I can place events, people and changes of British, local & world history, on a timeline, using	I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.	I am developing skills to study history by hypothesising, questioning and investigating. I can answer and sometimes devise my own historically valid questions.

	<p>prehistory, bias, excavate, sources of evidence, primary, secondary, reliability, fake news, chronology, Social, religious, technological, cultural, dates, time period, era, chronology, continuity, change, century, decade, legacy+ topic specific vocabulary</p> <p>I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p>	<p>appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>I can put artefacts or information in chronological order.</p> <p>I can use mathematical skills to round up time differences into centuries and decades.</p>	<p>I can describe how the past can be represented or interpreted in a few different ways.</p> <p>I can recognise the role of archaeologists in helping us understand more about what happened in the past.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p>	<p>I can use one or more sources of information to help me answer questions about the past in sentences.</p> <p>I can research and identify similarities and differences between given periods in history.</p>
Year 4	<p>Use the vocabulary: KS1 +Year 3 - impact, effects, consequences, change, continuity, cause / causation, infer, suggest, conclusion + topic specific vocabulary in their historical learning</p> <p>I can present recalled or selected information in a variety of ways using specialist terms.</p>	<p>I can plot events on a timeline using centuries.</p> <p>I can use mathematical skills to help them work out the time differences between certain major events in history.</p> <p>I can use a timeline within a specific period of history to set out the order that things that happened.</p> <p>I can begin to build up a picture of what main events happened in the world during different centuries.</p>	<p>I can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p> <p>Recognise that Britain has been invaded by several different groups over time.</p> <p>I can explain how events from the past have helped shaped our lives.</p> <p>I can compare points of view and make judgements about their value or reliability.</p> <p>MABLE+: Understand that some ancient civilizations showed greater advancement than people who lived centuries after them</p>	<p>I can give more than one reason to support a historical argument.</p> <p>I can communicate knowledge and understanding orally and in writing.</p> <p>I can offer points of view based upon what I have found out.</p> <p>I can use research skills to find answers to specific historical questions.</p> <p>I can research two versions of an event and explain how they differ.</p> <p>MABLE I can explain WHY two versions of events might differ.</p>
Year 5	<p>I construct informed responses by thoughtfully selecting and organising of relevant historical information.</p> <p>I can use the vocabulary: KS1+LKS2 - primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, monarchy + topic specific vocabulary in their historical learning</p>	<p>I can use dates and historical language in writing.</p> <p>I show an understanding of change and continuity.</p> <p>I can tell the story of events within and across the time periods I have studied.</p> <p>I can identify specific changes within and across different periods.</p> <p>I show a chronologically secure knowledge and understanding of local, national and global history.</p>	<p>I can identify specific information from historic items and artefacts.</p> <p>I understand how societies of the past may have been very different due to changes or challenges at the time.</p> <p>I can give some reasons why different versions of the past exist.</p> <p>I can evaluate a range of historical sources.</p> <p>Trace the main events that defined Britain's journey from a mainly monocultural to a multicultural society.</p> <p>I can summarize the main events from a specific period of history, explaining the order in which key events happened</p>	<p>I devise questions about change, cause, similarity, difference and significance of people or events in a wider context.</p> <p>I can evaluate the reliability of sources.</p> <p>I can write a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>I can research the life of one person who has had a significant influence on the period studied.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same</p> <p>MABLE+: Investigate a number of ways archaic language has affected the English language we use today</p>
Year 6	<p>I construct informed responses by thoughtfully selecting, organising and evaluating relevant historical information.</p> <p>I can use key historical terms accurately e.g. All previous years + legacy, ambiguous, consequences, omits, chronology, empire, sources of evidence, primary and secondary sources, political, cultural, economic, time period, society, civilisation, culture, achievements, influence, impact + topic specific vocabulary</p>	<p>identify where a period of history fits on a timeline.</p> <p>create timelines which outline the development of specific features, such as medicine, weaponry and transport</p> <p>understand change and continuity..</p> <p>discuss trends over time</p> <p>See the relationship between different periods and the legacy/ impacts for me and my identity.</p> <p>MABLE -explain how history fits together and events from one period affect another.</p> <p>Understand different types of causes of an event and suggest most important cause/result.</p>	<p>I evaluate and carefully select from a range of historical sources to find relevant historical information.</p> <p>I consider different viewpoints or think about bias or anachronism.</p> <p>I can summarise how Britain has learnt from other countries and civilizations (historically and more recently).</p> <p>MABLE</p> <p>I can suggest reasons for different interpretations of events, people and changes.</p> <p>I can identify/make detailed use of sources of information to help me reach and support a conclusion.</p>	<p>I understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims</p> <p>I can create my own structured written narratives and analyses.</p> <p>I can present to an audience.</p> <p>I can make valid comparisons between periods of history.</p> <p>I make perceptive deductions about the reliability of sources</p> <p>I know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.</p> <p>I can look at two different versions of the same event and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>Identify and explain propaganda. MABLE+: Suggest why certain events, people and changes might be seen as more significant than</p>

History National 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 timescales

History

To nurture children's curiosity about the past and understand how the past has influenced the present.

Intent

Children will develop a love of history and an ability to think critically, ask questions and develop their own opinions and viewpoints when using sources of information. They will reflect, reason, debate and evaluate as they become young historians with an appreciation of world history. From Nursery to Year Six children will study local, national and global history and be able to place historical events and significant people on a timeline, developing chronological understanding and identifying themes and making connections about the way of life between different periods of time.

History Implementation:

The disciplinary knowledge and concepts (cause and consequence, change and continuity, similarity and difference, historical significance, sources of evidence, historical interpretation) underpin the school's history knowledge and skill sequencing and progression. Children explore these historical concepts through an enquiry-based approach.

The progression of the history curriculum has been designed so that the substantive knowledge, disciplinary knowledge and key historical concepts are revisited overtime to deepen children’s knowledge and skills. We deliver the historical concepts through a model of: chronology, communicating historically, investigating and interpreting the past and building an overview of the past. History is discretely taught whilst also making links to other relevant areas of the curriculum.

In a typical history lesson, you will see children developing their substantive and disciplinary knowledge and skills through:

- thinking about historical concepts through: developing chronology, communicating historically, investigating and interpreting the past and building an overview of the past
- using a range of skills for historical enquiry (asking and devising historically valid questions, critically analysing perspectives, sifting and weighing historical evidence, communicating findings)
- finding out about history through artefacts, sources of evidence, perspectives and a range of evidence left behind from the past
- interpreting sources of historical information, including validity of sources and potential bias
- communicating information using historical vocabulary and writing at length
- engaging in high quality texts/resources

Curriculum sequence for History

Year Group	Learning Journey Curriculum Overview 2024-2025					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Yr A	Marvellous Me	Winter	Space	People who help us	Traditional Tales	Under the Sea
Nursery	<p>Begin to make sense of their own life-story and family’s story. Celebrate similarities and differences between themselves and others</p> <p>Development matters: Make sense of their family history and their own</p>	<p>Marvellous me drop in opportunities</p> <p>Continuous provision</p> <p>Sequencing and retelling family history</p>	<p>Describe an event that is important to remember (Neil Armstrong and Mae Jemison)</p> <p>Development matters: Talk about what they see using a wide vocabulary</p>	<p>Identify individuals within the school community/wider community who support us</p> <p>Development matters: Talk about what they see using a wide vocabulary/show interest in different occupations</p>	<p>Space drop in opportunities</p> <p>Continuous provision</p> <p>STEM visitors, object handling, devising questions about space</p>	<p>People who help us drop in opportunities</p> <p>Continuous provision</p> <p>Describing how someone in the community has helped them</p>
Reception	<p>Talk about members of their immediate family and community. Celebrate similarities and differences between themselves and others</p> <p>Development matters: Talk about immediate family members/community</p>	<p>Continuous provision</p> <p>Discussing their family type, asking questions and making comments</p>	<p>Recount episodes from others’ past (significant individuals) and describing why it happened</p>	<p>Understanding the role of others’ occupations and the contributions to diversity of society</p> <p>Development matters: Name and describe people who are familiar to them</p>	<p>Continuous provision</p> <p>Sequencing/recount of Moon landing</p>	<p>Continuous provision</p> <p>Relating personal experiences to stories about people who have helped their community</p>

		about their family history	Development matters: Comment on images of familiar situations in the past			
EYFS Yr B	Marvellous Me	Traditional Tales	Amazing Africa	Here we Go!	In the Garden	My World
Nursery	Discuss special events that have taken place in their family history Development matters: Make sense of their family history and their own	Continuous provision Retelling the story of a special memory from the past	Continuous provision Describing significant memories with people who are important to them	Recognising events that have happened in the past and describing the significance of an individual Development matters: Show interest in different occupations	Continuous provision Role play of past significant events to communicate historically	Continuous provision Developing positive attitudes about differences between people from the past
Reception	Explore the similarities and differences between theirs and other families Development matters: Talk about immediate family members/community	Continuous provision Creating a family tree	Continuous provision Describing their family type and identifying people who are important to them	Recognise the difference between past and present in their own and others' lives. Development matters: Compare and contrast characters from stories, including figures from the past.	Continuous provision Discuss similarities and differences from the past	Continuous provision Comment on images of familiar situations in the past
Y1	Whatever the Weather	Blast from the past	Incredible Inventions	The Secret Garden	There's no place like home	Animal Kingdom
	Creating timelines Developing chronology Understand differences between past and present	Similarities and differences of toys from the past NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Place dates and events in chronological order of inventions from the locality in Enfield eg the worlds first ATM in Enfield town NC links: Significant historical events, people and places in their own locality	Timeline Sorting objects Understand differences between past and present	Recalling, retelling and devising questions about significant events	Recalling significant events and ordering on a timeline

Y2	Heroes of history	Poles Apart	Fire! Fire!	Spring has Sprung	Coming To England	Natural world
	<p>Study of significant individual (Comparison of Walter Tull and Harry Kane)</p> <p>NC links: 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</p>	<p>Recalling significant people from the past and understanding their impact on today. Understanding different sources of information</p>	<p>Study of the Great fire of London and impact on society today</p> <p>NC links: Events beyond living memory that are significant nationally or globally</p>	<p>Developing chronology Ordering periods of time</p>	<p>Recalling significant events and when they occurred/ achievements/significance of individuals studied</p>	<p>Understand sources of information and think critically to evaluate an event Consider cause and consequence</p>
Y3	Let there be light!	Stones and Bones	Rivers Run Deep	Animal Magic!	Let It Grow	May the Force be with You!
	<p>Developing chronology Investigate the validity sources of information Recalling significant people and events from the past</p>	<p>Study of hunter gatherers and technological advancements, settlements, weaponry</p> <p>NC links: Changes in Britain from Stone age to iron age</p>	<p>Development of the early civilisations and impact on today</p> <p>NC links: 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</p>	<p>Recalling changes over time from Bronze age to Iron age</p>	<p>Know the difference between primary and secondary sources if information Question reliability of sources of information</p>	<p>In depth study of Ancient Egypt and their greatest achievements</p> <p>NC links: 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</p>
Y4	Groovy Greeks	Our Changing World	Brilliant Bodies	Romans on the Rampage	Buzzers, Bulbs and Batteries	Sounds Familiar!
	<p>A study of the legacy of the Ancient Greeks</p> <p>NC links: Ancient Greece – a study of Greek life and achievements</p>	<p>Use sources of information to support a viewpoint</p>	<p>Recalling significant events Developing chronology</p>	<p>Evaluating the success of the Roman army in conquering Britain</p> <p>NC links: The Roman Empire and its impact on Britain</p>	<p>Using historical vocabulary and evidence Develop chronology</p>	<p>Devise historically valid questions about artefacts</p>

	and their influence on the western world	Investigate bias within sources of information				
Y5	Settling Saxons and Scots	Vicious Vikings?	Force of Nature	The Windrush	Reach for the Stars	All Grow, All Change!
	<p>Studying the invaders after Romans. Locate where invaders came from and where they settled.</p> <p>Sutton Hoo and Anglo Saxon influence on Britain</p> <p>NC links: Britain's settlement by Anglo-Saxons and Scots</p>	<p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>NC links: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Recalling significant people and events from the past.</p> <p>Use sources of information to support a viewpoint</p>	<p>Studying the significance of the Windrush generation and how this generation helped rebuild Britain after the second world war</p> <p>NC links: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Study of the changing power of the monarchy</p> <p>NC links: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Discuss the reliability of sources of information</p>
Y6	Benin: An African Kingdom	Wars Through Time	Changes	Fit and Fabulous	Go Compare!	CSEye Investigates
	<p>Compare and contrast Benin civilisation with British history of the same period.</p> <p>Understand how & why the kingdom of Benin became powerful/how and why the empire came to an end</p> <p>NC links: 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</p>	<p>Understand the reasons for different types of conflict in history including civil wars/world wars</p> <p>NC links: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Recall key knowledge and links between time periods.</p>	<p>Recall knowledge beyond 1066</p> <p>Reflect on aspects of history that engaged them and identify the skills of a historian.</p>	<p>Continue to develop understanding of change and continuity</p>	<p>Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Charles Lamb and John Keats)</p> <p>NC links: A local history study</p>

EYFS Year A Aut 1		Disciplinary knowledge				
Learning Journey: Marvellous Me		Communicate Historically	Chronology	Investigate and Interpret the Past	Historical Enquiry Build an Overview	
Unit	Substantive Knowledge (based on Birth to 5 and Development Matters content)					Links to development matters Specific area of learning: Understanding the world ELG : Past and present
	<ul style="list-style-type: none"> Children to sequence photos from their birth to 4 and 5 years. (Reception) To know there are similarities and differences between each others appearances (Nursery) To know there are similarities and differences between each other culturally. (Reception) To be able to look at a photo of a special event and talk about it. (Nursery) To be able to talk about an item from the past. (Reception) Know who their family members are (Nursery) Describe the stages of their development in milestones (reception) Children talk about the differences between toys that are for babies and toys for young children. (Reception) To describe the ways in which they have changed using photographs (Nursery) To know that significant people or events happened before I was born (Reception) To know that the countries their families are from have some differences compared to Enfield/London/England. (Nursery) To know that different climates mean we will be able to grow different foods. (Reception) 	<p>Talk about events in their own experiences that are important to them. (Nursery)</p> <p>Begins to use more complex sentences to link thoughts. Talks about why things happen and how things work (Reception)</p> <p>Describe an event or family member from their past that is important to remember (Nursery)</p> <p>Know and recount episodes from their own and others' past, saying why it happened (Reception)</p> <p>Talk about past and present events in their own lives and in the lives of family members. (Reception)</p> <p>Develop their own explanations by connecting ideas and events</p>	<p>Remember and talk about significant events in their own experiences. (Nursery)</p> <p>Talk about some of the things observed (Reception)</p> <p>Sequence photographs from different parts of their life. (Reception)</p> <p>Match objects to people of different ages. (Reception)</p>	<p>Know about similarities and differences between themselves and others (Reception)</p> <p>Understands how and why questions (Reception)</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions (Nursery)</p> <p>Talk about some of the things they have observed, question why things happen and give explanations(Reception)</p>	<p>Recognise the difference between past and present in their own lives (Reception)</p> <p>Read different versions of the same stories (Reception)</p> <p>Recognise the difference between past and present in others' lives. (Nursery)</p> <p>Use stories to distinguish between fact and fiction. (Reception)</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events. (Reception)</p>	<p><u>Nursery</u> Begin to make sense of their own life-story and family's story. <u>Reception</u> Talk about members of their immediate family and community. Use new vocabulary throughout the day. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.</p> <p>Vocabulary</p> <p>Nursery before young small after later soon little older baby toddler child adult grandparents</p> <p>Reception past happened A long time ago Same/ different Change People Lives</p>
	Prior learning :					
	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. 					
	Connections					
	Owl babies, Elmer					

EYFS Year A learning opportunities

Autumn 2: Marvellous ME!			
Session 1	<p>Nursey aim: Begin to make sense of their own life story and family history</p> <p>Reception aim: Talk about members of their immediate family and community</p>	<p>Nursery Activity: Photo activity- ask children to bring in a special photo or object from home and encourage children to re-tell what their parents have told them about other family members</p> <p>Reception Activity: Ask children to bring in a photo/object that is a special memory of a family member and what they did that was special eg a time they baked with their family member or celebrated an occasion, encouraging children to talk about their families</p>	<p>Nursery Resources Photos/objects</p> <p>Reception Resources Photos/objects</p>
Session 2	<p>Nursery Aim: Begin to make sense of their own life story and family history</p> <p>Reception Aim: Comment on images of familiar situations in the past</p>	<p>Nursery Activity: Photo family tree – ask children to bring in photos of the extended member of the family or immediate family member and share one interesting fact about them eg what they like/an activity they like to undertake</p> <p>Reception Activity: Different families – have images of different types of families eg one parent families, same sex families etc and ask children to choose the image that represents their type of family and put it up on display as part of a family tree display</p>	<p>Nursery Resources Photos/objects</p> <p>Reception Resources Photos/objects Family tree display Family type images</p>
Session 3	<p>Nursery aim: Name and describe people/events that are familiar to them</p> <p>Reception aim: Talk about members of their immediate family and community</p>	<p>Nursery Activity: Children to bring in a photo of a special event to them and explain to other children/staff why it was an important experience to them – what did they find interesting/exciting about it?</p> <p>Reception Activity: Share a book of different family types and allow children time to ask questions or make comments on the story</p>	<p>Nursery Resources Photos/objects</p> <p>Reception Resources Photos/objects Family tree display Family type images</p>

Year 2 Spring 1		Disciplinary Knowledge				
Learning Journey : Fire! Fire!		Communicate Historically	Chronology	Investigate and Interpret the Past	Historical Enquiry Build an Overview	
Unit	Substantive Knowledge				Links to NC	
	<ul style="list-style-type: none"> To know that the Great Fire of London happened in 1666 during the time period of the Stuarts Know what Primary and Secondary sources are To know that King Charles 11 proposed improvements to London for after the fire which has changed how we fight fire today To identify some of the causes of why the Great Fire of London started Understand how firefighting has changed over time Know that a small event can lead to a major unplanned result; Know that times in the past did not have the degree of planning, health and safety we have today; Understand that disasters can have some benefits in the longer term, e.g. a cleaner, safer London Know that Samuel Pepys was a diarist and a valuable witness source during the great fire of London 	<p>I can use the words such as: a long time ago, recently, years, decades, centuries, monarchy, parliament, democracy, impact, research, evidence, experts, significant, recent, lifetime + topic specific vocabulary.</p> <p>I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know.</p> <p>I can recount stories accurately and explain why some people and events were important.</p>	<p>I know where the people and events I have studied fit on a basic timeline.</p> <p>I can tell you a few similarities and differences between ways of life at different times.</p> <p>I can name a few people in the past who have contributed to national and international achievements.</p> <p>I can put a few objects/ events in order on a timeline.</p>	<p>I can identify similarities and differences between different times.</p> <p>I can tell you about some of the people or events from my work</p> <p>I can give more than one cause of an event and give a reason why people in the past acted as they did.</p> <p>I am able to reflect on the significance of what I have learnt about the past.</p> <p>I understand some of the ways in which we find out about the past.</p> <p>I can tell you a few ways of how the past has been presented or described.</p> <p>I understand the importance of basing my ideas on evidence.</p>	<p>I have developed an awareness of the past and can comment on what or how I found things out.</p> <p>I ask questions about artefacts/pictures or texts..</p> <p>I think about how I might find out answers.</p> <p>I can choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p> <p>I can explain why eye-witness accounts may vary.</p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>Vocabulary</p> <p>victory defeat ally enemy withdraw conquer pioneer document technology similarity difference represent a long time ago, recently, years, decades, centuries, democracy impact, research, evidence, experts, significant, recent, lifetime</p>
	Possible historical enquiries					
	<p>When did the Great Fire of London happen?</p> <p>How do we know what life was like for people before the fire?</p> <p>Why did the great fire of London happen?</p> <p>What was it like for people during the great fire of London?</p> <p>How has firefighting changed?</p> <p>What have people learned from the Great fire of London?</p>					
	Prior learning					
	Chn able to develop chronological awareness, building on year 1 by comparing similarities and differences between different time periods, knowing where Walter Tull fits in. Link to toys – the football – when it was first made					
Historical concepts: Cause and consequence change and continuity similarity and difference historical significance sources and evidence historical interpretations						

Year 2 opportunities

Yr 2 Autumn 2 timeline and recap yr 1 learning opportunities			
Session 1	Aim: Recap prior Y1 learning.	Activity: Past and Present Game Whole Class Add their picture to the class timeline and discuss what they learned in history last year: Past and present toys and invention of ATM. Add these to the timeline discussing dates and how long ago these events were. Split the class into two groups. Each Group to write on large sugar paper what they recall: who, what, where, when why? Present this to the rest of the class and display.	Resources Sugar paper Timeline
Session 2	Aim: Recalling significant people from the past and understanding their impact on today.	Activity: Who Are We? Mixed Attainment Groups Show pictures of significant historical figures from the past: Emilia Earheart, Neil Armstrong, Walter Tull, Mae Jemison, figures from black history eg Mary Seacole, Benjamin Zephaniah. Discuss who they are, why they are important and what impact they've had on our life today.	Resources Images of historical figures
Session 3	Aim: Understanding different sources of information.	Activity: Where did it come from? Whole Class Sources of information: (Walter Tull) photographs of Amelia Earhart , Harry Kane, John Shepherd Barron, artefact, video. Discuss how each source of information can give a glimpse into the past. Talk about what source would give you the most information and which source is more reliable and why.	Resources Various sources of information on historical figures

Year 4 spring 2 romans		Disciplinary Knowledge				
Learning Journey: Romans on the rampage		Communicate Historically	Chronology	Investigate and Interpret the Past	Historical Enquiry Build an Overview	
Unit	Substantive Knowledge				Links to NC	
	<ul style="list-style-type: none"> To identify where the Roman empire began and which countries were part of the Roman Empire on a map (maps and timelines) To understand what the terms BCE and BC /AD mean To understand that although the Romans had started spreading their influence 800BC the Roman Empire only started around 27BC. They tried to invade Britain in 55AD but failed, but it was 43AD when they actually conquered Britain To recognise that the invasion of Britain by Caesar was not successful and it was nearly 100 years before the Romans did invade and give reasons r this To compare successful and unsuccessful invasions of Britain and explain why they invaded, including: Julius Caesar (tried to invade Britain twice in 55BCE and 54CE but was unsuccessful) and Emperor Claudius (invaded Britain in 43 CE because it was rich in natural materials and farmland) (St Albans To understand the impact that Boudicca had on the Roman army and the Iceni tribe, explaining why the Romans' account and a celt's account may differ To understand what client kingdoms are To know that sources of information can contain bias To understand that the roman army formation tactics deployed in the army made them powerful 	<p>Use the vocabulary: KS1 +Year 3 - impact, effects, consequences, change, continuity, cause / causation, infer, suggest, conclusion + topic specific vocabulary in their historical learning</p>	<p>I can plot events on a timeline using centuries.</p> <p>I can use mathematical skills to help them work out the time differences between certain major events in history.</p> <p>I can use a timeline within a specific period of history to set out the order that things that happened.</p>	<p>can tell you a range of similarities/ differences between different times in the past in periods covered so far.</p> <p>Recognise that Britain has been invaded by several different groups over time.</p> <p>I can explain how events from the past have helped shaped our lives.</p> <p>I can compare points of view and make judgements about their value or reliability.</p> <p>Understand that some ancient civilizations showed greater advancement than people who lived centuries after them.</p>	<p>can give more than one reason to support a historical argument.</p> <p>communicate knowledge and understanding orally and in writing.</p> <p>offer points of view based upon what I have found out.</p> <p>I can use research skills to find answers to specific historical questions.</p> <p>research two versions of an event and explain how they differ.</p> <p>explain WHY two versions of events might differ.</p>	<p>Roman Empire and its impact on Britain: To include:- Julius Caesar's attempted invasion; The Roman Empire; The power of the Roman army; Successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance- Boudicca- "Romanisation "of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Vocabulary</p> <p>Boudicca, Warrior Queen, Amphitheatre, Colosseum, Gladiator, invade, conquer, defeat, empire, democracy, citizen society, religion, Julius Cesar, Emperor Claudius, bribery client kingdoms Emperor Hadrian, Legion, centurion, armour, barbarian, cavalry, formation tactics army invasion, impact, effects, consequences, change, continuity, cause / causation, infer, suggest, conclusion</p>
	Possible historical enquiries	I can				
	How long ago did the romans invade Britain? Why was the roman army so powerful? What was life like as a roman soldier Which tactics did the roman army use? How and why have contrasting arguments and interpretations of the past been constructed? How easy was it for the romans to gain control of Britain?	present recalled or selected information in a variety of ways using specialist terms.	I can begin to build up a picture of what main events happened in the world during different centuries.			
	Prior learning					
	Year 3: similar time period to Bronze/Iron Age – ancient civilizations and the advancements of Ancient Greeks in comparison to ancient Britons.					
Historical concepts: Cause and consequence change and continuity similarity and difference historical significance sources and evidence historical interpretations						

Year 4 opportunities

Yr 4 Autumn 2 sources of evidence			
Session 1	Aim: Investigate the idea of bias within sources of information	Activity: Every Story has Two Sides Whole Class Split the class into two groups. Watch a video clip of gfol . Give each group an envelope containing their viewpoint of the incident. Each side has to state their case. Discuss who is correct. Help the children understand that both sides have a valid point.	Resources Gfol cards with different viewpoints as to causes of the fire
Session 2	Aim: Use sources of information to support a viewpoint	Activity: Greeks V Ancient Egypt Debate Mixed Attainment Groups Children split into two groups to debate which civilisation and the most impact on Britain today. Use sources of evidence to support their thinking.	Resources Learning journey boxes
Session 3	Aim: Generate questions around primary sources of information	Activity: Time Travel Mixed Attainment Groups Each group to be given a bag or unusual resources from different time periods (across a wide range) and a magnifying glass. They observe, handle and ask questions about what it could be, what it was used for and what you can infer about the time period.	Resources artefacts