

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warnings						
Vocab Historical Terms	Key Vocabulary: Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries	Key Vocabulary: Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my.... Were younger, years, decades, centuries	Key Vocabulary: Nutrients, Develop use of appropriate subject terminology, such as: empire, civilisation, monarch	Key Vocabulary: Develop use of appropriate subject terminology, such as: empire, civilisation, monarch	Key Vocabulary: Record knowledge and understanding in a variety of ways, using dates and key terms appropriately	Key Vocabulary: Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
Chronology	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present Describe things that happened to themselves and other people in the past Order a set of events or objects Use a timeline to place important events Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me Use a timeline to place important events. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. 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.
Depth	<ul style="list-style-type: none"> Recognise the difference between past and present in their own life and the lives of others Know and recount episodes from stories about the past, knowing and understanding key events Talk about simple similarities and differences between life at different times 	<ul style="list-style-type: none"> Know and recount episodes from stories about the past, knowing and understanding key events Talk about similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today. Identify reasons for and results of people's actions Understand why people may have wanted to do something Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> Use evidence to reconstruct life in the time studied Identify key features and events of time studied Look for links and effects in the time studied Offer a reasonable explanation for some events Identify some of the results of historical events, situations and changes 	<ul style="list-style-type: none"> Study different aspects of different people – differences between men and women Examine causes and results of great events and the impact on people Compare life in 'early' and 'late' times studies Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Connect	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times – Linking the topics that they have looked at already from Year 1 and Early Years 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies – Think about the time periods they have already studied – what can the children connect with in order to compare and contrast? 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies Understand how change has been influenced by the prior experience and development of a previous period of time Draw comparisons across people, their perspectives, motivations and actions as well as across time and space, develop a greater understanding of modern global society. 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquire	<ul style="list-style-type: none"> Ask and answer questions - When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past - e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding Communicate understanding of the past in a variety of ways Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts Use a wide range of information to answer questions 	<ul style="list-style-type: none"> Identify and give reasons for the different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Note connections in Historical periods studied Note connections and cause and effect in Historical periods studied Look at representations of the period e.g. Museum, cartoons etc 	<ul style="list-style-type: none"> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data Begin to evaluate the usefulness of different sources of information Start to develop perspective using own knowledge and that from information sources 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
			<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past 		<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions Investigate own lines of enquiry by posing questions to answer 	
Cause Consequence	<ul style="list-style-type: none"> Question why things happen and give simple ideas/explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Begin to understand that history is built on previous actions and experiences 	<ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes 	<ul style="list-style-type: none"> Describe how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes
Similar Different (See depth)	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Make observations and describe similarities and differences using a variety of sources of evidence Explain how the local area was different in the past 	<ul style="list-style-type: none"> Describe similarities and differences between people, events and artefacts studied Propose sound reasons why certain things are similar or have changed 	<ul style="list-style-type: none"> Describe similarities and differences between people, events and artefacts studied Propose sound reasons why certain things are similar or have changed 	<ul style="list-style-type: none"> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies What is similar or different about today? Compared to different time periods and places – is this tradition?
Significance	<ul style="list-style-type: none"> Begin to understand that in the past there are people and events that are famous Develop the understanding that the fame has come about due to some sort of change 	<ul style="list-style-type: none"> Talk about who was important and why e.g. in a simple historical account Develop the understanding that the fame has come about due to some sort of change 	<ul style="list-style-type: none"> Significance is a product of outcome – develop the children’s understanding Develop the understanding that the fame has come about due to some sort of change or event 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history. What impact did the figure or event have on local, national or global scale? Develop the understanding that the fame has come about due to some sort of change 	<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others Local/national/global influence Develop the understanding that fame has come about due to some sort of change/significant event – good or bad? 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present Local/national/global influence Develop the understanding that fame has come about due to some sort of change/significant event – good or bad?
Viewpoint	<ul style="list-style-type: none"> Understand that stories can change over time See that two people might have a different view of the same thing that happened 	<ul style="list-style-type: none"> Understand that stories can change over time See that two people might have a different view of the same thing that happened 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Understand 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. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

PROGRESSION THROUGH THE EARLY YEARS TO DEVELOP SKILLS

In the Early Years Foundation Stage, children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. Many children within the EYFS will have younger and/or older siblings who they will see being involved in activities at a different level. This can be used to extend the children’s learning and understanding of themselves and the world around them. By the time children are in Reception they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes in times have an impact on what activities they can do (sleep, eat, play, home, holidays etc) as well as what they wear and what they celebrate.

Early learning Goal

- Children talk about the past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions.

Vocabulary	Chronology	Historical Enquiry	Similar/Different/Significance	Cause	Connect
<ul style="list-style-type: none"> • Use simple words to talk about the passing of time. • Talk about past and present events in their own lives and in the lives of family members. (P&C ELG) • Can I retell a simple past event in correct order (e.g. went downslide, hurt finger).(Speaking 30- 50m) • Use everyday language related to time 	<ul style="list-style-type: none"> • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> • Be curious about people and show interest in stories • Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m) • Answer ‘how’ and ‘why’ questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change (The World 40-60m) • Develop understanding of growth, decay and changes over time (The world 30-50m) • Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) 	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Can I give examples of things that are different in my life from that of my grandparents when they were young? • Know about similarities and differences between themselves and others, and among families, communities and traditions • Recognise and describe special times or events for family or friends • Enjoys joining in with family customs and traditions

Enquiry 1: How have I changed since I was a baby?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn</p> <p><u>Characteristics of Effective Learning:</u> Playing and Exploring engagement - Playing with what they know - Creating and Thinking Critically -Making links</p> <p><u>Personal, Social and Emotional Development: Making relationships:</u> They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><u>Communication and Language: Listening and attention:</u> They give their attention to what others say and respond appropriately.</p> <p><u>Communication and Language: Understanding:</u> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><u>Communication and Language: Speaking:</u> Uses vocabulary focused on objects and people that are of particular importance to them; Builds up vocabulary that reflects the breadth of their experiences. Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Physical Development: Moving and Handling:</u> They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Mathematics: Shape, space and measure:</u></p>	<p>What is a timeline?</p> <p>Read “Once There Were Giants” by Martin Waddell to the children/ watch the video version available on-line. You may need to read it/watch it a few times until the children are familiar with the plot.</p> <p>Use the language associated with time: then, before, now, next, soon.</p> <p>Draw the children’s attention to how the main character gains new skills with the passage of time: sitting-up, walking, talking, running, starting school. Ask the children to look at the physical changes to the little girl on each page. What is happening to the girl? Why does the little girl think her mum and dad are giants? Do they look like giants as she gets bigger? What is happening to her? Has she really become a giant?</p> <p>Ask the children to help you to sequence images from the story. Once they have achieved this, ask the children to help you retell the story in their own words. This could be followed up by role-playing the changes using props, puppets and pictures taken from story to help the children internalise the language and the concept that they too are growing-up and will with time be able to do more things.</p> <p>This could be linked to maths by using dolls houses etc. Why do the children look like giants compared to the toys? Think about size. Are they really giants? Try to get them to make comparisons between larger and smaller versions of similar items.</p>	<p>Photos of the walk for sequencing</p> <p>Picture cards of daily activities</p> <p>Clothes/object s worn/used along the route</p> <p>“Once There Were Giants” by Martin Waddell</p>	<p>I can order images into a plausible chronological order</p> <p>I can identify changes between me as a baby and myself now.</p> <p>I can identify similarities and differences between my toys and old toys.</p>

<p>Uses everyday language related to time.</p>	<p>Alternatively, you could sequence large pictures of the girl and place it along a timeline with her age underneath so the children can see the sequential impact of numerals, time and physical changes associated with the passage of time.</p>		
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<p>KEY CONTENT AND SUGGESTED LESSON IDEAS</p>	<p>SUGESTED RESOURCES</p>
<p>How have I changed since I was baby?</p> <p>Read “A Chair for Baby Bear” by Kaye Umansky & Chris Fisher. You may want to read it the children a few times so they can become familiar with the sequence of events and the different types of chairs Baby Bear encounters. Have a selection of different chairs for the children to explore: different sizes, shapes, types and materials used to make the chairs. Can the children recreate their story using their own imaginative play?</p> <p>Draw the children’s attention to the “baby chair.” Is it something the children would use now? Why not? Get the children to think/talk about how they have grown and can’t use the chair anymore. Use this as a starting point to explore other ways the children have changed since they were babies. This could be linked to Maths and PE lessons.</p> <p>Have a look at a selection of toys for babies. Would the children play with them/need them now? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: ‘toys I played with when I was a baby’ and ‘toys I like to play with now.’</p> <p>Now look at some non-fiction books, which shows the different stages of growing up. Heinemann’s “Human Life Cycles” by Anita Ganeri has good images for this task.</p> <p>Ask the children to order pictures from a baby to an old person. More able children (Reception) might be able to read/write labels for the photographs.</p> <p>Now look at the photographs the children have brought in from home. Ask the children to talk about what they can see. Compare their baby photos with their toddler photos and their photos of them as they are now. Ask the children to try to identify what is similar and different about themselves?</p>	<p>Visiting parents/guardians/carers/ grandparents</p> <p>Old and new toys</p> <p>Photos of visitors when they were younger</p> <p>DVDs of programs parents watched as young children and programs the children watch now.</p>
<p>How will this enquiry help the children to make progress in history?</p> <p>These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children’s learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:</p> <ul style="list-style-type: none"> ▪ Beginning to use historical based language – language associated with the passage of time; ▪ A sense of uniqueness and of belonging to a community; ▪ Developing a sense of historical enquiry; ▪ Comparison and contrast, similarity and differences, variety; ▪ Historical narrative and sequence and a sense of chronology and duration; <p>An introduction to handling artefacts and the use of evidence.</p> <p>These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children’s learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:</p> <ul style="list-style-type: none"> • Beginning to use historical based language – language associated with the passage of time; • A sense of uniqueness and of belonging to a community; • Developing a sense of historical enquiry; • Comparison and contrast, similarity and differences, variety; • Historical narrative and sequence and a sense of chronology and duration; • An introduction to handling artefacts and the use of evidence. 	<p>How this enquiry might be adapted for children of different ages and different abilities?</p> <p>There are certain key ideas which are important that children of all ages and abilities acquire, namely:</p> <ul style="list-style-type: none"> • That times passes in sequential order; • That there are key vocabulary associated with the passage of time; • That time changes us all. <p>Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:</p> <ul style="list-style-type: none"> • More independence in exploring artefacts and using them in their own imaginative play; • Being able to sequence stories • Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others.