



	Autumn	Spring	Summer
<b>Nursery</b>			
	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story and families history</li> <li>Makes connections between the features of his/her family and other families</li> <li>Notices differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story and families history</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story and families history</li> </ul>
<b>Additional lessons</b>	Showstopper about ourselves- how we have changed from when we were babies Festivals in the past- how was Christmas celebrated in the past	Looking at how food was grown and prepared in the past	Stories from the past Dinosaur exploration
<b>Reception</b>			
	<ul style="list-style-type: none"> <li>Comments on images of familiar situations in the past</li> <li>Talk about immediate members of their family and community</li> <li>Name and describe people who are familiar to them</li> </ul>	<ul style="list-style-type: none"> <li>Talk about immediate members of their family and community</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</li> <li>Talks about the lives of the people around him/her and their roles in society (ELG)</li> <li>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</li> </ul>
<b>Additional lessons</b>	Songs about ourselves How we have changed from when we were babies- guess who baby game Visit a real baby- how to look after a baby	Tesco trip	Story characters from the past Dinosaurs and extinction
<b>Year 1</b>			
<b>UNIT</b>	<b>Toys</b>	<b>Homes in the Past</b>	<b>The Seaside</b>
<b>Target tracker Statements</b>	<u>Chronological understanding</u> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order</li> </ul>	<u>Chronological understanding</u> <ul style="list-style-type: none"> <li>Sequence events and recount changes within living memory</li> </ul>	<u>Historical Interpretations</u> <ul style="list-style-type: none"> <li>Relate his/her own account of an event and understand that others may give a different version</li> </ul>



	<ul style="list-style-type: none"> <li>Use common words and phrases relating to the passing of time</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Describe some simple similarities and differences between artefacts</li> <li>Sort artefacts from 'then' and 'now'</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Talk, draw or write about aspects of the past.</li> </ul>	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Find answers to some simple questions about the past from simple sources of information</li> <li>Ask and answer relevant basic questions about the past</li> </ul>	<p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>Understand key features of events Identify some similarities and differences between ways of life in different periods.</li> </ul>
<b>Additional lessons</b>	<ul style="list-style-type: none"> <li>Gunpowder Plot</li> <li>Understanding the events</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
<b>Year 2</b>			
<b>UNIT</b>	<b>Great Fire of London</b>	<b>Significant People (Florence Nightingale)</b>	<b>Transport</b>
<b>Target tracker Statements</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Show an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</li> <li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. E.g. Elizabeth I and Queen Victoria.</li> </ul>	<p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>Describe changes within living memory and aspects of change in national life</li> <li>Describe significant historical events, people and places in his/her own locality</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Record what he/she has found out about the past.</li> <li>Record what he/she has learned by drawing and writing</li> </ul>



	<ul style="list-style-type: none"> <li>• Speak about how he/she has found out about the past.</li> </ul>		
<b>Additional lessons</b>		•	•
<b>Year 3</b>			
<b>UNIT</b>	<b>Romans</b>	<b>Stone Age to Iron Age</b>	<b>Local Study</b>
<b>Target tracker Statements</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Sequence events in simple narrative e.g. Boudicca’s revolt.</li> <li>• Talk about the past in terms of periods e.g. Egyptian, Roman.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• Start combining information from more than one source e.g. web page, compared with video, oral evidence.</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade.</li> <li>• Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. (E.g. Sees Break with Rome as more than simply Henry wanting to re-marry.)</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time</li> <li>• Describe memories of key events in his/her life using historical vocabulary</li> <li>• Confidently spot major anachronisms from most periods studied when compared with today.</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people.</li> </ul>	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• Extract simple information from text/pictures/objects showing basic comprehension.</li> <li>• Make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>• Give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• Writes in simple and accurate, sequenced, sentences when narrating what happened in the past.</li> <li>• Write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</li> </ul>
<b>Additional lessons</b>	•	•	•
<b>Year 4</b>			
<b>UNIT</b>	<b>Ancient Egypt</b>	<b>Anglo Saxon</b>	<b>Vikings</b>
<b>Target tracker Statements</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Place some historical periods in a chronological framework</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Accurately differentiate within a longer period e.g. Roman, Saxon and Vikings.</li> </ul> <p><u>Historical Enquiry</u></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Use some key dates as important markers of events.</li> </ul> <p><u>Historical Interpretations</u></p>



	<ul style="list-style-type: none"> <li>• Use historic terms related to the period of study</li> <li>• Talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.</li> <li>• Realises that Ancient means thousands of years ago.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• Use a variety of resources to find out about aspects of life in the past.</li> <li>• Use some key dates as important markers of events.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>• Understand that sources can contradict each other</li> <li>• See that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Egyptians really looked like so historians and artists work from written sources and come up with different views.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Realises that events usually happen for a combination of reasons, even though there is still some element of listing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• See that some sources are more useful than others and can explain why.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• Begins to sustain an answer, providing some supporting evidence.</li> <li>• Use appropriate ways of communicating their understanding.</li> <li>• Answers are structured and provide supporting evidence for statements made.</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Viking battle.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• Show understanding through oral answers and simple recording devices such as speech bubbles, annotations.</li> <li>• Answers contain some simple period-specific references.</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe.</li> </ul>
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<b>Additional lessons</b>	•	•	•
<b>Year 5</b>			
<b>UNIT</b>	<b>Mayan Civilisation</b>	<b>Ancient Greece</b>	<b>Leisure and Entertainment</b>
<b>Target tracker Statements</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Compare sources of information available for the study of different times in the past.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>Make comparisons between aspects of periods of history and the present day</li> <li>Understand that the type of information available depends on the period of time studied</li> <li>Evaluate the usefulness of a variety of sources</li> <li>Realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, Yorvik, Fishbourne.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Present findings and communicate knowledge and understanding in different ways</li> <li>Provide an account of a historical event based on more than one source</li> <li>Give reasons for some important historical events</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.</li> <li>Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Uses more sophisticated time markers within, as well as between periods (e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>Understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>Able to see two sides of a question and can offer arguments on both sides.</li> <li>Answers are relevant to the question set.</li> <li>Widespread use of period specific detail to make the work more convincing and authentic.</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently.</li> <li>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why</li> </ul>



			the Armada sailed linking religion and exploration.
<b>Additional lessons</b>		•	•
<b>Year 6</b>			
<b>UNIT</b>	<b>WW2/Battle of Britain</b>	<b>Crime and Punishment over 100 Years</b>	<b>Local Study – Thematic links i.e. Victorian Times</b>
<b>Target tracker Statements</b>	<p><u>Chronological understanding</u> Use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz.</p> <p><u>Historical Enquiry</u> -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Make confident use of variety of sources for independent research</li> <li>• Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history,</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Successfully match simple iconic images to each of the periods studied.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>• Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</li> </ul> <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> <li>• When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</li> <li>• Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing.</li> <li>• Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</li> </ul> <p><u>Understanding of events, people and changes</u></p> <ul style="list-style-type: none"> <li>• Explain an event with reference to abstract ideas such as long and short-term or events building up.</li> <li>• Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think.</li> </ul>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>• Grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</li> </ul>



	<p>establishing clear narratives within and across the periods he/she studies</p> <ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Able to understand where different events they have studied link in a wider historical context.</li> <li>• Use evidence to support</li> </ul>		
<p><b>Additional lessons</b></p>			