| **HISTORY** | **Comparison (Compare and contrast)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
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| **Learning Intention**  **Knowledge** |  |  | **Describe what it was like to live in a different period.** | **Explain the similarities and differences between two periods of history.** |  | **Compare and contrast an aspect of history across two or more periods studied.** | **Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.** |
|  |  | **A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.** | **Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.** |  | **Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.** | **Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.** |
| **Human Kind (Everyday life)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  |  | **Describe the everyday lives of people in a period within or beyond living memory.** | **Describe the everyday lives of people from past historical periods. Describe everyday life in a Roman town, including jobs, houses and schooling.** | **Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Create an in-depth study of an aspect of British history beyond 1066.** |  | **Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.** |
| I can show that I enjoy joining in with family customs and routines and can share my experiences of them through words or actions. |  | **Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.** | **Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.** | **The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.** |  | **War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.** |
| **Human Kind (Hierarchy & Power)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  | **Describe the role of a monarch.** |  | Describe the roles of tribal communities and explain how this influenced everyday life. |  |  | **Describe and explain the significance of a leader or monarch.** |
|  | **A monarch is a king or queen who rules a country.** |  | **Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.** |  |  | **Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.** |
| **Human Kind (Civilisations)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  |  |  | **Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the ancient Greeks on the wider world. Describe ways in which human invention and ingenuity have changed how people live.** | **Explain the cause and consequence of invasion and migration by the Romans into Britain. Describe the significance and impact of power struggles on Britain. Construct a narrative of a past civilisation, focusing on their features and achievements. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).** | **Explain the cause, consequence and impact of invasion and settlement in Britain. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society.** | **Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the greatest achievements of mankind and explain why they are important.** |
| I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.  I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own. |  |  | **The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution.** | **The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.** | **Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.** | The characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. A great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans. |
| **Change (Changes over times)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  |  | **Describe how an aspect of life has changed over time.** | **Summarise how an aspect of British or world history has changed over time.** | **Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them** | **Frame historically valid questions about continuity and change and construct informed responses.** | **Describe the causes and consequences of a significant event in history.** |
| **SUBJECT** | Children 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. |  | **Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.** | **Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.** | **Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.** | **Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.** | **The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.** |
| **British History** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  | **Describe a significant historical event in British history.** | **Describe and explain the importance of an individual's achievements.** |  |  | **Create an in-depth study of an aspect of British history beyond 1066** | **Debate the significance of a historical person, event, discovery or invention in British history.** |
|  | **Significant historical events include those that cause great change for large numbers of people.** | **Important individual achievements include great discoveries and actions that have helped many people. Examples include Florence Nightingale's improvements in hygiene and hospital care and Captain Cook's mapping of newly discovered continents and islands and his circumnavigation of the Earth.** |  |  | **Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.** | **Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.** |
| **Chronology** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  | **Order information on a timeline.** | **Sequence details about an event beyond living memory in chronological order.** | **Sequence dates and information from several historical periods on a timeline.** | **Sequence significant dates about events within a historical time period on historical timelines.** | **Sequence, and make connections between, periods of world history on a timeline.** | **Articulate and present a clear, chronological world history narrative within and across historical periods studied.** |
|  | **Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.** | **A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.** | **Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.** | **Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.** | **Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.** | **Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.** |
| **Significance (Significant events)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  | **Identify some key features of a significant historical event beyond living memory.** |  | **Explain the cause and effect of a significant historical event.** | **Explain in detail the multiple causes and effects of a significant historical event.** | **Explain why an aspect of world history is significant.** | **Present a detailed historical narrative about a significant global event.** |
|  | **Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.** |  | **The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.** | **Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.** | **Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.** | **Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.** |
| **Significance (Significant people)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  | **Explain why a significant individual is important.** | **Describe the impact of a significant historical individual.** | **Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.** | **Construct a profile of a significant leader using a range of historical sources.** | **Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.** | **Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.** |
|  | **Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.** | **The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.** | **People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.** | **A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.** | **Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.** | **Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.** |
| **Creativity (Report & conclude)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **SUBJECT** | **Learning Intention**  **Knowledge** |  |  | **Present historical information in a simple non-chronological report, fact file, story or biography.** | **Make choices about the best way to present historical accounts and information.** | **Present a thoughtful selection of relevant information in a historical report or in-depth study.** | **Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.** | **Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.** |
|  |  | **Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.** | **Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.** | **Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.** | **Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.** | **Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).** |
| **Creativity (Communication)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  |  |  |  | **Use more complex historical terms to explain and present historical information.** | **Articulate and organise important information and detailed historical accounts using topic-related vocabulary.** | **Use abstract terms to express historical ideas and information.** |
|  |  |  |  | **Historical terms include abstract nouns, such as invasion and monarchy.** | **Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.** | **Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.** |
| **Place (Local history)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning intention**  **Knowledge** |  |  | **Describe, in simple terms, the importance of local events, people and places.** |  |  |  |  |
|  |  | **Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.** |  |  |  |  |
| **Materials (Artefacts)** | **EYFS** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Intention**  **Knowledge** |  |  | **Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.** | **Make deductions and draw conclusions about the reliability of a historical source or material.** | **Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object’s owner.** |  |  |
|  |  | **Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.** | **Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.** | **Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.** |  |  |
|  |  | **1** | **2** | **3** | **4** | **5** | **6** |

| **SUBJECT** |  | **1** | **2** | **3** | **4** | **5** | **6** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Vocabulary** | **Slave** – A person who is owned or controlled by someone else.  **Queen** – A female ruler of a Kingdom.  **Hero** – A person who is admired because they are strong, brave or have other good qualities.  **Heroine** – A woman who is admired because they are strong, brace or have other good qualities. | **Explorer** – A person who travels to places where no one has been before to see what is there.  **Settlement** – A place where people work and live.  **Industry** – An organisation that sells something or helps us do something.  **Engineer** – A person who designs or builds structures.  **Industrial Revolution** – The time , around 1760, when work started to be done more by machines in factories rather than by hand.  **Gatehouse** – The entrance to a castle.  Keep – The strong, central tower of a castle.  **Moat** – A deep, wide ditch surrounding a castle.  **Motte** – A small hill in the middle of the castle in which a fort or keep is built.  **Structure** – Something that has been built from parts, like a large building. | **Archaeologist** – A person who studies human history  **Archaology** – The study of buildings, graves, tools and other artefacts from the past.  **Artefact** – An object which is of historical interest.  **Barrow** – An ancient burial ground.  Cremate – To burn a dead persons body  **Flint** – A hard, grey rock that was used in Prehistoric times to make tools or weapons.  **Fortified** – A town that has strong walls and can be defended against enemies.  **Harpoon** – A spear that is attached to a long rope and thrown at large fish or whales to kill them.  **Monument** – A statue, building or other structure that is built to help remember a special person or event.  **Peat** – A dark brown, soil-like substance that forms from dead and decaying plant material.  **Prehistory** – The time before written records.  **Tribe** – A group of people often made up of many families who live together.  **City-state** – An ancient city and the surrounding area with an independent government.  **Minotaur** – In Greek Mythology, a monster that is half man and half bull.  **Philosopher** – Someone who studies or writes about human life. | **Brittania** – The Roman name for Britain.  **Empire** – A group of countries that are ruled by one leader, King.  **Invade** – To enter a country using force.  **Tribe** – A group of people, often of related families, who live together.  **Native American** – A member of one of the groups of people who were living in America before the Europeans arrived. | **Annulmen**t – A legal procedure in which something is no longer legally binding.  **English reformation** – The breaking away from the Church of England from the authority of the Pope and the Roman Catholic church during the 16th century.  **Tower of London** – A fortress in London used for many purposes including a prison and execution ground.  **Tudor** – Relating to the Tudor line of rulers who held the throne from 1485- 1603  **War of the Roses** – A series of wars between the House of Lancaster and the house of York for control of the throne of England.  **Plague** – A disease caused by bacteria that spreads very quickly. | **Concentration camp** – A place where a large number of Jews were held often killed.  **Evacuee** – A child, or vulnerable adult who was sent away from a city to leave in the countryside.  **Nazi** – A follower of Adolf Hitler, leader of The Nazi party.  **Rationing** – the limited supply of food, clothes and other supplies.  **Expedition** – A group journey with a particular purpose.  **RMS Titanic** – A British passenger ship that sunk in the Atlantic Ocean.  **Civilisation** – A well-organised and developed society.  **Festival** – A celebration or special event held to mark a particular occasion. |