

Bold type headings are topic themes that are *primarily history-based*. The **bold type in brackets only** refers to the *relevant historical content* in the more generic topic themes.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception EYFS	Marvellous Magical Me (understanding routines and changes, recognising past and present in own lives)		The Enchanted Forest (Stories of castles and knights, living in the past and comparing)		Jaws, Paws and Claws! (Personal journeys in Year R and celebrations throughout the year)	
Year 1	Blow Your House Down! (Features of castles, comparing Elizabeth I and II)		From Zero to Hero (Real life heroes: emergency services past and present, Mary Seacole)		It's Alive! (Dinosaur timeline, Mary Anning)	
Year 2	Fire and Ice (Great Fire of London, Samuel Pepys)		Inventors and Pioneers (Alexander Graham Bell, Ada Lovelace)		A Drop in the Ocean (Brighton seafront: past and present)	
Year 3	All Wrapped Up (Ancient Egypt: Gods, pyramids, mummification)		To Infinity and Beyond! (Space Race, moon landings)		The Earth Beneath Our Feet (Stone Age periods, food, shelter, tools)	
Year 4	Best of Both Worlds (Ancient Greece and the Roman Empire)		Feasts and Festivals (Colony, Gandhi - Historical figure)		Full Steam Ahead (workhouse, Brunel, Florence Nightingale, Weald & Downland museum)	
Year 5	Brave New World (Tudor exploration, Henry VIII, 6 wives)		Geography: Extreme Earth (Climate change, eco initiatives)		Into the Wild (Brazil, Amazon, Mayan culture)	
Year 6	Battles, Bombs & Bravery: WW2 (Evacuation, Rationing, VE Day)		Over the Deep Blue Sea: Vikings and Saxons (invasion, longboats, weapons)		Fears and Dreams (Philippe Petit, Transition)	

	EYFS	1	2	3	4	5	6
Chronological Understanding	Talk about past and present in their own lives	<p>Use words like 'before' and 'after' correctly. Recognise some objects and events are from the past.</p> <p>Recognise that a story that is read to them may have happened a long time ago</p> <p>Understand that some objects belonged to the past</p> <p>Tell others about things that: - happened when they were little - have changed since they were born</p>	<p>In own lifetime, sequence a set of events in simple chronological order. e.g. months of the year, and give reasons for their order</p> <p>Retell a familiar story set in the past</p> <p>Use simple words and phrases linked to the past (see vocab sheet)</p>	<p>Place periods of history on a given timeline that shows dated time intervals e.g. centuries.</p> <p>Describe events from the past using dates when things happened</p> <p>Describe events and periods using given vocabulary</p> <p>Use dates and historical language in work</p>	<p>Use a timeline within a specific period of history to order events.</p> <p>Plot history on a timeline using centuries or recent history using decades</p> <p>Summarise the main events from a specific period in history, explaining the order in which key events happened</p>	<p>Draw a timeline with time periods that show different information e.g. periods of history, when famous people lived, etc.</p> <p>Begin to recognise and quantify the different time periods that exists e.g. between different groups that invaded Britain</p> <p>Arrange and interpret historical information from two different time periods</p>	<p>Identify where periods of history fit on timelines of different scales</p> <p>Describe differences and similarities/ and changes in continuity between different periods of history.</p> <p>Summarise and order the main events from more than one period of history, including detail for emphasis</p> <p>Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</p>
Understanding of past events, people and changes	Talk about changes that they observe in the world around them	<p>Give examples of things that are different in my life from that of my grandparents when they were young.</p> <p>Appreciate that some famous</p>	Research a famous event that continues to happen in Britain and know why it has been continuing for some time.	<p>Describe key features of events from a historical period.</p> <p>Begin to picture what life would have been like for the early settlers</p>	<p>Make comparisons between two historical periods (e.g. Egyptian, Roman & Greek Gods/Goddesses)</p> <p>Build up a picture of what main events</p>	<p>Appreciate that significant events/ key figures in history have helped shape the country we have today</p> <p>Describe features of historical events and</p>	<p>Explain the consequences of different historical events and choices made by key historical figures</p> <p>Summarise how Britain has had a</p>

		<p>people have helped our lives be better today</p> <p>Understand that we have a queen who rules us and that Britain has had a king or queen for many years</p>	<p>Research the life of a famous Briton from the past using different resources</p> <p>Recount the life of a famous British figure who lived in the past, including what they did earlier and what they did later</p> <p>Describe a significant historical person or event that impacted the local area</p> <p>Explain how the local area was different in the past</p>	<p>Explain how people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>Appreciate that the early Brits would not have communicated or eaten as we do today</p> <p>Recognise the role archaeologists have in helping us understand the past</p>	<p>happened in Britain/ the world during different centuries</p> <p>Understand that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>Recognise that the lives of wealthy people were very different from those of poor people</p> <p>Identify events/key figures from other periods of history that have been studied</p>	<p>people from past societies and periods they have studied</p> <p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>Suggest why certain events happened as they did in history, drawing upon previous knowledge</p>	<p>major influence on world history</p> <p>Summarise what Britain may have learnt from other countries and civilizations in the past and more recently</p> <p>Draw comparisons between developments of societies and civilisations over different time periods</p> <p>Gain a good understanding as to how crime and punishment has changed over the years</p>
<p>Historical interpretation and enquiry</p>	<p>They describe features in their immediate environment</p>	<p>Spot old and new things in a picture.</p> <p>Ask and answer questions about old and new objects.</p> <p>Give an explanation about what an object was used for in the past</p> <p>Answer simple questions using artefacts/</p>	<p>Answer questions by using a given source e.g. a website page or information sheet.</p> <p>Identify, ask and answer questions about old and new objects: -using information they know and learn - explaining their importance</p>	<p>Use a source/sources of evidence to answer questions and provide key information about a period in history.</p> <p>Say why an event or figure from the historical period being studied was important</p> <p>Appreciate how items from the</p>	<p>Use a range of sources of evidence to answer questions and give information about a period in history.</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered</p> <p>Know that the availability of</p>	<p>Recognise ways in which a source of historical evidence may be inaccurate or incomplete.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources</p> <p>Appreciate how historical artefacts have helped us understand more</p>	<p>Through research using different sources, identify similarities and differences between given periods in history</p> <p>Recognise how historical artefacts can sometimes provide an incomplete picture of the past and can be interpreted in different ways</p>

		<p>photographs provided</p> <p>Identify objects from the past, such as old toys</p> <p>Describe a key historical feature of the local area</p>	<p>Find out about the past by talking to an older person</p> <p>Identify some main differences between old and new objects</p> <p>Explain why someone in the past acted the way they did</p>	<p>past help us to build up a picture of how people lived in the past</p> <p>Research a specific event from the past and write about it</p> <p>Use a source of evidence to answer questions and provide key information about a period in history</p> <p>Pose relevant questions based on prior knowledge/given information about a time period</p>	<p>evidence can vary across different historical time periods</p> <p>Research what it was like for a child in a given period from the past and use photographs and illustrations to present findings</p> <p>Give more than one reason to support an historical argument</p>	<p>about British lives in the present and past</p> <p>Research two alternative versions of an event and say how they differ</p>	<p>Test out a hypothesis in order to answer a question</p> <p>Identify and explain my understanding of propaganda</p> <p>Look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint</p>
<p><u>Organisation and Communication</u></p>	<p>They use past forms accurately when talking about events that have happened.</p>	<p>Knows a key date such as birthday or other significant event</p> <p>Understand that some events and festivals take place on a specific date (or period) each year</p>	<p>Recognise that we celebrate events, such as bonfire night, and why</p> <p>Recount some interesting facts from an historical event (such as where and when the fire of London started)</p>	<p>Arrange historical information under subheadings</p> <p>Recount key facts from a given subheading</p>	<p>Devise and categorise questions about a period of under subheadings</p> <p>Suggest how different historical information can be organised and presented</p>	<p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out</p> <p>Use maths to work out how long ago events in recent and local history would have happened</p>	<p>Create timelines which can also outline the development of specific features</p> <p>Explain, with examples, how events from the past have helped shape our lives</p>

History Vocabulary

Vocabulary children should use:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	after before day/date later life/lives memory month new now old past present recent remember today tomorrow week what? when? who? where? year yesterday calendar castle event future grandparent great grandparent King lifetime long ago palace photograph Queen	Artefact Date order information living memory modern opinion previous/ly recount retell timeline bailey barbican battlements drawbridge extinct Florence Nightingale fossil keep knight Lord/ Lady Mary Anning Mary Seacole medieval moat monarch(y) palaeontologist portcullis role Royal Family throne turrets	century chronology/ical evidence generation historian historic modern-day period pioneer recent research timescale tradition(al) Alexander Graham Bell Amelia Earhart Diary Emily Pankhurst inventor/ion leisure Linda Lovelace monument museum newspaper Grace Darling Gunpowder plot Guy Fawkes peasants Pudding Lane Samuel Pepys Thomas Farriner treason wealth(y)	A.D (Anno Domini) ancestor ancient archaeology/ist B.C (Before Christ) B.C.E (Before Common Era) C.E (The Common Era) Civilisation decade duration era excavate kingdom oral history Pre-history millennium myth source Bronze Age Cleopatra VII creation story Egypt Egyptians Gods/ Goddesses Hunter-gatherer Ice Age Iron Age Mesolithic Mummy/ification Neil Armstrong neolithic palaeolithic pharaoh pyramid sarcophagus Space Race Stone Age Stone Henge Tim Peake Tutankhamen	conquer conquest culture democracy empire evaluate independence invasion legacy primary source society Amphitheatre Ancient Greece Aristotle armour charioteer chimney sweep Charles Dickens Colony/isation cotton mill Emperor/Empress Greece/Greek Hadrian's Wall Independence Industrial Revolution Isambard Kingdom Brunel Latin Londinium Mahatma Ghandi Mughal Empire Olympic Games Pauper Persia Queen Victoria Ragged School Raj Romans Sparta/Spartans Socrates workhouse Zeus	bias democracy exploration heir heresy historian Middle Ages nation pre- / post - reign secondary source Apothecary Armada Battle of Bosworth beheaded Catholic Church courtier codex execution gallows galleon Hampton Court Palace House of Lancaster House of York Mary Rose Mayan merchant nobles peasant(ry) Protestant Spanish armada stelae tyrant Tudor Rose War of the Roses Wattle and daub	descendant government justify misinformation motivation motive/ation propaganda Allies Anglo-Saxons Angles Axis Billeting Officer Adolf Hitler Allies Anderson Shelter The Blitz Danelaw D Day Erik the Red evacuation evacuee horn cup Hengest and Horsa Jutes King Alfred the Great King Cnut/canute Longship Mercia Morrison Neville Chamberlain Norse Picts Rationing Ration card Rune Saxons Sutton Hoo VE day Vikings Wessex Winston Churchill