



| Areas of study | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Core knowledge | Famous people from the past. How did Beatrix Potter care for nature? | Famous local people. Who was John Furnival? What is Nailsworth famous for? | The great Fire of London Christopher Columbus and Valentina Tereshkova. | How did life change from the stone age to the iron age? Why did the Ancient Egyptians preserve their dead? | How can we find out about the civilisation of the Ancient Greeks? What was life like for a Roman Soldier? The Mayans: what can we learn from their civilisation? | Britannia-What's in a name? The rise of Empire Britain's settlement by the Anglo-Saxons "What can we learn about the Anglo-Saxons from place names?" How did Edward Jenner improve medicine? | The Anglo-Saxon's and the Viking's struggle for England. Who was Edward the confessor? Crime and punishment-how have they changed over time? (Anglo-Saxon, Tudor, Victorian, WW11) |
| Cross-curricular links | English-Beatrix Potter-Link with Y1 and Y2-significant people in History | Geography-our local area Art-John Furnival DT woollen crafts English-Fact files | Geography-location of Pudding Lane. English-diary writing. | DT Making Shadufs English-diary of an Egyptian | Geography comparison of life of farmer is Berkley and Mayan farmer. Art-Mayan inspired art | Geography link-Edward Jenner (Berkeley) British empire Anglo-Saxon geographical origins | DT link-Long house |
| Chronology | Talk about members of immediate family in terms of age and past/present. Sequence photos (Y1 link) | Sequence events/objects in chronological order | Sequence events/artefacts. Describe important events in own lives and lives of those studied | Use a timeline to order events Use historical dates | Use a timeline to order events Use historical dates Understand BC (E)/AD | Place focus events on timeline in relation to other key events Sequence key events of time studied Relate current studies to previous studies | Place focus events on timeline in relation to other key events Sequence key events of time studied Relate current studies to previous studies Make comparisons between different eras. |



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| Range and depth of historical knowledge - substantive knowledge | Contrast characters from stories (including those set in the past) Explore key people from the past e.g. Beatrix Potter. | Explore key events and people from the past. Understand why people behaved in the way they did in the past Use sources to find out about key historical periods | Explore key events and people from the past. Compare lives in history to lives today Use sources to find out about key historical periods Make an in depth study of a historical periods | Use sources to find out about key historical periods Make an in depth study of a historical periods Identify similarities and differences in historical era | Use evidence to identify key features and events Identify similarities and links in time studied. Offer reasonable explanations for some events. Develop a broad understanding of ancient civilisations. | Examine the lives of significant historical people Identify the impact of significant historical changes nationally and internationally e.g. Impact of smallpox vaccine Study the difference in historical terms in the lives of men and women in Anglo-Saxon times | Explore beliefs and behaviours of people in the past. Recognise they were diverse. Compare these with explanations of other times. Explain cause and effect in detail. Recall key dates and people from history. |
| Interpretation of History - disciplinary knowledge | Compare familiar events with those set in the past through photos. How have clothes changed? Link with Y1 | Compare ways that the past is represented in different media e.g. portraits, paintings, photos. | Identify why different media have been used to represent the past | Identify the range of ways the past is represented e.g. through stone remains, artefacts and museum representations | Use historical textbook information. In addition to artefacts and museum representations | Explain why versions of same events may be different. Show awareness of propaganda. | Consider how to check the accuracy of historical interpretation. |
| Historical enquiry - disciplinary knowledge | Discuss how we know something is in the past. | Talk in terms of "past" and "Present" | Use sources to ask and answer questions | Understand that different sources can be evaluated in different ways. | Begin to evaluate sources and their usefulness | Compare reliability of different sources. | Analyse a wide range of evidence in order to justify claims about the past. |



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| Organisation and communication | Display photos of themselves in time order-link with Y1 and Y2 displays and timelines. | Use simple ordering timelines, writing and drawing. | Create a display based on historical research | Use appropriate historical vocabulary to communicate. Use English, DT and other skills to communicate information about the past. | Display findings and research in a variety of ways Work independently and in groups. | Use appropriate vocabulary to refer to historical periods. Record and communicate in a range of different ways. Research and work in small groups and independently. | Use a range of subjects to communicate information about the past. Use original ways to present information and ideas. Independently research an element of history. |