|  | EYFS  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
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| Chronological Knowledge | Past present future | How have castles changed throughout the years?  | How did they travel safely to and from the Moon? What happened during the GFOL?  | When was the Stone, Bronze, and Iron Age? Who were the Anglo-Saxons?  | When did Ancient Egypt Begin?  | Where do the Ancient Greeks fit into the history of our world? When did the Roman Empire form?  | Why did Britain go to war?  |
|  | Children start to think about concepts of past, present and future in relation to themselves. (E.g. in the past I was a baby and I couldn’t talk, now I can, in the future I can talk to my friends on the phone).  | Start to order artefacts of castles on a timeline (introduced to the term century/ older and newer)  | Start to order events on timeline and start to use dates e.g. During the GFOL and Amy Johnson within the CE (though this term isn’t used) | Understand how history is comprised of different time periods (e.g. Stone, Bronze etc). Start to use the phrases BCE and CE | Start to recognise that different periods were occurring at the same time as British History e.g. The Egyptians occurring at the same time as the Stone Age etc.  | Continue to understand the overlapping nature of ancient civilisations and the change that civilisations brought with them. To recognise their co-existence with British history (e.g. Romans invading Britain)  | To identify that the war was a period of rapid change. To place the events leading up to the first world war on a timeline.  |
| Continuity and Change  | What can I do now? What could I not do before?  | How have castles changed throughout the years? | How could we prevent the Great Fire of London from happening again?  | How much did life change from the Palaeolithic Period to the Mesolithic period? How much life changed when man learned to farm?  | What did ancient civilisations have in common at the time?  | To what extent do the Ancient Greeks continue to impact our lives today? To what extent did the Romans change Britain?  | Why was it necessary for children to be evacuated and was it a linear process?  |
|  | Recognise change on an individual level and start to recognise even though some things do change some things remain the same e.g. I will continue to go to school etc.  | Recognise changes that happened beyond and within living memory e.g. How castles are used now in comparison to the past. (Precursor to Y5 legacy work)  | Recognise changes that happened beyond living memory and how they continue to influence society today e.g., London (precursor to Y5 legacy work).  | Recognise that changes haven’t just occurred between each time but within a given time e.g. The Stone Age. Start to recognise society and farming changes.  | Recognise that continuity and change doesn’t happen solely within a given country but can be found across multiple civilisations.  | Recognition of the religious, cultural, and political changes that occur within a time and how they continue to influence Britain today.  | Recognise that change could happen rapidly (e.g. change in evacuees during a 4 year period) they are able to represent and track these changes on a graph.  |
| Cause and Consequence  | Our Environment- palm oil, deforestation | What parts make up a castle and how do they prevent enemies attacking?  | What did they do on the Moon and why? Why did the fire spread so quickly?  | How did Hill Fort provide protection? Why did the Anglo-Saxons invade Britain?  | How could the Ancient Egyptians ensure they made it to the afterlife? Why did the Mayan Empire fall so suddenly? | How did the geography of Greece affect everyday life? Why did the Romans want to invade Britain?  | Why did Britain go to war? How was Britain able to defend itself?  |
|  | Start to think about cause and consequence in a present setting e.g. the effects of not treating the environment on their lives. This allows them to grasp the concepts in a more familiar setting before looking back into the past.  | Recognise there is more than one way to prevent an attack. (Precursor to Y3 work on hill forts)  | Recognise there is more than one reason why an event might have occurred (e.g. GFOL), start to make links between causes. (Pre-cursor to Y4 work on fall of Maya Empire)  | Recognise there are multiple motives for an event, start to link them to broader concepts of conflict, location, and settlement.  | Recognise there are multiple reasons for an event and how one cause can be a larger catalyst for others. E.g., Mayan- drought resulted in loss of crops which could cause conflict.  | Recognise that the motivations of invasion can change over time (e.g. 3 attempts of Britain and how the motivations of each emperor differed)  | Recognise the reasons why and event would occur and recognise the motives for an event (e.g., whether appeasement was a good or bad idea)  |
| Similarities and Difference | Unique child, families, families, families (Super Me, Super you)  | What different roles did people have within a castle?  | What similarities and differences can be seen between astronauts Armstrong and Jemison?  | Did settlements change during the Stone Age?  | What similarities and differences are there between Maya city states and Anglo-Saxon Kingdoms?  | Was life the same for all women in ancient Greece?   | Was the government’s depiction of evacuees an accurate reflection?  |
|  | Starting to understand the concept at a personal level, recognises that their families can be the same e.g. kind and loving whilst recognising differences amongst their peers (precursor to Y2)  | Recognise the role of society and social hierarchy on the people’s daily lives and how within a time they could be different. (precursor to Y4 work on Maya society and Y5)  | Recognise that differences could occur within a short time frame and the role of changes in society (Precursor to Y4 work on comparing time periods)  | Examine how settlements changed within a given time period focussing on just one aspect of society.  | Build upon Y1 and 3 work, recognise that similarities were occurring between non-European and British societies around at the same time.  | Built upon Y1 work recognise how gender and social hierarchy affected the similarities between women.  | Show an awareness of the concept of propaganda and how this can result in differences from the true experience of evacuation  |
| Significance  | Significant artists, remembrance day |  | Why did the GFOL start? Why should we care? | Who were the Beaker Folk and how significant were they in causing a change in Britain? | Why should we Study Mayan Civilisation? | Who has left a bigger legacy the Romans or the Greeks?  | How can we honour and remember the sacrifices and stories of World War 2?  |
|  | Start to recognise why someone or something might be seen as important.  | Start to recognise that individuals in the past were significant during their time.  | Start to recognise that events from the past effect the present. (E.g. how the make-up of London changed because of the Fire). Precursor to Y4-Y6.  | Recognise how the make-up of Britain is not just influenced by internal events but also of other cultures. (Precursor to Y5 work)  | Develop an appreciation for non-European society and recognise their impact on culture around the world today and how early they achieved these things  | Recognise that British culture is a melting pot of multiple societies, though some have had more of an effect on others.  | Recognise how events in British history are remembered today and how they in turn have influenced other societies (e.g. Germany post war)  |
| Historical Interpretation  | How has our school changed?  | How have castles changed throughout the years?  | What happened during the GFOL and how do we know? | What can Sutton Hoo tell us about Anglo- Saxon life? Why was Stone Henge built? | How can we know so much about a civilisation that occurred 5,000 years ago? Why did the Mayan Empire fall so suddenly?  | Was life the same for all women in Ancient Greece and how do we know? | What was life like in Britain during the war, and why is it difficult to know what it was really like? |
|  | Children start to use pictures to help them learn about the past and ask questions about our school.  | Use pictures to ask and answer questions about the past (e.g. pictures of castle to recognise changes amongst them)  | Recognise that we learn about history through using sources such as pictures, newspapers, and diary entries.  | Recognise the difference between a primary and secondary source. Recognise that there can be multiple historical accounts (e.g. What is StoneHenge?), depending on what evidence they have used.Recognise that different pieces of evident are needed (E.g. Sutton Hoo will only tell us about the life of a king)  | Recognise the difficulty we have studying ancient civilizations when much of the evidence is lost (Howard Carter bringing forward new evidence about Pharaohs). Build upon understanding that many historical interpretations can exist and that they can explore similar ideas and themes.  | Recognise that no single source can give us the full answer to questions of the past. Recognise the social context of the evidence studies and how it shows us the thoughts of only some, most notably rich men within the past.  | Show an awareness of the concept of propaganda. Continue to recognise the social context of the evidence studied (E.g. the British Government wanted to keep British moral high during the war).  |