

 <p>Autumn Spring Summer</p>	EYFS	KS1	KS2
<p>Thread</p>	<p>Understanding the World (ELG: Past and Present)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • [Y1] Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • [Y2] Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • [Y2] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • [Y1] Significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <p>[Y3] Changes in Britain from the Stone Age to the Iron Age – non-statutory examples:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; • Bronze Age religion, technology and travel, for example, Stonehenge; • Iron Age hill forts: tribal kingdoms, farming, art and culture. <p>[Y4] The Roman Empire and its impact on Britain – non-statutory examples:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC; • the Roman Empire by AD 42 and the power of its army; • successful invasion by Claudius and conquest, including Hadrian’s Wall; • British resistance, for example, Boudicca; • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. <p>[Y5] Britain’s settlement by Anglo-Saxons and Scots – non-statutory examples:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; • Scots invasions from Ireland to north Britain (now Scotland); • Anglo-Saxon invasions, settlements and kingdoms: place names and village life; • Anglo-Saxon art and culture; • Christian conversion – Canterbury, Iona and Lindisfarne. <p>[Y5] The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – non-statutory examples:</p> <ul style="list-style-type: none"> • Viking raids and invasion; • resistance by Alfred the Great and Athelstan, first king of England; • further Viking invasions and Danegeld; • Anglo-Saxon laws and justice; • Edward the Confessor and his death in 1066. <p>A local history study – non-statutory examples:</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above; • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) [Y6]; • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality [Y5].

			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – non-statutory examples:</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria; • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present [Y5] or leisure and entertainment in the 20th century; • the legacy of Greek [Y3] or Roman [Y4] culture (art, architecture or literature) on later periods in British history, including the present day; • a significant turning point in British history, for example, the first railways or the Battle of Britain [Y6]. <p>[Y3] The achievements of the earliest civilizations:</p> <ul style="list-style-type: none"> • an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <p>[Y3] Ancient Greece:</p> <ul style="list-style-type: none"> • a study of Greek life and achievements and their influence on the western world. <p>[Y4] A non-European society that provides contrasts with British history:</p> <ul style="list-style-type: none"> • one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> • Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life. 	<ul style="list-style-type: none"> • Sequence a collection of artefacts, pictures and events from a period in history studied and begin to recall dates of important festivals or celebrations. • Describe memories of key events in lives and order chronologically on a mini timeline. 	<ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened. • Sequence events or artefacts. • Use dates related to the passing of time. • Show a developing understanding of chronology realising that the past can be divided up into different time periods. 	<ul style="list-style-type: none"> • Place events from a period studied on a timeline. • Use terms related to the period and begin to date events. • Understand and use more complex terms e.g. BCE/AD. • Plot history on a timeline using centuries and decades. • Remember key historical facts and some dates from a period studied. 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Know and sequence key events of time studied. • Relate current studies to previous studies make comparisons between different times in history. • Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied. 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Sequence up to ten events on a timeline. • Place features of historical events and people from past societies and periods in a chronological framework.

Range and Depth of Historical Knowledge

<ul style="list-style-type: none"> Describe in simple terms the importance of a local place or landmark [Priory Primary School/service to the Priory Estate in various guises since 1930]. Recall a significant memory from the past [first day of school]. Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture) [child labour and the transition to formal education/types of schools/school timetable/use of corporal punishment]. Sort artefacts into ‘then’ and ‘now’ [differences in toys over time]. Find out about people and events in other times through artefacts [physical toys/jigsaws for education/models related to Biblical stories/Victorian and Edwardian toys/technological advancements/changes in manufacturing materials]. Compare and explain how they have changed since they were born (e.g. consider clothes, toys, foods, size, abilities) [toys they used to play with/still play with now/would like to play with in the future and their heritage]. Describe changes in the local area during their own 	<ul style="list-style-type: none"> Describe how people [female aviators of the early 20th century], places [the urban planning of London] and events [the erosion of apartheid] have changed over time. Use stories of famous historical figures to compare aspects of life in different times [Daedalus and Icarus/Leonardo da Vinci/the Wright brothers]. Research and sequence the life of a famous person from the past [Amelia Earhart] using different resources to help them. Find out something about the past by talking to an older person [Apollo 11 and the Moon landings of 1969]. Develop empathy and understanding to historical people [Thomas Farrinor/Sir Thomas Bludworth/Charles II/Duke of York/Samuel Pepys]/events [the Great Fire] through drama (hot seating, speaking and listening). Recount the life of someone famous from Britain who lived in the past [Sir Christopher Wren]. Explore cause and effect by looking at a significant individuals actions [Nelson Mandela’s campaign for racial equality] and what 	<ul style="list-style-type: none"> Make comparisons between two [or more] historical periods [Stone Age/Bronze Age/Iron Age]; explaining things that have changed and things which have stayed the same [natural resources and their usage/belief systems/evolution of record keeping]. Compare an aspect of life [settlement] with the same aspect in another period [Stone Age/Bronze Age/Iron Age]. Compare beliefs and behaviour with another period studied [comparison between Ancient Egypt and other KS2 areas of study – Romans/Ancient Greece]. Describe features of historical events [the 1922 discovery of Tutankhamun’s tomb] and people from past societies and periods they have studied [Tutankhamun/Champollion/Belzoni/Davis/ Carter]. Study an ancient civilization in detail [Ancient Greece]. Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world [lasting impact of Ancient Greek alphabet/language/culture/architecture/democracy/academia/ 	<ul style="list-style-type: none"> Recognise and describe differences and similarities, changes and continuity between different periods in history [comparison of 1st century BC Roman Republic and 1st century BC – 1st century AD Roman Empire]. Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war) [creation of the province of Britannia and its subsequent ‘Romanisation’]. Identify reasons for and results of people’s actions [Julius Caesar crossing the Rubicon/Iceni rebellion and Boudicca’s resistance of Roman occupation]. Explain how a significant individual of a period influenced change [Octavian Caesar and the transition from Roman Republic to Roman Empire/Emperor Constantine and the changing of religious laws and practices in 312/313AD]. Develop a broad understanding of ancient civilisations [The classical Mayan period within the historical context of other KS2 areas of study – Ancient Egypt/Romans/Ancient Greece]. Compare and contrast ancient civilisations [Ancient Egypt and the classical Mayan period]. Begin to appreciate that how we make decisions has been through Parliament for some time [Acts of Union in 	<ul style="list-style-type: none"> Explain the impact of a significant historical figure on life in Britain [Augustine – Christian conversion of Britain and fusion of traditional Christian/pagan beliefs]. Understand why people may have had to do something [reasons for Anglo-Saxon occupation of/settlement in Britain]. Study different aspects of life for different people – e.g. differences between men and women [the organisation/hierarchy of an Anglo-Saxon kingdom]. Know that Britain has been invaded by several different groups over time [comparison between Vikings in Britain and other KS2 areas of study – Romans/Anglo-Saxons and Scots]. Describe a key event from Britain’s past using a range of evidence from different sources [Viking raid on Lindisfarne in 793AD]. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation [The Battle of Hastings in 1066]. Describe the impact of international events (e.g. war) on the local area 	<ul style="list-style-type: none"> Identify key features and events in a time period [the Industrial Revolution and social reform through the lens of life in Victorian Dudley]. Explain how events from the past [Industrial Revolution/ national importance of and reliance upon Dudley and Black Country industries] have helped shape our lives today. Use evidence to reconstruct life in a time studied [visit to Black Country Living Museum]. Recognise that the lives of wealthy people were very different to those of poor people [working conditions/education of Black Country families]. Compare two time periods of history [Interwar Britain/wartime Britain 1939-1945]. Examine causes and results of great events [the Battle of Britain] and the impact on people [the Blitz/use of aircraft for the remainder of World War II]. Research what it was like for children in a given period from the
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	<p>lifetime [Metro line extension and new Dudley Station on Castle Hill] and that of their parents and grandparents [decline of canal/railway usage in favour of road travel].</p> <ul style="list-style-type: none"> • Use a range of sources to find out characteristic features of the past [the High Street and its evolution since the early 20th century]. • Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures [comparison of modes of transport 100 years apart: bicycles/buses/trains/trams/aquatic and aviation vehicles]. 	<p>happened as a result [imprisonment/global campaign to free Mandela/election as President of South Africa and abolition of apartheid/Mandela Day].</p> <ul style="list-style-type: none"> • Sequence the story of a significant historical figure [Martin Luther King] and appreciate that some famous people have helped our lives be better today [anti-apartheid movement/racial equality in 1960s America: comparison with Mandela in 20th century South Africa]. 	<p>sport].</p> <ul style="list-style-type: none"> • Summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently [Legacy/influence of the Roman Empire/Angle, Jute, Saxon countries of origin/Cluniac monastic order from mainland Europe, including archaeological discovery/significance]. 	<p><u>1707/social reform during the 19th century/the appeasement of Nazi Germany in the 1930s].</u></p>	<p>[Dissolution of the Monasteries – closure of St. James’ Priory].</p> <ul style="list-style-type: none"> • Describe how national changes have affected their locality [distribution of priory lands after closure/role in the Industrial Revolution/ disrepair of ruins/ resurgence as a Grade I listed tourist attraction]. • Find out about everyday lives of people in time studied and compare with our life today [medieval Dudley – local influence/ boundaries/natural resources/occupations/ role of the Church]. • Study the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) [Henry VIII/Elizabeth II]. • Explain how significant historical figures [the House of Tudor/Queen Anne/Elizabeth II] contributed to national and international achievements in a variety of eras [Church of England/Royal Navy/global exploration/Acts of Union/ Commonwealth of Nations]. • Summarise how Britain has had a major influence on world history [the role of the British Empire and its transition to the Commonwealth of 	<p>past and use photographs and illustrations to present their findings [Operation Pied Piper and the life of an evacuee during World War II].</p> <ul style="list-style-type: none"> • Identify and explain their understanding of propaganda [safeguarding British citizens during the Blitz]. • Appreciate how items [recordings of wartime speeches/services of remembrance or commemoration of key anniversaries/memorials/ wearing of poppies/museum exhibitions/living history] help us to build up an accurate picture of how people used to live at different times. • Explain how their locality has changed over time [landmarks that support the legacy of Dorothy Round/Duncan Edwards]. • Describe how a significant individual [Dorothy Round/Duncan Edwards/Sir Lenny Henry/Sam Allardyce] or movement [Comic Relief/Sport Relief/ Make Poverty
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					<p>Nations].</p> <ul style="list-style-type: none"> • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences [compare KS2 areas of study – Romans/Anglo-Saxons and Scots with Wars of the Roses/Henry VIII’s European campaigns/Spanish Armada/Pax Britannica/World War I]. • Have a good understanding as to how crime and punishment has changed over the years [the origins of democracy/the establishment of the ‘Thing’ and their impact upon contemporary law and order]. • Describe how their own lives are similar or different to children living in past times [the role of children within an Anglo-Saxon village]. 	<p>History] has influenced the UK or wider world, and how their own lives have been influenced by a significant individual or movement.</p> <ul style="list-style-type: none"> • Know key dates, characters and events of time studied [specific KO timelines]. • Find out about beliefs, behaviour and characteristics of people [social/religious structure of Ancient Egypt/classical Mayan period/20th century Britain], recognising that not everyone shares the same views and feelings [racial prejudice/humanitarian concerns].
<p>Historical Enquiry and Interpretation</p>	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website). • Ask and answer questions about old and new objects. • Answer questions using an artefact /photograph provided, including an event beyond living memory. 	<ul style="list-style-type: none"> • Identify different ways to represent the past. • Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings. • Use a source – why, what, who, how, where to ask questions and find answers. • Discuss the effectiveness of different historical 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness. • Look at representations of the period through museum visits, cartoons etc. • Use a range of sources to find out about a period, including using the library 	<ul style="list-style-type: none"> • Look at evidence available and begin to evaluate the usefulness of different sources. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Research two versions of an event and say how they differ. • Explain how an event can have more than one cause. • Ask and answer more 	<ul style="list-style-type: none"> • Compare accounts of events from different sources and offer some reasons for different versions of events. • Begin to identify primary and secondary sources. • Use evidence to build up a picture of life in time studied. • Select relevant sections of information confident use of library, 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations (fact or fiction and opinion). • Be aware that different evidence will lead to different conclusions. • Show confidence in the use of the library

	<ul style="list-style-type: none"> • Offer a plausible explanation about what an object was used for in the past. 	sources.	<p>and, e-learning for research to answer questions.</p> <ul style="list-style-type: none"> • Observe small details in artefacts and pictures. • Select and record information relevant to the study. • Express an opinion on whether a person or event had a positive or negative impact on life in Britain. • Suggest suitable research questions. • Choose the most helpful source material for a task and justify, showing awareness if a range of sources to select from. • Research similarities and differences between given periods in history. 	<p>complex questions through independent research.</p> <ul style="list-style-type: none"> • Look for links and effects in time studied in order to offer a reasonable explanation for some events. 	<p>e-learning, research.</p> <ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question. • Explain why people acted the way they did (e.g. why Henry VII married many times in order to produce an heir to the throne). • Follow independent lines of enquiry and make informed responses based on this. • Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur. • Use a range of historical sources to describe how an event. 	<p>etc. for research.</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathered from several sources together in a fluent account. • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective. • Suggest and research information sources required to present and in-depth study of a local town or city. • Independently investigate a complex historical research questions.
<p>Communication and Vocabulary</p>	<ul style="list-style-type: none"> • Communicate through timelines (3D with objects, sequential pictures), drawing drama, role play, writing (e.g. reports, labelling, simple recount) and ICT. • Use words and phrases like: old, new and a long time ago. 	<ul style="list-style-type: none"> • Communicate understanding through class display or museum, annotated photographs, ICT. • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning. 	<ul style="list-style-type: none"> • Communicate knowledge and understanding about historical events and famous people in a variety of ways - labelled diagrams, recounts, stories, diaries and pictures, discussions, annotations, drama. • Use appropriate historical vocabulary to describe 	<ul style="list-style-type: none"> • Select data and organise it to answer historical questions. • Display findings in a variety of ways. • Work independently and in groups. • Begin to use abstract terms (e.g. empire, civilization, parliament, peasantry). 	<ul style="list-style-type: none"> • Fit events into a display sorted by theme. • Use relevant terms and time vocabulary to match dates to people and events. • Record and communicate knowledge in different forms. • Work independently 	<ul style="list-style-type: none"> • Select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations. • Use in context and

			<p>key features of a time period.</p> <ul style="list-style-type: none"> • Choose the best way to record a range of historical information giving reasons for the choice. 		<p>and in groups showing initiative.</p> <ul style="list-style-type: none"> • Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international). • Produce well-structured narratives, descriptions and explanations. 	<p>understand terms relating to different types of history (e.g. cultural, economic, military, political, religious, social).</p> <ul style="list-style-type: none"> • Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose.
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