

<b>EYFS:</b>	<b>Baseline Checkpoint</b>	<b>End of Autumn Checkpoint</b>	<b>End of Spring Checkpoint</b>	<b>Early Learning Goal</b>
<b>Past &amp; Present</b>	<ul style="list-style-type: none"> <li>• Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby. Talks about significant events in their own life.</li> </ul>	<ul style="list-style-type: none"> <li>• I can remember and talk about significant events in my own experience.</li> <li>• I can understand the difference between past and present and am building up knowledge of key historical events through topics, stories, community events e.g. bonfire night, Remembrance Day.</li> <li>• I can talk about different people and begin to talk about their roles within our society.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise and describe special times or events for family or friends.</li> <li>• I can compare and contrast characters from stories, including figures from the past.</li> <li>• I can comment on images of familiar situations in the past and how they might be different from today.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Chronological Understanding		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Order a set of events or objects</li> <li>• Use a timeline to place important events.</li> <li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> </ul>

Knowledge and understanding of events, people and changes in the past		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>Recall some facts about people/events before living memory</li> <li>Say why people may have acted the way they did.</li> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Recount the main events from a significant event in history.</li> </ul> <p>Describe the differences between then and now.</p>	<ul style="list-style-type: none"> <li>Use evidence to describe what was important to people from the past.</li> <li>Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Describe similarities and differences between people, events and artefacts studied.</li> </ul> <p>Describe how some of the things I have studied from the past affect/influence life today.</p>	<ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied.</li> <li>Describe how some of the things studied from the past affect/influence life today</li> </ul> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>

Historical Interpretation		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> <li>Look at different versions of the same event in history and identify differences.</li> <li>Know that people in the past represent events or ideas in a way that persuades others.</li> <li>Can I choose reliable sources of information to find out about the past?</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> <li>Know that people in both the past and present have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>

<b>Historical Enquiry</b>		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented.</li> <li>• Ask questions about the past.</li> <li>• Use a wide range of information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li> <li>• Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>• Investigate own lines of enquiry by posing questions to answer.</li> </ul>

<b>Organisation and communication</b>		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Describe objects, people or events in history.</li> <li>• Use timelines to order events or objects or place significant people.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>• Plan and present a self-directed project or research about the studied period.</li> </ul>

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>How to become a historian</b></p> <ul style="list-style-type: none"> <li>- Understand what key skills historians use to investigate the past</li> <li>- To understand how interpretations of history are formed.</li> </ul> <p><b>Ancient Medicine</b></p> <ul style="list-style-type: none"> <li>• To analyse the reliance ancients had on religion in terms of medicine.</li> </ul>	<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>- To understand how the Romans were able to build and maintain an empire</li> <li>- To evaluate the impact this empire had on its people.</li> </ul>	<p><b>Invaders and settlers</b></p> <ul style="list-style-type: none"> <li>-To assess the reasons why different people would want to invade and settle in England.</li> <li>-To compare methods of government and control at this time today focusing on rebellions</li> </ul>	<p><b>Medieval Life</b></p> <ul style="list-style-type: none"> <li>-To have an overall understanding of how the government/culture works today and how and be able to compare different aspects of life to that of the Middle Ages</li> </ul>	<p><b>Renaissance</b></p> <ul style="list-style-type: none"> <li>-To evaluate the reasons for change and continuity in the period 1066 to 1457</li> <li>-To compare and contrast key ideas and beliefs</li> </ul>	<p><b>Early Tudors</b></p> <ul style="list-style-type: none"> <li>-To analyse the changing relationship between Church and crown.</li> <li>-To assess the impact of the reformation on people's lives</li> </ul>

Holly Primary Themes

Cycle A				Cycle B			
	Autumn	Spring	Summer		Autumn	Spring	Summer
KS1	KS1	Neil Armstrong	Samuel Pepys	Tuxford Windmill	KS1	Florence Nightingale	Old and new toys
				Victorian Seaside			
LKS2	LKS2	Ancient Greece	Stone Age	Vikings	LKS2	Romans	Mining
UKS2	UKS2	WWII	Invaders & Settlers Anglo-Saxon		UKS2	WWI	Ancient Egypt
						Crime and punishment	

Key Vocabulary

KS1	LKS2	UKS2
<p><b>Old and New Toys</b> Toys, plastic, inventions, grandparents' time, drawing, decade, modern, materials, homes, the older generation, century, mechanical</p> <p><b>Samuel Pepys</b> Pudding Lane, Samuel Pepys, diary, Tudor house, Thomas Farriner, King Charles II, Christopher Wren, 1666</p> <p><b>Florence Nightingale</b> Sick, cleaning, lady of the lamp, injured, god, soldier, charity, care, hospital, medal, red cross</p> <p><b>Neil Armstrong</b> Explorers, travel, rocket, danger, brave, American, moon landing, survive, space</p> <p><b>Tuxford Windmill</b> Little red hen story, flour, cereal, grandparents, fraction, gravity, baking, miller, measuring</p>	<p><b>The Stone Age to the Iron Age.</b> Archaeologists, artefacts, Neolithic, B.C., chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey</p> <p><b>Ancient Greece</b> Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, scared truth, temple</p> <p><b>The Roman Empire</b> Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths</p> <p><b>The Vikings</b> Archaeologist, raids, vicious, longhouse, berserkers, longship, Odin, Scandinavia, Danelaw, Jorvik</p> <p><b>Mining</b> Banksman, bell pit, bottom steward, coal face, collier, corf, day hole, drift, engineman, furnace, getter, hurrier, motty, roadway, winding gear</p>	<p><b>Mayans</b> glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itzamna, huipil, Kin, Kukulcan, Uinal</p> <p><b>Invaders and settlers Anglo-Saxons</b> Archaeologist, Anglo-Saxon kingdom, shires, Shire reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia</p> <p><b>World War One</b> Allies, armistice, conscription, artillery, assassinate, empires, Austria, Europe, no man's land, rationing, trench</p> <p><b>World War Two</b> Axis, allies, Nazi, evacuation, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugee, Kindertransport</p> <p><b>Ancient Egypt</b> Archaeologist, pharaohs, tombs, pyramids, hieroglyphics, vizier, scribe, sarcophagus, mummy, papyrus, scarab</p>