

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Coverage	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <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>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; <b>communication- keeping in touch, school, holiday</b></li> <li>events beyond living memory that are significant nationally or globally; <b>Great Fire of London, first flight Emelia Earhart, gunpowder plot.</b></li> <li>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. <b>Space exploration and Neil Armstrong, Dinosaurs and Mary Anning, Animal conservationist and Charles Darwin, David Attenborough, Jane Goodall</b></li> <li>significant historical events, people and places in their own locality; <b>Mary Anning and Jurassic Coast?</b></li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; <b>Homes and technology in the home for entertainment or safety, childhood toys, transport</b></li> <li>events beyond living memory that are significant nationally or globally; <b>race to the south pole 1911, Titanic, voyages of Captain Cook</b></li> <li>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. <b>Medicine - Mary Seacole, Florence Nightingale, Betsy Cadwaladre. A historical monarch- Queen Elizabeth II, Henry VIII</b></li> <li>significant historical events, people and places in their own locality. <b>Brunel's bridges: introduction of train line local to Exeter</b></li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Egypt;</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world;</li> <li>the Roman Empire and its impact on Britain</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>a non-European society that provides contrasts with British history – 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</li> <li>a local history study – How has Exeter changed over time?</li> </ul>

past, now, yesterday, tomorrow, before, grow, change, same different, family, old, older, younger

**Fire of London:**

Thomas Farriner, baker, Pudding Lane, 1666, escape, Samuel Pepys, diary, fire hooks, wooden, River Thames, disaster, impact, unhygienic

**First flight Amelia Earhart:**

Atlantic Ocean, pilot, solo flight, Ocean (Pacific, Atlantic), courage, achieve, world record, Wright Brothers, Amy Johnson, Helen Patricia Sharman, Hot air balloon, plane.

**Gunpowder plot:**

Guy Fawkes, gunpowder, bonfire, fireworks, houses of Parliament, Guard, King James 1st, guard, prison.

**Space exploration and Neil Armstrong:**

Astronaut, NASA, Earth, Moon, Luna Module, Apollo 11, Space, Flight, Buzz Aldrin, 1969,

**Dinosaurs and Mary Anning:**

**Dinosaurs,** coast, discovery, extinct, fossil, skeleton, reptile, Mary Anning, Rocks

**Animal conservationists:**

Charles Darwin, David Attenborough, Jane Goodall, scientist, Animals, species, endangered, HMS Beagle, protect.

**Homes and technology:**

Modern, past, chimney, radiator, Bricks, wood, electricity, lights, 1930s, 1960s, cottage, flats, Skyscrapers, Tv, radio, phones, hoovers, fire alarms,

**Childhood and toys**

*toy, material, wood, plastics, electric, robot, wind up, remote control, buttons, difference, similarities, modern, work, play, safety, marbles, hopscotch, ring games, skipping, Lego*

**Childhood:** war, evacuation, school, rations, school, games, TV, Computer games, holidays abroad/ holiday camps, clubs inc brownies/guides/scouts swimming.

**Transport:**

vehicle, transport, carriages, railways, steam, petrol, electric, station, harbour, boats, ferries, cruises, speed, distance, cars, scooters, bike, busses, safety, passenger plane,

**race to the south pole 1911**

explorer, environment, adapting, Antarctica,, clothing, equipment, maps, ice shafts, expedition, South Pole, Equator, transport, sled dogs

**Titanic:** Titanic, captain, crew, ice berg, lifeboat, passenger, propeller, voyage, Atlantic, sink, 1912, Southampton, New York.

**Stone Age to Iron Age**

Stone Age, Iron Age, Bronze Age, Neolithic, Skara Brae, Orkneys, hunter-gatherer, religion, spirits, Stonehenge, hill forts, sacrifice, invention, round house,, tribal

**Ancient Civilisations (The Egyptians)**

Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, hieroglyphics, Rosetta Stone, tomb, burial chamber, antechamber

**Ancient Greeks**

Democracy, Sparta, Athens, civilisation, ancient, city states, legacies, democracy, governments ruler, citizens, sacrifice, Trojan War, Olympia, Olympic games, chariot

**Roman Empire**

Britons, Celts, Boudicca, Romans, invasion, civilisation, Emperor, Caesar, republic, empire, army, soldiers, resistance, conquest, amphitheatre, colosseum, aqueduct, Roman Baths, Hadrian's Wall, gods/goddesses

**Anglo-Saxons**

The Saxons, The Dark Ages, Middle Ages, settlers, migration, Roman withdrawal, kingdoms, invasions, pagans, raid, pillaged, kingdoms, Wessex, bronze helmet, Sutton Hoo

**Vikings**

Raids, resistance, Danegold, longship, freeman, warrior, king, slave, Freyja, Thor, Odin

**A non-European society (Maya)**

Central America, Mesoamerica, empire, city-state, astrology, astronomy, codex, pok-ol-pok, cacao, calendar, temple, sacrifice

**Exeter**

Dumnonii Celtic tribe, Cathedral Yard, Isca Dumnoniorum, city walls, city gates, gatehouse, Battle of Pinhoe, Bishop Leofric, Rougemont Castle, Norman Cathedral, St Nicholas' Priory, Customs House, Tuckers Hall, quayside, canal, Cricklepit Mill, woollen trade, Royal Clarence Hotel, Exeter Blitz,

**Holidays** transport, pier, traveled, amusements,, clothings, bathing suit, promenade, fair ground, bathing machine, similar different, flight, abroad, theme parks.

**School:** blackboard, chalk, cane, classrooms, playground, computers, laptops, tables, buildings, videos

whiteboard, interactive board, desks, lessons, slate, pencil, pens, all children attend school, Uniform, school dinners, learning resources

**Captain Cook:** James Cook,Captain, navigator, discovered, 1728-1779, voyage, ship , boat, Australia

**Medicine ,** hospital, medicine, solder, Royal red cross, prejudice, British Hotel, Crimean war, hygienic , war nurse, disease, clean water

**Monarch:** King, queen, royal, castle, palace, crown jewels, law, church, ruler,

**Brunel:** Brunel, bridge, train, transport, engineer, tunnel, viaduct, Clifton suspension bridge, Great Western Railway, steam ship. Paddington Station.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>N C</b>	<p><b>EYFS</b> Talk about the lives of the people around them and their roles in society.</p> <p>Draw 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>	<p><b>KS1 National Curriculum</b></p> <ul style="list-style-type: none"> <li>- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>- Children should ask and answer questions, using other sources to show that they know and understand key features of events.</li> <li>- Pupils should use a wide vocabulary of everyday historical terms</li> </ul>		<p><b>KS2 National Curriculum</b></p> <ul style="list-style-type: none"> <li>- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- Pupils should develop the appropriate use of historical terms.</li> </ul>			
<b>E n d p o i n t</b>	<p>Children in EYFS use their own experiences and environment to begin to identify describe events, people and objects from the past and present. They use simple historical language.</p>	<p>In KS1, children progress from telling stories and distinguishing between fact and fiction to being able to compare stories about the same event. They handle and select physical objects to further explore their chosen event, person or change in history and can begin to ask questions to further their historical understanding. The children develop their historical vocabulary and can use this when communicating their knowledge in writing or performances.</p>		<p>In LKS2, children are beginning to build an overall picture of the time period studied through looking at a variety of sources. They are beginning to understand that different sources can lead to different interpretations and that not all sources are reliable. The children are able to ask questions about the past and are starting to choose how they research and present what daily life was like within the given historical period.</p>		<p>In UKS2, children develop their understanding of primary and secondary sources and think about how they can check the accuracy of the information. They use a wider range of information, including objects and locations, to draw wider conclusions about the given time period. The children are able to work towards planning, investigating and presenting their own self-led project about an aspect of daily life, such as trade or entertainment.</p>	

<p><b>Historical interpretation, enquiry and communication</b></p>	<p>Children can discuss and think about history around us by exploring their immediate environment.</p> <p>Explore, characters and events encountered in books read in class and storytelling.</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- start to use stories to distinguish between fact and fiction</li> <li>- observe and handle pictures, photographs and artifacts to ask and answer simple questions about the past</li> <li>- Talk, write and draw about things from the past</li> <li>- Use historical vocabulary to retell simple stories about the past</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Compare two versions of a past event</li> <li>- Compare pictures or photographs of people or events in the past</li> <li>- Explain that there are different types of historical evidence and sources</li> <li>- Choose a source and say how it can be used to answer questions about the past on the basis of simple observations</li> <li>- Use drama/role play to communicate their knowledge about the past</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Identify and give reasons for different ways in which the past is represented</li> <li>- Distinguish between different sources – compare different versions of the same story</li> <li>- Look at representations and a range of sources, including maps, to find out about a period of history</li> <li>- Observe details about daily life in the time period</li> <li>- Select and record information relevant to the study</li> <li>- Begin to use books and internet for research</li> <li>- Present, communicate and organise ideas using models, drama/role play and different genres of writing</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Look at evidence to build a picture of a past event</li> <li>- Begin to evaluate the usefulness of different sources</li> <li>- Use textbooks and historical knowledge</li> <li>- Choose relevant material to present a picture of daily life in the time period</li> <li>- Ask a variety of questions about the past</li> <li>- Use books and internet for increasingly independent research</li> <li>- Start to present ideas based on their own research about a studied period</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Find and compare accounts of events from different sources</li> <li>- Offer some reasons for different versions of events</li> <li>- Begin to identify primary and secondary sources and evaluate their usefulness</li> <li>- Use a wider range of evidence to build up a picture of a past event e.g. artwork, historic sites, statues</li> <li>- Select relevant sections of information from books and the internet with increasing confidence</li> <li>- Present, communicate and organise ideas using detailed discussions and debates and different genres of writing</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at</li> <li>- Consider ways of checking the accuracy of interpretations</li> <li>- Be aware that different evidence will lead to different conclusions</li> <li>- Confidently use the library and internet for research</li> <li>- Recognise and use a range of primary and secondary sources</li> <li>- Investigate, plan and present a self-directed project and bring together knowledge from several sources</li> </ul>
<p><b>Vocabulary</b></p>	<p>past, now, same, different, yesterday, today. Before.</p>	<p>Clue, drawing, photograph, camera, artefact, opinion, Who? What? Where? Why? Similar, different, important</p>	<p>Investigate, research, evidence, historians, experts,</p>	<p>Archaeology, archaeologist, sources, importance, significance, impact, effects, reason, change, continuity, first hand evidence, second hand evidence.</p>	<p>Culture, achievements, legacy, consequences, causes, infer, suggest</p>	<p>Turning point, to weigh up both sides, on one hand, primary source, secondary source, eye witness, reliable, impression</p>	<p>Stereotype, diversity, attitudes, excavate, biased, motive, ideologies (political, religious and cultural), birthright</p>

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<b>NC</b>	<p><b>EYFS</b></p> <p>Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><b>KS1 National Curriculum</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>		<p><b>KS2 National Curriculum</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>			
<b>End point</b>	<p>Children in the EYFS discuss some ways they have personally changed. They talk about significant events including birthdays and family traditions from the past.</p>	<p>Within KS1, children can sequence an increasing number of events with a narrower timescale as they progress. This then leads into the use of simple timelines. They are able to sequence artefacts and photographs from different periods with increasing accuracy and can describe key moments in their lives with some historical vocabulary.</p>		<p>Within LKS2, children can place their chosen time period on a wider historical timeline. They progress from sequencing key events and historical figure to being able to place them on a tighter timeline of their area of study. The children understand that a timeline is split into BC and AD and they use appropriate vocabulary for their time period.</p>		<p>Within UKS2, children can accurately create a timeline to display the time periods studied throughout their Stoke Hill historical journey. They are able to understand that different events and periods happened at the same time across the world, and they are able to use historical terms to contrast and compare time periods. Children can also identify the main changes within the historical period.</p>	

<b>Chro no logi cal und erst and ing</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-Talk about personal changes and growth</li> <li>-Share stories and traditions from their families</li> <li>-Begin to make sense of their own life-story and family's history.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Sequence events in their life</li> <li>- Sequences 3 artefacts from distinctly different periods of time</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Sequence events closer together in time</li> <li>- Sequence photographs and artefacts from different periods of their life</li> <li>- Describe memories of key events and changes within their lives</li> <li>- Order dates from earliest to latest on simple timelines</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Place the time studied on a timeline</li> <li>- Sequence several events, artefacts or historical figures</li> <li>- Understand that a timeline is split into BC and AD</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Place events, artefacts and historical figures from period studied on a timeline</li> <li>- Use dates and terms related to the study</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Remember and sequence key events of time studied</li> <li>- Use relevant terms and period labels</li> <li>- Make comparisons between different times in the past</li> <li>- Understand that historical events/periods occurred concurrently in different locations</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Place a current study on a timeline in relation to previous studies</li> <li>- Understand and describe the main changes to an aspect in a period in history</li> <li>- Use relevant dates and terms</li> <li>- Sequence up to 10 events on a timeline</li> </ul>
<b>Vo ca bul ary</b>	<p>Family, traditions, change, growth, past present, future, time, change</p>	<p>Today, yesterday, tomorrow, present, past, future, lifetime, remember, memory, date order, calendar, When?</p>	<p>Year, decade, century, ancient, modern, timeline, chronological order, era/period, recent, older generation</p>	<p>Chronological order, era/period, B.C.E (Before the Common Era), C.E. (Common Era), B.C. (Before Christ), A.D. (Anno Domini), millennium, anachronism</p>			

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<b>NC</b>	<b>EYFS ELG</b> Children talk about the lives of the people around them and their roles in society.	<b>KS1 National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods.  Children should choose and use parts of stories and other sources to show that they know and understand key features of events.		<b>KS2 National Curriculum</b> Children should note connections, contrasts and trends over time			
<b>End point</b>	Children in the EYFS talk about events, people and places as they begin to give examples about how these may be different or have changed over time.	In KS1, children can recognise the difference between past and present, and they can start to discuss similarities and differences between different areas of history. They can recount significant historical events through stories and describe the lives of important individuals from the past. Children are also starting to think about why things happened and what happened as a result of these events.		In LKS2, children are finding out more about the everyday life of people during the chosen time period with reference to evidence and key features and events. They are able to identify key changes within the time period and think about why certain events and changes took place. Children are also able to look for connections and contrasts in their time period.		In UKS2, children develop their understanding of beliefs, behaviour and characteristics of people throughout history, including being able to compare these views and feelings across time periods. They are able to explain cause and effect when giving explanations of events and can use evidence to support their ideas. The children can also compare aspects of daily life across time periods, such as trade and how society is ruled.	
<b>Range and depth of historical knowledge</b>	Children can: <ul style="list-style-type: none"> <li>Show interest in others lives and roles in society</li> <li>Recall stories shared by family at home</li> <li>Talk about their family and important people to them</li> <li>Know some similarities and differences between things in the past and now,</li> <li>Drawing on their experiences and what has been read in class.</li> <li>Talk about event and stories from important people in their lives</li> </ul>	Children can: <ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>Recount episodes from stories and significant events in history</li> </ul>	Children can: <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify similarities and differences between ways of life in different periods</li> <li>Describe significant individuals from the past</li> </ul>	Children can: <ul style="list-style-type: none"> <li>Find out about everyday lives of people in the period studied and compare with our life today</li> <li>Identify reasons for the results of people's actions</li> <li>Identify key features and events of period studied</li> </ul>	Children can: <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Explain how people and events in the past have influenced life today</li> <li>Identify key changes during a time period</li> <li>Look for connections and contrasts in the time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	Children can: <ul style="list-style-type: none"> <li>Study different aspects of different people, including attitudes and beliefs</li> <li>Examine causes and results of great events and the impact these had on people</li> <li>Compare life in earlier and later times studied</li> <li>Compare everyday life and how society is ruled with the same aspect in another period</li> </ul>	Children can: <ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings in the same time period</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>



