

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;

Lots of schools do toys/transport/ technology in homes/ communication

- 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];

Lots of schools do Bonfire night

- 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

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Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;

Pupils should be taught about:

- the Roman Empire and its impact on Britain
- 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

Pupils should be taught about:

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study – How has Exeter changed over time?

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;

	<p>Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and EdithCavell];</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> <li>Mary Anning and Jurassic Coast?</li> </ul>	<p>and Emily Davison, Mary Seacole and/or Florence Nightingale and EdithCavell];</p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> <li>Mary Anning and Jurassic Coast?</li> </ul>				
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>			<p><b>Stone Age to Iron Age</b></p> <p>Stone Age, Iron Age, Bronze Age, Neolithic, Skara Brae, Orkneys, hunter-gatherer, religion, spirits, Stonehenge, hill forts, sacrifice, invention, round house,, tribal</p> <p><b>Ancient Civilisations (The Egyptians)</b></p> <p>Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, hieroglyphics, Rosetta Stone, tomb, burial chamber, antechamber</p>	<p><b>Roman Empire</b></p> <p>Britons, Celts, Boudicca, Romans, invasion, civilisation, Emperor, Caesar, republic, empire, army, soldiers, resistance, conquest, amphitheatre, colosseum, aqueduct, Roman Baths, Hadrian's Wall, gods/goddesses</p> <p><b>A non-European society (Maya)</b></p> <p>Central America, Mesoamerica, empire, city-state, astrology, astronomy, codex, pok-ol-pok, cacao, calendar, temple, sacrifice</p>	<p><b>Anglo-Saxons</b></p> <p>The Saxons, The Dark Ages, Middle Ages, settlers, migration, Roman withdrawal, kingdoms, invasions, pagans, raid, pillaged, kingdoms, Wessex, bronze helmet, Sutton Hoo</p> <p><b>Vikings</b></p> <p>Raids, resistance, Danegold, longship, freeman, warrior, king, slave, Freyja, Thor, Odin</p> <p><b>Exeter</b></p> <p>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,</p>	<p><b>Ancient Greeks</b></p> <p>Democracy, Sparta, Athens, civilisation, ancient, city states, legacies, democracy, governments ruler, citizens, sacrifice, Trojan War, Olympia, Olympic games, chariot</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>N C</b>	<b>KS1 National Curriculum</b> <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>		<b>KS2 National Curriculum</b> <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>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>	
<b>H i s t o r i c a l i n t e r p r e t a t i o</b>	<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 artefacts 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> </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</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> </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</li> </ul>

<p>n e n q u i r y a n d c o m m u n i c a t i o n</p>			<ul style="list-style-type: none"> <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>research about a studied period</p>	<ul style="list-style-type: none"> <li>- Present, communicate and organise ideas using detailed discussions and debates and different genres of writing</li> </ul>	<p>knowledge from several sources</p>
<p>V o c a b u l a r y</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>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>N C</b>	<b>KS1 National Curriculum</b> 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.		<b>KS2 National Curriculum</b> 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.			
<b>E n d p o i n t</b>	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.		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.		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.	
<b>C h r o n o l o g i c a l u n d e r s</b>	Children can: <ul style="list-style-type: none"> <li>- Sequence events in their life</li> <li>- Sequence 3 artefacts from distinctly different periods of time</li> </ul>	Children can: <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>	Children can: <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>	Children can: <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>	Children can: <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>	Children can: <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>

t a n d i n g						
V o c a b u l a r y	Today, yesterday, tomorrow, present, past, future, lifetime, remember, memory, date order, calendar, When?	Year, decade, century, ancient, modern, timeline, chronological order, era/period, recent, older generation	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			

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N C	<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			
E n d p o i n t	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.	

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- Children can:
- Recognise the difference between past and present in their own and others' lives
  - Recount episodes from stories and significant events in history

- Children can:
- Recognise why people did things, why events happened and what happened as a result
  - Identify similarities and differences between ways of life in different periods
  - Describe significant individuals from the past

- Children can:
- Find out about everyday lives of people in the period studied and compare with our life today
  - Identify reasons for the results of people's actions
  - Identify key features and events of period studied

- Children can:
- Use evidence to reconstruct life in time studied
  - Explain how people and events in the past have influenced life today
  - Identify key changes during a time period
  - Look for connections and contrasts in the time studied
  - Offer a reasonable explanation for some events

- Children can:
- Study different aspects of different people, including attitudes and beliefs
  - Examine causes and results of great events and the impact these had on people
  - Compare life in earlier and later times studied
  - Compare everyday life and how society is ruled with the same aspect in another period

- Children can:
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings in the same time period
  - Compare beliefs and behaviour with another time studied
  - Write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation
  - Know key dates, characters and events of time studied