



History

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EYFS including nursery	Year 1	Year 2	Year 3 (KS2)
Chronology			
Understand the past through settings, characters and events encountered in books read in class and storytelling.	To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.		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.
KNOWLEDGE			
Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Sequencing words, such as first, next, finally, then and after that , can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC . AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.

SKILLS			
Talks about past and present events in their own life and in the lives of family members.	Sequencing words, such as first, next, finally, then and after that , can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC . AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.
COVERAGE			
FS1 Special Events All about me, my family and friends Where I live Changes over time FS2 Myself and my family Me and my community	Toys, me, my parents and grandparents	Christopher Columbus, Tim Peake (explorers) Romans Titanic	
KEY TEXTS			
FS1 Dogger, Kipper's Toybox FS2 All are Welcome The Smeds and the Smoos The same but different too	When I was young		
VOCABULARY			
FS1 Special, unique, similarities, differences, occupation, Milton Keynes FS2	Here, now, then, past, present, before, after, materials	Explorer, famous, voyage, native, astronaut, International Space Centre, NASA	

Past, present, similarities, differences, community, tradition			
Changes over time			
	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.	Pupils should begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	
KNOWLEDGE			
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.
SKILLS			
Talk about the lives of the people around them and their roles in society.	Describe changes within living memory (approximately 100 years).	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.
COVERAGE			

FS1 Special Events All about me, my family and friends Where I live Changes over time FS2 Myself and my family Me and my community	Victorian Toys Toys – me, my parents and grandparents	Christopher Columbus and Tim Peake Romans	
KEY TEXTS			
	The Velveteen Rabbit Daisy saves the day		
VOCABULARY			
FS1 Special, unique, similarities, differences, occupation, Milton Keynes FS2 Past, present, similarities, differences, community, tradition	Here, now, then, past, present, before, after, materials Victorian, materials, monarch, past, present, chronology, old, new		
British History			
	Learn about 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	Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Pupils should study	

		an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
KNOWLEDGE			
	Important individual achievements include great discoveries and actions that have helped many people.	Significant historical events include those that cause great change for large numbers of people	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.
SKILLS			
	Describe and explain the importance of an individual's achievements.	Describe a significant historical event in British history.	Describe how a significant event or person in British history changed or influenced how people live today.
COVERAGE			
	Florence Nightingale The Great Fire of London (Samuel Pepys)	Titanic	
KEY TEXTS			

	Vlad and the Florence Nightingale Adventure Ness the Nurse My daddy the amazing nurse Nurse Clementine Vlad and the Great Fire of London A Day at the Fire Station Toby and the Great Fire of London The Baker's boy and the Great Fire of London	Samson's Titanic Journey Polar the Titanic Bear	
VOCABULARY			
	Nurse, infection, Crimean War, patient, Royal Red Cross, Claydon House, health, soldiers, hospital, wounded, medicine	Titanic, Southampton, New York, iceberg, passenger, voyage, collide, wreckage, cabin	
Significance			
	Pupils should learn about events beyond living memory that are significant nationally or globally.		Pupils should begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
KNOWLEDGE			
	Pupils should learn about events beyond living memory that are significant nationally or globally.	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every	The causes of a significant event are the things that make the event happen and directly lead up to the

		year on 11 th November to remember the end of the First World War.	event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
SKILLS			
	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.
COVERAGE			
	The Great Fire of London Covid 19	Titanic	
KEY TEXTS			
	Captain Tom Moore 100 steps	Samson's Titanic Journey Polar the Titanic Bear	
VOCABULARY			
	St Paul's Cathedral, Diary, Firebreaks, Fire squirt, Fire hook Coronavirus, NHS, Clap for carers, Key workers	Titanic, Southampton, New York, iceberg, passenger, voyage, collide, wreckage, cabin	
Significant People			
	Learn about 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.	Learn about 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. Pupils should understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
KNOWLEDGE			
	Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Florence Nightingale.	The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Christopher Columbus, Tim Peake and Amelia Earhart	People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes
SKILLS			
	Explain why a significant individual is important.	Describe the impact of a significant historical individual.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.
COVERAGE			
	Florence Nightingale	Christopher Columbus and Tim Peake	
KEY TEXTS			
FS1 We're going on a bear hunt Beegu		One Giant Leap Man on the Moon	

Supertato			
FS2 Whatever next! Lost and Found			
VOCABULARY			
	Nurse, infection, Crimean War, patient, Royal Red Cross, Claydon House, health, soldiers, hospital, wounded, medicine	Explorer, famous, voyage, native, astronaut, International Space Centre, NASA	
Comparison			
	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.	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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	
KNOWLEDGE			
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past.	Throughout history, common areas of human concern include the need for food, survival, shelter

			and warmth; and the development of technology. These change throughout periods of history.
SKILLS			
Talk about the lives of the people around them and their roles in society.	Identify similarities and differences between ways of life within living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.
COVERAGE			
FS1 Special Events All about me, my family and friends Where I live Changes over time FS2 Myself and my family Me and my community	Florence Nightingale The Great Fire of London Victorian Toys	Romans Titanic – life onboard for different classes Explorers of our time – Tim Peake, Bear Grylls,	
KEY TEXTS			
		Romans on the Rampage Meet the Ancient Romans Meg and the Romans What it was like for a kid onboard the Titanic	
VOCABULARY			
	See vocab list in previous strands.	Emperor, empire, kingdom, invade, BC, latin, traveller, accommodation, blacksmiths, legions Class, passenger, accommodation, conditions	
Everyday life			

	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.	Learn about the Stone Age and Roman Empire and its impact on Britain.
KNOWLEDGE		
	Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Aspects of everyday life in a Roman town.
SKILLS		
	Describe an aspect of everyday life within living memory.	Describe the everyday lives of people in a period within or beyond living memory. Describe the everyday lives of people from past historical periods. Describe everyday life in a Roman town, including jobs, houses and schooling.
COVERAGE		
	Victorian Toys	Christopher Columbus and Tim Peake Romans Titanic
VOCABULARY		
	Victorian, materials, monarch, past, present, chronology, old, new	
Hierarchy & Power		

	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
KNOWLEDGE		
	A monarch is a king or queen who rules a country.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.
SKILLS		
	Describe the role of a monarch.	Describe the hierarchy of a past society. Describe the roles of tribal communities and explain how this influenced everyday life.
COVERAGE		
	Victorian Toys	Romans
VOCABULARY		

	Victorian, materials, monarch, past, present, chronology, old, new		
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