

	Nursery	Reception	Year 1	Year 2
Knowledge	<p>22-36 months- Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, eg. making and drinking tea.</p> <p>Beginning to have their own friends.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 months- Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p>	<p>30-50 months- Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <p>40-60 months- Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p><u>The Magic Toymaker</u></p> <ul style="list-style-type: none"> - About toys and games from the past - How to decide if a toy is new or old - How to create our own toy museum - How we can learn about the past in different ways <p><u>From A to B</u></p> <ul style="list-style-type: none"> - About transport (Cars, aeroplanes, horses, caravans – links to traveller community) in the past - How to make a timeline to show when different types of transport (car, plane, hot air balloon, horse & cart) were invented - About exploring different types of transport from myths and legends <p><u>People of the Past</u></p> <ul style="list-style-type: none"> - About the different decisions that rulers (Queen Elizabeth) had to make in the past - How to use a living graph to explore how a person (Queen Elizabeth, Florence Nightingale, Edmund Hillary) from history might have been feeling - About the life of a famous explorer (Edmund Hillary & Christopher Columbus) using maps and role play - How to compare the lives of two different explorers (Edmund Hillary & Christopher Columbus) - About the achievements of important scientists and inventors (Edward Jenner) - About what life was like at different times (1500s, 1600s, 1700s 1800s & 1900s) in the past. 	<p><u>A Day in the Life of...</u></p> <ul style="list-style-type: none"> - About the jobs people used to do in the past - About significant people from the past and compare their lives. (Albert Einstein and Stephen Hawking and/or Anna Sewell (Black Beauty) and J K Rowling (Harry Potter series)) - What our local area might have looked like a 100 years ago <p><u>Time Travellers</u></p> <ul style="list-style-type: none"> - How to create a timeline from 400 years ago to the present day including events such as when the television was invented, two hundred years ago there was a big battle and 400 hundred years ago there was a great fire. - About events (The Titanic & The Great Fire of London) that are important to us - How to use objects (photos, memorable items from home, statues, artefacts, buildings, maps) to find out more about an event - About important events that happened in our local area. <ul style="list-style-type: none"> - 1929 Smallfield Place, with 13 bedrooms, 3 bathrooms and 38 acres was sold at auction for about £8,000 - The post mill at Outwood dates from 1665 and is the oldest working windmill in Britain. - How we can find out about an event by interviewing someone who was there - How to use different sources to learn about a national event - About events of global significance (The Titanic & The Great Fire of London) by asking and answering questions <p><u>The Circus</u></p> <ul style="list-style-type: none"> - What circuses were like in the Roman times - Roman Coliseum and Circus Maximus. - Chariot racing - How circuses have changed over the years. - Find out about famous circus clowns from history such as Coco the Clown, Bip the Clown, Charlie Cairoli and The Fratellinis

			<p>The Magic Toymaker & From A to B & People of the Past</p> <ul style="list-style-type: none"> - Be able to use key words and phrases relating to the passing of time - Be able to place known events and objects in chronological order - Be able to order events and objects into a sequence - Be able to find out about aspects of the past from a range of sources of information - Be able to ask and answer questions about the past - Be able to describe some simple similarities and differences between artefacts - Be able to sort artefacts from 'then' and 'now' - Ask and answer relevant basic questions about the past - Be able to identify differences between their own lives and those of people who have lived in the past - Understand key features of events - Identify some similarities and differences between ways of life in different periods 	<p>A Day in the Life of... & Time Travellers & The Circus</p> <ul style="list-style-type: none"> - Be able to place known events and objects in chronological order - To be able to describe where the people/events fit within a chronological framework and identify similarities and differences between ways of life in different periods - Be able to ask and answer questions about the past, using parts of stories and other sources to show that they know and understand key features of events - Be able to use key words and phrases relating to the passing of time - Use a wide vocabulary of everyday historical terms - Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information - Be able to communicate their historical knowledge and understanding in a variety of ways - Understand that events and people's actions have causes and effects - Be able to describe significant historical events, people and places in their own locality
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	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Footprints from the Past</p> <ul style="list-style-type: none"> About the different time periods (the Triassic, the Jurassic or the Cretaceous period) when dinosaurs lived How to make a time line About fossil hunters (Mary Anning, William Buckland, Richard Owen from England) and from around the world (Barnum Brown, Edward D. Cope, Othniel C. Marsh from the US) About different ideas to explain why the dinosaurs died out <p>Scavengers and Settlers</p> <ul style="list-style-type: none"> How fossils are made and what we can learn from them What our earliest ancestors might have looked like How our ancestors were able to survive How to use archaeological evidence to find out about a prehistoric hunter Where our ancestors settled and how they lived How we can learn about the past by investigating a Stone Age village What life was like during the Bronze Age and Iron Ages <p>Explorers and Adventures</p> <ul style="list-style-type: none"> Know about the main events, dates and characteristics of the past societies they have studied by learning about different adventurers. Know about their lives by exploring where they lived, what they did and how they did it – Roald Admunsen, Captain Cook, Zheng He. Create a class timeline of exploration to understand different time periods and societies in those times. Answer questions about explorers Understand that the past has been recorded in a variety of different ways – researching explorers using different sources. 	<p>Chocolate</p> <ul style="list-style-type: none"> About Coloumbus’ discovery of ‘The New World’ (America). Columbus’ return to Spain with cacao beans in 1504 Hernan Cortès discovery of cacao in Mexico in 1519. About the importance of cocoa beans for trade <p>Temples, Tombs and Treasures</p> <ul style="list-style-type: none"> Why rivers such as The River Nile were important to ancient civilisations What daily life was like in Ancient Egypt - y How to write using Egyptian hieroglyphics -y About the different rulers of Egypt About Ancient Egyptian religion and burials - y How the Ancient Egyptians might have built the pyramids About the treasures discovered in Tutankhamun’s tomb -y How to use different sources to find out about Ancient Sumer How to compare life in Ancient Sumer with life in Ancient Egypt 	<p>Space Explorers</p> <ul style="list-style-type: none"> Explore past beliefs about the world being flat. Focus on Ancient Egyptian and Ancient Indian beliefs. Look at the progression of thoughts about the world being a sphere throughout history. Explore Galileo Galilei 1633 and his book ‘Dialogue Concerning the Two Chief World Systems’. Explore and contrast two views in history <ul style="list-style-type: none"> Classical geocentric view: in 150AD Copernican heliocentric view: in 1543 Research Galileo Galilei discoveries. To know about legends and stories about stars <p>The Great, the Bold and the Brave</p> <ul style="list-style-type: none"> About the Greek city-states of Athens and Sparta How people voted in Athens and Sparta How the Persian War brought the Greek city-states together What the Parthenon can tell us about Athenian life How to perform our own Greek play About the life Alexander the Great and what he achieved Why Rome had a republic and then an emperor What daily life was like in Ancient Rome What happened when the Romans invaded another country Why the Roman Empire declined What happened when the Anglo-Saxons invaded and settled in Britain About the Viking invasion of Britain About the life and legacy of Alfred the Great How to use archaeological evidence to find out about the past About the history of Britain, from the Roman occupation to the Norman Conquest 	<p>AD900</p> <ul style="list-style-type: none"> About the Maya from the buildings and artefacts they left behind How the Maya worshipped their gods How the Maya used glyphs for writing and counting Why the Maya empire declined What Benin City in West Africa might have looked like How to use different sources to find out about the Kingdom of Benin How the Edo/Benin people celebrate and worship What happened to the Kingdom of Benin Why the prophet Mohammad was so important to the Islamic civilisation About the achievements and inventions of the Golden Age of Islam Why the Islamic empire declined <p>WW2</p> <ul style="list-style-type: none"> The outbreak of War The Blitz Evacuation Rationing What daily life was like during WW2? The role of women The Holocaust Key events of the WW2 (D-Day, the other main battles, VE Day, etc) To understand how the War ended.

Footprints from the Past & Scavengers and Settlers & Explorers and Adventurers

- Be able to place some historical periods in chronological framework
- Be able to describe memories of key events in his/her life using historical vocabulary
- Be able to gather information about aspects of life in the past from a variety of sources
- Be able to give some reasons for particular events and changes
- Be able to use their knowledge and understanding to answer questions about the past and about changes
- Understand that the past has been recorded in a variety of different ways and that sources can contradict each other
- Communicate their learning in an organised and structured way, using appropriate terminology and vocabulary

Chocolate

- Be able to place some historical periods in chronological framework
- Be able to give some reasons for particular events and changes
- Be able to gather information about aspects of life in the past from a variety of sources
- Be able to use their knowledge and understanding to answer simple questions about the past and about changes
- Understand that the past has been recorded in a variety of different ways and that sources can contradict each other
- Compare sources of information available for the study of different times in the past

Temples, Tombs and Treasures

- Be able to place some historical periods in chronological framework
- Be able to give some reasons for particular events and changes
- Be able to gather information about aspects of life in the past from a variety of sources
- Be able to use their knowledge and understanding to answer simple questions about the past and about changes
- Understand that the past can be considered in terms of different time periods
- Understand that the past has been recorded in a variety of different ways and that sources can contradict each other
- Compare sources of information available for the study of different times in the past

Mission to Mars

- Be able to find out about aspects of the past from a range of sources
- Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- Be able to describe and make links between the main events, situations and changes both within and across periods
- Be able to describe how the history of one country affects that of another
- Be able to ask and answer questions about the past
- Be able to select and record information relevant to an historical topic
- Be able to place the events, people and changes in the periods they have studied into a chronological framework
- Be able to use dates and terms relating to the passing of time
- Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms

Space Explorers

- Be able to enquire into historical issues and their effects on people's lives
- Be able to find out about aspects of the past from a range of sources
- Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- Be able to describe and make links between the main events, situations and changes both within and across periods
- Be able to ask and answer questions about the past
- Be able to select and record information relevant to an historical topic
- Be able to place the events, people and changes in the periods they have studied into a chronological framework
- Be able to use dates and terms relating to the passing of time
- Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms
- Understand how some aspects of the past have been represented and interpreted in different ways
- Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint

AD900

- Be able to enquire into historical issues and their effects on people's lives
- Be able to find out about aspects of the past from a range of sources
- Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- Be able to describe and make links between the main events, situations and changes both within and across periods
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WW2

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				<ul style="list-style-type: none">- Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms- Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint
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