



### Chronology- Skills and content progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Talk about members of their immediate family and community</b>  <b>Name and describe people who are familiar to them</b>            All about ME topic: Children to investigate their own history (memories, stories and photos)  <b>Placing events on a timeline</b>            General timeline of world history – looking at how far long ago was the Mesozoic Era when the dinosaurs lived</p>	<p><b>Sequence events or objects in chronological order:</b> Create a timeline of their own lives.            Timeline of Great Fire of London and London.</p>	<p><b>Sequence artefacts closer together in time.</b>            Wright brother's timeline sequencing events in story.  <b>Sequence events.</b> Create and Sequence a timeline of different types of transportation    <b>Describe memories of key events in lives.</b>            Sequence photos etc. from different periods of their life (link with science curriculum sequencing own lives.)</p>	<p><b>Place the time studied on a time line.</b>            Look at various periods placement in large timeline; Stone age – iron age timeline &amp; Greeks timeline.    <b>Sequence events or artefacts and use dates related to the passing of time</b>            Sequence events in Greek history on a timeline.</p>	<p><b>Place events from period studied on a time line.</b>            Travel back in time using timeline to reach Egypt and highlight events in-between.    <b>Use terms related to the period and begin to date events</b>            Egyptian Glossary sheets (Focus)    <b>Look at timeline and place events in chronological order.</b>            Egyptian timeline  <b>Understand more complex terms e.g. BCE/AD.</b>            Look at how Egypt/Romans spans over</p>	<p><b>Place current study on time line in relation to other studies.</b>            Anglo- Saxon origins in relation to Romans and Vikings on a timeline.    <b>Know and sequence key events of time studied.</b>            Create a Space Race timeline.  <b>Use relevant terms and periods labels.</b>            Use of Glossary sheets to ensure correct terminology is used in all periods.  <b>Relate current studies to previous studies</b></p>	<p><b>Place current study on time line in relation to other studies.</b>            Place the Tudors in history alongside all other historical times studied throughout school            Create a timeline of Islam- and discuss when it happens in relation to other periods.    <b>Use relevant dates and terms.</b>            Islam/Tudors Glossary    <b>Sequence up to ten events on a time line.</b>            Sequence events in Islam – what was happening around the world?</p>

Compare to their lives now.		Talking about own lives and significant events.		both and discuss what each term means.	<b>Make comparisons between different times in history.</b> Discrimination – Race changes over time. Berlin changes in history. Comparison of these issue with today.	
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## Range and Depth of Historical Knowledge- Skills and content progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Comment on images of familiar situations in the past</b> Kings and Queens of England	<b>Begin to describe similarities and differences in artefacts.</b> Compare toys – modern and old. Making own Tudor house to identify differences between those and their own house. <b>Drama – why people did things in the past?</b> Partake- Fire of London.	<b>Find out about people and events in other times.</b> History of medicine History of significant individuals – Florence Nightingale <b>Collections of artefacts – confidently describe similarities and differences.</b> Look at different types of medical devices and compare/contrast.	<b>Find out about everyday lives of people in time studied.</b> Look at everyday life in stone age times. Stone age – boy with the bronze age axe (literacy links). Look at everyday life in Greek times. <b>Compare with our life today</b> Comparison of our lives with the lives of the people in the ancient Greece. Key	<b>Use evidence to reconstruct life in time studied.</b> Make aqueducts and mummies. <b>Identify key features and events.</b> Look at main features of Egyptian life e.g. building of the pyramids. <b>Look for links and effects in time studied.</b> Explore everyday Egyptian life.	<b>Study different aspects of life of different people.</b> Differences between men and women today and in Anglo Saxon lives. Discrimination – gender stereotypes. <b>Examine causes and results of great events and the impact on people</b> Space Race – cold war and its impact.	<b>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</b> Islam - Compare different beliefs. <b>Compare beliefs and behaviour with another period studied.</b> Crime and punishment comparison Medicine Comparison <b>Write another explanation of a past event in terms of cause</b>

	<p><b>Use a range of sources to find out characteristic features of the past.</b>          Look at the following sources to find out the characteristics of the past; Pepys diary, Paintings, Objects/artefacts, Old toys, Books, Internet.</p>	<p><b>WW2 artefacts – Remembrance day</b>  <b>Drama – develop empathy and understanding (hot seating, sp. and listening).</b>          Hot seating their significant individuals to learn about the past.</p>	<p><b>events influenced by the Greeks such as Olympics (Greeks).</b>  <b>Identify reasons for and results of people’s actions. Understand why people may have had to do something.</b>          The development of the wheel- how it shaped our society today.          Development of Greek society and how that has impacted us today.          Local study- Luddites and local mines.          Identify and understand reasons for their actions.          Links to Nottingham.</p>	<p><b>Offer a reasonable explanation for some events.</b>          Look at Battle of Marathon and explain why it happened  <b>Develop a broad understanding of ancient civilisations.</b>          Talk about impact of Egyptians and Romans and what happened as a result. Compare the impact with Romans.</p>	<p><b>Compare life in early and late times studied</b>          Apartheid- impact on everyday lives.          Treatment of race compared with today.  <b>Compare an aspect of life with the same aspect in another period</b>          Berlin – compared living East vs West          Compare all periods with current life</p>	<p><b>and effect using evidence to support and illustrate their explanation</b>   <b>Know key dates, characters and events of time studied.</b>          War of Roses – how Tudors came to the throne          Tudors – key events outlined and main characters studied alongside dates and placing them on timeline.          Local study – Nottingham in the past.   <b>Compare and contrast Ancient civilisations</b>          Compare Islam with the dark ages in Britain</p>
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# Interpretations of History- Skills and content progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Compare and contrast characters from stories including figures from the past</b></p> <p>Use stories to encourage children to distinguish between fact and fiction. Paintings of Kings and Queens. What do they tell us about them? How are they different to photos of our Queen? Compare adults talking about the past. How reliable are memories?</p>	<p><b>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, BBC website).</b></p> <p>Use different ways to represent the past;</p> <ul style="list-style-type: none"> <li>• Pepys diary</li> <li>• Paintings</li> <li>• Objects/art efacts</li> <li>• Old toys</li> <li>• Books</li> <li>• Internet</li> </ul>	<p><b>Compare pictures or photographs of people or events in the past.</b></p> <p><b>Able to identify different ways to represent the past</b></p> <p>History of medical apparatus and uniforms – compare types of items in a hospital and uniforms through the ages</p> <p>Identify different ways to represent the past</p> <ul style="list-style-type: none"> <li>• Timelines</li> <li>• Photographs</li> <li>• Archive footage</li> <li>• Artefacts</li> </ul> <p>Visit for Florence Nightingale</p>	<p><b>Identify and give reasons for different ways in which the past is represented.</b></p> <p>Local study- Luddites represented in different ways due to differing views about the cause.</p> <p><b>Distinguish between different sources and evaluate their usefulness</b></p> <p>Greek sources – contemporary vs modern</p> <p>Viewpoint on local study- different resources.</p> <p><b>Look at representations of the period – museum, cartoons etc.</b></p> <p>Local study- newspaper reports of Luddites.</p> <p>Visit to Creswell Crags</p> <p>Visit to the Nottingham Castle</p>	<p><b>Look at the evidence available</b></p> <p>Use range of evidence including artefacts, paintings, contemporary sources, books ICT.</p> <p><b>Begin to evaluate the usefulness of different sources use of text books and historical knowledge.</b></p> <p>Look at different interpretations in Romans and talk about why some are more useful than others.</p>	<p><b>Compare accounts of events from different sources. Fact or fiction.</b></p> <p><b>Compare accounts of events</b></p> <ul style="list-style-type: none"> <li>• Berlin – East vs West.</li> <li>• Children’s accounts</li> <li>• Apartheid Black vs white perspective</li> <li>• Look at bias of source</li> </ul> <p><b>Offer some reasons for different versions of events.</b></p> <p>Different accounts of Space Race – Russians vs Americans.</p> <p>Apartheid – exploring minority voice.</p>	<p><b>Link sources and work out how conclusions were arrived at.</b></p> <p><b>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</b></p> <p>Look at range of sources for Islam and discuss the bias they may contain.</p> <p><b>Be aware that different evidence will lead to different conclusions.</b></p> <p>Look at paintings in comparison to written history sources in Tudors.</p> <p><b>Confident use of the library etc. for research.</b></p> <p>Library used in all topics along with internet and other sources such as newspapers/contemporary writing.</p>

## Historical Enquiry- Skills and content progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use a range of sources to talk about the past</p> <p>Photographs</p>	<p>Sort artefacts “then” and “now”</p> <p>Toys – artefacts that are then and now</p> <p>Use as wide a range of sources as possible.</p> <p>Sources;</p> <p>Pepys diary</p> <p>Paintings</p> <p>Objects/artefacts</p> <p>Old toys</p> <p>Books</p> <p>Internet</p> <p>Speaking and listening (links to literacy)</p> <p>Retell GFOL</p> <p>Packing suitcase</p> <p>To ask and answer questions related to different sources and objects.</p> <p>To ask and answer questions related to different sources and objects.</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Hospital photos and footage</p> <p>Sequence a collection of artefacts.</p> <p>Methods of medicine/hospitals/uniform through time.</p> <p>Use of time lines</p> <p>Timeline on Florence Nightingale</p> <p>Timeline of creation story</p> <p>Discuss the effectiveness of sources.</p> <p>Developing ideas of sources and how reliable they are</p>	<p>Use a range of sources to find out about a period-contemporary sources.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use contemporary sources and observe details; Luddites</p> <p>Greek myths</p> <p>stone age art</p> <p>books</p> <p>computer</p> <p>Stone age art</p> <p>Greek art</p> <p>Use of tools – stone age</p> <p>Begin to use the library, e-learning for research ask and answer questions.</p> <p>use of internet</p> <p>use of library / text books</p> <p>presentations of evidence</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Look at the evidence for Olympics and recreate event</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Re-enactment of battle of Marathon.</p> <p>Ask a variety of questions.</p> <p>Develop questioning skills related to historical bias and interpretation</p> <p>Use the library, e-learning for research.</p> <p>Use of range of sources including key texts, use of library, ICT for research</p>	<p>Begin to identify primary and secondary sources.</p> <p>begin to identify primary and secondary sources</p> <p>Anglo/ Viking artefacts vs different sources</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>use evidence to build up a picture of life in time studied</p> <p>Anglo Saxons / Viking life – day to day studies</p> <p>Select relevant sections of information.</p> <p>select relevant sections of information</p> <p>Berlin- East vs West – newspaper articles- dominant voices.</p>	<p>Recognise primary and secondary sources.</p> <p>Tudors – different primary and secondary sources (pictures, diaries, newspapers, artefacts).</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Discussion around alternative sources Look at bias and recognise where sources have come from.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Extended writing- Tudors and Islam</p>

Historical toys  
GFOL paintings,  
artefacts, pictures

Confident use of  
library, e-learning,  
research.  
Confident use of  
Ipad, Key texts,  
research in ICT,  
Library to support.

## Organisation and Communication- Skills and content progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Children to explain their historical understanding through a range of practical and written activities.</b> Whole class discussion - Pictures drawn by the children, drama / role play, building models, timelines</p>	<p><b>Time lines (3D with objects/ sequential pictures).</b> Personal timeline GFOL timeline <b>Drawing</b> Artwork Plan Tudor House <b>Drama/role play</b> Partake Hot seating <b>Writing (reports, labelling, simple recount) ICT</b> Writing Recounts Writing Senses grids</p>	<p><b>Class display/ museum annotated photographs ICT</b> Display with timeline Artwork Literacy links Art links</p>	<p><b>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode.</b> Comic strip to retell Silent debate Chocolate bar Differentiator Extended writing Art work</p>	<p><b>Select data and organise it into a data file to answer historical questions.</b> Create fact file for Romans  <b>Know the period in which the study is set.</b> Develop knowledge of Roman society  <b>Display findings in a variety of ways work independently and in groups.</b> Fact file Drama ICT Posters</p>	<p><b>Fit events into a display sorted by theme time.</b> Anglo Saxon display/ timeline  <b>Use appropriate terms, matching dates to people and events.</b> Glossary Explanation of language  <b>Record and communicate knowledge in different forms- work independently and in groups showing initiative.</b> Posters Film News report- green screen. Fact files</p>	<p><b>Select aspect of study to make a display.</b> Use a variety of ways to communicate knowledge and understanding including extended writing. select aspect of study to make a display Macbeth display focusing on Tudors use a variety of ways to communicate knowledge and understanding including extended writing Computing DT Art Sewing Drama Extended writing <b>Plan and carry out individual investigations.</b></p>

Within living memory		Beyond living memory		Lives of significant people		Local history	
<i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		<i>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]</i>		<i>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</i>		<i>significant historical events, people and places in their own locality</i>	
Autumn			Spring			Summer	
Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
EYFS	Talking about ourselves and our families Retelling stories Asking questions		Dinosaurs Mary Anning			Local Study: Nottingham Castle Kings and Queens	
	(*The Great Fire of London)	Know the main differences between their school days and that of their grandparents (*compare school / Christmas. Speaker to tell of Christmas in the past)	Know the name of a famous person, or a famous place, close to where they live (*Torville and Dean) Organise a number of artefacts by age Know what a number of older objects were used for			Know that the toys their grandparents played with were different to their own Know how the local area is different to the way it used to be a long time ago	
Year 2	Know about an event or events that happened long ago, even before their grandparents were born				Know about a famous person from outside the UK and explain why they are famous Name a famous person from the past and explain why they are famous (*Time Peake, Wright Brothers, George Stevenson)	Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) (*Cars and Transport) Local Famous People:	

	Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago (*Medicine/Florence Nightingale)				William Booth Jesse Boot Revisit Why Nottingham is famous (Raleigh, Lace)
<b>Chronology: Stone Age to 1066</b>	Beyond 1066	Local Study	<b>ANCIENT ANCIENTS (approx. 3000 years ago)</b>	<b>CIVILIZATIONS from 1000 years ago</b>	<b>ANCIENT GREECE</b>
<i>To include:</i> <ul style="list-style-type: none"> <li>• Stone age to Iron age</li> <li>• Romans</li> <li>• Anglo-Saxons</li> <li>• Vikings</li> </ul>	<i>An aspect of theme that takes pupils beyond 1066</i>	<i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i>	<i>Cover each of and then choose one to look at in depth:</i> <ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> </ul>	<i>Choose one of:</i> <ul style="list-style-type: none"> <li>• Mayans</li> <li>• Islamic Civilizations</li> <li>• Benin Civilization</li> </ul>	<i>Greek life and influence on the Western world</i>
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Year 3</b>	Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers'	Know how Britain changed between the beginning of the stone age and the iron age	Local Study: Luddites, the Nottingham Castle and caves, the local mines		Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics
<b>Year 4</b>		Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty		Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudicca Know about at least one famous Roman emperor	



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Autumn			Spring		Summer	
Aut 1		Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 5	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a time line to show when the Anglo-Saxons were in England</p>	<p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>	(History of Space and Travel)	(Berlin – Post WW2)	The Man who walked between the Towers (1970 America)	<p>Know how the lives of wealthy people were different from the lives of poorer people during this time <b>(Not a local study)</b></p> <p><b>Black History</b> <b>Apartheid</b> <b>Nelson Mandela</b></p>
	Year 6		<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history (*Tudors)</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>know how Britain has had a major influence on the world</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (*Geoffrey Trease)</p>	<p>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p>	

		(*Linked to William Harvey)		
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