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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | | |
| **HISTORY - EYFS** | | | | | | | | |
| Autumn  I can order events using basic chronology. (Cavemen/Modern Man) before they were born- (Y3-Stone age)  I know some similarities and differences between past and now, trough toys– (*Y1- Childhood past/present)*  I know that the emergency services exist and what they do.  I know some similarities and differences between past and now, trough transport.  I know who Florence Nightingale was and why she was important from the past.  Spring  I can comment on the lives of the Royalty in the past.  I know who the Queen is and some other members of the Royal family.  I know who David Attenborough is and what he did in the past to help people understand history, culture and science.  Summer  I know some similarities and differences between seaside in the past and now– (Y2-Seaside holidays)  I know the past and can say if a setting in a story is past or present.  I know the past is anything that happened before today, and the present is now. | | | | | | | | |
| **HISTORY - Year One** | | | | | | | | |
| **My Family History** | | | **The Greatest Explorers** | | | **The Greatest Inventions: Transport** | | |
| Knowledge | Concepts | Skills | Knowledge | Concepts | Skills | Knowledge | Concepts | Skills |
| Constructing the past  **Sequencing the past** | **Change and Development**  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  **Using sources as evidence** | Constructing the past  **Sequencing the past** | Change and Development  Cause and Effect  **Significance and Interpretations** | **Planning and carrying out an historical enquiry**  Using sources as evidence | **Constructing the past**  Sequencing the past | **Change and Development**  **Cause and Effect**  **Significance and Interpretations** | Planning and carrying out an historical enquiry  Using sources as evidence |
| I know how to depict events relating to family life in the past on a timeline within living memory.  I know and can independently use some common words relating to the passage of time: now, then, new, old, when, before etc. | I understand that there are similarities and differences between the childhood of the past and today. | I can extract some information from more than one type of source. | I know how to depict events relating to explorers on a timeline counting back in centuries. | I understand the term significance.  I understand why an explorer or an exploration is significant.  I understand that there may be connections between different explorers. | I can plan a small enquiry by asking relevant questions.  I can use appropriate historical vocabulary. | I know some key events and people from local, national and global history within the history of flight or the development of the railways. | I understand that there are similarities, differences and changes between early and modern trains and aeroplanes.  I understand at least one relevant cause for and effect of the development of flight or the railways.  I understand the significance of the invention of the aeroplane and the development of the railways. |  |

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| **Happiness Responsibility Friendship Respect Courage** | | | | | | | | |
| **HISTORY - Year Two** | | | | | | | | |
| **Bonfire Night and The Great Fire of London** | | | **Holidays** | | | **Our Local Heroes** | | |
| Knowledge | Concepts | Skills | Knowledge | Concepts | Skills | Knowledge | Concepts | Skills |
| **Constructing the past**  **Sequencing the past** | Change and Development  **Cause and Effect**  Significance and Interpretations | Planning and carrying out an historical enquiry  Using sources as evidence | Constructing the past  **Sequencing the past** | **Change and Development**  Cause and Effect  Significance and Interpretations | Planning and carrying out an historical enquiry  **Using sources as evidence** | Constructing the past  Sequencing the past | Change and Development  Cause and Effect  **Significance and Interpretations** | **Planning and carrying out an historical enquiry**  **Using sources as evidence** |
| I know that in Stuart England there was conflict between Protestants and Catholics.  I know the story of The Gunpowder Plot.  I know the story of The Great Fire of London.  I know and can independently use a wider range of terms and phrases to describe the past e.g., In the past, Many centuries ago, In the Stuart era, | I understand that the conflict between Protestants and Catholics caused the Gunpowder Plot.  I understand why Guy Fawkes took the action he did.  I understand that there were many reasons that the fire spread so quickly.  I understand that there were positive and negative effects of The Great Fire of London. |  | **Previous knowledge: Timelines within living memory and counting back in centuries to 1300s.**  I know how to sequence on an annotated timeline objects or pictures related to seaside holidays going back in decades to the 1950s.  I know and can independently use a wider range of terms and phrases to describe the past e.g., In the past, Last decade, A few decades ago, Nowadays, | I understand that there are similarities and differences between seaside holidays of the past and present.  I understand that holidays have changed over time. | I can ask and answer questions using stories and photographs to find out about holidays of the past. |  | **Previous learning:**  **I understand the term significance.**  **I understand why a person or event is significant.**  I understand why my local hero (e.g., Thomas Telford) is significant and can give valid reasons why an aspect of their life made them significant.  I understand that there is more than one significant person from our local area and can explain their connection. | I can pose a range of valid questions independently.  I can select independently relevant information from more than one source (including written, visual, oral and artefacts) to confidently answer my questions.  I can explain why some sources are more useful than others in providing information.  I can use appropriate vocabulary linked to my local hero. |