

EYFS

40-60m: Looks closely at similarities, differences, patterns and change

ELG: Children talk about past and present events in their own lives and in the lives of family members.

ELG exc: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.

<p>What changes has happened within my family? What kind of toys do we like?</p> <p>Concepts similarity, difference, change, old, new, before, after, now, then, past, present, long ago,</p>	<p>What are our favourite celebrations each year?</p> <p>Concepts similarity, difference, change, before, after, now, then, past, present, long ago, tradition</p>	<p>Who has been important in the past?</p> <p>Concepts similarity, difference, change, monarchy, power, leader, before, after, now, then, past, present, long ago, tradition, rich, poor</p>
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Year 1

Changes within living memory	Changes within living memory	Changes within living memory
<p><u>What was life like when our grandparents were children?</u></p> <ul style="list-style-type: none"> Can you compare your childhood with your grandparents' childhood? Can you compare your childhood to your grandparents' childhood home? Can you compare your toys to your grandparents' toys? Can you compare modern shops to shops in the past? Can you compare your school life to your grandparents' school? 	<p><u>How have holidays changed over time?</u></p> <ul style="list-style-type: none"> Where did your grandparents go on holiday? What can photographs tell us about seaside holidays in the past? What can souvenirs tell us about seaside holidays in the past? What can stories tell us about seaside holidays in the past? Were all holidays the same when your grandparents were children? What was it like on a seaside holiday in the 1950s? 	<p><u>How has travel changed over time?</u></p> <ul style="list-style-type: none"> What is transport and how has it changed? How have trains changed over time? Can you order trains in chronological order from past to present? How have cars changed over time? Can you order cars in chronological order from past to present? How have aeroplanes changed over time? Can you order aeroplanes in chronological order from past to present?
<p>Skills</p> <ul style="list-style-type: none"> Develop an awareness of the past Know where the people and events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing parts of sources to show that they know and understand key features Understand some of the ways in which we find out about the past Identify different ways in which it is represented 	<p>Skills</p> <ul style="list-style-type: none"> Know where the people they study fit within a chronological framework Develop an awareness of the past, using common words and phrases relating to the passing of time Understand some of the ways in which we find out about the past Identify different ways in which it is represented Ask and answer questions, choosing and using sources to show that they know and understand the key features of events Use parts of sources to show that they know and understand key features of events Use common words and phrases relating to the passing of time 	<p>Skills</p> <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features Use a wide vocabulary of everyday historical terms Understand some of the ways in which we find out about the past Identify similarities and differences between ways of life in different periods

Concepts: <i>similarity, difference, change</i> <i>present, past, old, modern, age, decade, same, different, before, after,</i> <i>timeline, 20th century, year,</i>	Concepts: <i>similarity, difference, change, continuity</i> <i>holiday, 20th century, past, present, modern, old, before, now,</i> <i>leisure, tourist, tourism.</i>	Concepts: <i>similarity, difference, change, continuity</i> <i>transport, invention, inventor, flight, century, travel, journey, evidence,</i> <i>trade, leisure, canal, locomotive, modern, old, past, present,</i> <i>chronological,</i>
<h2>Year 2</h2>		
<i>Significant events beyond living memory</i> <i>Significant events in their locality</i>	<i>Lives of significant individuals</i>	<i>Lives of significant individuals</i> <i>Significant people in their locality</i>
<u>Should we still celebrate Bonfire Night?</u> <ul style="list-style-type: none"> Should we celebrate Bonfire Night? Was Guy Fawkes a hero or a villain? Do we celebrate Bonfire Night now just for fun? <u>Did the Great Fire make London a better or a worse place?</u> <ul style="list-style-type: none"> What happened in London on 2nd September 1666? Why did the fire spread so quickly? Did the Great Fire make London better or worse? 	<u>Who were the greatest explorers?</u> <ul style="list-style-type: none"> What is an explorer and what are they like? Why was Ibn Battuta a great explorer? Was Christopher Columbus a hero? Was Captain Cook a great explorer? Why did Roald Amundsen win the race to the South Pole? Why do we remember Sunita Williams and Neil Armstrong? Who was the greatest explorer? 	<u>What's so important about Kings and Queens anyway?</u> <ul style="list-style-type: none"> What is a monarch and what do they do? Can I use sources to find out about the role and life of Richard III? What happened during the Battle of Bosworth? Can I use sources to find out about the role and life of Queen Victoria? What was life like during the Victorian times? Can I use sources to find out about the role and life of Elizabeth II? Who was the greatest monarch and how can we remember them?
Skills <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time Choose and use parts of stories and other sources that they know and understand key features of events Understand some of the ways in which we find out about the past Identify different ways in which it is represented Use a wide vocabulary of everyday historical terms Know where events they study fit within a chronological framework. 	Skills <ul style="list-style-type: none"> Learn about changes within living memory Understand historical concepts such as continuity and change, similarity and difference Ask historically valid questions Identify similarities and differences between ways of life in different periods Ask and answer questions Understand some of the ways in which we find out about the past Identify different ways in which the past is represented Use a wide range of everyday historical terms Use parts of stories and other sources to show they know and understand key features of events Use sources to show they know and understand the past Suggest reasons why changes took place 	Skills <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time Know where the people they study fit within a chronological framework Ask and answer questions Study significant historical people and places in their own locality Understand some of the ways in which we find out about the past and identify different ways in which it is represented Choose parts of sources to show that they know and understand key features of events Use a wide vocabulary of everyday historical terms

Concepts: <i>significance, perspective, change and continuity, using sources and evidence, cause and consequence, similarity and difference, interpretation, chronology</i> <i>plot, government, law, execution, monarch, treason</i>	Concepts: <i>significance, similarity, difference, perspective, using evidence and sources, interpretation</i> <i>explorer, exploration, journey, map, discover, adventure, trade, desert, space, polar, navigation, territory, astronaut, memorial, achievement</i>	Concepts: <i>significance, similarity, difference, perspective, monarchy, rich, poor, achievements, battle, conflict, reign, coronation, royalty, power,</i>
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Year 3		
<i>Changes in Britain from the Stone Age to the Iron Age</i>	<i>Changes in Britain from the Stone Age to the Iron Age</i>	<i>Local history study</i>
<u>What was new about the New Stone Age?</u> <ul style="list-style-type: none"> Why is it called the 'Stone Age'? Can I define the 'Stone Age' and its different periods? What was life like in the Old and Middle Stone Ages? Can I use sources to identify distinctive features of two time periods? How much change happened in the New Stone Age? Can I compare change between the Neolithic period and earlier periods? What can the village of Skara Brae tell us about life in Neolithic times? Do I know about life in Neolithic times from investigating historical and archaeological sources? Why did the Neolithic people build monuments? Can I provide valid reasons for the existence of monuments? Was great progress made in the Stone Age? Can I perform a role play showing the extent of change during the Stone Age? 	<u>Which was more impressive – the Bronze Age or the Iron Age?</u> <ul style="list-style-type: none"> Can I understand the importance of the improvements made by using bronze? Can I use sources in order to find out more about Bronze Age life? Can I reach a conclusion about the scale of the achievements made in the Iron Age? Can I make a comparison between home life in the Bronze Age and the Iron Age? Can I understand the dangers faced in Bronze and Iron Age Britain? Can I decide which was more impressive – the Bronze Age or the Iron Age? 	<u>What was life in Victorian Leicester like?</u> <ul style="list-style-type: none"> What happened in Leicester during the Victorian period? What was life like in Victorian Leicester? What was life like in Southwell Workhouse? Can you use sources to find out about a Victorian school in Leicester? What was the Industrial Revolution? What was significant about the Industrial Revolution in Leicester?
Skills <i>Use common words and phrases relating to the passing of time</i> <i>Develop a chronologically secure knowledge and understanding of British history</i> <i>Develop the appropriate use of historical terms and note connections and contrasts over time</i> <i>Construct informed responses that involve the selection of relevant historical information</i> <i>Regularly address historically valid questions about similarity and difference</i> <i>Understand how our knowledge of the past is constructed from a range of sources</i> <i>Establish clear narratives within and across the periods they study</i>	Skills <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time Develop a chronologically secure knowledge and understanding of British history Address historically valid questions about change, similarity and difference Develop the use of historical terms Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information Address historically valid questions about trends and significance 	Skills <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time Develop a chronologically secure knowledge and understanding of British and local history Develop the appropriate use of historical terms Address and devise historical valid question about change, cause, similarity, difference and significance Construct informed responses that involve selection of relevant information Understand how our knowledge of the past is constructed from a range of sources.

Concepts: <i>Using sources and evidence, change and continuity, significance, similarity and difference, interpretation archaeology, artefact, BD, AD, civilisation, settlement, landmark, tools, weapons, period, age, agriculture, production</i>	Concepts: <i>Using sources and evidence, change and continuity, significance, similarity and difference, interpretation, perspective archaeology, artefact, BD, AD, civilisation, settlement, landmark, tools, weapons, period, age, agriculture, production</i>	Concepts : <i>Significance, change, cause, similarity, difference industry, revolution, trade, society, rich, poor, wealth, poverty, transport, slum, workhouse, production, factory, working class,</i>
Year 4		
Achievements of the earliest civilisations	Roman Britain	Britain's settlement by the Anglo-Saxons
Depth study of: Ancient Egyptians		
<u>So was everyone an Ancient Egyptian?</u> <ul style="list-style-type: none"> What else was happening in the world at the time of the Ancient Egyptians? What do all of the ancient civilisations have in common? What was the greatest achievement of each civilisation? <u>How much did the Ancient Egyptians achieve?</u> <ul style="list-style-type: none"> What do the pyramids tell us about the Ancient Egyptians? What did the Egyptians believe about life and death? How was life different for men, women and children in Ancient Egypt? How much the did Ancient Egyptians achieve? 	<u>What happened when the Romans came to Britain?</u> <ul style="list-style-type: none"> What was Britain like when the Romans invaded? Why did the Romans want to invade Britain? What was the Roman army like and how did it fight? What was life like for a soldier on Hadrian's Wall? Why did Boudicca lead a rebellion against the Romans? Were the Roman roads a positive development for everyone? What did the Romans leave behind which is still of significance to us? 	<u>Was the Anglo-Saxon period really a 'Dark' Age?</u> <ul style="list-style-type: none"> Where did the Anglo-Saxons come from? Why did the Anglo-Saxons invade Britain? What kind of people were the Anglo-Saxons? How did people's lives change when Christianity came to Britain? How did the Anglo-Saxons change British culture? How effective was Anglo-Saxon justice? Were the Saxon times really 'dark' ages?
Skills <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understand of British, local and world history Note connections, contrasts and trends over time Develop the use of historical terms Understand how our knowledge of the past is constructed from a range of sources Address and devise historically valid questions about similarity, difference and significance Construct informed responses that involve thoughtful selection and organisation of relevant 	Skills <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history Address historically valid questions about change, cause and significance Construct informed responses that involve the thoughtful selection and organisation of historical information Understand how our knowledge of the past is constructed from a range of sources 	Skills <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British and world history Develop the appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information Note connections, contrasts and trends over time

historical information	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Address and devise historically valid questions about similarity and difference 	<ul style="list-style-type: none"> • Regularly address and devise historically valid questions about significance
Concepts: <i>significance, using sources and evidence, perspective, interpretation civilisation, settlement, trade, empire, architecture, religion, society, communication, afterlife, pharaoh,</i>	Concepts : <i>Significance, change and continuity, cause, consequence, perspective empire, legacy, trade, settlements, civilisation, invasion, military, conflict, rebellion, battle, war, law, senate, architecture</i>	Concepts : <i>Significance, change and continuity, cause, consequence, using sources and evidence, perspective civilisation, invasion, settlement, religion, Christianity, culture, art, justice,</i>

Year 5		
Extended chronological study beyond 1066	Extended chronological study beyond 1066	
<u>The Blitz: all we need to know about WW2?</u> <ul style="list-style-type: none"> • What was the Blitz and why did it happen? • WW1: Whose war? • What was the impact of WW2 on our locality? • How well does a fictional story tell us what it was like to be an evacuee? • Evacuee experiences in Britain: is this all we need to know about children in WW2? • How significant was the impact of WW2 on women? • Did all men have to fight in WW2? • When was the most dangerous time to live? 	<u>What make people go on a journey?</u> <ul style="list-style-type: none"> • Why do people go on a journey? • Was Sir Walter Raleigh just in it for the money? • Why did 3rd class passengers on the Titanic make the journey to America? • How did Vera Schaufeld become a refugee? • Why did people sail on the Empire Windrush? • What makes refugees go on a difficult journey today? 	
Skills <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history • Address and devise historically valid questions about change, cause and significance • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends 	Skills <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and world history • Establish clear narratives • Address and devise historically valid questions about significance and cause and change • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time 	

<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of historical information • Develop the use of appropriate historical terms 		
Concepts: <i>Using sources and evidence, change and continuity, significance, cause and consequence</i> <i>conflict, battle, war, invasion, propaganda, rationing, evacuation, country, military, treaty, ally, impact</i>	Concepts: <i>Chronology, similarity and difference, change, cause and consequence, using sources and evidence, significance, interpretation, perspective</i> <i>journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, class, persecution, prejudice, discrimination, asylum seeker,</i>	

Year 6

<i>Non-European study</i>	<i>Study of Ancient Greek life and achievements</i>	<i>Viking and Anglo-Saxon struggle for Kingdom of England</i>
<u>What's the mystery with the Mayans?</u> <ul style="list-style-type: none"> • Where and when did the Mayans live? • What was significant about the Mayans? • How did the Mayan civilisation impact on our lives? • How did the Mayan Empire grow so big? • What was life like for the Mayans? • Were the Mayans civilised? • What happened to the Mayans? 	<u>What did the Ancient Greeks do for us?</u> <ul style="list-style-type: none"> • Where and when did the Ancient Greeks live? • Can you compare Ancient and Modern Greece? • Can you identify similarities and differences between the way of life in Athens and Sparta? • What can we learn about Ancient Greek religion from their myths and legends? • Can you use a range of sources to find out about the importance of warfare in Ancient Greece? • What do we know about the achievements of Alexander the Great? • What can we learn about our language from Ancient Greece? • How were the Ancient Greeks governed and are there any similarities with how we are governed today? • How similar were the London 2012 Olympic Games to those held in Ancient Greece? • What is the most important legacy of the Ancient Greeks? 	<u>Vikings: Raiders or settlers?</u> <ul style="list-style-type: none"> • Where did the Vikings come from? • Why did the Vikings invade Britain? • Why have the Vikings gained such a bad reputation? • How much fear did the Viking raids cause? • How successful were the Viking raids? • What similarities and differences were there between the Anglo-Saxons and Vikings? • How should we remember the Vikings?
Skills <ul style="list-style-type: none"> • Establish clear narratives within and across periods they study • Regularly address historically valid questions about similarity and difference and significance • Construct informed responses that involve thoughtful selection and organisation of 	Skills <ul style="list-style-type: none"> • Develop the use of historical terms • Address and devise historically valid questions • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	Skills <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history • Understand how our knowledge of the past is constructed from a range of sources • Establish clear narratives within and across the periods • Develop the appropriate use of historical terms

<p><i>relevant historical information</i></p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Address and devise historically valid questions about significance 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of world history • Consistently answer and ask historically valid questions about similarity and difference 	<ul style="list-style-type: none"> • Address historically valid questions about cause • Construct informed responses that involve the thoughtful selection and organisation of relevant historical information • Note contrasts and connections over time
<p>Concepts:</p> <p><i>Change and continuity, significance, similarity and difference, cause and consequence, perspective, using sources and evidence</i></p> <p><i>civilisation, legacy, dynasty, architecture, astronomy, religion, sacrifice, gods, hierarchy, society, culture, agriculture</i></p>	<p>Concepts :</p> <p><i>chronology, similarity and difference, using sources and evidence, interpretation, significance, cause and consequence</i></p> <p><i>civilisation, conflict, battles, warfare, military, religion, gods, legacy, democracy, empire, rights, law, mythology, architecture, culture, language, ancient, modern, culture</i></p>	<p>Concepts :</p> <p><i>chronology, similarity and difference, change and continuity, cause and consequence, significance, perspective</i></p> <p><i>civilisation, invasion, settlement, legacy, battle, conquer, conflict, raid, religion,</i></p>