



	EYFS	Year 1	Year 2	Year 3	Year 4	Upper KS2	
Sticky Knowledge	How I have changed since I was a baby. Memories of the past.	Know that toys their grandparent played with were different to their own. Know what a number of older objects were used for. Name a famous person from the past and explain why they are famous.	Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. Know about a famous person from outside of the UK and explain why they are famous. (Mary Seacole) Know that childrens' lives today are different to those of a long time ago. Know the local area is different to how it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not.	Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter gatherers' Know about the key features of Ancient Egypt 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 Boudica Know about at least one famous Roman emperor.	Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know some of the main characteristics of the Athenians and the Spartans. Know some differences between different groups in this society. Know how Britain changed between the end of the Roman occupation and 1066 Know about how the AngloSaxons attempted to bring about law and order into the country Know that during the AngloSaxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today	Know about a period of history that has strong connections to their locality and understand the issues associated with the period – Suffragettes. Know how the lives of men and women were different in this time.	Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo Saxons Know about the impact that the Islamic civilization had on the world. Know of an Islamic scholar and some of their achievements. Know that Baghdad was a modern, metropolitan city and give some examples of this. Know Bagdad was a hub of art, culture and religion.
Vocabulary	Today, yesterday, then, now, before I was born, a long time ago, old, new	A long time ago, before I was born, last week, when I was younger, past, present, then, now, after, before, next, new, old, newest, oldest, event, object, photograph, timeline	After, before, next, now, present, past, then, yesterday, recently, modern, historical, account, artefact, chronological, diary, event, evidence, historian, museum, sequence, source, timeline, reliable	Ancient BC/AD, century, date, era, In the...century/decade, time period, timeline, archaeology, archaeologist, architecture, chronology, chronologically, discoveries, evidence, reliable, source, civilisation, society, empire, emperor, army, conquest, enemies, invade, settle	Ancient, BC/AD, century, decade, date, era, first hand account, In the ... Decade/century, time period, timeline, archaeology, archaeologist, architecture, chronology, chronologically, discoveries, evidence, eye-witness, primary source, reliable source, secondary source, civilisation, society, conquest, enemies, invade, settle, army, enquiry, evaluate, conclusion	Change, citizen, continuity, cultural, empire, legacy, monarchy, peasantry, social, architecture, civilisation, society, democracy, education, government, political, ancient, archaeology, archaeologist, conquest, war, discoveries, enemies, excavate, peace, bias, enquiry, evaluate, evidence, interpretation, primary/secondary source, propaganda, reliability	Citizen, continuity, cultural, empire, legacy, monarchy, peasantry, social, architecture, civilisation, democracy, government, immigration, parliament, political, ancient, archaeology, archaeologist, conquest, discoveries, enemies, excavate, bias, critically, empathy, interpretation, perspective, propaganda, reliability, analyse, conclusion, evidence, hypothesis, evaluate

Chronological Understanding	To use language connected with the passing of time. To talk about daily and weekly routines.	To sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time. Sequence photographs etc. from different periods of their life. Describe memories of key events in their lives.	Place the time studied on a time line. Use dates and terms related to the study unit and the passing of time. Sequence several events or artefacts.	Place events from period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC and AD	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
Range and Depth of Historical Knowledge	To begin to make sense of their own and their families life story. To recount personal memories.	Recognise the difference between past and present in their own and other's lives. Know and recount stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Find out about the everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of peoples actions. Understand why people may have wanted to do something.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
Interpretations of History	To read stories about how things have changed in the past. To notice seasonal changes.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories.	Compare 2 versions of a past event. Identify different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museums, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical Inquiry	To role play historical events e.g. Coronation	Find answers to simple questions about the past from sources of information e.g. artefacts and pictures.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in times past. Ask a variety of questions Use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in fluent account.
Organisation and Communication	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models	Communicate their knowledge through: Discussion Drawing pictures Labelling pictures Writing simple sentences Drama/role play Making models	Communicate their knowledge through: Discussion including P4C sessions Role Play Writing – double page spreads, writing in role (letters, reports) Making models Using ICT	Recall, select and organise knowledge through: Discussion including P4C sessions Role Play Writing – double page spreads, writing in role making appropriate use of dates and terms. Using ICT			