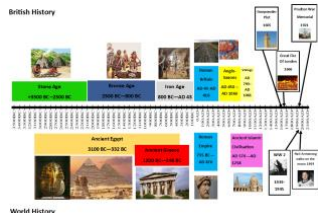


	EYFS	KS1	KS2
National Curriculum EYFS Development Matters	Early Learning Goal Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources

First-order Concepts (with links to how they begin in KS1)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion  (inc. empire, conquest, military, war, conflict)	Themes within stories, festivals or significant events.	Festivals of national importance: The soldiers fought in the war to stop Britain from being invaded. (Remembrance Day) Plotters invaded the Houses of Parliament without permission. They saw the King as their enemy and wanted to kill him. (Bonfire Night)		Introduce the word invasion and definition “an unwelcome intrusion”. Iron Age: The Celts created their settlements on hillforts to defend their territory from invasion by other tribes. The Roman Empire: Look at how and why Britain was invaded by the Romans. Know why the Romans were successful in their invasion.	The Egyptian Empire: - When Cleopatra was defeated, the Romans invaded and Egypt became a part of the Roman Empire. Empires often began with or were ended by invasions.	The Islamic Empire (Abbasid Caliphate): The Islamic Empire fell due to Mongol invasions and the siege of Baghdad in 1258. Know that several empires came to an end due to invasion. Anglo Saxons: Know how and why other invaders began to invade, take territory and try to build their own empires after the end of the Roman Empire. Ancient Greece: Know that Ancient Greece was conquered by the Roman Empire.	Empires often began with or were ended by invasions. Different civilisations, tribes and countries in different times were successful in their invasion and tried to defend themselves from invasion. The Third Reich: Impact of invasion during WW2 (Hitler invaded Austria, Czechoslovakia, Poland, Denmark, Norway, Netherlands, Belgium, France). Vikings: Invasion of Lindisfarne and parts of Britain. Alfred the Great (Anglo -Saxon king) successfully defended England from Viking invasions and established peace. The Viking era ended with the Norman invasion.
Civilisation  (inc. society, settlement)	Our locality.	London is the capital city of the United Kingdom.	Consider how our capital city is different to a small town like Poulton.	Introduce the word “Civilisation” and definition – “the way in which people lived in different times and places in the past.” Transition from hunter gatherer to farming during Stone Age. Celts: They created settlements on hills called hillforts. Whilst not a single nation, Celtic Britain was made of different tribes sharing a common culture. Romans were considered more civilised than the Celts. There is evidence that the Celts also built roads, had villages, had farms and were excellent craftspeople - in	All civilisations have some things in common e.g., a form of government, trade, agriculture, laws etc. Some ancient civilisations grew up along big rivers e.g. The Nile or coastlines.	The developments of the Early Islamic Civilisation (Baghdad) outstripped those of anywhere else in the world at the time. (They took ideas from other civilisations such as free education, libraries, free health care, public baths, paved streets, lighting at night, litter collection and sewage systems). Grew up between two rivers. After the Romans left, Britain entered the “Dark Ages,” whilst still a civilisation it was less advanced with a lack of culture and knowledge compared with Roman times. Developed in Athens as a democracy (with written language, art, science,	Civilisations developed around the world at different times and some were more advanced than others during the same period e.g. Baghdad was more advanced than Viking Jorvik in AD. 900. Some civilisations copied earlier ones, e.g. Muslims in Baghdad borrowed ideas from Greece, Rome, China and India. Recap some civilisations developed in great cities like Baghdad, Athens and Rome.

				many ways superior to those of the Romans. Celtic Women had more freedom and rights than in Roman society.		philosophy, maths, architecture, education, government and law). Explore how this ancient civilisation grew up along the coastline of the Mediterranean Sea.	
Rulers  (inc. monarchy, power, parliament, government)	Kings and queens through stories and fairytales. Liken to our own king.	Festivals of national importance: King James I was almost killed during the Gunpowder Plot.	King Charles II ordered houses to be pulled down during the Great Fire Of London. King George V and VI were the Kings of the United Kingdom. (Remembrance)	Definition of a monarch – person who reigns over a kingdom or empire, often hereditary. Tribes with chiefs. No one person ruled Britain. Boudicca was chief of the Iceni Tribe Julius Caesar was a Roman Emperor (partially hereditary)	A Pharaoh was the ruler (hereditary monarch) of Ancient Egypt, supported by other officials. Cleopatra VII was the last pharaoh of Egypt.	Caliphs were the sole rulers (hereditary monarchs) in early Islamic civilisation. Ancient Greece was a democracy – a government ruled by the people. The citizens could make laws and decisions. King Alfred the Great and other Anglo-Saxon Kings.	Rulers throughout history in Britain and the world have often been hereditary, Ancient Greece was a democracy, elected rulers during WW2. Adolf Hitler and Neville Chamberlain were some of the elected rulers in Europe during WW2. Adolf Hitler was elected but ruled absolutely. King George VI was a hereditary monarch. Neville Chamberlain was the elected Prime Minster of the UK. Canute, Harald and other Viking kings of England

Second-order Concepts							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology 	Understanding of now and the past e.g. “I am in Reception; in the past I was in nursery.” (Vocabulary: Now..Then..In the past..Yesterday..., Last week... A long time ago..) Simple sequencing of routines	Children to place a few events or objects in order on a simple then and now timeline i.e.  Explore and use common phrases to show the passing of time: (old, new, young, days, months, before, after, a long time ago, past).	Understand the events of the first moon landing/Great Fire Of London/development of Poulton happened over 50/350/100 years ago from today and represent this understanding using a basic timeline e.g  Sequence specific timelines linked to events within the Great Fire Of London. These timelines will be pictorial and may also have some text.	Introduce the whole school timeline:  Introduce a sense of scale by using some mathematical knowledge to work out how long-ago events took place. Introduce BC and AD Introduce the concept that the past can be divided into different periods of time e.g. Stone Age	Use the whole school timeline to explore links and contrasts within <u>and across similar periods of time</u> (concurrence). Explore further timelines which build a deeper understanding of the internal narrative of the period. Use some dates and period specific phrases.	Use the whole school timeline to explore links and contrasts within and <u>across similar and different periods of time</u>. Explore further timelines which build a deeper understanding of the internal narrative of the period, specifically explaining the order of events, changes and what happened. Using dates and period specific phrases order a greater number of events within periods.	Chronologically secure knowledge of the main events within a period and how this relates to other periods studied through links and contrasts. Use increasingly more sophisticated historical terms and dates when sequencing events and periods of time e.g. The Dark Ages, post war, medieval, 20th century Summarise and evaluate chronological events in relation to the key concepts such as civilisation within a period or across periods.
Cause and Consequence 	Remembering cause and consequence events in our past (lost toys, new friends)	(Link to festivals, topic work, remembrance, bonfire) Begin to recognise that an event happened because of a cause and a consequence followed	Link to a specific period: Great Fire of London: Know about the cause of the fire (bakery, pudding lane) and the consequence (establishment of fire brigade)	Know how historians’ judge why an event occurred e.g. Roman Britain: (Cause and reason) The Romans invaded Britain because they wanted Britain's precious metals (Consequence of the event) They built new forts, new settlements and roads. They spread their culture, language and laws	Deeper knowledge of how historians’ judge why an event occurred e.g. Ancient Egypt (Cause) Cairo developed due to it’s location next to the River Nile. It had the right climate. (Consequence of the event) Provided food, water, transportation, and fertile soil for agriculture, i.e. the right conditions for settlements to grow and flourish over time to become civilisations – link to key concept.	Know multiple causes of an event and the consequence e.g. Ancient Greece fell into decline (Cause) a combination of factors, including war (between city-states), economics, political instability (city states had different governments), and the rise of Rome. (Consequence) Conquered by the Romans	The impact of cause and consequence on historical events <u>within periods and on later periods</u> of history. Evaluate how a historical event impacted on key concepts e.g. civilisation across periods.

Continuity and Change 	Recognise some changes and some aspects of continuity within their own lives	Know some things which have changed since when their grandparents and great grandparents were children (toys and seaside holidays)	Identify things that have changed or stayed the same in Poulton and GFOL Great Fire Of London: (Continuity) Rebuilding began on old foundations. Most buildings had the same function as before the fire. Most of the City of London's streets follow a similar route to 500 years ago. (Change) Different materials. New buildings and the monument	Explain what changed and stayed the same within a period. E.g. Stone Age (Change) Hunter gatherers to farming, tools, weapons	Deeper analysis of what changed and stayed the same in the same period Ancient Egypt- (Change) Development of writing, religion (through afterlife)	Increasing knowledge to be able to make judgements about change over time. Analyse to what extent or degree change occurred and at what pace.	Justify how or why things changed or did not change over time. Know why certain changes were more important than others.
Significance 	Recognise some of the significant events in their lives.	Recognise some of the significant national events such as Remembrance, Bonfire.	Know the name of a famous person and why they are famous. (Neil Armstrong – first person to walk on the moon)	Know some significant events and people within a period. (E.g. Roman Britain and the Introduction of measurement and infrastructure)	Deeper knowledge of some significant events and people within a period. (E.g. Ancient Egypt and the building of the pyramids, invention of hieroglyphic writing)	Know some significant events and people within a topic and the impact. Give reasons as to why people or events are significant by beginning to use the criteria with the acronym 'NAME': N - Novelty A - Applicability M - Memory E - Effects (E.g. Ancient Greek civilisation and the development of the Olympics)	Understand why some events and people are considered significant and can give reasons. Understand that some events and people have not been given significance and can give reasons why. Give reasons as to why historians ascribe significance by using the criteria with the acronym 'NAME': N - Novelty A - Applicability M - Memory E - Effects
Similarity and Difference 	Know about similarities and differences between themselves and others, families, communities and traditions.	Identify a few similarities and differences between toys and seaside holidays from the past.	Identify and describe a range of similarities and differences between London in 1666 and London today.	Know similarities and differences between daily lives of people in the past (Stone Age, Roman Britain) and today.	Describe the similarities and differences within society in the Ancient Egypt period.	Explain the differences in the lives of people from different social classes, cultures, religions or races within Ancient Greece, Anglo-Saxon Britain and Ancient Islamic Civilisation. Begin to explain some reasons for these differences.	Explain how life was similar and different for different people, classes, cultures, religions or race within a period. Give reasons for these differences. Analyse the extent of the similarity or difference

Historical Interpretation 	Begin to understand we like different things/experiences	Begin to understand how the past is represented in different ways- stories, photos, drawings.	Begin to understand how the past is represented in different ways- stories, photos, drawings Somethings can be explained in different ways and stories can be retold differently.	Know that different versions of the past exist.	Look at different versions and begin to consider why there are different versions of the past.	Know of and be able to identify some clear reasons for different versions of the past.	Identify different interpretations and make comparisons and connections. Know of reasons why historian’s interpretations vary. Engage with real interpretations.
Historical Evidence 	Sort into old and new	Sort artefacts into now and then. Recognise ways we can find out about the past from photos, objects, drawing etc.	Describe similarity and difference between artefacts. Identify some of the sources (photos, written, objects and drawings etc) that could give historians information.	Identify some details in artefacts and sources. Begin to know historians construct the past from sources (photos, written, objects and drawings etc) in relation to a specific question.	Identify greater details in artefacts and sources. Deeper knowledge of how historians construct the past from sources (photos, written, objects and drawings etc) in relation to a specific question.	Begin to identify primary and secondary sources. Know how historians identify the evidence that supports a specific point within a context and construct the past.	Know the ways historians identify and use sources and evidence to construct the past within several contexts. Know some different primary and secondary sources in context. Select the relevant sources and artefacts to answer a specific question.