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| **Happiness Responsibility Friendship Respect Courage** |
| **HISTORY - EYFS** |
| AutumnI 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. SpringI 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.SummerI 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 EffectSignificance and Interpretations | Planning and carrying out an historical enquiry**Using sources as evidence** | Constructing the past**Sequencing the past** | Change and DevelopmentCause 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 enquiryUsing 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 enquiryUsing sources as evidence | Constructing the past**Sequencing the past** | **Change and Development**Cause and EffectSignificance and Interpretations | Planning and carrying out an historical enquiry**Using sources as evidence** | Constructing the pastSequencing the past | Change and DevelopmentCause 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. |