



EYFS	Changes within my living memory	Florence Nightingale (Lives of significant individuals)	WWI (Events beyond living memory)
Y1	My life so far & Toys (Changes within living memory revealing aspects of change in National life)	Victorians	Space Travel (Events beyond living memory that are significant nationally or globally)
Y2	Queen Victoria & Queen Elizabeth II (The lives of significant individuals who have contributed to national and international achievements)		Morecambe's historical events and people and places
Y3	Britain from Stone Age to Iron Age	The Roman Empire and its impact on Britain	Anglo-Saxons and Vikings (Britain's settlement by Anglo-Saxons & Scots and their struggle with the Vikings for the Kingdom of England until Edward the Confessor)
Y4	Ancient Egypt (including an overview of where and when the first civilization appeared)	Invasions	Ancient Greece (a study of Greek life and achievements and their influence on the western world)
Y5	Victorians (a local history study)		Baghdad Civilisations (a non-European society that provides contrasts with British history)
Y6	World War II (a study of an aspect or theme in British history beyond 1066)		



KS1 History Key Learning

'Working together to achieve success'



	Chronology	Enquiry, Interpretation and Using Sources	Knowledge: Events, People and Changes
EYFS Understanding the World	<ul style="list-style-type: none"> Can they order photographs of themselves? Do they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class? 	<ul style="list-style-type: none"> Can they make comments or ask questions about a source e.g. a photograph or object? Can they understand the past through settings, characters and events encountered in books read in class and storytelling? 	<ul style="list-style-type: none"> Can they talk about the lives of people around them and their roles in society?
Year 1 My life so far & Toys	<ul style="list-style-type: none"> Can they recognise the distinction between past and present? Can they explain how they have changed since they were born? Can they describe special or significant events in their own lives? Can they place a few events and objects in order by using common phrases to show passing of time? (old, new/ young, days and months) 	<ul style="list-style-type: none"> Can they ask questions to a visitor (grandparent) to find out about toys in the past? E.g. what toys and how many? Money was scarce in the post war era so perhaps they had less. Can they answer questions about old and new objects? Can they spot old and new things in a picture? Can they use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources such as adverts) Can they identify similarities and differences between their toys and toys from the past? 	<ul style="list-style-type: none"> Can they make simple observations as well as telling the difference between past and present in their own and other people's lives? Can they give a plausible explanation about what an object was used for in the past? Can they explain why changes have occurred over time? E.g. introduction of new materials, technology. Do they recognise that their own lives are similar / different from the lives of people in the past?
Year 1 Space Travel	<ul style="list-style-type: none"> Can they sequence a set of events and facts in chronological order and give reasons for their order? (Sputnik, Moon Landing, International Space Station/Tim Peake, Virgin Galactic Space Travel) 	<ul style="list-style-type: none"> Can they use sources such as videos, pictures and written sources to ask & answer questions about the past? Can they ask questions about Tim Peake being the first British astronaut to visit the International Space Station? Can they identify similarities and differences about ways of life in the past e.g. technology and how this has changed? 	<ul style="list-style-type: none"> Use simple stories and other sources to show that they know and understand key features of events Do they know and understand the key features of the Moon Landing?
Year 2 Significant individuals	<ul style="list-style-type: none"> Can they identify the period of time in Britain that Queen Victoria and Elizabeth II lived and what else was happening? Can they identify similarities and differences between ways of life in different periods? 	<ul style="list-style-type: none"> To begin to understand the reasons people in the past acted as they did from a range of sources. Ask and answer questions about significant individuals and the way they lived. 	<ul style="list-style-type: none"> Can they demonstrate simple historical concepts and events through speaking, role play and picture stories? Do they appreciate that some significant people have helped our lives be better today?
Year 2 Morecambe: significant historical events & people	<ul style="list-style-type: none"> Can they identify where the people and events fit into a chronological framework? 	<ul style="list-style-type: none"> Can they identify some of the basic ways the past can be represented e.g. through pictures? Can they research the life of significant Britons and significant local people from the past using different sources to help them? Can they research the life of someone who used to live in their area using the internet and other sources to find out about them? Can they ask and answer questions by using a specific source, such as objects, pictures, stories, plays, songs, film clips, museum displays and information books? Can they identify similarities and differences between the way people lived in Morecambe in the past to they way they live today? 	<ul style="list-style-type: none"> To use simple historical sources e.g. photographs/ newspaper clippings to show they know and understand key features of events. Can they talk / write about who was significant in a simple historical account?



LKS2 History Key Learning

'Working together to achieve success'



	Chronology	Enquiry, Interpretation and Using Sources	Knowledge: Events, People and Changes
Year 3 Stone Age to Iron Age	<ul style="list-style-type: none"> Can they find out what happened from the Stone Age to the Iron Age and put events in the correct order using specialist terms and dates? Can they calculate the duration of 'prehistoric Britain' and compare this to the duration of the Victorian period? (Studied in Y2) 	<ul style="list-style-type: none"> Can they explain how cave paintings told us about life in The Stone Age? Can they tell you about what we know about Skara Brae and how? Can they ask and answer historically valid questions using a range of sources to support answers? (cave paintings, artwork, secondary research). 	<ul style="list-style-type: none"> Can they compare homes on the Palaeolithic, Mesolithic and Neolithic times? Can they tell you what people ate and how they hunted and gathered food in the Stone Age and how this changed over time including present day? Identify that there was no single or continuously developed belief system in prehistoric Britain. Can they identify the achievements and failures of this period and if this has affected life in Britain today?
Year 3 Roman Empire & Britain	<ul style="list-style-type: none"> Do they understand where the Roman Empire began? Can they establish a chronological understanding of the Roman invasion of Britain using appropriate historical terminology? E.g. Roman, decade, BC, AD Can they research Julius Caesar and create a timeline of his life? Can they make some links about settlements between and across prehistoric Britain and the Roman period? Can they calculate the duration of the Roman Empire in Britain and compare this to the duration of Prehistoric Britain? 	<ul style="list-style-type: none"> Identify some of the different ways in which the past can be represented, and that different versions of the past as an event may exist. Can they use sources about Roman soldiers to find evidence to test hypotheses? Can they research the size and structure of Hadrian's wall and when it was built? Use sources to devise historically valid questions about change, cause, similarity and difference and significance linked to settlements. 	<ul style="list-style-type: none"> Can they look at the events of Boudica's rebellion from different perspectives? Can they research the invasion and settlements of the Romans and how they settled in Britain? Including legionaries building roads and forts. Can they understand what life was like in the Roman Army from a range of different perspectives? How did the Romans change religion in Britain? What belief system did the Romans have (Gods)? Can they identify the achievements and failures of this period and if this has affected life in Britain today?
Year 3 Anglo Saxons	<ul style="list-style-type: none"> Can they use a timeline to set out the order things may have happened? Can they identify when the Roman's withdrew from Britain? Can they establish a chronological understanding of when the Scots invaded from Ireland to North Britain and the Anglo Saxons invaded Britain? Can they make some links about settlement across prehistoric Britain, the Roman Period and the Anglo Saxon? 	<ul style="list-style-type: none"> Use sources to identify where the Anglo-Saxons and Scots settled. Do they recognise that our knowledge of the past is constructed from primary and secondary sources of evidence? 	<ul style="list-style-type: none"> Can they identify where the Anglo Saxons settled in Britain and their Kingdoms and compare it to life in Britain today? To identify the Anglo-Saxon religion was called 'paganism'. The Saxons were very superstitious and believed in elves, goblins and dragons. The Anglo-Saxons worshipped the gods Tiw, Woden, Thor and Frig. How does this compare to the Gods the Romans believed in?
Year 3 Viking and Anglo- Saxon struggle	<ul style="list-style-type: none"> Can they explain when and where the Vikings came from and why they invaded Britain? Can they use their mathematical knowledge to work out how long-ago events would have happened? Can they calculate the duration of these periods and compare them to the duration of Prehistoric Britain and the Roman Empire in Britain? 	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about the Anglo-Saxon invasion to the struggle for the Kingdom of England at the time of Edward the Confessor? Can they ask historically valid questions to find out information about Edward the Confessor? 	<ul style="list-style-type: none"> Can they explain who Ethelred II was and say when and why Danegeld was introduced? Can they recognise that Britain has been invaded by several different groups over time making connections and contrasts over time? What religious beliefs did the Vikings have and how did this change as they settled in Britain? (worship of Gods giants and ancestors, Vikings adopted Christianity when settled in Britain) Make comparisons to the Gods the Romans and Anglo-Saxons believed in. Can they identify the achievements and failures of these periods and if this has affected life in Britain today?

<p>Year 4 Ancient Greece</p>	<ul style="list-style-type: none"> • Do they know where and when the Ancient Greek civilisation existed and can they order events on a timeline? (including The Minoans – can the children spot similarities to how the Stone Age people lived in Britain? Dark age, Golden age/ Classical Greece) • Do they know some significant events from the history of Ancient Greece and can they place these on a timeline? • Do they understand the duration of Ancient Greece in comparison to what was happening in Britain at this time (Iron Age studied in Y3)? 	<ul style="list-style-type: none"> • What information can we gather from artefacts: Vases? Can they research and describe an important Greek artefact? • Do they recognise that the past is constructed from a range of different sources? • Can they use a wide range of sources as a basis for research to answer questions and to test hypothesis? 	<ul style="list-style-type: none"> • What led to the expansion and dissolution of the Ancient Greece civilisation? • Can the children identify the religion of the Ancient Greeks (Polytheistic) including some of the Gods they worshipped? How does this compare to the Gods the Romans and Anglo Saxons and Vikings believed in? (studied in Y3) • What do they know about the city states and how the Greeks lived within their states? How did the governments, laws and military differ from one another? • Who was Alexander the Great and why was he a significant ruler? • What do they understand about the Greek writing system and do they know some of the well-known Greek writers and stories? • Can they identify the achievements and failures of this period and if this has affected the way we live today?
<p>Year 4 Ancient Egypt</p>	<ul style="list-style-type: none"> • Can they identify when and when the first civilisations appeared? Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Can they plot history on a timeline using centuries? • Do they understand the duration of Ancient Egypt in comparison to what was happening in Britain at this time (Stone Age studied in Y3)? • Can they tell you about when and where the ancient Egyptians lived? 	<ul style="list-style-type: none"> • Can they find out about ancient Egyptian life by looking at artefacts? E.g. myths, artwork, chants. • Can they show understanding of how evidence can give us different answers from the past? (The discovery of the tomb of Tutankhamun- two versions of events) 	<ul style="list-style-type: none"> • Can they understand what was important to people during ancient Egyptian times? Their characteristics of society? • Do they understand where people settled and why? Do they understand how people lived in these settlements? • Can they understand and explain the ancient Egyptian ritual of mummification? • Can the children identify the religion of the Ancient Egyptians (Polytheistic) and how the Gods they worshipped compared to Ancient Greek Gods? • Can they compare and contrast the Egyptian writing system with their own? • What led to the expansion and dissolution of the Ancient Egypt civilisation? • Can they identify the achievements and failures of this period and if this has affected the way we live today?



	Chronology	Enquiry, Interpretation and Using Sources	Knowledge: Events, People and Changes
Year 5 Victorians - local history study	<ul style="list-style-type: none"> Can they sequence events and periods using appropriate terms: Victorian era, turn of the century, pre-war? Can the children place this period on a timeline of British History and understand its duration in comparison to others e.g. Prehistoric Britain, Roman Empire, Anglo Saxons and Vikings (studied in Y3)? 	<ul style="list-style-type: none"> Can they use primary and secondary sources to discover what life was like in our locality in The Victorian Era and support their line of enquiry? (e.g. historical maps, population surveys, photographs, peoples accounts) Using historical maps can the children identify how the population and tourism routes impacted Morecambe and Lancaster? (e.g. railway route into Morecambe, canals used in Lancaster) Can they make predictions about who Lord Ashton was using a range of sources including his coat of arms? Use historically valid questions to learn about Lord Ashton. Can the children weigh up the evidence (range of sources) to develop perspective and judgement of what was happening at this time? 	<ul style="list-style-type: none"> Can they research Lord Ashton and how he contributed to the area? (e.g. the town hall in Lancaster and how Lord Ashton tried to make this a centre for all emergency services). Can they explain how our locality has changed over time, explaining how things have changed or stayed the same? What religion was dominant in Britain during the Victorian period? Can they describe how different people in the Victorian era worked in our area and why these jobs were important? Can the children develop perspective and judgement about how children lived in the Victorian period by considering different viewpoints? Can the children understand how Victorians travelled and funded coastal visits? Can they make connections, draw contrasts and trends over the periods from Victorian Era to now? How did the invention of steam engines in Victorian Britain change the world? Can they identify the achievements and failures of this period and if this has affected life in Britain today?
Year 5 Baghdad – Golden Age	<ul style="list-style-type: none"> Can the children place events on a timeline and compare what was happening in Britain at this time including duration? (Anglo Saxons are in Britain studied in Y3) Order the main events in the civilisation. 	<ul style="list-style-type: none"> Use sources to uncover what was happening in Baghdad at this time. Make comparisons to what we knew was happening in Britain using prior knowledge. Can the children weigh up the evidence (range of sources) to develop perspective and judgement of what was happening at this time? Ask and answer enquiry questions about what life was like in Baghdad from different perspectives. 	<ul style="list-style-type: none"> Can you compare what was happening in the Britain to what was happening in Baghdad during the golden age? Can they understand the settlement in Baghdad at this time and compare this to how people in Britain were living? Can they make comparisons to the Ancient Greece 'golden age' (studied in Y4)? What do children know about what was invented at this time? Has this impacted how we live today? Were these inventions brought to Britain if so when? E.g. Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. This enabled them to explore and develop new areas of mathematics such as algebra, algorithms and the tessellation of shapes. Understand how the city benefitted from being built on the banks of the River Tigris, can the children make connections between the Ancient Egyptians using the River Nile (studied in Y4) and the Victorians using canals in Lancaster? Can the children understand the importance of the Islam religion in this period (The Golden Age of Islam)? Discuss why the mosque was at the centre of the round city. Were people from other religious backgrounds allowed to live in the city? Who founded the city and what led to the expansion and dissolution? Can they identify the achievements and failures of this period and if this has affected the way we live today?
Year 6 WWII	<ul style="list-style-type: none"> Do they understand where this period fits into the History of Britain? What happened leading up to this point? What has happened since? Note connections, trends and contrasts over time. Can they explain why World War II began and order events from early WW II on a timeline? Can they calculate the duration of WWII and compare this to previous periods taught? (E.g. Prehistoric Britain, Roman Empire, Anglo Saxons and Vikings-studied in Y3, Victorians-studied in Y5) 	<ul style="list-style-type: none"> Do they appreciate how historical artefacts have helped us understand more about British lives in the past and present? Can the children weigh up the evidence (range of sources) to develop perspective and judgement of what was happening at this time? How can different accounts of events help us build up a picture of the past? Can they give reasons for contrasting arguments and interpretations of the past? Can they use sources as a basis for research from which they will begin to use as evidence to test hypotheses? 	<ul style="list-style-type: none"> Can they appreciate what life was like for an evacuee, when, where and why they were evacuated? Can they gain historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history. Can they understand why and how rationing was introduced during WWII and how people adapted to deal with reduced product availability? Can they describe how people's diets were different during WWII? Do they understand how important and significant the role of women was during WWII? Can they describe women's wartime jobs and what they entailed? Can they identify the importance of Alan Turing during WWII cracking the Morse code using his Universal Turing machine? Did this impact any other countries? Can they explain what the holocaust was and describe some events that happened including religion? Can they describe the impact on people's lives as a result of historical events/ situations (Nazis/Holocaust)?

			<ul style="list-style-type: none">• Can they identify the achievements and failures of this period and if this has affected life in Britain today?
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