



Key strands/themes: **Chronology** (all), **Cause and Effect** (all), **Using Evidence** (all), **Innovation** (Great Fire of London, What an Achievement, Stone Age to Iron Age, Romans, Ancient Egypt, Victorians, Ancient Greece); **Imperialism/Invasion** (Romans, Anglo-Saxons and Vikings, WWII); **Religion and Belief Systems** (The Gunpowder Plot, Ancient Islamic Empire (linked art unit) Ancient Egypt, Ancient Greece)

Pre-school

Children will:	Historical Knowledge 3&4 year olds UW Begin to make sense of their own life-story and family's history	Historical Concepts - ELGs	Historical Enquiry – ELGs 3&4 year olds C&L Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. C&L Start a conversation with an adult or friend and continue it for many turns.
All About me and Nursery Rhymes	*create family tree photos - have a sense of own immediate family and relations *create self portraits - know some of the things that make them unique *role play - imitate everyday actions and events from own family and cultural background	*explore similarities and differences	*look back at creative folders to photos from when they first started pre-school to their last month - how have they changed over time?
Celebrations	*learn about Firework night, Christmas, Diwali		
Traditional Tales	*look at different castles in other books and on IWB for real castles, especially locally (Jack and the Beanstalk stimulus) *sequence the story of Goldilocks and the 3 Bears		
Journeys	*learn about space explorers - Neil Armstrong, Tim Peake etc		
Minibeasts	*learn about life cycles of animals, such as frogs, caterpillars *order the stages of a lifecycle chronologically	*identify how plants change over time *identify the changes in a lifecycle over time	
People Who Help Us	*explore different occupations and ways of life		

Reception Year

Children will:	Historical Knowledge - ELGs UW Past and Present Talk about the lives of the people around them and their roles in society; UW Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling. C&L Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Historical Concepts - ELGs UW Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; C&L Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Historical Enquiry - ELGs UW Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; C&L Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; C&L Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.
Marvellous Me!	*compare themselves as babies to how they are now (place photos in chronological order)	*identify similarities and differences between themselves as babies and how they are as 4- and 5-year olds *identify differences between a modern-day bedroom and a Victorian bedroom	*use photographs as sources of evidence for comparing themselves now to when they were babies * use photographs to learn about a Victorian bedroom
Once upon a time	*learn and use new vocabulary related to castles *learn about who lived in the castles, why they were built etc *learn about the origin of Guy Fawkes, Thanksgiving, Diwali, Hanukkah and the First Christmas through engaging stories	*sort vehicles from past and present *compare different castles *identify/ discuss features of different castles *discuss similarities and differences between cultural practices	*be encouraged to ask and answer questions and begin to understand how to find out information about the past *ask and answer questions about different cultural practices, using a range of sources, including visitors from different cultural communities
Space Explorers	*learn about astronauts who have been to space (Tim Peake), understanding that the events happened in the past	*identify how space exploration has changed over time	*be encouraged to ask and answer questions and begin to understand how to find out information about the past, using question words
Roots, Shoots and Muddy Boots	*learn about life cycles of animals, such as frogs, caterpillars *order the stages of a lifecycle chronologically	*observe how plants change as time passes *identify what stays the same and why *identify the changes in a lifecycle as time passes	*investigate how long it will take for potatoes and other seeds to grow *use photos to sequence the growing of seeds etc
Mad About Animals	*learn about zoo's and circus' in the past	*look at pictures/video clips to observe how an animal changes from baby to adult	*be encouraged to ask and answer questions and begin to understand how to find out information about the past, using question words
Pirates, Mermaids and Under the Sea	*learn about pirates from the past (Blackbeard)	*compare lighthouses in the past and present *compare ships in the past and present	*learn about 'legends', finding out what is real, from the past or imagined and how we know this (mermaid/kraken/pirates)

	Historical Knowledge -knowing about events and people -understanding chronology -using historical vocabulary	Historical Concepts -identifying similarities and differences -identifying cause and effect -identifying change and trends	Historical Enquiry -asking and answering questions -using and evaluating sources
Come Outside <i>By investigating the school and local environment, children will:</i>	*identify recent changes in the local environment, for example, the changes to the KS1 playground during the summer holidays; the local pub being knocked down *sequence photos of themselves through time *compare themselves to children in progressively older year groups in the school *listen to older children talk about when they were in Year 1 and how they have progressed through the school *learn about the story of the Gunpowder Plot *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past	*identify similarities and differences between now and the recent past in the local environment (school, surrounding roads) *identify some of the causes for change, for example, why we have new equipment in the KS1 playground; why Guy Fawkes wanted to blow up parliament *find out about the past in different ways: making observations about changes, studying photographs, talking to adults and older children in school, particularly family members, reading texts	*be encouraged to ask and answer questions about the past and suggest how they could answer them *ask older children in the school questions about when they were in Year 1 and what is different and similar in other year groups
Let's Play <i>By investigating toys, children will:</i>	*sort toys into 'old' and 'new' *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past	*identify similarities and differences between toys from different time periods *identify why toys from different time periods have both similar and different features *identify what the changes in toys over time indicate about changes in national life (wealth, technology)	*be encouraged to ask and answer questions about the past and suggest how they could answer them

	Historical Knowledge -knowing about events and people -understanding chronology -using historical vocabulary	Historical Concepts -identifying similarities and differences -identifying cause and effect -identifying change and trends	Historical Enquiry -asking and answering questions -using and evaluating sources
London's Burning <i>By studying an event beyond living memory, children will:</i>	*learn about the events of the Great Fire of London *sequence the events of the Great Fire of London *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, 17th century, 1600s, Stuarts, Tudors, King Charles *learn about significant historical people: Samuel Pepys, John Evelyn and Christopher Wren	*identify similarities and differences between life in the Stuart period and now, particularly in terms of housing *identify why the fire started and the consequences that it had	*ask and answer questions about the past and identify how best to answer them *read and compare eyewitness accounts (diaries) of the fire, examining their importance as a historical source
What an achievement! <i>By studying the lives of significant individuals in the past who have contributed to national and international achievements, children will:</i>	*learn about the achievements of Florence Nightingale, Mary Seacole and Edith Cavell *sequence their achievements in chronological order on a timeline *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, Crimean War, WWI, 19 th century, 20 th century	*identify similarities and differences between conditions and treatments in the Crimean War, WWI and today ; and between conditions before and after the nurses' improvements *identify the significance and impact of the nurses' improvements and achievements, in both the short- and long-term	*ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts (diaries and letters), secondary sources
Oh I do like to be beside the seaside <i>By studying Margate in greater depth, children will:</i>	*learn about the development of the RNLI or Dreamland (sequence on a timeline) *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past, century, Victorian, 1950s, 1960s etc	*identify similarities and differences between Margate as a Victorian seaside resort and today *identify cause and effect, for example, why Margate lost popularity as a holiday destination and the impact this had on Dreamland or why the RNLI was founded and its impact on safety at sea	*ask and answer questions about the past and identify how best to answer them *use and evaluate a range of sources: photographs, eyewitness accounts, posters, buildings and statues, secondary sources

	Historical Knowledge -knowing about events and people -understanding chronology -using historical vocabulary	Historical Concepts -identifying similarities and differences -identifying cause and effect -identifying change and trends	Historical Enquiry -asking and answering questions -using and evaluating sources
Stone Age to Iron Age: How and why did early Britain change? <i>By studying the changes that occurred during this period in history, children will:</i>	*learn about life, developments and significant places during the Stone and Iron Ages, including Skara Brae, Stone Henge, Lascaux *identify this period in history on a chronological timeline *sequence developments within this period on a timeline *be taught historical vocabulary: prehistoric, Neolithic, Palaeolithic, Mesolithic, AD, BC, century, archaeology, hunter gatherer, Celts, tribes	*identify similarities and differences between the Stone Age, Bronze Age, Iron Age and today *learn about the impact of the discovery of bronze, iron and the smelting process *consider why people began to live in tribes and the consequences this had in the short- and long-term	*address and devise historically valid questions relating to cause, effect, change and significance *construct responses to questions, selecting relevant evidence *write a report on the main developments of the three periods *identify sources of evidence from a time period with no writing (cave paintings and artefacts from archaeological digs)
The Romans: What impact did they have on Britain? <i>By studying the period in which the Roman Empire included much of Britain, children will:</i>	*learn about the extent of the Roman Empire and the power of its army; attempted and successful invasions of Britain; Boudicca and resistance to invasion; the impact of the Romans on British culture, technology and beliefs *identify this period in history on a chronological timeline *sequence developments within this period on a timeline *be taught historical vocabulary: AD, BC, century, archaeology, Celts, tribes, gladiator, amphitheatre, empire	*identify similarities and differences in Britain before and after the Roman invasion *explore why the Romans wanted to extend their empire *identify which aspects of Roman life they think had the most significant impact on Britain	*address and devise historically valid questions relating to cause, effect, change and significance *construct responses to questions, selecting relevant evidence *write an evaluation of the impact of the Romans on life in Britain, using a variety of sources *explore how and why there are different viewpoints about Boudicca

	Historical Knowledge -knowing about events and people -understanding chronology -using historical vocabulary	Historical Concepts -identifying similarities and differences -identifying cause and effect -identifying change and trends	Historical Enquiry -asking and answering questions -using and evaluating sources
The Anglo-Saxons and Vikings: Who would rule Britain? <i>By studying this power struggle for control of England, children will:</i>	*learn about Anglo-Saxon and Scots invasions after Roman withdrawal; Viking raids and invasion; resistance by Alfred the Great and Athelstan *identify this period in history on a chronological timeline, between the Romans and the Normans *sequence events within this period *be taught historical vocabulary: Romans, Anglo-Saxons, Vikings, AD, BC, century, monarchy, reign	*identify the causes of the power struggle for sovereignty of Britain between AD 410 and 1066 *identify the Anglo-Saxon legacy: people's names, place names, English language *evaluate push and pull factors for invaders/settlers in coming to Britain	*address and devise historically valid questions relating to cause, effect, change and significance *construct responses to questions, using relevant evidence *using a range of sources, write an evaluation of Alfred the 'Great' *examine Viking and Anglo-Saxon artefacts and source materials and draw conclusions from them *examine the validity of the traditional portrayal of Vikings *use evidence to write a synopsis of the power struggle between AD 410 and 1066, in response to the overarching question
Ancient Egypt: What did the Ancient Egyptians achieve? <i>By studying this early civilisation, children will:</i>	*learn about everyday life and significant achievements in the Ancient Egypt civilisation *identify this period of history on a chronological timeline, comparing it to other ancient civilisations *be taught historical vocabulary: civilisation, ancient, AD, BC, century, millennium, monarchy, primary and secondary sources, legacy	*identify the role the River Nile played in the growth of this early civilisation *evaluate the significance of Ancient Egyptian achievements and their impact on modern life: farming, written language, social structure, building *identify the cause and effect of Ancient Egyptians' death rituals (beliefs about the afterlife and the lasting legacy of the pyramids)	*address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence *write about Howard Carter's discovery of the tomb of Tutankhamun, analysing the arguments for and against his actions, referring to specific evidence *identify and compare primary (British Museum website) and secondary sources

	Historical Knowledge -knowing about events and people -understanding chronology -using historical vocabulary	Historical Concepts -identifying similarities and differences -identifying cause and effect -identifying change and trends	Historical Enquiry -asking and answering questions -using and evaluating sources
Early Islamic Civilisation: What did they achieve? <i>By studying this early civilisation, children will:</i>	*learn about significant achievements in the Early Islamic Empire *learn about the city of Baghdad as the centre of the Early Islamic Empire *identify this period of history on a chronological timeline, comparing it to other ancient civilisations *be taught historical vocabulary: civilisation, ancient, AD, BC, century, millennium, caliph, prophet, empire	*identify why the empire was able to expand so far and so rapidly *explore this expansion as part of an overarching theme of imperialism, referring back to the Romans, Anglo-Saxons and Vikings *evaluate the significance of Early Islamic achievements and their impact on modern life: mathematics, science, literature, philosophy, geography, astronomy, medicine *make comparisons between life in the Early Islamic Empire and Anglo-Saxon Britain and identify reasons why life in Baghdad was more advanced	*address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence *write a letter in role, describing life in Baghdad, prioritising and carefully selecting evidence to include *describe why there is little evidence of early Baghdad left *draw conclusions from evidence such as pictures, artefacts and writing
WWII: What was life like in Thanet during WWII? <i>By studying sites of significance in the history of the local area, children will:</i>	*learn about life in Thanet during WWII, specifically the role of the Ramsgate tunnels and the Dunkirk evacuation *sequence key events during WWII on a timeline *be taught historical vocabulary: AD, BC, century, democracy, dictatorship	*identify the reasons behind the use of the Ramsgate tunnels and their significance in the war effort and saving lives *identify the significance of Thanet as a coastal area in its role in the Dunkirk evacuation *identify and evaluate the impact of WWII on the role of women in society	*address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence *write a report about the Ramsgate tunnels, evaluating their significance to Thanet during WWII, referring to specific evidence *identify and use primary and secondary sources, understanding why there are so many more primary sources for this topic compared to previous topics

	Historical Knowledge -knowing about events and people -understanding chronology -using historical vocabulary	Historical Concepts -identifying similarities and differences -identifying cause and effect -identifying change and trends	Historical Enquiry -asking and answering questions -using and evaluating sources
Victorians: What did they invent? <i>By studying a significant turning point in British history, children will:</i>	*learn about the Victorian period as a time of great change in terms of urbanisation and technological progress, particularly the birth of the railways *identify this period of history on a chronological timeline *sequence key developments during this period on a timeline	*identify cause, effect and change when considering how the inventions of the Victorian period fit into a historical trend of humans striving to improve and enrich their lives *explain and evaluate the significance of Victorian inventions to modern day life	*address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology *write a speech in role as a Victorian travel agent to persuade people to holiday in Margate *evaluate a range of primary and secondary sources *explore how there can be different interpretations of the same historical event
Ancient Greece: What is its legacy? <i>By studying the life, achievements and legacy of this ancient civilisation, children will:</i>	*learn about Ancient Greek life: politics, art, alphabet, thinking (science, maths and philosophy), literature and sport *explore why its impact on western life is still evident 3000 years later *identify this period of history on a chronological timeline *sequence key developments during this period on a timeline	*explain and evaluate the significance of Ancient Greece to modern day life in Britain *consider, in broad terms, the influence of historical periods on modern day life	*address and devise historically valid questions relating to cause, effect, change and significance *construct informed responses to questions, involving thoughtful selection and organisation of evidence and correct historical terminology *evaluate a range of primary and secondary sources *explore how there can be different interpretations of the same historical event