



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

History	EYFS-Nursery	EYFS-Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>The Nursery children will have the opportunity to talk about themselves, siblings, parents and grandparents (change). They will be encouraged to ask questions and use the past and present tense. The children will be given the opportunity to look at things that are the same and those that are different. The children will have an opportunity to explore cause and consequence. They will talk about what they have heard in stories. The children will be supported to resolve conflicts (considering others points of view).</p>	<p>The children will learn about past events in their own lives and those of their family members, such as birthdays, holidays, and the changes they've experienced. Visits to local areas with historical significance, museums, and interactions with community members (like police officers or firefighters) enhance their understanding of the world around them. Children begin to understand the concept of time by sequencing familiar events, ordering pictures in time order, and using language related to past, present, and future. Exposure to a range of stories, non-fiction texts.</p>						



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		<p>rhymes, and poems helps children understand the past through different settings, characters, and events.</p> <p>Children start to compare and contrast things in the past with the present, drawing on their experiences and what they have learned through stories and other sources.</p> <p>Opportunities for role-playing and small world play allow children to explore historical events and concepts in a hands-on way.</p>						
Toys in the past			<p>Toys - Then and Now - changes within living memory</p> <p>Confidently uses vocabulary associated with the past old and new then and now</p> <p>Recognises that objects were different in the past</p>					



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			Can talk about how life was different in the past					
Famous people in space			Space Neil Armstrong Hidden Figures - the lives of significant individual and compare Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions Can identify and talk about different accounts of real historical situations Can talk about similarities and differences between two or more historical sources using simple historical terms					
Titanic			Titanic - significant historical event in their own locality/ events beyond living memory Confidently uses vocabulary					



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			associated with the past old and new then and now Can describe how some aspects of life today differ from the past using simple historical vocabulary Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions Can talk about similarities and differences between two or more historical sources using simple historical terms					
Scott of the Antarctic				Scott of Antarctica - lives of significant individuals in the past Realises that historians use dates to describe events Can recognise and talk about who was important				



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				Can identify and talk about differences in accounts relating to people or events both from the time (contemporary) and from the present (interpretive) Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions				
Childhood then and now								
Great Fire of London				Great Fire of London - events beyond living memory Realises that historians use dates to describe events Uses phrases describing intervals of time e.g. before, after, at the same time Describes characteristics of the period studied				



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				Similarities and differences (now and) Can describe in simple terms the cause of an important historical event offering at least one example of its results Can recognise and talk about who was important (Samuel Pepys) Can identify and talk about differences in accounts relating to people or events both from the time (contemporary) and from the present (interpretive) Can explain events and actions				
The Romans						I can explain why the Romans left Italy to invade Britain I can show how Boudicca stood up to the Romans and why we have different		



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						<p>interpretations of her today. I can explain how the Romans were able to keep control over such a vast empire. I can examine how the Roman way of life contrasted with the Celtic lifestyle they found when they arrived. I can solve the mystery of why the Roman empire came to an end. I can evaluate how much of our lives today is influenced by the Romans who lived here 2,000 years ago</p>		
The Anglo-Saxons						<p>Why did the Anglo-Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain?</p>		



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						How did people's lives change when Christianity came to Britain and how can we be sure? How were the Saxons able to see off the Viking threat? Just how great was King Alfred, really? Just how effective was Saxon justice?		
Crime and punishment							I can explain how criminals were punished 800 years ago, and how we know today. I can assess what the legend of Robin Hood tells us about medieval justice. I can investigate how crime and punishment changed between 1500 and 1750 I can explain why punishments become so bloody in the 18th century.	



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							I can explore why crime went up significantly in the 19th Century I can examine how the way we catch and punish criminals has improved in the last 100 years.	
The Ancient Greeks							I can discover more about the Ancient Greeks who lived over 2,500 years ago I can discover more about the Ancient Greeks who lived over 2,500 years ago I can investigate what can we work out about everyday life in Ancient Athens from the pottery evidence that remains I can determine why was Athens able to be so strong at this time I can tell more about the Ancient Greeks from their	



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							interest in the theatre and festivals like the Olympics I can interpret how the Ancient Greeks influenced our lives today	
The Vikings								I can justify the image we have of the Vikings today. I can interpret what the Vikings were really like and why they have such a bad reputation. I can explain the highs and lows of the Vikings' rule in England. I can justify how recent excavations have changed our view of the Vikings. I can investigate where the Vikings settled and how we can prove it. I can decide if the Vikings were raiders or settlers
The Maya								I can investigate why we study the

