

Year Group	EYFS		Clumber		Rufford		Newstead	
Studies	All about me and looking at how I have changed over time Celebrations and special events – Bonfire Night, Diwali, Hanukkah, Christmas, Chinese New Year, Easter, Lent. Significant People who help us My Family – family trees Traditional tales and nursery rhymes Transport and how it has changed over time Sequencing time – daily events, days of the week, months of the year and years		Study the lives of people from the past who contributed to national or international achievements – Florence Nightingale and Mary Seacole Study an event from beyond living memory that was significant nationally or globally – Great Fire of London Study changes within living memory – the history of transport Study the lives of people from the past who contributed to national or international achievements – Queen Elizabeth 1, Queen Victoria Study a person of significance from the local area – Robin Hood Study changes within living memory – Toys through the past Study the lives of people from the past who contributed to national or international achievements – Christopher Columbus, Neil Armstrong Study significant local events – Charter Day Study changes within living memory – the history of farming		Study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – The Great Plague Study the changes in Britain from the Stone Age to the Iron Age Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor with a focus on Viking raids and invasions A study of the achievements of the earliest civilisations – Ancient Egypt A study of the Roman Empire and its impact on Britain A study of Britain's settlements by Anglo-Saxons and Scots		A study of the local history linked to a study of the Victorian era. A study of a non-European society that provides contrasts with British history – Mayan civilization A study of the events that led to WW2 and the impact it had on British land global lives. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime and punishment throughout the years Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Chronological Understanding	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	To know that history is when we study things that have already happened.	Place objects in chronological order (recent history)	Sequence a set of events in chronological order and give reasons for their order.	Use a timeline within a specific time in history to set out the order things may have happened.	Plot recent history on a timeline using centuries.	Draw a timeline with different time periods which show different information (ie, periods of history, when famous people lived.)	Say where a period of history fits on a timeline.
	To understand that things that have already happened are in the past.	Use words and phrases like old, new and a long time ago.	Use words and phrases like: 'before I was born', 'when I was younger'.	Use their mathematical knowledge to work out how long-ago events would have happened.	Place periods of history on a timeline showing periods of time.	Use dates and historical language in their work.	Place specific events on a timeline by decade.
	To know that the past goes beyond yesterday or earlier today.	Talk about things that happened when they were little.	Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning.	Describe events and periods using the words: BC, AD and decade.	Use their mathematical skills to round up time differences into centuries and decades.	Use mathematical skills to work out exact time scales and difference.	Place features of historical events and people from past societies and periods in a chronological framework.
	To sequence events that have happened on that day, saying which happened first/last.	Recognise that a story that is read to them may have happened a long time ago.	Use the words 'past' and 'present' correctly.	Describe events from the past using dates when things happened.	Build up a picture of what main events happened in Britain/ the world during different centuries.		
	To discuss the order of events in simple stories.	Know that some objects belonged to the past.	Use a range of appropriate words and phrases to describe the past.	Describe events and periods using the words: ancient and century.			
	Discuss how and why some characters look different in stories about the past.	Retell a familiar story set in the past.					
	Discuss some historical objects in stories about the past. E.g., Spinning wheel in Sleeping Beauty.	Explain how they have changed since they were born?					
	History is about things that have already happened.						
	Yesterday is the day before today.						
	We were babies in the past.						
	Our parents were born before us.						
	Tomorrow is the day after today.						

Knowledge and Interpretation	To recount events in stories about the past. Talk about the lives of 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 being read in class and storytelling. Discussions - simple timeline of events in a story.	Appreciate that some famous people have helped our lives be better today. Recognise that we celebrate certain events because of what happened many years ago. Understand we have a King and that Britain has had a king or queen for many years. Begin to identify the main differences between old and new objects. Identify objects from the past.	Recount the life of someone famous from Britain. Explain how the local area was different in the past. Recount interesting facts from an historical event. Give examples of things that are different from their life compared to their grandparents when they were young. Explain why Britain has a special history by naming some famous events and famous people. Explain what is meant by a parliament.	Know that the early Brits would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been invaded by several different groups over time. Realise that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history.	Explain how events from the past have helped shaped our lives. Appreciate that wars have happened a very long time ago and are often associated with invasion and conquering. Know that people who lived in the past cooked and travelled differently and used different weapons. Recognise that lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of people who lived in the past.	Describe historical events from the different periods that are studying / have studied. Make comparisons between historical periods; explaining things that have changed and those which have stayed the same. Appreciate that how we make decisions has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today. Summarise what Britain may have learnt from other countries and civilizations through time gone by.	Summarise the main events from a specific period in history, explaining the order in which key events happened. Summarise how Britain had a major influence on world history. Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. Describe features of historical events and people from past societies and periods they have studied. Recognise and Describe difference and similarities / changes and continuity between different periods of history.
Historical Enquiry	To ask simple questions about the order of events- What happened first? What happened after that?	Ask and answer questions about old and new objects. Spot old and new things in a picture.	Find something about the past by talking to an older person. Answer questions by using specific	Recognise the part that archaeologists have had in helping us understand more about what happened in the past.	Research two versions of an event and say how they differ. Give more than one	Research what it looks like for a child in a given period from the past and use photographs and illustrations to	Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.

	Talk about the lives of 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.	Answer questions using an artefact / photograph. Give plausible explanations about what an object was used for in the past.	source, such as an information book, internet. Research the life of a famous Briton from the past using resources to help them. Research about a famous event that happens in Britain and why it has been happening for some time. Research the life of someone who used to live in their area using the Internet and other sources.	Use various sources of evidence to answer questions. Use various sources to piece together information about a period of history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. Through research, identify similarities and differences between given periods of history.	reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.	present their findings to an audience. Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Appreciate how historical artefacts have helped us understand more about British lives in the present and the past.	Describe a key event from Britain's past using a range of evidence from different sources.
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Learning in EYFS (Birth to 5)

Nursery	Understanding the World: People Culture and Community <u>Range 2</u> Develops a sense of belonging to their family and their key carer Recognises key people in their own lives <u>Range 3</u> Is interested in photographs of themselves and other familiar people and objects <u>Range 4</u> Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird <u>Range 5</u> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends
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		Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Reception	Understanding the World: People Culture and Community	<u>Range 6</u> Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
ELG	Understanding the World: People Culture and Community	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.