	Nursery	Reception	Year 1 (KS1) Fire! Fire! Moon Zoom Houses and Homes! My Super World (Geography driver)	Year 2 (KS1) Toys Castles At the Beach Dawley to Da Nang	Year 3 (LKS2) Tribal Tales – Stone Age – Iron Age Inspiring Ironbridge (Rivers/Ironbridge) We are warriors (Romans)	Year 4 (LKS2) Pharaohs (Ancient Egypt) Raiders and Traders (Saxons/Vikings)	Year 5 (UKS2) Industrial Revolution (including links to locality) Ancient Greeks Space Exploration	Year 6 (UKS2) A Child's War (WWII) Hola Mexico (Ancient Maya) The Tudors Telford over time (locality)
Key Concepts	Past/Present Same/Different	Past/Present Same/Different	**Fire! Fire!** Great fire of London CIVILISATION **WHAT IS A CITY?** **BIG IDEA 1: A city is a large settlement of people they often begin at the side of a river** **BIG IDEA 2: Some civilisations grew up along big rivers (Thames)** **BIG IDEA 3: Civilisation means the way in which people lived in different times and places in the past** *What do we know about life in London 1066? How similar/different is it to London today?* (overcrowded, plenty of fire hazards, poor public health) **My Super World** **DIVERSITY**	**Castles** **Why did people build castles?** INVASION **BIG IDEA: 1. Invasion is when another group/country uses force to enter another country or territory** **BIG IDEA: 2 Invasions often involved conflict and wars** **BIG IDEA: 3 People in Britain created defences against invasion e.g. castles and used the sea as a natural barrier** **Toys** **Victorians** **DIVERSITY** **BIG IDEA 1: People's experiences of the past have varied according to their ethnicity, life experiences, gender and beliefs** **BIG IDEA 2: Different groups may not agree with interpretations of history because**	**Tribal Tales - Stone Age – Iron Age** CIVILISATION **BIG IDEA 1: Civilisation means the way in which people lived in different times and places in the past** *How did people live? How did this change through the Stone, Iron and Bronze age?* **BIG IDEA 2: Some civilisations were more advanced than others** *Compare life in Stone Age to Bronze Age/what else was happening in the world at this time?* **BIG IDEA 3: Civilisations have some things in common** *What is the same/different about the Stone, Bronze and Iron Age?* **DIVERSITY Opportunity** **What do we know about what Mesolithic people looked like?** *https://www.nhm.ac.uk/discover/cheddar-man-mesolithic-britain-blue-eyed-boy.html* **Inspiring Ironbridge**	**Pharaohs** CIVILISATION **BIG IDEA 1: Some civilisations developed great cities** **BIG IDEA 2: Some ancient civilisations grew up along big rivers e.g. the Nile in Ancient Egypt** **BIG IDEA 3: Some civiisations were more advanced than others** Artefacts, mummification, hieroglyphs, Howard Carter, Tutankhamun **DIVERSITY OPPORTUNITY** The Nubians - Black Pharoahs of the 25th Dynasty. ***Raiders and Traders*** INVASION Why did the Vikings invade? How did they change Britain? Invasions often involve conflict and war.	**The Industrial Revolution** Local History . DIVERSITY **BIG IDEA 1: People's experiences of the past have varied according to their ethnicity, class, life experiences, gender and beliefs** *Children in the mines/working conditions/upper and working class* CIVILISATION **Big Idea 2: Some civilisations were more advanced than others.** *(River Severn/ Ironbridge - The Industrial Revolution was first of kind in the world)* **BIG IDEA 3: Civilisation means the way and how people lived in different times and places in the past** *Victorian Britain* EMPIRE **Big Idea 4: A country, with one**	**A Child's War** EMPIRE **BIG IDEA 1: A country, with one ruler, that controls over lands or countries. (expansion of Nazi Germany and Austria-Hungary)** INVASION **BIG IDEA 1: Invasions often involved conflict and wars.** **BIG IDEA 2: People in Britain created defences against invasion** **BIG IDEA 3: Invasion is when another group/country uses force to enter another country or territory** DIVERSITY OPPORTUNITY Why did black soldiers fight for Britain? Sikhs contribution to war West Indian Soldiers **Hola Mexico** CIVILISATION **BIG IDEA 1 – Some civilisations were**

			Celebrating and sharing our different cultures and backgrounds **BIG IDEA 1: Things are not the same everywhere.** **BIG IDEA 2: Our experience of the past is different to other people's** **BIG IDEA 3: Our own history is a part of British history** **Moon Zoom** Neil Armstong – moon landing DIVERSITY Timeline, asking questions. **BIG IDEA 1: Things have changed over time allowing Neil Armstrong to be the first man to walk on the moon.** **Houses and homes!** *What do we know about life in the Victorian period? How have houses changed from the Victorian period to now?* DIVERSITY Timeline, asking questions. **BIG IDEA 1: Things have**	**they experienced it differently** **BIG IDEA 3: Things are not the same everywhere.** Compare/contrast: toys for rich/poor Victorian children Working class/upper class **At the Beach** **Trip to the beach. Old photographs.** **How have seaside holidays changed over time?** DIVERSITY BID IDEA: 1 Seaside holidays first became popular in the 19th Century. Seaside holidays have changed over time – comparing the Victorian period to now. **Compare/contrast travel and activities for rich/poor Victorian families** **Dawley to Da Nang:** DIVERSITY **BIG IDEA: 1 Captain Webb was the first man to swim the English Channel unaided.**	CIVILISATION **Big Idea 1: Some civilisations were more advanced than others.** *(River Severn/ Ironbridge - The Industrial Revolution was first of kind in the world)* **BIG IDEA 2: Some civilisations grew up along big rivers (Thames, Nile, Amazon)** *River Severn/ Ironbridge/Industrial Revolution* **We are warriors** INVASION **Big Idea 1: Invaders often stayed for a long time and sometimes permanently** **Big Idea 2: Society in Britain has changed through the introduction of new ideas brought by invaders to the Isles** EMPIRE **Big Idea – A country, with one ruler, that controls over lands or countries. (Roman Empire)** DIVERSITY OPPORTUNITY Roman Britain was Diverse because they Included people from Across the Roman Empire. Impression of a woman from what is now Libya, excavated from Roman York (Eboracum) Diverse army. CIVILISATION Big Idea 1: Some civilisations have copied earlier ones e.g the	**BIG IDEA 1: There were different reasons for invading another country/people** **BIG IDEA 2: Invader and invaded did not have the same view of the invasion and their experiences were different** **BIG IDEA 3: Invaders often stayed for a long time and sometimes permanently** **BIG IDEA 4: Society in Britain has changed through the introduction of new ideas brought by invaders to the Isles**	**ruler, that controls over lands or countries (The British Empire).** **Ancient Greeks** **DIVERSITY** **OPPORTUNITY** Benin Ibn Batutta Shang Dynasty Silk Roads EMPIRE **Big Idea 1: A country, with one ruler, that controls over lands or countries (Greek Empire).** CIVILISATION **BIG IDEA 1: Some civilisations have things in common e.g. form of government, trade, agriculture, laws etc.** **BIG IDEA 2: Some civilisations were really different e.g. Ancient Egypt were ruled by singe rulers whilst Athens was a democracy.** **BIG IDEA 3: Civilisations have some things in common and copied earlier civilisations.** *(Modern Britain/Greece)* INVASION	**more advanced than others** *Maya Civilisations was more advanced than Viking Yorvik in AD 900.* **BIG IDEA 2 – Some ancient civilisations grew up next to or in key geographical locations: Amazon rainforest, river, lakes.** **BIG IDEA 3: Some civilisations developed great cities** **The Tudors** DIVERSITY OPPORTUNITY **John Blanke Tudor court trumpeter and musician** **Telford over time** Continuity and change Census DIVERSITY **BIG IDEA 1: Diversity is caused through the migration, immigration, emigration of people.** **BIG IDEA 2: Diversity means more resources, skills and knowledge within a community.** **BIG IDEA 3 : Our own personal history is part of a diverse British history.**

			changed over time which has impacted how houses are built and how they look.		Romans gave Greek gods different names/copied architecture.		**BIG IDEA 1: Invasions often involved conflict and wars.** **BIG IDEA 2: There were different reasons for invading another country/people** ***SPARTA/ATHENS /TROY*** **Space Exploration** DIVERSITY **BIG IDEA 1: Key events have shaped our understanding of space e.g.** • Mae Jemison – first black woman in space. • Neil Armstrong – first man to walk on the moon • USSR and USA were in the Space Race to have the first man to walk on the moon. • Apollo 11 was the first successful mission where humans walked on the moon.	
Chronology Skills	The past means something that has happened before now.	The past means something that has happened before now.	Sequence events or objects in chronological order.	Sequence artefacts closer together in time. Sequence events /artefacts e.g.	Place the time studied on a time line. Sequence several events, artefacts or historical figures on a	Sequence several events, artefacts or historical figures on a timeline using dates,	Place current study on time line in relation to other studies (e.g. parallel and connected	Place current study on time line in relation to other studies (e.g. parallel and connected timelines with earlier units of

		Talk about the past and present events in my own life and in the lives of family members.		photos from different periods of their life. Sequence photos/toys on a timeline. Describe memories of key events in lives. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Understand a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	including those that are sometimes further apart, and terms related to the unit being studied and passing of time. Use terms related to the period and begin to date events. Understand a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	timelines with earlier units of study – Stone Age/ Maya). Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Understand how key events have shaped our understanding of Space.	study – Stone Age/ Maya). Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events.
Chronological understanding	I know that I change and grow (Before/after, then/now)	AFL – from Nursery: Can I…? retell a simple past event in the correct order? (e.g. went to the park, went on swings, hurt finger) Talk about birthdays. Discuss what happened at their last birthday party and what they did last weekend. As a Historian I know/can: The past means something that	**Fire! Fire!:** I know The Great Fire of London happened in 1666 and lasted for 4 days. **My Super World:** I know my birthday and how old I am in years and months I can put key events from my own life into chronological order. **Moon Zoom:** I know that Neil Armstrong landed on the moon on 20th July 1969. **Houses and homes!:**	**Toys:** I know things can change within living memory. I know toys have changed over time. **Castles:** I know castles have changed over time from hillforts in the Iron Age made of wood to castles built in the Middle Ages which were stone built. I know when Medieval castles were built. I know Dudley Castle is a Motte and Bailey Castle.	**Tribal Tales:** I know the Stone Age is also known as pre-history. I know the Stone Age had three periods – Palaeolithic, Mesolithic, Neolithic. I know the Bronze Age started at different times around the world and involved tools cast from copper and tin to make bronze. I know the Iron Age began when people discovered how to forge and mould iron to make tools. I know the Iron Age ended when the Romans invaded Britain	**Pharaohs:** I know the dates of: • When people first settled along the River Nile. • The development of hieroglyphics. • The building of the pyramids. • Important pharaohs births/rule/ deaths. • Discovery of Tutankhamun's tombs by	**Ancient Greeks:** I know from 750BC early Greek culture thrived. I know that the Olympics began in 776BC. I know the dates of: • The Trojan war and Battle of Marathon, Peloponnesian War. • The building of the Parthenon. • When significant figures were born	**A Child's War:** I know the dates of: • Kristallnacht – Night of Long Knives – attack on Jews by Nazi troops. • Kindertransport. • World War II (began in 1939 – Germans invade Poland). • Battle of Britain. • The Blitz • Evacuation of children. • When Germany invaded Russia. • Pearl Harbour. • Dambusters Raids.

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		has happened before now. Talk about the past and present events in my own life and in the lives of family members.	I know that technology and people's lives have changed over time. I know some similarities and differences between the houses in the Victorian period and now. I know how life has changed for people over time. As a Historian I can: put three events on a timeline in chronological order. I can label a timeline with pictures, words and phrases. I can use dates to talk about people and events from the past. I can talk about changes that have happened to me since I was born. I can use some words and phrases to show the passing of time. I can talk about the similarities and differences between two different periods in time. I can name and describe the type of house that I live in.	I know Dudley Castle was built in 1070. **At the Beach:** I know some similarities and differences between the Victorian period and now. I know how life has changed for people over time. **Dawley to Da Nang (Geography driver):** To know that Captain Webb lived in the past. As a Historian I can: place events/toys/photos in order and label a timeline with pictures, words and phrases. I can make connections between the recent past and long-term past. I can use dates to talk about people and events from the past. I can talk about similarities and differences between two time periods. I can connect my new learning of historical people/events to	**Inspiring Ironbridge:** I know that the Ironbridge was built November 1775 and completed in 1779. I know when Abraham Darby was born. I know that until 1950 everyone had to pay a toll to cross. I know that in 2017 a major conservation project began to restore the bridge and return it to it's original colour. **We are Warriors:** I know the key dates: • Founding of Rome. • Invasion attempts on Britain by Julius Caesar • Inauguration of Emperor Augustus • Invasion of Britain. • The attacks by Boudicca on the Romans. • The date that the Romans left Britain. As a Historian I can: Put events, artefacts and historical figures on to a time-line in chronological order using dates and labels. I am beginning to use dates and historical terms to describe events. I am beginning to recognise and quantify different time periods between different	Howard Carter. **Traders and Raiders:** I know the date of Romans leaving Britain. I know dates of raids by Picts, Scots and Saxons. I know the date when Anglo-Saxons began to settle alongside Britons. I know when Lindisfarne Monastery was built. I know when the Viking Attacks on Jorvic were. I know when Alfred the Great became King. I know the date of the creation of the seven kingdoms. I know when King Canute came into power. I know the date of the end of Viking Age. As a Historian I can: use dates and historical terms to describe events	e.g. Pythagorus, Alexander the Great. • When democracy began in Ancient Greece. • When Athens became powerful and the Greek Empire began through Alexander the Great. • When the Romans invade Greece. **Industrial Revolution:** I know the dates of: • When the Industrial Revolution began. • The first locomotive journey. • When Queen Victoria becomes monarch of the United Kingdom. • First gas lighting in streets. • The Factory Act banning	• D-Day landings. • German surrender to Allied Forces. • The US atomic bombs in Japan. **The Tudors:** I know the following key dates and events: • 1485 – Battle of Bosworth - King Henry Tudor VII crowned. • 1509 Henry Henry VII dies. Henry VIII crowned King. Marries Catherine of Aragon. • 1510 – Mary born. • 1532 – marries Anne Boleyn. • 1533 – Elizabeth I born. • 1534 – reformation of church – Church of England formed. • 1536 – Dissolution of monasteries. Anne Boleyn executed. Henry marries Jane Seymour. • 1537 – Edward born. • 1538 – Copies of bibles to be in English. • 1547 – Henry VIII dies.

				others I have learned about before.	groups who invaded Britain. I can understand and use the correct vocabulary to communicate dates: AD/BC, time period, change, ancient, century, decade.	Use a timeline within a specific time in history to set out the order things may have happened Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade.	children from working in factories. • The Education Act – compulsory schooling. • Major technological inventions • End of Industrial Revolution **Locality:** I know the dates people were mining in Dawley and link this to earlier learning on the Industrial Revolution. **Space Exploration:** I know the dates of: • The moon landing. • The Space Race. • The launch of Apollo 11. • When Mae Jemison went into Space. **As a Historian I can:** Use dates and historical terms more accurately in describing events	Edward VI becomes King. • 1553 Mary I crowned Queen. • 1558 Elizabeth I becomes Queen. • 1577 Sir Francis Drake circumnavigates the world. • 1588 Mary Queen of Scots beheaded. • 1558 Spanish Armada sent by Phillip II of Spain. Defeated by British Navy. • 1603 – Elizabeth dies- End of Tudors. **Telford over time:** I have an inderstanding of period of study of census – e.g. Victorians, 1960s, present. **Hola Mexico:** I know in 2000BC Maya Civilisation begins. I know in 300BC Cities become powerful centres (El Mirador). I know in AD900 Cities in rainforests abandoned. I know in AD1000 Cities such as Chichen Itza were still thriving.

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							Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of specific features, such as medicine; weaponry; transport etc. Describe the main changes in a period of history (using terms such as: social, religious and cultural). Identify periods of rapid change in history and begin to contrast them with times of relatively little change. I am beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line. Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line.	I know in AD1500 Spanish arrive in South America. I know in AD1839 explorers Stephens and Catherwood discover, explore and document Maya civilisation. I know in AD2014 Lagunita and Tamchen was discovered. As a Historian I can: Use dates and historical terms accurately in describing events Place features of historical events and people from past societies and periods in a chronological framework - link timeline of study to earlier learning e.g. Mayans/Ancient Greece. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time. Explain the chronology of different time periods (local, British and world history) and

							I am beginning to make connections and contrasts between different time periods studied and talk about trends over time. **Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?**	how they relate to one another on a time line (dual time-lines e.g. Maya/Ancient Greece. Make connections and contrasts between different time periods studied and talk about trends over time. **Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?**
		Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Historical Enquiry	I understand 'why' questions. I know how to answer some questions.	To know that: Asking questions helps me to understand more about events and stories about the past. As a Historian I can: answer how and why questions about experiences and in response to stories or events.	**Fire! Fire!:** I know there are various sources of evidence used to learn about the fire: Samuel Pepys diary Paintings of the fire Eyewitness statements **My Super World - Superheroes:** I know photographs show how I have changed over the years. **Moon Zoom:** I know that the moon landing was recorded on film and is an important	**Toys:** I know artefacts can help me to create my own questions about the past. I know I can use different sources to help me to find out about toys in the past including oral history and living memory. **Castles:** I know that historians and archaeologists study the remains of castles to understand how they were constructed and what their parts are for.	**Tribal Tales:** I know that knowledge about the Stone, Iron and Bronze Age comes from archaeological evidence. I can study artefacts to understand how they were made and explain their use. I can ask questions about the religious beliefs of the period studied **Inspiring Ironbridge:** I understand that the Ironbridge is an artefact in its own right and is a relic from a period of history called the Industrial Revolution. I can ask and answer questions about why the	**Pharaohs:** I can describe how Egyptian artefacts and ruins tell us about their lives and beliefs. I can describe Egyptian way of life for different people I can ask and answer questions about how the Egyptian society has impacted modern society. I can discuss what was happening in Egypt with Britain at the same point in history.	**Ancient Greeks** I can describe the impact of the Ancient Greeks on modern society. I can discuss how democratic their system of governance was and compare this to modern Britain. I can explain how lives were different in Ancient Greece for different groups. I can compare and contrast their belief system with other cultures.	**A Child's War** I can explain how and why World War II started. I can explain the significance was the Blitz. I can discuss Evacuee Experiences: is this all we need to know about children in World War II? I can explain who Anne Frank was and why her story is important. I can explain the impact of World War II on our local area. **The Tudors:**

			historical document. **Houses and homes!:** I know photographs and videos show how houses have changed over time. As a Historian I can: I can show some understanding of how historians learn about the past. I can show some understanding of how evidence is collected and used to make historical facts. I can ask questions such as: what was it like for people? What happened? How long ago?	**At the Beach:** I know artefacts and photos can help me to create my own questions about the past. I know I can use different sources to help me to find out about seaside holidays in the past. **Dawley to Da Nang (Geography driver):** I know I can learn about Captain Webb using sources of evidence to help me. As a Historian I can: Talk about how life has changed for people within living memory through studying artefacts/ listening to stories and memories. I can ask questions such as: what was it like for people? What happened? How long ago? I can answer questions using a specific source e.g. information text.	Ironbridge was constructed. I can investigate the significance of the Darby family in the history of our local area and can discuss the contributions they made to our local heritage. **We are Warriors:** I know the significance of the Roman Invasion and can discuss it's impact on Britain e.g. road building, trade, architecture. I can discuss why the Roman's were so powerful through examining evidence and artefacts. I can discuss some of the reasons for why the Romans invaded Britain by studying historian's hypotheses arrived at through evidence. I understand the reasons for Boudicca's uprising and can suggest whether or not she was a hero/villain through evaluating evidence. As a Historian I can: Use evidence to ask questions and find answers about the past. I can suggest suitable sources of evidence for historical enquiry. I can use more than one source of evidence to gain a more accurate understanding of the past.	**Traders and Raiders:** I can discuss why Britain was open to invasion during this period by examining evidence and drawing conclusions. I can discuss the reasons for the Viking raids. I can compare and contrast life in Britain before and after the invasions. As a Historian I can: use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use research skills in finding out facts about	**Industrial Revolution:** I can ask and answer questions about the significance and impact of the Industrial Revolution on Britain and the widerworld. I can compare and contrast the lives of the rich and poor in Victorian Britain. I can evaluate the impact and importance of the major technological achievements on Victorian life and modern society. I can investigate how life changed in Britain as people migrated from rural living to urban life. I can discuss the impact of the Industrial Revolution on children (e.g. mines). **Locality:** I can evaluate the importance of the local area (Dawley) in relation to the Industrial Revolution. I can investigate and identify areas	I can explain the major historical events of this period. I can explain how society was ordered at this time, and what rights and privileges people were granted. I can explain how the political turmoil surrounding the reformation of the church and succession to the crown affected people's lives. I can explain why Elizabeth I's reign was known as the 'Golden Age'? and discuss to what extent it was global. **Telford over time:** Census – I can explain to what extent the population has changed in our local area. I can explain how employment has changed over the years. I can spot trends from the data and draw conclusions about how society and life has changed over the period of time studied. **Hola Mexico:** I can explain where the Maya lived. I can explain how difficult it was for the

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					I can recognise the part archaeologists have had in helping us understand about the distant past. I am beginning to use research skills to find out what is was like for individual people in the time studied. E.g. children.	the time period I am studying . Through my research, I can compare and contrast different forms of evidence. Research what it was like for men, women and children in a given period from the past and use different forms to present my findings?	of local heritage and make links to earlier learning about the Industrial revolution. I can evaluate the impact of Cinderloo and give reasons for the uprising. I can create a line of enquiry through asking and answering questions about the local history of Dawley. **Space Exploration:** I can describe how ideas around our solar system have changed over time. I can appreciate that Space events contributed to World history e.g. Mae Jemison being the first black woman in Space. I can use primary and secondary sources to gain an understanding of Space exploration. I can describe, in detail, key events that have shaped our understanding about Space.	Maya to farm the area. I can discuss how similar/different the Maya was in comparison to Ancient Egyptians. I can explain why the Maya disappeared. I can explain why there are different explanations about this. As a Historian I can: Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying. Seek out and analyse a wide range of evidence in order to justify claims about the past. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more

							I can use dates to order and place Space Exploration events on a timeline. As a Historian I can: devise historical questions about the period I am studying. Seek out and analyse range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Test a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use some different sources of evidence to deduce information about the past. Select suitable sources of evidence,	about British lives in the present and past. Use a wide range of sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Give more than one reason to support an historical argument. Identify and explain my understanding of propaganda. Refine lines of enquiry as appropriate.

							sometimes giving reasons for choices. Give a reason to support an historical argument .	
		Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Knowledge and Interpretation	I know we all start as babies and grow into children, then adults.	I know that some events in my life and my family's lives are important. To know that things change over time. To know that things can be different or similar. To know that a pattern is something that is repeated. To know that there are different ways to represent the past (photographs, stories, adults talking about the past,) As a Historian I can: make observations animals and plants and explain why some things occur, and talk about changes I observe.	**Fire! Fire!:** I know the fire started in a bakery in Pudding Lane. I know why the fire spread across London so easily. I know what action people took to put the fire out. I know that people remember this event through a historical monument in London. **Moon Zoom:** I know that Neil Armstrong is significant because he was the first person to walk on the moon. He was an American aerospace engineer, naval aviator, test pilot and university professor. **Houses and homes!:** I know that technology and people's lives have changed over time. I know some similarities and	**Toys:** I know the name and purpose of some toys from: Victorian times through to the 1920s-present day. I know the toys I play with are not the same as the toys my parents and grandparents played with. I know that things can change within living memory through recognising how toys have changed over time. **Dawley to Da Nang (Geography driver):** I know that life was different when Captain Webb was alive. I know why Captain Webb is an important historical local figure. I know Captain Webb was the first person to swim the English Channel unaided.	**Tribal Tales:** I know that in the past there were different species of human. I know that dwellings changed over time and became more sophisticated. I know that people migrated towards living in communities during the Bronze Age. I know that people went from hunter gathering (Stone Age) to farming the land (Bronze, Iron Age). I know that tools were important and these changed over time from Stone, Bronze and Iron Age. I know that across the three historical periods - clothing changed over time because of climate and people domesticating animals. I know the Iron Age began when people forged iron and shaped it and ended when the Romans invaded. I know the key features of each age and how people lived.	**Pharaohs:** I know why the Nile was important to the Egyptians. I know that the Egyptians had dynasties and their Kings/Queens were called Pharaohs. I know the Egyptians built monuments and pyramids. I know the Egyptians had specific customs related to their beliefs e.g. mummification. I know the Egyptians used hieroglyphics to communicate in writing. **Traders and Raiders:** I know why and when the Vikings invaded Britain. I know where the Vikings came from.	**Ancient Greeks:** I know why Alexander the Great was significant. I know that Ancient Greece was divided into city states and these were sometimes in conflict. I know in Athens, Greek styles of Art, Architecture, philosophy shaped the modern world. I know Athens had a democratic government. I know in Sparta, life was very different to Athens. I know the names and historical contributions of some important Ancient Greeks – e.g. Pythagoras, Socrates. I know some key events from Ancient Greece.	**A Child's War:** I know why and how World War II broke out. I know during World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside (include Kindertransport). I know the plight of the Jews and the Holocaust. I know the role of women and ethnic minority groups in the war effort. **Telford over time:** I know the census was first introduced in 1801 as a way to map and count every man, woman and child and it has been collected every 10 years ever since, with the exception of 1941. **Hola Mexico:**

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		I can say if something is the same/different.	differences between the houses in the Victorian period and now. I know how life has changed for people over time. As a Historian I can: Answer questions using a range or artefacts/ photographs/pictures. I can recount some interesting facts about an important event/significant person. I can find out more about an important person by carrying out some research. I can recognise that some evidence is more important than others. I can recreate a historical event through role play and drama. I can name and describe the type of house that I live in. I can talk about the similarities and differences between two different periods in time. I can talk about how life has changed for people.	**Castles:** I know early castles were built from wood but later larger castles were built by stone. I know that the rich people who lived inside the castle lived differently from the common people who lived in towns and farms around the castle. I know castles were built to keep powerful people safe. I know conflicts happened and people attacked and defended castles I know Dudley Castle was originally built by Ansculf de Picquiney in 1070 and was later owned by John Dudley in 1537. **At the Beach:** I know some similarities and differences between the Victorian period and now. I know how life has changed for people over time. I know why seaside holidays	**Inspiring Ironbridge:** I know that the Ironbridge was the first arch bridge to be cast from Iron. I know Ironbridge is considered to be the birthplace of the Industrial Revolution. I know the Ironbridge built by Abraham Darby III to demonstrate Engineering expertise and new-iron casting techniques – iron smelting. I know that the Ironbridge is a UNESCO World Heritage site and is maintained by English Heritage. It is world-renowned as an important historic site and is evidence itself of innovation within the Industrial Revolution. **We are Warriors:** I know why Julius Caeser was a significant person in Roman history. I know the Romans lived in Rome, a city in Italy and they were ruled by an Emperor. I know the Roman's had an empire and ruled most of Europe, North Africa including Egypt. I know the Roman's were famous for their innovations (e.g. baths, roads, legions) and these changed the parts	I know the Vikings used longboats to sail to Britain. There was a great Viking invasion. I know about life in Danelaw. As a Historian I can: Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented. Recount some interesting facts from an historical event. Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did. Tell you how I found out about people or events in the past.	**Industrial Revolution:** I know that the Industrial Revolution was the transition between making goods by hand to using machines. I know Ironbridge is considered the birthplace of the Industrial Revolution. I know life changed from rural to urban living. I know there were important inventions and innovations that changed the world. I know that the Industrial Revolution helped to create the British Empire. **Locality:** I know that my local area is socially and culturally important due to its links to the Industrial revolution. I know that my local area has a rich mining heritage. **Space Exploration:**	I know the Maya were an advanced society with a complex number system, writing, religious beliefs and pyramid builders. I know maize was an important crop which made up 80% of their diet. I know the Maya believed in different gods and priests were very important in society **The Tudors:** I know who the Tudors were and the timespan of the Tudor period. I know who Henry VIII was. I know about the dissolution of the monestries. I know what life was like for people in Tudor England. As a historian I can: answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made. Understand how our knowledge of the past is constructed from a range of sources.

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				became popular in the 19th century. I know how trains helped poor people to visit the seaside. As a Historian I can: Describe historical events. Describe significant people from the past and describe what they did. I can talk about the similarities and differences between two different periods in time. I can start to use stories or accounts to decide if something is true or not.	of the world they invaded. I know Roman people believed in many different gods and goddesses. As a historian I can: Give reasons why certain events happened as they did in history. Begin to talk about why certain people acted as they did in history? Begin to explain how events from the past have helped shape our lives today? Begin to appreciate why Britain would have been an important country to have invaded and conquered? Give a broad overview of what life was like in Ancient Rome. Begin to describe the social, cultural or religious diversity of past societies. Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children? Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.	Find out more about a famous person from the past and carry out some research on him or her. Find out something about the past by talking to an older person. Recognise that some forms of evidence are more reliable than others when finding out about the past. Show an understanding of the word 'nation' and the concept of a nation's history. Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.	I know that Neil Armstrong was the first man on the moon. I know that the USSR and USA were in a race to have the first man on the moon. I know that Apollo 11 was the first successful mission where humans walked on the Moon. I know that Mae Jemison was the first black woman in Space. As a historian I can: answer historical questions, using information and evidence that I have carefully considered and selected. Understand how our knowledge of the past is constructed from a range of sources. Describe with some detail any historical events from the different period/s I am studying/have studied. Make comparisons and contrasts	Describe in detail any historical events from the different period/s I am studying/have studied. Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Discuss how significant events in history have helped shape the country we have today. Show an awareness of the concept of propaganda. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past,

					Talk about the causes and consequences of some of the main events and changes in history. Use literacy, numeracy and computing skills to communicate information about the past.		between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today. Identify continuity and change in the history of the locality of the school. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use original ways to present information and ideas.	including ideas, beliefs, attitudes and experiences of men, women and children. Explain how some aspects of history/historical events have had an impact elsewhere in the world. Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past.
Investigations	I can use 'why' to ask questions.	I can ask simple questions about the past.	I can ask questions about the past. I can arrive at some answers by handling artefacts/evidence.	I can ask questions about the past. I can make observations about artefacts and evidence. I can select evidence and say how it can be used to find out about the past.	I can ask questions using artefacts and evidence. I can respond to and aspect of life or a key event in the past through organising relevant information.	I am beginning to undertake my own research based on my own lines of enquiry. I can gather more detail from sources such as maps to build up a clearer picture of the past.	I can recognise if the source of evidence I am using is primary or secondary evidence. I can investigate my own lines of enquiry by posing historically valid questions to answer.	I can use a wide range of evidence to gain knowledge about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, sculptures, historic sites. I can investigate my own lines of enquiry by posing historically

								valid questions to answer. I can select relevant sections of information to address historically valid questions and construct, detailed informed responses.
Vocabulary		**Days of the week** **Time periods:** **Morning/ Afternoon** **today/Yesterday /tomorrow** **New/old** **Next/last** **before/after** **then/now** **King/Queen**	**Revisit vocabulary from EYFS** **Topic Specific:** **Fire! Fire!** **Pudding Lane** **Timber building** **River Thames** **Firebreaks** **Historical** **Monument** **Moon Zoom** **Neil Armstrong** **Buzz Aldrin** **Space Race** **Uri Gagarin** **Moon Lander** **Apollo 11** **My Super World** **Timeline** **Over time** **Change** **Past** **Present** **Baby** **Toddler** **Child** **Houses and homes** **Houses** **Homes** **Detached** **Semi-detached** **Terraced** **Change** **Past** **Present**	**Revisit vocabulary from Y1** **Topic specific:** **Toys** **Toy names** **Victorian** **Castles** **Motte and bailey** **Hill fort** **Rampart** **Battering ram** **Trebuchet** **Portcullis** **Drawbridge** **Tower** **Arrow slits** **Battlements** **Alfred the Great** **Ethelfleda** **William the Conqueror** **Medieval** **Iron Age** **Earlier/later** **Then/now** **Last/since** **At the Beach** **Victorian** **Seaside** **Wonder, find out, collect, research, sources of evidence, artefacts, objects, historians, investigate, past,**	**Revisit vocabulary from Y2** **Topic Specific:** **Tribal Tales – Stone Age to Iron Age** **Stone Age** **Iron Age** **Bronze Age** **Neolithic** **Paleolithic** **Mesolithic** **We are Warriors** **Settlement** **Invasion** **Conflict** **Change** **Emperor** **Boudicca** **Celts** **Mosaic** **Legion** **Amphitheatre** **BC/AD** **Ancient** **Period** **Century** **Decade** **Inspiring Ironbridge** **River Severn** **Ironbridge** **Abraham Darby** **Archaeology** **Heritage** **Diversity** **Evaluate, discuss, examine, research,**	**Revisit vocabulary from Y3** **Topic Specific:** **Pharaohs** **Pyramid** **Papyrus** **Hieroglyphs** **Cartouche** **Irrigation** **Mummification** **Tomb** **Horus** **Osiris** **Isis** **Ra** **Amun** **Thoth** **Ma'at** **Annubis** **Sekhmet** **Tutankhamun** **Hatshepsut** **Akhenaten** **Cleopatra VII** **Tribal Tales** **Viking** **Anglo-Saxon** **Sutton Hoo** **Longboat** **Denelgeld** **Pagans** **Pillaged** **Invasion** **Evaluate, discuss, examine, research,**	**Revisit vocabulary from Y4** **Topic Specific:** **Ancient Greeks** **Parthenon** **Myths/legends** **Philosophy** **Democracy** **Slavery** **Pantheon of Gods** **City State** **Empire** **Industrial Revolution** **Empire** **Mining** **Smelting** **Iron Ore** **Collier** **Pit Mound** **Bell Pit** **Innovation** **Trade** **Urban** **Rural** **Migration** **Heritage** **Archeology** **Space Exploration** **Launch** **Astronaut** **Astronomer** **Neil Armstrong** **Mae Jemison** **Space Race**	**Revisit vocabulary from Y5** **Topic Specific:** **A Child's War** **Evacuation** **Evacuee** **Holocaust** **Blitz** **Invasion** **Migration** **Refugee** **Rationing** **Enlistment** **Jewish** **Allies** **Nazi Party** **Atomic Bomb** **Propaganda** **Hola Mexico** **Civilisation** **Mesoamerica** **Chichen Itza** **Heiroglyphs** **Stellae** **Pyramid** **Ritual** **Scribes** **Codices** **Maize** **Cacao Beans** **The Tudors** **Monarchy** **Catholic** **Protestant** **Reformation** **Depose** **Monasteries** **Divorce**

			Similarities Differences Victorian Time Period Find out, explain, facts, reasons, events, actions	**present, change, Time Period Dawley to Da Nang (Geography Driver): Dawley Captain Webb Monument English Channel**	**collect, artefacts, evidence.**	**collect, artefacts, evidence.**	**USA USSR Moon Technology Satelite NASA Evaluate, discuss, examine, research, collect, artefacts, evidence.**	**Remarriage Heir Throne Legislation Adultery Marriage Inherit Doublet Reign Tudor Rose Banquet Gallows Nobles Peasants Church Punishment Dissolution Telford over time Heritage Archaeology Census Evaluate, discuss, examine, research, collect, artefacts, evidence.**
		End of Key Stage 1 Expectations			**End of Key Stage 2 Expectations**			
		Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			

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