

<b>EYFS – Understanding the World &gt; ELG - Past and Present</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Historical learning in the Foundation stage will and should look very different from the National Curriculum. We have identified areas of learning in the EYFS that lend themselves to young children’s learning about and making sense of the world they live in and the people and community around them. We have also identified characteristics of effective teaching and learning that support historical learning, particularly around past and present. In Reception children start to learn about the differences between the present and the past in their lives and the lives of family members, significant events and changes over time. In Reception have a timeline that documents events / activities the children have been a part of throughout their year at St Mary’s.</p>		
<ul style="list-style-type: none"> <li>• Myself – as a baby/now – how have we changed?</li> <li>• Sequencing – the days of the weeks and the passing of months over the school year (Continues).</li> <li>• Looking at the Naughty Bus - timeline of buses through the ages- past and present</li> <li>• Comparing their 5<sup>th</sup> birthday to their 4<sup>th</sup> and how it was different. (continues throughout the year)</li> <li>• Seasons - Autumn walk</li> <li>• Comparing traditional stories to modern stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing recount of Christmas (in the past)</li> <li>• Sequencing and learning about planets</li> <li>• Daily change of daffodils from bud to deadhead- Children observe and discuss changes over time – take a photo of each day then watch as a time laps video.</li> <li>• Farms / equipment – then and now</li> <li>• Visit to Thornton Hall Farm.</li> <li>• Technology – looking at how it has changed over time i.e. light was from the sun&amp; stars, then candles, now light bulbs and electricity.</li> <li>• Planting &amp; growing and how these change over time.</li> <li>• Seasons - Spring walk</li> </ul> <p><a href="#">SCHHOL TRIPS - Local Area Links</a> Library visit Farm Trip</p>	<ul style="list-style-type: none"> <li>• Seaside long ago</li> <li>• Sequencing personal events e.g. Trips/School year</li> <li>• Observe passing of time through clocks/sand timers</li> <li>• Butterfly life cycles and changes over time.</li> <li>• Sequencing school day/week (links to Lit/Maths)</li> <li>• Ordering images into chronological order</li> <li>• What can you do now that you couldn’t when you started school?</li> <li>• Seasons – observe how the local area around us has changed on our trip to Horsforth Park.</li> </ul> <p><a href="#">SCHOOL TRIPS - Local Area Links</a> • Park Trip</p>
<b>Development Matters: Reception</b>	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>Statutory Framework: ELG</b>	<b>Understanding the World Past and Present</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

**Key Stage 1- National Curriculum:**

Pupils should develop an awareness of the **past**, using common **words and phrases relating to the passing of time**. They should know where the **people and events** they study fit within a **chronological** framework and **identify similarities and differences** between ways of **life in different periods**. They should use a **wide vocabulary of everyday historical terms**. They should ask and answer questions, choosing and using parts of stories and other **sources** to show that they know and understand **key features of events**. They should understand some of the **ways in which we find out about the past** and **identify different ways in which it is represented**.

**Year 1**

Second-order concepts / Topics by term	Abstract (FIRST-ORDER CONCEPTS) linked to each topic	Local Area links	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>Au2 – Kings &amp; Queens</b> NC - 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.	Monarch Power  Empire Conflict Class Legacy		I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs-built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.
<b>Sp2 – Toys then and now:</b> NC- Changes within and beyond living memory- to reveal aspects	Monarch Class Culture	Abbey House Museum	I can label timelines with words such as: past, present, older and newer.  I can recount	I can look at sources and ask "What was it like for people?"  "What happened?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed overtime.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.

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of change in national life.			changes that have occurred in my own life.	"What was this used for?" "How long ago?"				
<b>Su2 – Seaside's from the past</b> NC – A local study	Settlement Class Culture Economics	SCHOOL TRIP - Whitby  Coast line  Fossils found on Yorkshire Coast	I can identify changes through time, comparing the 1900s with the 1960s and today.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can explain how the use of the seaside has changed over the last 100 years within Britain through the Victorian & Edwardian period to the present day.	I can describe why the seaside has changed over the last century.	I can identify how Whitby has changed over time through videos and photos.	I can describe significant people and events from the past and explain why they are important.

## Year 2

Second-order concepts / Topics by term	Abstract Vocabulary linked to each topic	Local Area links	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<b>Au2 – Great fire of London</b> NC - Events beyond living memory that are significant nationally or globally.	Monarch Power Government /Parliament Settlement Class Civilization	Home project creating a house from 1666 – then they will be burnt.  Compare and contrast the fire that happened in Leeds in 1906 to London's in 1666.	I can place events, artefacts and historical figures on a timeline.  I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences.  I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.

<p><b>Sp2 – Florence Nightingale / Mary Seacole</b> NC - 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.</p>	<p>Power Empire Conflict Class Legacy Culture</p>	<p>Trip - Lotherton Hall in Leeds.  Florence Nightingale also helped design the LGI.</p>	<p>I can place events, artefacts and people on a timeline.  I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.  I can identify some of the different ways the past has been represented. I can compare FN &amp; Mary Seacole and why they are remembered so differently.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>
<p><b>Su2 – First Moon Landing</b> NC – Changes within living memory.</p>	<p>Power Civilization Legacy Economics</p>	<p>Helen Sharman – born in Sheffield she was the first British person, first Western European woman and first privately funded woman in space.  Tim Peake – first European Space Agency astronaut.</p>	<p>I can identify changes through time, comparing the 1960s with the present day.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can explain how the cause of space technology and advances such as satellites and space discoveries has changed working Britain.</p>	<p>I can describe how space explorations has changed our way of life over the last 60 years.</p>	<p>I can identify some of the different ways that space travel has been represented. I can compare how we can use technology from that first moon landing today.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>

### Key Stage 2 - National Curriculum:

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**.

### Year 3

Second-order concepts / Topics by term	Abstract Vocabulary linked to each topic	Local Area links / Trips	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p><b>Au2: Week 1</b> Study timelines and chronology</p> <p><b>Stone Age</b> NC - Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Settlement Civilization Legacy Culture</p>	<p>Trip - Skelton Grange</p>	<p>I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BC.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a></p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people / events.</p>
<p><b>Sp2 – Bronze Age/Iron Age &amp; pre-historic learning in Yorkshire</b> NC - Changes in Britain from the Stone Age to the Iron Age &amp; local area study</p>	<p>Power Settlement Civilization Culture Economics</p>		<p>I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. I can suggest</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people / events.</p>

			With support, I can use BC.	evidence within our local area. <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a>	how this has changed our local area in Horsforth, Leeds and Yorkshire.			
<b>Su2 – Ancient Egypt</b> NC - The achievements of the earliest civilisations- and overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.	Monarch Empire Settlement Conflict Class Legacy Culture Trade Economics	SCHOOL TRIP - Leeds City Museum – Egyptian workshop	I can place events, artefacts and historical figures on a timeline using dates.  With support, I can use BC and AD.	I can suggest suitable sources of evidence for historical enquiries.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries.  I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.

## Year 4

<b>Second-order concepts / Topics by term</b>	<b>Abstract Vocabulary linked to each topic</b>	<b>Local Area links</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>Au2 – Shang Dynasty</b> NC – Non-European Study	Monarch Empire Settlement Conflict Civilization Legacy Culture		I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past.  I can use sources of information to	I can describe causes of events and their consequences in the Shang Dynasty.	I can identify periods of rapid change in history.  I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society.  I can describe the characteristic features of the past,

				form testable hypotheses about the past.				including ideas and beliefs.
<p><b>Sp2 – Ancient Greece</b>  <b>NC -</b>                  Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p>	<p>Power                  Empire                  Government /Parliament                  Settlement                  Conflict                  Class                  Civilization                  Culture                  Economics</p>		<p>I can place events, artefacts and historical figures on a timeline using dates.                  I can use BC and AD.</p>	<p>I can suggest suitable sources for historical enquiry.                   I can begin to discuss the reliability of sources.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>
<p><b>Su2 –Roman Empire</b>  <b>NC –</b> British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Monarch                  Power                  Empire                  Settlement                  Conflict                  Class                  Civilization                  Legacy                  Culture                  Economics</p>	<p>Trips - Leeds museum                  Romans</p>	<p>I can place events, artefacts and historical figures on a timeline, using dates and time (BC/AD).</p>	<p>I can suggest more than one suitable source for historical enquiry.                   I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in within the Roman Empire.</p>	<p>I can explain the concept of change over time, when the Romans invaded parts of Europe and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.                   I can describe different accounts of a historical event, explaining some of the reasons why the account may differ.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion</p>

**Year 5**

<b>Second-order concepts / Topics by term</b>	<b>Abstract Vocabulary linked to each topic</b>	<b>Local Area links</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<p><b>Au2 – Anglo Saxons Settlement in Britain</b>                      NC – A Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Monarch                      Power                      Settlement                      Legacy                      Conflict                      Class                      Civilization                      Culture</p>		<p>I can use dates accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>
<p><b>Sp2 – Benin</b>                      NC - A non-European society that provides contrasts with British history</p>	<p>Monarch                      Empire                      Settlement                      Conflict                      Class                      Civilization                      Culture</p>		<p>I can use dates accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the Benin era.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe causes of loss of power during the Benin era and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can discuss how the Chinese Dynasty's changed and adapted over time but how a new Chinese Dynasty continued to exist with</p>	<p>I can compare similarities and differences between the Benin empire and the Shang Dynasty such as their empire, civilisations and their cultures.</p>	<p>I can compare and describe the social and cultural significance of a past society against British at the time.</p>



						the Zhou Dynasty.		
<b>Su2 – Tudors and Elizabeth I</b> NC - British history that extends pupils' chronological knowledge beyond 1066	Monarch Power Government /Parliament Conflict Class Legacy Culture Economics	Trip – Sheffield Manor Lodge  Kirkstall Abbey – reformation/ Tudor workshop Battle of the Roses – Yorkshire/Lancashire Leeds – wool industry	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Tudors and how Elizabeth I period aligns.  I can discuss whether the evidence is reliable and explain why.	I can describe causes of poverty, illness and punishment during the Tudor times and what the consequences were.	I can identify periods of rapid change in history and how this started to influence the British Isles.	I can identify similarities and differences between the two time eras of Anglo Saxon's and Tudors.	I can compare and describe the social and cultural significance of a past society researching evidence to prove it.

## Year 6

<b>Second-order concepts / Topics by term</b>	<b>Abstract Vocabulary linked to each topic</b>	<b>Local Area links</b>	<b>Chronology</b>	<b>Evidence and Interpretation</b>	<b>Cause and Consequence</b>	<b>Change and Continuity</b>	<b>Similarity and Difference</b>	<b>Historical Significance</b>
<b>Au2 – Victorians</b> NC - Post-1066 era)	Monarch Empire Settlement Conflict Class Civilization Legacy Culture Economics	Victorian day experience  Link to Horsforth census	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences on how and why the Victorian period has left such a legacy within Britain and around the world.	I can identify where the Victorians made rapid change to society that we can still see and use today.	I use appropriate historical vocabulary to compare and contrast key people/events / artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

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<p>Sp2&amp;Su1 – <b>WW2 &amp; Battle of Briton</b> NC - British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Monarch Power Government /Parliament Conflict Civilization Legacy Culture Economics</p>	<p>Holocaust Centre  Cenotaph – Horsforth  WWII – museum for parents and children designed by Y6 children.  Link to how WW2 changed Leeds</p>	<p>I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of WWII.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
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