

This document shows the History learning journey for pupils from EYFS to Year 6. The knowledge, skills and greater depth statements are colour coded to show which term the children will learn the knowledge and skills using: **blue for Autumn term**, **green for Spring Term** and **orange for Summer Term**. Additional details about the learning journey can be found in the year group 'Big Ideas' documents.

	National Curriculum/Early Learning Goals	Granular Knowledge	Vocabulary
EYFS	<p>ELG Past and present</p> <ul style="list-style-type: none"> Talk about 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 the class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> I can order and sequence familiar events using visual prompts I can talk about events from my own life I can order events in my own life I realise that humans are born, grow and change I know that people in my family were also babies once I talk about the past and future I can talk about past and present events in my life and in the lives of my family I can identify ways that families are similar and different I know that my family may be different to other families I can identify similarities and differences between traditions I know that families have different traditions 	Order Me Family Friends My life Born Grow Change Community Tradition Similar different
Year1	<p>National Curriculum</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms 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 <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I know words like: old, new and a long time ago I can use words and phrases like: old, new and a long time ago I can recognise that some objects belonged to the past I can spot old and new things in a picture I can ask and answer questions about old and new objects I can explain what an object from the past might have been used for I can find out things about the past by talking to an older person I know some of the national changes that have taken place in my lifetime – (locally) I can talk about events that have taken place in my lifetime (locally) I can give examples of things that were different when my grandparents were children I can explain how some people from the past have helped us to have better lives I know some events that have taken place before I was born 	Old New Long time ago Past Present Future Older Younger Events Parents Grand parents Great grandparents
Year 2	<p>National Curriculum</p> <ul style="list-style-type: none"> 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 <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> I know words and phrases like: before, after, past, present, then and now I can use words and phrases like: before, after, past, present, then and now when talking about the past I can answer questions about the Great Fire of London and Samuel Pepys using books and the internet I can research the life of a famous person from the past (Samuel Pepys) using different sources of evidence I can recount the life of someone famous from Britain who lived in the past - Samuel Pepys I can explain what Samuel Pepys did earlier and what Samuel Pepys did later I can explain key events (Great Fire of London) during a famous person's (Samuel Pepys) life I can compare aspects of Samuel Pepys life with life today I understand how the lives of significant individuals (Samuel Pepys) have impacted upon national achievements (fire brigade) I understand when, where and why the Great Fire of London started I can order events from the Great Fire of London in a sequence I can explain why the fire spread so quickly and was hard to put out 	Before After Past Present Then Now Famous Britain Sequence
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age:</p> <p>National Curriculum</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> I can use my mathematical knowledge to work out how long ago events happened I can research in order to find similarities and differences between two or more periods of history I can use research skills to find answers to specific historical questions I know when the Stone Age and Iron Age was I can explain some of the changes to life between the Stone Age and the Iron Age I can compare life in the Stone Age with life in the Iron Age 	Timeline Period Order Sequence Date Similarity

	<p>Ancient Greece Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Pupils should understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> • I know some of the key inventions from the Stone Age and Iron Age • I know what a timeline is • I can use a timeline within a specific period of history to set out the order that things may have happened • I can describe events from the past using dates when things happened • I can talk about life in Ancient Greece • I can explain some of the achievements of the Ancient Greeks • I understand and can explain the influence of the Ancients Greeks on life today 	<p>Difference Research Stone Age Iron Age Ancient Greece</p>
Year 4	<p>National Curriculum</p> <ul style="list-style-type: none"> • 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 • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • a local history study 	<ul style="list-style-type: none"> • I know how to use a timeline • I can plot events on a timeline using centuries • I can use my mathematical skills to round up time differences into centuries and decades • I can explain some of the times when Britain has been invaded • I understand that the Romans invaded Britain • I know some of the key figures from the Roman invasion • I know some of the key facts about the Roman Empire and how it impacted on Britain • I can research two versions of an event and explain how they differ • I can research what it was like for children in a given period of history and present my findings to an audience • I can explain how the lives of wealthy people were different from the lives of poorer people • I can explain how historic items and artefacts can be used to help build up a picture of life in the past • I can explain how an event from the past has shaped our life today • I can explain the impact of the Roman invasion on Leicestershire • I can explain how our locality has changed over time 	<p>Timeline Century Decade Invasion Romans Roman Empire Wealthy/Poor Historic Impact</p>
Year 5	<p>National Curriculum</p> <ul style="list-style-type: none"> • Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Britain’s settlement by Anglo-Saxons and Scots • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; 	<ul style="list-style-type: none"> • I can test out a hypothesis in order to answer questions • I know that the Vikings and Anglo Saxons invaded Britain • I can explain some of the key events between the invasion of the Vikings till the settlement of Britain by the Anglo-Saxons • I can compare two or more historical periods; explaining things which changed and things which stayed the same • I know how to read timelines with centuries and decades • I can draw a timeline with different historical periods showing key historical events or lives of significant people • I understand that our knowledge of the past can come from a range of sources • I can use different sources to find information about the past • I understand some of the key achievements of the Ancient Egyptians • I can explain what life was like for the Ancient Egyptians • I can use different sources to learn about what life was like for the Ancient Egyptians 	<p>Timeline Century Decade Significant people Source Past Hypothesis Settlement Viking Anglo-Saxon Invasion Ancient Egypt</p>
Year 6	<p>National Curriculum</p> <ul style="list-style-type: none"> • Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information • Pupils should understand how our knowledge of the past is constructed from a range of sources <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (A child’s war WW2) • a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 	<ul style="list-style-type: none"> • I know how to read and use a timeline • I know what a secondary source is • I know what a primary source is • I can summarise the main events from a period of history, explaining the order of events and what happened • I can summarise how Britain has had a major influence on the world • I can describe a key event from Britain’s past using a range of evidence from different sources • I know key dates during WW2 • I know key figures during WW2 • I can identify and explain propaganda • I can place features of historical events and people from the past societies and periods in a chronological framework • I can describe the features of historical events and way of life from periods I have studied; presenting to an audience • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently) • I can identify and explain differences, similarities and changes between different periods of history 	<p>Timeline Society Historical event Chronological Summarise Influence</p>

		<ul style="list-style-type: none">• I know key dates during the Maya• I know key figures in the Maya	
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