EYFS History Knowledge		
Understanding the world	3&4-year-olds will be learning to:	Children in reception will be learning to:
	• Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal.	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past e.g. Jack and the Beanstalk, Peter Rabbit and Robin Hood • Know how to talk about pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Appreciate that the church has historical importance • Recognise that things happened before they were born • Organise few events from their lives

Chronological Knowledge						
National Curriculum Aims:	• **know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world**					
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use simple words to describe the past. Understand about time passing through birthdays. Talk about past and present events in their own and family members lives.	Know key vocabulary, for example: *next, then, second, third, earlier, after, past, present, future* Know how to sequence main events from stories (English) Know how to sort objects into old and new Know how to sequence 3 or 4 artefact/photos from distinctly different time periods *e.g. 1960s, 1990s, 2020s* Know how to match objects to people of different ages e.g. now and then.	Know what century we live in. Know that a decade is 10 years, a century is 100 years and 1000 years is millennium. Know how to use more complex phrases to describe time – *decades ago, centuries ago...* Know that AD dates are in ascending order. Know how to use understanding of number to sequence a small number (less than 5) of events/dates to create a timeline within period studied. Know how to place periods studied on a simple timeline.	Know how to place the periods studied on a timeline using BC and AD (Stone Age, Bronze Age, Iron Age, Romans) Know that BC dates are in descending order. Know how BC and AD relate to one another. Know that periods studied are before/ after events previously studied. Know how to use dates and terms related to the study unit and passing of time for example: *reign, era, period* Know how to sequence several (5-8) events or artefacts from period studied to create a timeline.	Know how to use captions/labels on timelines correctly. Know how to correctly order some (up to 8) historical periods on a timeline, including previous periods studied. Know how to sequence several (5-8) events or artefacts from period studied to create a timeline.	Know how to sequence a range (8-10) artefacts/events from periods of history studied. Know how to use relevant terms and periods labels Know how to relate current studies to previous studies Know how to make comparisons between different times in history	Know how to sequence up to 10 artefacts/events from different time periods studied Know how to compare an aspect in detail, showing understanding of similarities and differences between two time periods Know how to explore alternative ways of presenting a timeline. Know how centuries are labelled (e.g. 1876 = 19th Century)

Historical Content Knowledge							
National Curriculum Aims:		**National Curriculum - History key stages 1 to 2 (publishing.service.gov.uk)**					
	EYFS	Y1/2 Cycle A	Y1/2 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Unit 1		**How have toys change over time?** Know that the toys their grandparents played with were different to their own Know what a number of older objects were used for Know the main differences and similarities between toys used in school now and in the time of parent and grandparents *(hoops, skipping ropes, footballs, iPads, lego etc)* Know how to say what is the same and what is different about toys from different time periods.	**What happened in 1666?** Know about an event or events that happened long ago, even before their grandparents were born - The Great Fire of London Know what we use today instead of a number of older given artefacts (e.g. leather buckets, 17th century house materials). Know when and where the fire started. Know why the fire started and spread so quickly. Know how people tried to put the fire out and how it eventually stopped. Know how fires were dealt with in 1666 compared to today.	**How did Britain change from the beginning of Stone Age to end of the Iron Age?** Know how Britain changed betwe en the beginning of the stone age and the iron age. Know about early humans and the Palaeolithic period. Know how the first people came to Britain and different species of early man, including the lives and achievements of early Homo sapiens. Know about people who lived in the Mesolithic period. Know how people lived in the Neolithic period. Know that Skara Brae is Europe's most	**Who were the Ancient Egyptians?** Know why the Nile was important to Ancient Egyptian settlements *e.g. farming, fishing, trading, funerals etc* Know the key features of the Ancient Egyptian's society. Including: food, daily life, jobs, games, pharaohs and the pyramids, tombs, hieroglyphics, the Nile and the gods. Know what artefacts were found in Tutankhamen's tomb and what we can learn from them. Know about Egyptian tombs, pyramids, and burial sites, including the use of mummification. Know that Ancient Egypt was a	**Were the Vikings ruthless raiders or tactful traders?** Know where the Vikings originated from, show this on a map and know about their invasions of Britain. Know that the Vikings and Anglo-Saxons were often in conflict meaning they often battled. Know why the Vikings frequently won battles with the Anglo-Saxons. Know a peace treaty was signed between the Anglo-Saxons and the Vikings. Know about the battles between the Anglo Saxons and Vikings. Know about the raid of Lindisfarne and the	**Why was the Battle of Britain a significant turning point in British History?** Know when and why WW2 began Know about why WW2 and the Battle of Britain was important in relation to British history Know why the Battle of Britain was a turning point in British history Know why the Battle of Britain happened Know which countries were involved WW2 Know the main events of the Battle of Britain including the Luftwaffe's attack in August 1940, Eagle Day, the first attach on London (7th September 1940), the end of the Battle of

			Know how London was different in the 17th century. Know that houses were mainly wooden and built closely together. Know how housing has changed since 1666 because of the impact of the Great Fire of London.	complete Neolithic village and how we can use it to learn about life in the Neolithic period. Know how people lived in the Bronze Age in the first permanent human settlements. Know how Bronze is made and the effect bronze had on early life in Britain. Know how people lived in the Iron Age including Iron Age hill forts. Know how iron was mined and used in the Iron Age and how it changed Britain. Know the main differences betw een the stone, bronze and iron ages .	civilization of ancient North Africa, near the Nile River, in the place that is now the country Egypt Know when the Ancient Egypt civilisation was	impact this had on the UK. Know about the mechanics of a raid and the feelings/emptions linked to it.	Britain (31 October 1940) Know the leaders during WW2 *e.g. Neville Chamberlain, Winston Churchill, Adolf Hitler* Know the countries involved in WW2 Know some of the reasons Britain won the Battle of Britain
Unit 2		**How have local people impacted on history?** Know the name of famous local people: Isaac Newton and Margaret Thatcher Know what it means to be famous. Know that Isaac Newton lived near Grantham at Woolsthorpe Manor and went to the King's School. Know who Isaac Newton was and why he was famous.	**How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing?** Know about the lives of Florence Nightingale, Mary Seacole and Edith Cavell and know how they have contributed to national and international achievements. Know what makes a person significant. Know, recall and explain facts about Florence Nightingale's life e.g. *wealthy family*		**Why should we remember the Maya?** Know the dates of Ancient Maya: 1100BC to AD1502 Know how and when Europeans encountered the Mayan civilisation Know that the Maya first used chocolate as a cold drink, as well as for currency; instead of trading coins, they would trade cocoa beans Know what life was like for everyday	**How did the Ancient Greeks change life in Western Europe?** Know the dates of Ancient Greece: 776BC to 146AD Know who the Athenians and the Spartans were and compare the two city states. Know the polytheistic religion of ancient Greece, and the important role the gods and goddesses played in everyday life (worship, festivals, myths) e.g. *Zeus,*	**What was life like in Grantham during WW2?** Know that World War 2 has strong connections to our locality and understand the issues associated with the period Know what life was like for an evacuee living in Grantham Know what the Dambusters Raid was and that the Operations Room for the mission was at 5 Group Headquarters

		Know Isaac Newton discovered gravity and the impact this had on the world. Know that Margaret Thatcher lived on North Parade, Grantham and attended KGGS. Know that Margaret Thatcher was the first female Prime Minister and how this changed Britain.	*and early life, training, Crimean War, Lady with the Lamp, after war 'Order of Merit'.* Know how Florence Nightingale improved nursing. e.g. *nurse training, working conditions and hygiene.* Know, recall and explain facts about Mary Seacole *e.g. born in Jamaica, mixed race heritage, early life, travels, rejection from Florence Nightingale's nursing team, British Hospital, battlefield treatments, after war* Know how Mary Seacole impacted nursing –*contributions black Britons have made to the country* Know, recall and explain facts about Edith Cavell – *early life, education, French speaker, governess in Brussels, nursed father back to health, Maidstone Medal,*		people in the Mayan society. Know what the Maya believed in, including some of their religious rites, ritual, and Mayan gods. Know what the Mayan Gods demanded of the Mayan people, including blood-letting and human sacrifice. Know the achievements of the Maya including their number systems and calendar.	*Hercules, Poseidon, Hades, Aphrodite and Athena* Know the three main types of government of ancient Greece: monarchy, oligarchy, and democracy Know how to compare the Ancient Greek Olympic sports *e.g. javelin, jumping, discus throwing, boxing and pankration with modern day equivalents.* Know some of the many ways that ancient Greek ideas and developments still influence our lives today *e.g. Olympics, language, government.*	in St Vincents Hall, Grantham Know how the lives of people in Grantham changed during WW2 (home front) Know the important role Lincolnshire played in WW2, including the RAF and Bomber Command Know what the Blitz was and how (and why) it affected Grantham Know what rationing was and how it affected life on the Homefront Know how and why propaganda was used during WW2

			trained nurses, smuggled allies soldiers to safety in Holland, Know who Edith Cavell was and how she impacted nursing, a *pioneer of modern nursing, saving lives of people on both sides* Know the similarities and differences between nursing in the Crimean War, WW1 and the present day – *hygiene, facilities/hospitals, clothing*				
Unit 3		**What were seaside holidays like in the past?** Know the features of a seaside holiday Know what seaside holidays were like in the past e.g. 100 years ago. Know when and how seaside holidays became popular.	**How has Marston changed?** Know how the local area (Marston) is different to the way it used to be a long time ago. Know about significant historical places in Marston (e.g. Blacksmiths, chapel (edge of Pinfold Lane/Toll Bar road), Marston Post Office and Wheelwright	**How did the Romans change Britain?** Know how Rome was founded and grew into the Roman Empire. Know Rome was founded and the dates of the Roman era. Know that the Roman occupation followed the Iron Age		**Was the Industrial Revolution a positive period of time for all?** Know how the Industrial Revolution changes the UK Know some significant inventions from the Industrial Revolution e.g. spinning jetty, flying shuttle, water frame, steam engine, power loom, spinning mule.	**How has life in Britain changed since 1948?** Know what life was like in 1948 in post-war Britian. Know what the 'Welfare State' was. Know how WW2 led to the creation of the NHS. Know the impact that the creation of the NHS had on Britain.

		Know similarities and differences between seaside holidays now and in the past	Shop (Barkston Road), station (on Frinkley Lane), church, pinfold (on Pinfold Lane), Village Hall) Know that our school opened in 1716 and was opened by the Thorold family Know the history of our school – Marston Thorold's	Know who the emperor Julius Caesar was and why he invaded Britain in 55-54BC. Know how the Romans successfully invaded Britain. Know who Boudicca was and why she resisted the Roman occupation of Britain. Know what impact the Romans had on British society: infrastructure, politics, trade and goods, military. Know what life was like in Roman Britain		Know who the Luddites were Know why the Luddites were against the industrial revolution Know how people migrating to cities during the industrial revolution affected sanitation and health	Know about Caribbean immigration to Britain post WW2 Know and understand some experiences of the Windrush generation Know some impact of the Windrush generation on Britain Know about some of the social and cultural changes in Britian post 1948 including changes in technology, leisure and popular culture.
Unit 4				**How did the Anglo-Saxons and Scots change life in Britain?** Know that the last Roman soldiers left Britain in AD410 and people came in ships across the North Sea – the Anglo-Saxons.			

				Know the Anglo-Saxon age in Britain was from around AD410 to 1066. Know about the struggle for control of Britain after the Romans left around 410AD Know who the Picts and Scots were and where they lived. Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today and some place names today are derived from Anglo-Saxon times Know what daily village life was like for the Anglo Saxons– houses, jobs, children, family life, farming, arts and culture.			

				Know about the discovery of the burial ship at Sutton Hoo and what it tells us about the Anglo-Saxons.			

Historical Process Knowledge							
National Curriculum Aims:	• **gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'** • **understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses** • **understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed** • **gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales**						
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge and Understanding		Know the difference between past and present in their own and others' lives. Know how to compare adults talking about the past – how reliable are their memories?	Begin to know how to recognise why people did things, why events happened and what happened as a result Know how recount main events form a significant time in history. Know how to identify differences between ways of life at different times using at least two sources. Know how to compare 2 versions of a past event Know how to discuss reliability of photos/ accounts/stories	Know how to use evidence to describe houses and settlements, culture and way of life, people's beliefs and attitudes and differences between rich and poor Know how to suggest reasons for why there were differences between periods. Know how to identify reasons for and results of people's actions	Know how to show knowledge and understanding by describing features of past societies and periods. Know some ideas, beliefs and attitudes of past cultures and compare these to current beliefs. Know how some past events affect life today *e.g. what are the effects of the Romans on Britain today?* Know how to look for links and	Know some social, cultural, religious, and ethnic diversities of societies studied in Britain and wider world. Know some short-term cause and consequence of the main events, situations, and changes in the period studied. Know how to identify changes and links within and across the	Know how to choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Know how to identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Know how some changes impact both subsequent periods, and, in the long term, on today's society.

					effects in times studied Know how to offer a reasonable explanation for some events	time periods studied.	
Historical Enquiry		Begin to know how to identify and recount some details from the past from pictures and stories. Know how to find answers to simple questions about the past from one source of information e.g. an artefact Know how to discover about the past through role play and drama. Know how use two photographs to find clues about the past. Know that there are many ways to find out about the past including visiting/getting	Know how to look carefully at pictures, eyewitness accounts or objects to find information about the past Know how use a source – observe or handle sources to answer questions about the past on the basis of simple observations Know how to ask questions about a historical source Know how features of the period influence how events are treated *e.g. no fire engines during the GFOL*	Know how to use a range of source of material, including visits, to collate information about the past. Know and identify the difference between fact and opinion. Know how to look at 2 different versions of the same event and viewpoints and identify differences in the account *e.g. Roman and Greek accounts of Iron Age Britain* Know how to look closely for details and hidden meanings in artefacts	Know how to choose relevant source material to present a picture of one aspect of life in time past Know the difference between primary and secondary sources Know and explain why there may be different accounts of history Know how to ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions	Know how to questions the reliability of source material and give reasons why something is or is not reliable Know that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others – bias	Know how to suggest omissions and the means of finding out Know how to link a variety of sources and work out how conclusions were arrived at Know how to evaluate the usefulness and accuracy of different sources, understanding the effect of propaganda, bias, misinformation, and opinion. Know how to form own opinions about historical events from a range of sources. Know how to select the most appropriate

		information from our local museum.					source material, using primary and secondary, for a particular task.
Organise, Evaluate and Communicate Information		Know how to sort events or objects into groups (ie then and now) Know how to show knowledge and understanding about the past in different ways e.g. role play, drawing, writing, talking.	Know how to write simple stories and recounts about the past. Know how to draw labelled diagrams and write about them to tell others about people, objects and events from the past.	Know how to present findings about the past using speaking, writing, ICT and drawing skills Know how to use dates and vocabulary related to the topic accurately and suggest different ways to presenting information for different purposes	Know how to present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Know how to use dates and subject specific words such as *monarch*, *settlement,* and *invader* accurately.	Know how to present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Know how to use dates and terms consistently correctly.	Know how to plan and present a self-directed project or research about a studied period. Know how to present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). Their recording reflects the skills being taught.