

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Context (knowledge)	<p>Past and Present:</p> <p>Talk about the lives of the people around them. Talk about familiar roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>*All About Me *Celebrations *Entertainment *The King and royal family (Queen Charlotte links) *Castles</p>	<p>(Children will be progressing from their personal History knowledge to wider History knowledge. They will need to be secure in understanding the history and timeline of their own life, before grasping history beyond their living memory)</p> <p>In lesson 1, recap family timeline. Tell Me A Tale (Autumn 2)</p> <p>1. Pupils know that there is a past, present and future. 2. Pupils can compare similarities and differences between Mile Oak primary school in the past and present. 3. Pupils can compare Mile Oak locality from the past to the present.</p>	<p>-To identify where the new History topics fit into a timeline of other historical events already taught (Year 1)</p> <p>In Lesson 1 of GFoL unit, recap prior learning – Amelia Earhart, The Space Race -Great Fire of London (Autumn 1)</p> <p>1. Pupils know what city the fire started in. 2. Pupils know where the fire started. 3. Pupils understand why the fire spread so quickly. 4. Pupils understand what an eye witness account is and why they are useful. 5. Pupils can explain why the fire was difficult to put out. 6. Pupils understand the changes to London that</p>	<p>-To identify where the new History topics fit into a timeline of other historical events already taught (Year 1 and Year 2)</p> <p>In Lesson 1 of Stone Age unit, recap prior learning – Amelia Earhart, GFoL, The moon landing, Mary Seacole -Stone Age/Bronze Age (Autumn 1)</p> <p>1. Pupils understand some of the ways hunter gatherers lived in the Mesolithic era. 2. Pupils can identify some of the tools used by hunter gatherers. 3. Pupils recognise the geographical features of the Mesolithic settlement Star Carr. 4. Pupils can explain the advantages and disadvantages of</p>	<p>-To identify where the new History topics fit into a timeline of other historical events already taught (Year 1, Year 2 and Year 3)</p> <p>In Lesson 1 of Tudors unit, recap prior learning – Amelia Earhart, The Moon landing, Mary Seacole, GFoL, Stone Age, Ancient Egypt -Tudors and Explorers (Autumn 1 & Autumn 2)</p> <p>1. Pupils can identify who the Tudors were. 2. Pupils can discuss how Henry 7th succeeded the throne. 3. Pupils can describe Henry VIII as a king and compare young and old Henry. 4. Pupils know Henry VIII had 6 wives, and they know which</p>	<p>To identify where the new History topics fit into a timeline of other historical events already taught (Year 1, Year 2, Year 3 and Year 4)</p> <p>In Lesson 1 of Ancient Greece unit, recap prior learning – Amelia Earhart, GFoL, Stone Age, Romans -Ancient Greece (Autumn 1 & Autumn 2)</p> <p>1. Pupils can identify when the Ancient Greeks were a powerful civilisation and plot where they lived on a map. 2. Pupils can identify aspects and features of Greek life that helped shape Greek society. 3. Pupils can list some of the achievements of the Greeks. 4. Pupils can identify</p>	<p>-To identify where the new History topics fit into a timeline of other historical events already taught (Year 1, Year 2, Year 3, Year 4 and Year 5). Pupils will end the year with an ‘overview’ time machine lesson to recap all history taught in primary school in chronological order.</p> <p>In Lesson 1 of Anglo Saxons and Vikings unit, recap prior learning – Amelia Earhart, GFoL, Stone Age, Tudors, Ancient Greece - Anglo Saxons and Vikings (Autumn 1)</p> <p>1. Pupils can record some features about Vikings and their longships. 2. Pupils can recall areas that Vikings originally came from.</p>

	<p>*People who help us (Sislen Fay Allen links)</p>	<p>Toys (Spring 1)</p> <ol style="list-style-type: none"> 1. Pupils can identify toys from the present and toys from the past. 2. Pupils can describe how they know a toy is old or new. 3. Pupils can identify historical artefacts based on their materials. <p>Around the World /Explorers (Spring 2)</p> <ol style="list-style-type: none"> 1. Pupils can say why Christopher Columbus is famous (for positive and negative reasons). They know that the Black Nino brothers accompanied him. 2. Pupils understand that other people may have discovered America first, including Abubakari II. 3. Pupils understand 	<p>happened after the fire.</p> <p>-Significant individuals (Autumn 2 and Spring 1)</p> <p>Rosa Parks/Malala Yousafzai/Greta Thunberg</p> <ol style="list-style-type: none"> 1. Pupils can talk about the lives of significant individuals. (when/where were they born, what was their childhood like, what job did they do) 2. Pupils recognise the positive contribution these individuals had on society. <p>In Lesson 1 of Helpful Heroes unit, recap prior learning – Bessie Coleman, The Space Race, GFoL</p> <p>-Helpful heroes: (Summer 1)</p> <p>Mary Seacole/ Florence</p>	<p>farming over hunter gathering.</p> <ol style="list-style-type: none"> 5. Pupils can compare the similarities and differences between the Stone Age, Iron Age and present day. 6. Pupils can understand the importance of Stone Henge. 7. Pupils link this time period to their local area through exploring Whitehawk Woman and Cheddar Man. <p>-Our local area (Portslade village) (Spring 1)</p> <ol style="list-style-type: none"> 1. Pupils can locate Mile Oak/Brighton on a map of England and identify physical and human features in the locality. 2. Pupils can look at and analyse maps of the local area, identifying the changes over time (from looking very bare in 1879 to Mile Oak school being 	<p>wives were beheaded.</p> <ol style="list-style-type: none"> 5. Pupils know what Tudor life was like (housing, clothing, education, jobs, food and drink). 6. Pupils can describe Queen Elizabeth and her impact on Britain. 7. Pupils can give reasons as to why/why not Mary queen of Scots should be executed. 8. Pupils can describe who Francis Drake was and why he is remembered. 9. Pupils can describe the Spanish Armada and Francis Drake's role in this. 10. Pupils identify the significance Jacques Francis and John Blanke had during the Tudor times and in black history. <p>In Lesson 1 of Romans unit, recap prior learning – Space Race, Mary</p>	<p>and explain ways in which the Greeks influence the Western world (democracy, Olympics)</p> <ol style="list-style-type: none"> 5. Pupils can explain why the Greeks were such a powerful society. 6. Children can name a few Greek Gods/Goddesses along with their role. 7. Children know the important pieces of equipment a hoplite (Ancient Greek Soldiers) would have used <p>In Lesson 1 of Mayan unit, recap prior learning – Neil Armstrong, Florence Nightingale, Ancient Egypt, Tudors</p> <p>-Mayans (Summer 1)</p> <ol style="list-style-type: none"> 1. Pupils can place the Maya on a timeline and map. 2. Pupils identify and understand some of the achievements of the Maya. 	<ol style="list-style-type: none"> 3. Pupils can identify areas that Vikings sailed to. 4. Pupils recognise why Vikings first raided Britain. 5. Pupils can explain why Vikings first came to settle in Britain. 6. Pupils can explain how Vikings lived in, and influenced, Britain. 7. Pupils understand key facts about the four king candidates after Edward the Confessor died in 1066. They give their own opinions about who should be King. 8. Pupils understand the significance of the Battle of Hastings. <p>In Lesson 1 of WW2 unit, recap prior learning –Ancient Egyptians, Romans, Ancient Greece, Mayans, Anglo Saxons and Vikings</p> <p>-WW2</p>
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		<p>how significant Amelia Earhart was. They make links to Bessie Coleman.</p> <p>4. Pupils can say why Neil Armstrong is famous. They show a recognition of the 'hidden figures' behind the Apollo 11 mission such as Katherine Johnson.</p> <p>Mary Anning – Booth Museum trip (Summer 1)</p> <p>1. Pupils explore who Mary Anning was and why she was important.</p>	<p>Nightingale/Edith Cavell</p> <p>1. Pupils understand who Florence Nightingale, Mary Seacole and Edith Cavell were and why they are remembered.</p> <p>2. Pupils understand the conditions were not very good at the start of the Crimean War.</p> <p>3. Pupils can explain how Florence Nightingale improved conditions for injured soldiers.</p> <p>4. Pupils recognise why Mary Seacole went to the Crimea.</p> <p>5. Pupils can explain why Edith Cavell helped all wounded soldiers.</p> <p>-Local study: Brighton seaside change over time (Summer 2)</p> <p>1. Pupils understand what Brighton seaside was like in the past.</p> <p>2. Pupils compare</p>	<p>built in 1965, and huge development of houses from 1972).</p> <p>3. Pupils can identify similarities and differences between buildings in Portslade Old Village (many made from flint, some have been painted over).</p> <p>4. Pupils visit St Nicolas' Church, Ruins of Portslade Old Manor, The Old Brewery, Kemps House, Easthill house and Portslade War Memorial. They learn key knowledge about the history of the buildings (dates they were built, any important people linked to them, and how the uses of the buildings have changed over time).</p> <p>In Lesson 1 of Egyptian unit, recap prior learning – Amelia Earhart, GFoL, The moon</p>	<p>Seacole, Ancient Egypt, Tudors -Romans (Spring 1 and Spring 2)</p> <p>1. Pupils know who was in charge of the first Roman invasion in 55BC.</p> <p>2. Pupils can explore life in the army and Roman weapons.</p> <p>3. Pupils can identify features of a Celtic warrior.</p> <p>4. Pupils understand why the Romans invaded Britain.</p> <p>5. Pupils can sequence the key events in Julius Caesar's attempted invasion in 55-54 BC.</p> <p>6. Pupils explore the successful invasion by Claudius, British resistance, Boudica and the Celts.</p> <p>7. Pupils can put reasons for the invasion into order of importance.</p> <p>8. Pupils can reason whether the invasion was a success or not.</p> <p>9. Pupils learn about the 'Romanisation' of</p>	<p>3. Pupils can explain some aspects of how the Maya lived.</p> <p>4. Pupils can explain why the Mayan civilisation lasted so long and was so successful.</p> <p>5. Pupils can show contrasts with British history.</p> <p>Three African kings visit Brighton (Summer 2)</p> <p>1. Pupils know where The Three African Kings came from.</p> <p>2. Pupils recognise how Europeans scrambled to take over land in Africa and make money by taking useful resources.</p> <p>3. Pupils understand how Charles Willoughby and his son supported The Three Kings during their visit to England and Brighton.</p> <p>4. Pupils understand why The Three African Kings visited England and</p>	<p>(Spring 1 and Spring 2)</p> <p>1. Pupils know when and why WW2 started.</p> <p>2. Pupils understand how British civilians were encouraged to help out with the war.</p> <p>3. Pupils know how propaganda was used.</p> <p>4. Pupils know why Dunkirk was a Significant turning point in the war.</p> <p>5. Pupils know there was a 'Battle of Britain' prior to the Blitz</p> <p>6. Pupils know how families protected themselves during the Blitz (shelters, lights off/covered windows, evacuation)</p> <p>7. Pupils know the impact of the Blitz</p> <p>8. Pupils know key facts about Anne Frank.</p> <p>9. Pupils recognise the significant contribution of the</p>
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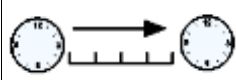
			<p>Brighton seaside in the past to modern day.</p> <p>3. Pupils understand the reasons people visited Brighton in the past and links to significant people (Martha Gunn, Dean Mahomed). 'Three African Kings visit Brighton in 1895'</p> <p>4. Pupils know the significance of the Royal Pavilion and understand its changing purpose—King George IV, William IV, military hospital for Indian soldiers.</p> <p>5. Pupils identify how and why Brighton seaside has changed over time.</p>	<p>landing, Mary Seacole, Stone Age -Egyptians (Summer 1 & Summer 2)</p> <p>1. Pupils can locate Egypt on a map and describe its landscape and physical features.</p> <p>2. Pupils understand the importance of the River Nile.</p> <p>3. Pupils can explain who the pyramids were built for and their purpose.</p> <p>4. Pupils can explain how the pyramids were built (Imhotep link) and why the Ancient Egyptians stopped building them.</p> <p>5. Pupils know how Tutankhamun's tomb was discovered and what was found inside.</p> <p>6. Pupils can identify aspects of Tutankhamun's life from objects found in the tomb.</p> <p>7. Pupils understand the mummification process.</p>	<p>Britain.</p> <p>10. Pupils link this time period to their local area through exploring Beachy Head Woman and Ivory Bangle Lady. They also recognise the contributions to black history.</p>	<p>recognise the negative and damaging intentions of Cecil Rhodes.</p> <p>5. Pupils recognise when and why Bechuanaland was a protectorate of Britain. They recognise the benefits for Africans when Bechuanaland (Botswana) became independent.</p>	<p>6888th Battalion and the Force K6.</p> <p>In Lesson 1 of Crime and Punishment unit, recap prior learning –Stone Age, Tudors, Ancient Greece, Mayans, Anglo Saxons and Vikings, Battle of Britain</p> <p>-Crime and Punishment (Summer 1)</p> <p>1. Pupils recognise that punishments have changed over the years.</p> <p>2. Pupils can give examples of crime and punishment from a specific era (Romans/Tudors).</p> <p>3. Pupils can place punishments on a timeline chronicling how they have changed over the years.</p> <p>4. Pupils recognise how different crimes were punished in more than one era.</p> <p>5. Pupils can make comparisons</p>
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Enrichment Opportunities	<p>Visits and visitors (Fire service)</p> <p>Role play</p>	<p><u>Trips</u></p> <ul style="list-style-type: none"> -Hove Toy Museum -Booth Museum <p><u>Stunning Starts and Fabulous Finishes</u></p> <ul style="list-style-type: none"> -Bringing in favourite toy from home - A letter from the aliens 	<p><u>Trips</u></p> <ul style="list-style-type: none"> -Brighton Seaside, Royal Pavilion, Volks' Railway <p><u>Visits to the school</u></p> <ul style="list-style-type: none"> -GFoL workshop <p><u>Stunning Starts and Fabulous Finishes</u></p> <ul style="list-style-type: none"> -Making Tudor 	<p><u>Trips</u></p> <ul style="list-style-type: none"> -Brighton Museum for Ancient Egyptians workshop -Guided Local area walk led by Historian <p><u>Visits to the school</u></p> <ul style="list-style-type: none"> - Stone Age workshop 	<p><u>Trips</u></p> <ul style="list-style-type: none"> -Hampton Court Palace <p><u>Stunning Starts and Fabulous Finishes</u></p> <ul style="list-style-type: none"> -Battle of Bosworth re-enactment in playground -Tudor stew 	<p><u>Visits to the school</u></p> <ul style="list-style-type: none"> - Mayan workshop -Greek workshop <p><u>Stunning Starts and Fabulous Finishes</u></p> <ul style="list-style-type: none"> - Painting Mayan murals 	<p><u>Trips</u></p> <ul style="list-style-type: none"> -Downs Junior take shelter -Crime and Punishment Tour <p><u>Visits to the school</u></p> <ul style="list-style-type: none"> - Viking workshop <p><u>Stunning Starts and Fabulous Finishes</u></p> <ul style="list-style-type: none"> -Battle of Hastings

			Houses, fire in the playground	<u>Stunning Starts and Fabulous Finishes</u> -Egyptian tomb on Science bus	making and eating -Day in the life of a Roman Army		re-enactment -WW2 cookery -Murder Mystery day
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Skills:

Understanding chronology



<p>-Place daily events on a timeline e.g. visual timetable, ordering events in a day of their own life</p> <p>-Birthdays</p> <p>-Focus on key vocabulary of time including first, next, then and days of the week including yesterday, last week</p>	<p>- I can sequence recent events within my own lifetime</p> <p>-I can recount changes that have occurred in my own life</p> <p>-I can label timelines with words or phrases such as: past, present, older, newer</p> <p>-I can compare objects from two different time periods (<i>using words such as 'old/older, new/newer'</i>)</p>	<p>-I can place significant periods of time from national chronology on a timeline</p> <p>-I can sequence events to show changes over time</p> <p>-I can show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>-I can identify similarities and differences between ways of life in different periods</p>	<p>-I can place significant periods of time from national and world chronology on a timeline</p> <p>-I can use an increasing range of common words and phrases relating to the passing of longer time periods (BC/AD)</p> <p>-I can sequence artefacts from different periods of History</p>	<p>-I can place significant periods of time from world chronology on a timeline and relate these to the present</p> <p>-I can place events from the time period being studied on a timeline (<i>e.g. events within the Roman period</i>)</p> <p>-I can begin to date events from the period of History being studied (<i>relate this to BC/AD</i>)</p> <p>-I can suggest which time period artefacts might have come from</p>	<p>-I can confidently and accurately place significant periods from world history onto a timeline</p> <p>-I can identify key events (<i>from the time period being studied</i>) and accurately place them on a timeline</p> <p>-I can make increasingly sound predictions as to which time period artefacts might have come from</p>	<p>-I can efficiently organise a timeline and accurately place significant periods of time from world chronology</p> <p>-I can identify the key events from the time period being studied, and place them on a timeline relating them to earlier time periods studied</p> <p>-I can make increasingly sound predictions as to which time period artefacts might have come from, providing justifications from prior learning</p>	
Historical Enquiry	<p>-Look at family photos and ask and answer questions about their own past</p>	<p>- I can find answers to some simple questions about the past from simple</p>	<p>-I can use artefacts, pictures, stories and online sources to ask and answer</p>	<p>-I can suggest the best sources to find evidence for my answers</p>	<p>-I can use a variety of resources to find out about aspects of life in the past and</p>	<p>-I can identify and compare primary and secondary sources</p>	<p>-I can address and devise historically valid questions (<i>about change,</i></p>

	<p>-Ask questions such as: What could/couldn't you do as a baby? How have you changed?</p>	<p>sources of information <i>(pictures, artefacts and stories)</i></p> <p>-I can describe some simple similarities and differences between objects</p> <p>-I can ask and answer relevant basic questions about the past <i>(What was it like for people? What happened? How long ago?)</i></p> <p>-I can sort historical objects from 'then' and 'now'</p>	<p>questions about the past</p> <p>-I can show understanding and identify some of the ways in which we find out about the past</p>	<p>-I can ask and answer relevant questions about the past, drawing on a range of evidence sources</p>	<p>deepen my understanding</p>	<p>-I can select relevant information in order to make observations about the past</p>	<p><i>cause, similarity, difference, and significance)</i></p> <p>-I can construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>-I can understand how our knowledge of the past is constructed from a range of sources</p> <p>-I can make confident use of a variety of sources for independent research</p>
<p>Historical Interpretations</p> 	<p>- Talking about historical events through stories – e.g. The Tiger than came to Tea</p> <p>-Discussing historical objects in familiar contexts e.g. the home</p>	<p>-I can relate my own account of an event and understand that others may give a different version</p> <p>-I can describe significant historical events, people and places locally</p>	<p>-I can understand and recount an event from someone else's point of view</p> <p>-I can describe changes within living memory and aspects of change in national life</p> <p>-I can describe events beyond living</p>	<p>-I can identify and give reasons for different ways in which the past is represented</p> <p>-I can compare different versions of the same story</p>	<p>-I can understand that sources can contradict each other</p> <p>-I can use a range of evidence and sources to draw historical conclusions</p>	<p>-I can make comparisons between aspects of periods of history and the present day</p> <p>-I can understand that the type of information available depends on the period of time studied</p>	<p>-I can make links between sources and work out how conclusions were arrived at</p> <p>-I can consider ways of checking the accuracy of interpretations of historical events</p>

			memory that are significant nationally or globally			-I can evaluate the usefulness of a variety of sources	
Understanding of events, people and changes 	<p>-Discuss historical events (e.g. <i>Christmas Story, Easter Story, Chinese New Year, Diwali</i>)</p> <p>-Name and discuss old and new landmarks e.g. <i>Big Ben, Eiffel Tower</i></p> <p>-Celebrate historical figures History related to children's interests (e.g. <i>dinosaurs, space</i>)</p>	<p>-I can understand key features of events</p> <p>-I can describe significant people from the past</p> <p>-I can identify some similarities and differences between ways of life in different periods</p>	<p>-I can identify and discuss the key features of events</p> <p>-I can discuss the lives of significant people in the past and explain how they have contributed to national and international achievements</p> <p>-I can identify some similarities and differences between ways of life in different periods, and identify the reasons for this</p>	<p>-I can explain the key features of events I can find out about everyday lives of people (<i>in the time period being studied</i>)</p> <p>-I can compare the lives of people in the past with our life today</p> <p>-I can recognise reasons why people in the past acted as they did</p>	<p>-I can use evidence (<i>from a range of sources</i>) to reconstruct life from the time period being studied</p> <p>-I can identify the impact events from the time studied have had on life today</p> <p>-I can offer reasonable explanations for some significant events in history</p>	<p>-I can examine the causes and effects of events and the impact these still have today</p> <p>-I can identify different aspects of peoples' lives within the time period being studied (e.g. <i>The difference between the role played by men and women</i>)</p>	<p>-I can demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods</p> <p>-I can use evidence to support arguments</p> <p>-I can note connections, contrasts and trends over time and show some use of historical terms</p>
Organisation and communication 	<p>- Use words and phrases such as past, then, long time ago, now, important, future, change</p>	<p>-I can talk, draw or write about aspects of the past (<i>using the key terminology: present, past, memories, last week, last year, timeline, local</i>)</p>	<p>-I can record what I have learned by drawing, writing, role play and computing</p> <p>-I can speak about how I have found out about the past using historical vocabulary (<i>such as: parliament, monarchy,</i></p>	<p>-I can communicate my historical knowledge through: discussion, role play, making models, writing and computing (<i>using key terminology such as: AD/BC, civilisation, archaeology/archaeo</i></p>	<p>-I can communicate my historical knowledge through: discussion, role play, making models, writing and computing</p> <p>-I can explain what I have learned in an organised and structured way,</p>	<p>-I can communicate my historical knowledge both formally and informally through: discussion, role play, making models, writing and computing (<i>using terminology such as: era, legacy, society,</i></p>	<p>-I can communicate my historical knowledge both formally and informally through: discussion, role play, making models, writing and computing (<i>using terminology such as: raiding, settling,</i></p>

			<i>chronological, war, peace, significance, interpretation, artefacts)</i>	<i>logist, ancient, decades, centuries)</i>	using appropriate terminology (such as: <i>battle, invasion, empire, conquering, rule)</i>	<i>primary source, secondary source)</i> -I can provide an account of a historical event based on more than one source	<i>enquiry, punishment, biography)</i> -I can decide on original ways to present information and ideas.
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