

EYFS	History—Past and Present
Vocabulary (Tier 3)	then, now, same, different, past, present, today, yesterday
Tier 2	Now, today, changes, past
Knowledge	⇒ Know about important characters/figures from the past. ⇒ Know what has changed from the past to now. ⇒ Know events happening in their lives currently and in the past. ⇒ Know events of family members lives currently, and in the past.
Equipment/Resources	Family members, toys, clothes, books, pictures/photographs
Skills (End point)	• (Chronology) Talk about past and present events in their own lives and in the lives of family members. • (Characteristic features) Discuss similarities and differences about themselves and others including traditions • (Interpretation) Decide whether objects are from the present or the past

Year 1	History—The life of my grandparents
Vocabulary (Tier 3)	Long ago, many years ago, years, days, weeks, event, significant, decades, generations, famous, memories, artefacts, grandparents, similarities, differences, past, present, explorer, pioneer, achievement,
Tier 2	Event, memories, grandparents, parents, similar, different, past, days of the week, months
Knowledge	⇒ Know about an event that happened long ago, before their grandparents were born. ⇒ Name a famous person from the past, explaining why they were famous. (Christopher Columbus) ⇒ Know the main differences between their school days in comparison to their grandparents (EYFS) ⇒ Differentiate between things that were here 100 years ago and things that aren't. ⇒ Know the purpose and recognise some historical artefacts ⇒ Identify changes within living memory.
Equipment/ Resources	Clothes, books, pictures/photographs, grandparents, visitors, artefacts, technology for research
Skills (End point)	• (Chronology) Organise a number of artefacts by age and know what they were used for. • (Characteristic features) Identify and sort similarities and differences between ways of life from the past. • (Causality) Explain how people's actions have consequences (positive and negative). • (Interpretation) Make deductions about the past, using sources of evidence. • (Enquiry) Ask and answer questions about history, using photographs and artefacts.

Year 2	History—Local and international history
Vocabulary (Tier 3)	Locally, internationally, globally, nationality
Tier 2	Nottingham, Nottinghamshire, Britain, England, United Kingdom, UK. City, town, village, Country, Robin Hood, London.
Knowledge	⇒ Know about a key event and the chronology of that event. (Great Fire of London) ⇒ Name a famous person from the past from outside the UK and explain why they were famous. (e.g. Rosa Parks/ Florence Nightingale) (Y1) ⇒ Know of a famous person from close to where they live (e.g Robin Hood) ⇒ Know of a historical event, people and places in the locality. ⇒ Identify changes beyond living memory. ⇒ Know how we learn about the past e.g. through a range of primary and secondary sources. (Y1)
Local Study	Goose Fair Nottingham Castle
Equipment/ Resources	Books, pictures/photographs, visitors, artefacts, technology for research, historical story books, local visits, nursery rhymes, newspaper cuttings, videos
Skills (End point)	• (Chronology) Create own timeline of changes beyond living memory. • (Characteristic features) Make informed comparisons of own experiences to the past. • (Causality) Explain how local and international historical figures/events have shaped the world we live in. • (Interpretation) Identify and explain why primary sources are crucial to our historical understanding. • (Enquiry) Develop and ask own historical questions, to obtain historical information, using and choosing sources of evidence.

Year 3	History—Changes in Britain from the Stone Age to the Iron Age and Ancient Egypt
Vocabulary (Tier 3)	BC, AD, continuity, settlement, tribes, prehistoric, pyramids, mummification, settlement, chronology, Neolithic, Palaeolithic, Mesolithic, Pharaoh, hieroglyphics, sarcophagus, civilisation, ancient, period
Tier 2	Egyptians, pyramids, hunters, farmers,
Knowledge	⇒ Know the key changes in Britain between the Stone and Iron Ages. (e.g. farming, technology, travel) ⇒ Know of late-Neolithic hunter gathers and early farmers (Skara Brae) ⇒ Know how tools have developed over time. ⇒ Know how life has changed over a period of time. ⇒ Know Bronze Age religion, technology and travel (Stonehenge) ⇒ Iron Age hill forts: tribal kingdoms, farming, art and culture. ⇒ Know about leaders in different periods of time. ⇒ Know what a civilisation/settlement is. ⇒ Know how communication has changed (including how the Egyptians influenced this) ⇒ Know what the main achievements of the Egyptians were and how these influenced the wider world.
Equipment/ Resources	Books, pictures/photographs, artefacts, technology for research, historical story books, local visits, newspaper cuttings, videos, tools, art, music, writings
Skills (End point)	• (Chronology) Order events/changes within a period of time, using timelines and artefacts. • (Characteristic features) Investigate and identify similarity, difference and significance within a period of time. • (Causality) Articulate cause and change within a period of time. • (Interpretation) Compare the validity of primary and secondary sources. • (Enquiry) Ask and answer historically valid questions, which involve selecting relevant sources of evidence.

Year 4	History—Ancient Rome/ Romans in Britain and Anglo Saxons
Vocabulary (Tier 3)	Empire, invasion, revolt, conquer, conquest, rebellion, resistance, legacy, emigration, chronicles, coinage, era
Tier 2	Invasion, War, battle, law, settlement, King, Queen, warrior
Knowledge	⇒ Knowledge of a significant figure in these times (e.g. Julius Caesar and his invasion in 55-54BC) (Y1/Y2) ⇒ Know what an invasion is, why they happened and consequences of invasions (both positives and negatives). ⇒ Know of the successful invasion by Claudius and conquest (Hadrian’s Wall) ⇒ Know what the British resistance to these invasions was (Boudica) ⇒ Know what an empire is and its purpose (Roman Empire AD 42 and power of its army). ⇒ Know about the Romanisation of Britain and the influences this has had on Britain today. ⇒ Know about the Roman withdrawal from Britain and the first immigrants to Britain after. ⇒ Know of Scots invasions from Ireland to North Britain. ⇒ Anglo-Saxons invasions, settlements and Kingdoms. ⇒ The role Anglo Saxons played in the Christian conversion. ⇒ Anglo-Saxons influence on the names of places, art and culture. ⇒ Anglo-Saxons laws and justice ⇒ Know about Kings and Queens from this period. (Y3)
Local study	City of Caves—Anglo-Saxon tunnels Sherwood Forest (Y2)
Equipment/ Resources	Books, pictures/photographs, artefacts, technology for research, historical story books, local visits, newspaper cuttings, videos, tools, art, music, writings, Now Press Play, films
Skills (End point)	• (Chronology) Make connections within and across periods of time, describing their influence on local, British and world history. • (Characteristic features) Present the complexity of the diversities of societies and relationships between different groups. • (Causality) Articulate the process of change and consequence, across periods of time. • (Interpretation) Analyse and interpret a range of sources, identifying how these shape our understanding of history. • (Enquiry) Ask and answer historically valid questions, which involves selecting and organising relevant historical information.

Year 5	History—Vikings and World War II
Vocabulary (Tier 3)	Treaties, Scandinavia, Norsemen, raids, migration, rationing, evacuation, allies, axis, censorship, propaganda, dictatorship, prejudice, democracy, parliament. Kaiser.
Tier 2	Leadership, evacuation, migration, settlement, advanced, raids, influence, power, alliance,
Knowledge	⇒ Know about Viking raids and invasions (e.g. Lindisfarne/Danegeld) (Y4) ⇒ How Vikings developed Britain. (Y4) ⇒ Know and discuss using historical sources, the nature of the Vikings and why they came. ⇒ Resistance by Alfred the Great and Athelstan ⇒ Know about Edward the Confessor’s death. (Y4) ⇒ How the Viking invasion influenced the English language. (Y4) ⇒ Know what a Kaiser is and what types of leadership there can be, (Y4) ⇒ Know what happened that led to Hitler’s rise to power and know about British leadership at the time. (Y4) ⇒ Know what propaganda is. ⇒ Know about the battle of Britain, evacuation and the Blitz. (Y2/ Y3)
Equipment/ Resources	Books, pictures/photographs, artefacts, technology for research, historical story books, local visits, newspaper cuttings, videos, tools, art, music, writings, Now Press Play, films, sagas
Skills (End point)	• (Chronology) Identify and articulate the chronology of British and world history, highlighting how each have led to the world we live in today. • (Characteristic features) Make contrasts and connections, using historical research, within and across periods of time. • (Causality) Describe and make connections between people and events. • (Interpretation) Make judgements of the validity of sources justifying our own conclusion. • (Enquiry) Devise historically valid questions in order to obtain historical data.

Year 6	History—Victorian Britain, The Changing Power of Monarchs and World War II
Vocabulary (Tier 3)	Holocaust, liberate, concentration camp, United Nations, industrial revolution, anti-Semitism, armistice, monarch, heir, dynasty, Magna Carta.
Tier 2	Prejudice, inhuman, heir, throne, punishment, contribution, region,
Knowledge	⇒ Know what the holocaust was (Y5) ⇒ Know what life was like during WW2 (Y3/ Y4/ Y5) ⇒ How life changed after WW2. (Y3/ Y4) ⇒ How the war ended and how Hitler fell from power. (Y5) ⇒ How other countries contributed to ending the war. (Y5) ⇒ Know about the influence of the war on our lives today. (Y4) ⇒ Know who John, Anne and Victoria were and their influences on Britain. ⇒ Know what the industrial revolution was and how this has influenced our region. ⇒ Know what the Magna Carta was. ⇒ How Victorian life compares to life today including children’s lives. (Every year) ⇒ Know why we have a monarchy, what their role is and about heirs o the throne. ⇒ Know what a dynasty is. ⇒ Changes in crime and punishment. (Y4)
Local Study	⇒ Wollaton Hall—Elizabethan mansion ⇒ Lace Market ⇒ Galleries of Justice
Equipment/ Resources	Books, pictures/photographs, artefacts, technology for research, historical story books, local visits, newspaper cuttings, videos, tools, art, music, writings, Now Press Play, films,
Skills (End point)	• (Chronology) Articulate, justify and challenge the chronology of world, British and local history, highlighting how each have led to and shaped the world we live in today. • (Characteristic features) Make informed connections and contrasts across, identifying trends, within and across periods of time. • (Causality) Describe and make connections between people, events, changes and consequences. • (Interpretation) Analyse and challenge historical sources, while using them to argue or support informed responses. • (Enquiry) Devise historically valid questions in order to obtain and to challenge historical data.