



End Point Expectations:
















Nursery	Understanding the world: Begin to make sense of their own life-story and family's history.
Reception	Understanding the world: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	ELG (Past and Present and Understanding the world): Talk about the lives of 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 class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
KS1 NC	<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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; significant historical events, people and places in their own locality.
KS2 NC	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.








When planning History for children, it is particularly important to embed provision in the core concepts or main ideas, principles, and theories which underpin the subject. Concepts are the intellectual building blocks of any subject and from a young age they enable learners to connect abstract thoughts and information to deepen their understanding of the knowledge they have learned.





The key concepts that underpin the study of history are:

- Change
- Continuity
- Causation
- Significance
- Similarity and difference
- Perspective
- Sources
- Chronology
- Empathy




HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Discuss immediate family members and how we fit into our family. Use the vocabulary of the passing of time. 	Who is in your family? Discuss immediate family members and how we fit into our family. Use the vocabulary of the passing of time. 	How old are you? When is your birthday? Talk about the passing of time through talking about our birthdays and our news time. 	How have objects changed over time? (compare and contrast) Identify through stories artefacts of the past. (discuss what those things might be used for: E.g spinning wheel (sleeping beauty) sweeping brush (snow white) Axe (jack and the beanstalk), 3 pigs (building materials for houses now and then. Discuss roles in society past and present e.g snow white. Cinderella etc Comment on images of familiar items from the past. 	What is your news? Talk about the passing of time through what they celebrated 'yesterday' and 'at the weekend' 	How were fire engines different in the past? Identify key roles in society and how they help us. Compare emergency vehicles from the present day and the past. 	What happened on your holiday? Where are you going on your holiday? Talk about their holidays and use of past tense vocabulary to explain chronology. 
	Reception How have people and photographs changed over time? (sequence and explain) Look at photographs of ourselves when we were babies and our teachers when they were young. Use the vocabulary of the passing of time. 	What kind of toys were there in the past? (Recall and describe) Talk about the passing of time through talking about our birthdays and our news time. Talk about our birthday toys and compare these with toys from the past 	What are the differences between toys now and in the past? Changes within living memory Lives of significant individual 	How were special events celebrated? Explore how events have been celebrated in the past. Talk about their own experiences of how events in their own household have been celebrated. 	How long does litter remain on our planet? Talk about their holidays and use of past tense vocabulary to explain chronology. Explore the concept of years and how this is a long time, in relation to rubbish and litter. 	
Y1		Who is the greatest history maker? Events beyond living memory Lives of significant individuals Guy Fawkes 	What are the differences between toys now and in the past? Changes within living memory Lives of significant individual 	What does it take to be a great explorer? Changes within living memory Events beyond living memory Lives of significant individuals Ranulph Fiennes Neil Armstrong Amy Johnson 		

assessment		<p>SELECT in their view the most historically significant person and SUGGEST REASONS for their choice</p>	<p>IDENTIFY and DESCRIBE and CONTRAST the similarities and differences between popular toys and games of the past and those today. SUGGEST REASONS for what they OBSERVE.</p>		<p>DESCRIBE and give reasons for the achievements of great explorers.</p>	
Y2	<p>Why was Mary Seacole such an important historian?</p> <p>Events beyond living memory that are significant nationally or globally Lives of significant individual Mary Seacole</p> 	<p>How do we know so much about the Great fire of London?</p> <p>Events beyond living memory Lives of significant individuals Great fire of London</p> 		<p>How was school different in the past?</p> <p>Events beyond living memory</p> 		
assessment	<p>SEQUENCE and DESCRIBE the events in Mary Seacole's life and SUGGEST possible reasons how this may have influenced her choices in life.</p> <p>DESCRIBE how Seacole helped in the Kingston cholera epidemic</p>	<p>SEQUENCE and DESCRIBE the events which occurred. IDENTIFY the factors that would have contributed to the fire spreading quickly.</p>		<p>RECOGNISE similarities and differences between schools now and schools in the past and SUGGEST possible reasons for which you would prefer</p>		
Y3			<p>How did life change for Ancient Britons during the Stone Age?</p> <p>Changes in Britain from the Stone Age</p> 	<p>How do artefacts help us to understand the lives of people in the Bronze and Iron Age Britain?</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> 		<p>How did the arrival of the Romans change Britain?</p> <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ➤ Julius Caesar's attempted invasion in 55-54 BC ➤ the Roman Empire by AD 42 and the power of its army ➤ British resistance, for example, Boudica ➤ Romanisation of Britain.

assessment			<p>DESCRIBE and EXPLAIN how archaeologists use artefacts to understand life in Stone Age Britain.</p>	<p>IDENTIFY, DESCRIBE, COMPARE and CONTRAST and EXPLAIN some of the important ways in which life for ancient Britons changed during the Stone Age</p>		<p>DESCRIBE who Boudica was and EXPLAIN why she was such a threat to the Roman settlement of Britain.</p>
Y4	<p>Who was the man in the tomb and why was he important?</p> <p>Ancient Egypt The achievements of the earliest civilizations, including an overview of where and when the first civilizations appeared and a depth study</p>			<p>How did Sheffield grow from a hamlet into a huge industrial city?</p> <p>A local history study: a study over time tracing how several aspects of national history that are reflected in the locality</p> <p>Abbeydale Industrial Hamlet and the history of Crucible Steel</p>	<p>Who were the Anglo Saxons and how do we know what was important to them?</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ➤ Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire; ➤ Scots invasions from Ireland to north Britain (now Scotland); ➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ➤ Anglo-Saxon art and culture ➤ Christian conversion – Canterbury, Iona and Lindisfarne 	

						
assessment	RECOGNISE that Ancient Egyptians believed in an afterlife and IDENTIFY and DESCRIBE a range of artefacts discovered in the tomb of Tutankhamun and suggest reasons why they might have been important to the boy Pharaoh			DESCRIBE and EXPLAIN the impact of steel-making had on Sheffield and its significance	DESCRIBE and EXPLAIN why the Anglo Saxons settled in England after the Romans began to leave.	
Y5	<p>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> ➤ Viking raids and invasion ➤ Resistance by Alfred the Great and Athelstan, first king of England. ➤ Further Viking invasions and Danegeld. ➤ Anglo-Saxon laws and justice. ➤ Edward the Confessor and his death in 1066. 				<p>How did the largest volunteer army in the world help Britain Nazi Germany?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War II</p> 	<p>How have medical breakthroughs of the last 250 years affected life in Britain?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A local history study: a study over time tracing how several aspects of national history are reflected in the locality</p> <p>The Plague village Eyam</p> 
assessment	EXPLAIN who the so called 'Vikings' actually were and where their original homelands can be found today.				EXPLAIN why Britain declared war on Nazi Germany DESCRIBE and reach a JUDGEMENT about the	EVALUATE a range of original sources and reach a JUDGEMENT regarding what people in Britain in 1665 considered to be the cause



	<p>REACH A JUDGEMENT as to why King Alfred of Wessex has the title 'Great'.</p>				<p>experiences of some of the volunteers</p>	<p>of the Great Plague and the actions they could take to cure those who had already contracted the disease and prevent others from catching it</p>
<p>Y6</p>	<p>Does the punishment always fit the crime?</p> <p>Local history study: a study over time tracing how several aspects of national history are reflected in the locality</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> 		<p>The story of the Trojan Horse – fact, myth or legend?</p> <p>Ancient Greece A study of Greek life and achievements and their influence on the western world</p> 	<p>How do artefacts help us to understand the lives of people of the Kingdom of Benin?</p> <p>A non-European society that provides contrasts with British history – one study chosen from : early Islamic civilization, including a study of Baghdad c AD 900; Mayan civilization c. AD 900;</p> <p>Benin (West Africa) c. AD 900</p> 		
<p>assessment</p>	<p>EVALUATE the range of punishments / law and order throughout UK history and reach an INFORMED JUDGEMENT as to which period was the most significant, JUSTIFYING their views.</p>		<p>EVALUATE a range of evidence and reach an INFORMED JUDGEMENT as to whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend, JUSTIFYING their views</p>	<p>An INFORMED CONCLUSION about life in Benin based on artefacts.</p>		

