

Concept	EYFS			KS1		LKS2		UKS2	
	Pre-nursery	Nursery	Reception	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Historical enquiry	<ul style="list-style-type: none"> I am curious about the people around me I am beginning to show interest in characters in stories I am interested in images of past events 	<ul style="list-style-type: none"> I am beginning to show interest in artefacts I show interest in characters in stories I comment on images of familiar situations in the past 	<ul style="list-style-type: none"> I take an interest in and comment on unknown objects I take an interest in and comment on familiar situations from the past I ask and answer "why" questions about a text that has been read to me I engage with non-fiction books I listen to and talk about non-fiction books and apply new knowledge and vocabulary I talk about my ideas regarding artefacts using my knowledge or seeking more information I understand the past through settings, characters and events encountered in books 	Victorians <ul style="list-style-type: none"> I can ask and answer questions about school life in Victorian times I can use a range of sources to understand key features of Victorian life for children I can identify different ways in which Victorian life is represented I can research significant Victorian people to find out more about their lives 		Stone Age <ul style="list-style-type: none"> I can devise my own questions about the stone age I can use a variety of sources to collect information about the past 		Anglo-Saxons <ul style="list-style-type: none"> I can make conclusions about the Anglo-Saxons from the evidence found at Sutton Hoo and the Staffordshire hoard I can devise my own questions to make an enquiry into a historical time period I can research the different reasons why Alfred has been deemed to be 'great'. I can identify which of Alfred's achievements were the most significant. 	
				Do we like to be beside the seaside? <ul style="list-style-type: none"> I can use a variety of sources to find out about how seaside towns have changed over time 		Romans <ul style="list-style-type: none"> I understand that different versions of the past may exist, giving some reasons for this - Boudicca 		Vikings <ul style="list-style-type: none"> I can understand methods of historical enquiry, including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed I explain how the Vikings got a bad reputation and argue whether it is deserved or not (Lindisfarne) I understand how recent excavations (Jorvik) have changed the way we think about the Vikings 	
				How did people like Rosa Parks make the world a safer place? <ul style="list-style-type: none"> I can ask and answer questions I can answer questions by using a specific source, such as an information book. I know about the ways we find out about the past 		What legacies did the Ancient Greeks leave? <ul style="list-style-type: none"> I understand how knowledge of the past is constructed from a range of sources I can use primary sources to research the Olympics in ancient Greek times I can devise historically valid questions about similarity and difference, and significance 		Maya <ul style="list-style-type: none"> I can use evidence to compare and reflect on how advanced the Maya were to other civilisations at the same time 	
				Why are ipads more fun than the toys my grandparents had? <ul style="list-style-type: none"> I can ask and answer questions I can find out about the past by asking an older person I can identify old and new things from photographs and in pictures 		Ancient Egyptians <ul style="list-style-type: none"> I can locate the Nile on a world map and make deductions about what life would have been like 5,000 years ago based on map evidence I can explain how knowledge of the past is gained from a range of sources 		World War II <ul style="list-style-type: none"> I can devise, ask and answer more complex questions about the past, considering key concepts in history (Evacuation / persecution of the Jews) I can evaluate different sources of information about evacuation I understand the term 'propaganda' and can explain how the British government used this during WW2 	
								Industrial Sheffield <ul style="list-style-type: none"> I can find out about the past using a range of evidence. I can evaluate sources and identify those that are useful to the task 	
								Why should Britain be ashamed of Slavery <ul style="list-style-type: none"> I can use historical sources to give a definition of slavery during the Atlantic slave trade I can identify if a source is primary or secondary I can use the information gained from sources to report what life was like for a slave during the Atlantic slave trade (transportation, auction and plantations) 	

Chronological Understanding	<ul style="list-style-type: none"> • I am beginning to talk about my family and things we have done together • I am curious and interested when other people tell me about something they have done • I am beginning to understand the daily routine in school 	<ul style="list-style-type: none"> • I am starting to use the vocabulary, today, tomorrow and yesterday in the correct context • I talk about significant events in my life • I can follow a visual timetable and understand the sequence of a day in school 	<ul style="list-style-type: none"> • I can use the vocabulary today, tomorrow, yesterday in the correct context • I am beginning to understand that some events happened out of my own timeline • I can talk about events in my life • I can sequence events using time specific words • I can sequence my own story ideas using story stems to support including the vocabulary first, next, after that, finally • I know some similarities and difference between things in the past and now drawing on my experiences and what I have learned in class 	<p><u>Victorians</u></p> <ul style="list-style-type: none"> • I understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; • I can use a simple timeline to show when events happened from most recent to furthest in the past • I can sequence events on a timeline • I understand that some objects belong to the past and can begin to explain why • I can give a plausible explanation about what an object was used for in the past. 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> • I can use a timeline to sequence the stone age, bronze age and iron age • I can explain the changes in Britain from the Stone Age to the Iron Age • I can explain what an object was used for in the past and how it was made • I can put artefacts or information in chronological order from a long time ago • I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE 	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> • I understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. • I can locate key periods on a timeline, showing how they overlap. 	
				<p><u>Do we like to be beside the seaside?</u></p> <ul style="list-style-type: none"> • I understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; • I understand that some objects belong to the past and can begin to explain why • I can give a plausible explanation about what an object was used for in the past. 	<p><u>Romans</u></p> <ul style="list-style-type: none"> • I can put the Roman invasion of Britain on a timeline and understand where this period fits in relation to other periods of time I have studied • I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE 	<p><u>Maya</u></p> <ul style="list-style-type: none"> • I understand the chronology of the Maya and that it runs parallel to Anglo-Saxon times 	
				<p><u>Why are ipads more fun than the toys my grandparents had?</u></p> <ul style="list-style-type: none"> • I understand and use words and phrases like: before I was born, when I was younger. • I understand and use words and phrases like: old, new and a long time ago. • I can talk about things that happened when I was little. • I can put up objects in chronological order (recent history). 	<p><u>What legacies did the Ancient Greeks leave?</u></p> <ul style="list-style-type: none"> • I can place the Ancient Greeks on a timeline • I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE 	<p><u>World War II</u></p> <ul style="list-style-type: none"> • I can draw a timeline with the significant dates and events of WWII • I know when war broke out and when it ended 	
					<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> • I can place the Ancient Egyptians on a timeline • I understand that the Bronze and Iron Age run alongside the Ancient Egyptian era on a timeline 	<p><u>Industrial Sheffield</u></p> <ul style="list-style-type: none"> • I can create my own timeline to chronical the key points in the industrialisation of Sheffield 	
					<p><u>Do we like to be beside the seaside?</u></p> <ul style="list-style-type: none"> • I know why seaside resorts became popular in the past 	<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> • I understand that the Ancient Egyptians lived in a very hierarchical society • I know that Ancient Egyptians believed that the pharaoh was a living god • I understand that the Ancient Egyptians worshiped many gods and goddesses • I can explain some of the beliefs the Ancient Egyptians had about life after death and how this meant that mummification was important to them • I can explain why the Ancient Egyptians buried their pharaohs in pyramids and tombs 	<p><u>Why should Britain be ashamed of Slavery</u></p> <ul style="list-style-type: none"> • I can sequence significant dates of the Atlantic slave trade on a timeline
					<p><u>How did people like Rosa Parks make the world a safer place?</u></p> <ul style="list-style-type: none"> • I know who Rosa Parks is and why she is famous 	<p><u>Romans</u></p>	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> • I know that by the end of the 7C Anglo-Saxons were ruling most of Britain • I know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) • I know stories of St Augustine and missionaries from Rome setting up church at Canterbury and converting Aethelbert to Christianity <p><u>Vikings</u></p> <ul style="list-style-type: none"> • I know where the Vikings originated from and why they chose to raid and settle in Britain • I know that the Vikings had many gods. • I can explain the beliefs the Vikings had of life after death • I can compare and contrast my knowledge of religious beliefs from previous historical learning <p><u>Maya</u></p> <ul style="list-style-type: none"> • I understand that the Mayan territory was split into city states and each had its own ruler • I can describe the royal responsibilities and why

Cultural, ethnic and religious diversity

• I am curious about my family and people around me

• I can talk about my own family and people around me

• I am curious about the people around me

• I can talk about my own family and the people around me and describe features of them

• I understand that not everyone celebrates the same celebrations but how we celebrate are similar

• I can talk about the lives around me and their role in society

• I know why seaside resorts became popular in the past

• I understand that the Ancient Egyptians lived in a very hierarchical society

• I know that Ancient Egyptians believed that the pharaoh was a living god

• I understand that the Ancient Egyptians worshiped many gods and goddesses

• I can explain some of the beliefs the Ancient Egyptians had about life after death and how this meant that mummification was important to them

• I can explain why the Ancient Egyptians buried their pharaohs in pyramids and tombs

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• I can compare and contrast my knowledge of religious beliefs from previous historical learning

• I understand that the Mayan territory was split into city states and each had its own ruler

• I can describe the royal responsibilities and why

				<ul style="list-style-type: none"> I know who Nelson Mandela is and why he is famous I understand that life was different for people of colour in the past I understand the actions of Rosa Parks and people like her changed attitudes and beliefs 	<ul style="list-style-type: none"> I understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped 	<p>they were important</p> <ul style="list-style-type: none"> I can describe the Mayan religious beliefs and explain why it is still a mystery to historians now I can compare and contrast the Mayan beliefs of life after death with my previous historical knowledge of religion
					<p>What legacies did the Ancient Greeks leave?</p> <ul style="list-style-type: none"> I understand the religious beliefs of the ancient Greeks and I know how this influenced the Roman culture I can name and describe some of the ancient Greek gods and goddesses 	<p>World War II</p> <ul style="list-style-type: none"> I can explain why Jews were persecuted in Nazi Germany
						<p>Why should Britain be ashamed of Slavery</p> <ul style="list-style-type: none"> I understand why the slave trade happened I can construct and organise a response by selecting and organising relevant historical data about the slave trade (Black lives matter)
Change and Continuity	<ul style="list-style-type: none"> I am beginning to notice similarities and differences in images and things around me 	<ul style="list-style-type: none"> I comment on photos and images and can begin talk about similarities and differences I compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> I am understand what different and similar means I can compare and contrast the different stages in life cycles 	<p>Why are ipads more fun than the toys my grandparents had?</p> <ul style="list-style-type: none"> I can explain how I have changed since I was born. I know how my local area was different in the past. I can identify the main differences between old and new objects I know similarities and differences between my life and that of my grandparents when they were young 	<p>Stone Age</p> <ul style="list-style-type: none"> I know the similarities and differences between the Palaeolithic and Mesolithic periods of the stone age I know how weapons and tools changed during the Bronze Age 	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> I know Early Anglo-Saxon laws were not written down and that Aethelbert was the first king to publish written laws I understand the types of punishment crimes in Anglo-Saxon times attracted I know how the laws differs in Anglo-Saxon times to now I can describe an Anglo-Saxon settlement and how people lived in those times
					<p>Romans</p> <ul style="list-style-type: none"> I can explain how life in Britain changed during the Roman occupation I know the similarities and differences between the Celtic and Roman way of life 	<p>Vikings</p> <ul style="list-style-type: none"> I can describe what life was like in a Viking settlement (Jorvik)
					<p>What legacies did the Ancient Greeks leave?</p> <ul style="list-style-type: none"> I can explain the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. 	<p>Maya</p> <ul style="list-style-type: none"> I can explain how the Maya made a success of living in a varied and often difficult landscape I can describe the methods of framing the Maya used I can describe daily life for the Maya
				<ul style="list-style-type: none"> Victorians I know the differences between the lives of children now and in Victorian times understand that we have a queen who rules us and that Britain has had a king or queen for many years. I know that the Victorian era is named after Queen Victoria. I can recount parts of the life of Queen Victoria and what she did earlier and what she did later. 	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> I can explain the role of the pharaoh in Ancient Egypt I can explain what life was like for ordinary people in Ancient Egypt 	<p>World War II</p> <ul style="list-style-type: none"> I can explain the importance and significance of the role of women during World War II – women's wartime jobs
						<p>Industrial Sheffield</p> <ul style="list-style-type: none"> I understand what the industrial revolution was and when it happened I can explain how and why the lives of children changed during the industrial revolution and compare it other time periods

				<p><u>Do we like to be beside the seaside?</u></p> <ul style="list-style-type: none"> I can identify the differences between seaside resorts in the past and now. I know how UK seaside resorts have changed over time I can explain why these changes took place 		<p><u>Why should Britain be ashamed of Slavery</u></p> <ul style="list-style-type: none"> I can give reasons for why the slave trade was abolished I can give an example of modern slavery I can recall some of the signs of modern slavery
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cause and Consequence</p>				<p><u>Victorians</u></p> <ul style="list-style-type: none"> I can explain how new laws started to change the lives of children in Victorian times I know what Florence Nightingale did and how it changed hospitals and nursing 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> I know that people started to live in settlements and grow crops in the Neolithic period I know what a hill fort is and why people lived in them during the Iron Age 	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> I understand where Angles, Saxons, Jutes came from. I can give reasons why Britain was invaded
				<p><u>Romans</u></p> <ul style="list-style-type: none"> I can explain why the Romans invaded Britain I can explain why the Roman army was successful 	<p><u>Vikings</u></p> <ul style="list-style-type: none"> I can explain how and where the Vikings travelled to and why they were master sailors I can explain how the Vikings both raided and traded and what this means I know that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors I can identify and explain a period when the Vikings were successful and another when they were not. I understand the importance of the Danelaw as an area of Viking settlement. 	<p><u>Maya</u></p> <ul style="list-style-type: none"> I can explain why many city states were abandoned around 900CE I can explain the consequences of the Spanish arriving in the Mayan territory I understand there are many Mayan communities who keep their identity and traditions alive now
				<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> I understand why the pharaohs stopped building pyramids and chose to build tombs in the valley of the Kings I can explain how Egypt was repeatedly invaded and how eventually Christianity took over Ancient Egyptian beliefs 	<p><u>World War II</u></p> <ul style="list-style-type: none"> I can explain why WW2 began I can explain why children were evacuated during WW2 I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. I can identify key features of resistance to German invasion (Blitz – home guard, shelters, gas masks) 	<p><u>Industrial Sheffield</u></p> <ul style="list-style-type: none"> I understand why Sheffield became industrialised to become one of the largest cities in the UK I can explain how Sheffield's successful steel industry led to urbanisation as people moved to work in the factories. I can explain the cost of industrialisation to health, housing and the environment
					<p><u>Why should Britain be ashamed of Slavery</u></p> <ul style="list-style-type: none"> I can name the three main locations and can identify the way in which each location benefited from the Atlantic slave trade I can give some reasons why the transatlantic slave trade became so big I can describe a way in which Britain changed because of the slave trade 	

Significance				<p><u>Victorians</u></p> <ul style="list-style-type: none"> I can explain why Florence Nightingale is a significant figure I can explain why Britain has a special history by naming some famous events and some famous people from the Victorian era 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> I understand and can explain that significant discoveries or inventions create much change to the lives of people, e.g. the wheel or iron ore 	<p><u>Anglo-Saxons</u></p> <ul style="list-style-type: none"> I know that the Staffordshire hoard is the largest collection of gold and silver yet found
				<p><u>Do we like to be beside the seaside?</u></p> <ul style="list-style-type: none"> I know and can retell the story of Grace Darling and say why she is famous 	<p><u>Romans</u></p> <ul style="list-style-type: none"> I know who Boudicca is and why she is significant 	<p><u>Vikings</u></p> <ul style="list-style-type: none"> I know that Alfred made peace with the Vikings but later fought against Guthrum and managed to keep part of Britain under Anglo-Saxon control I know what happened after the last Viking king was defeated and what happened when Aethelred was king
				<p><u>How did people like Rosa Parks make the world a safer place?</u></p> <ul style="list-style-type: none"> I know the significance of Rosa Parks and Nelson Mandela's actions and how it changed attitudes 	<p><u>What legacies did the Ancient Greeks leave?</u></p> <ul style="list-style-type: none"> I can define the word legacy and I can name some legacies of Ancient Greece. I can investigate Greek architecture and identify where it has been imitated in buildings in Sheffield 	<p><u>Maya</u></p> <ul style="list-style-type: none"> I understand that the Maya built large cities and stone stepped pyramids without metal tools or the cartwheel I understand the Maya were accomplished scientists as they tracked the solar year, built observatories and knew about eclipses I know that the Maya developed their own system of mathematics including the concept of zero and they had their own system of writing
						<p><u>World War II</u></p> <ul style="list-style-type: none"> I can explain what the Holocaust was and describe some events that happened I know who Winston Churchill is and why he was significant
						<p><u>Industrial Sheffield</u></p> <ul style="list-style-type: none"> I can identify key figures in the industrialisation of Sheffield and their key roles
					<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> I understand that the deciphering of hieroglyphs was an important part of being able to learn about Ancient Egypt I understand that most of what we know about Ancient Egypt has been discovered in the past 250 years I understand that historians are gaining knowledge about Ancient Egypt all the time due to finding new evidence I can explain why the finding of Tutankhamen's tomb was significant 	<p><u>Why should Britain be ashamed of Slavery</u></p> <ul style="list-style-type: none"> I can name some key figures involved in the abolition of slavery (William Wilberforce, Olaudah Equiano, Mary Ann Rawson (Sheffield)) I can describe the Underground Railroad and I can tell you how it helped slaves I can give reasons as to why Harriet Tubman is considered an important historical figure