

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	Marvellous Me! Or 'U for Unique! Identify and study events within and beyond living memory All about ourselves, our families, family trees, Grandparents		Our Wonderful Planet Earth	Climb Every Mountain!
	3&4 year olds Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. All about ourselves, families and lives	Investigate and Interpret the Past <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past. Understand Chronology <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives. Communicate Historically <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades to describe the passing of time. 		
Autumn 2	Colour my world Identify and study events beyond living memory that are significant nationally or globally Remembrance Day, Bonfire Night & Guy Fawkes, WWI, First flight Sig Ind: Walter Tull and women on the home front, Maya Angelou, Amelia Earhart			Shine a Light!
	3&4 year olds Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Investigate and Interpret the Past <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Fire of London... How did it start? How do we know? Bonfire Night & Guy Fawkes, WWI, First flight - why, who, when? Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Compare pictures, stories Build and Overview of World History <ul style="list-style-type: none"> Describe historical events. What happened? Recognise that there are reasons why people in the past acted as they did. Understand Chronology <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. 		

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

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	<p>Remembrance Day, Bonfire Night & Guy Fawkes</p> <ul style="list-style-type: none"> • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. As appropriate. 		
Spring 1	<p>Space Invaders! Or To infinity ...</p> <p>Identify and study changes in national life in the past 100 years</p> <p>The impact of space exploration on life in the 20th and 21st century Events: 1st man on moon 1969</p> <p>Identify and study lives of significant individuals in the past</p> <p>Sig Ind: Neil Armstrong, Galileo, Katherine Johnson, Tim Peake</p>	Roman Britain	Electric Energy
	<p>3&4 year olds</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Reception</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>First man on the moon, moon landings</p>	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? Impact of the wars on life. Jubilees, coronations etc • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Compare pictures and stories, tales older people tell - visitors <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe historical events. • Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Spring 2	<p>Every picture tells a story!</p> <p>Identify and study lives of significant individuals in the past</p> <p>Sig Ind: Famous Artists & Designers to be chosen in line with focus of art work.</p>		<p>Down the River to the Sea- Victorians an aspect or theme in history beyond 1066 (Impact of the Industrial Revolution upon society from 1800's to present day)</p>
	<p>3&4 year olds</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Reception</p>	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented - what do portraits and photos ect tell us about the person? <p>Build and Overview of World History</p>	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. Primary and Secondary • Select suitable sources of evidence, giving reasons for choices. Primary and Secondary • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. School archives, photos etc. Local

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	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Famous artists & designers</p>	<ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. - as appropriate 		<p>History Society. When was the school built, what impacted upon the attendance of children? What was discipline/lessons like?</p> <ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Calling men to war during the Edwardian period, Kitchner etc. Propaganda v reality Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. <p>Build and Overview of World History</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Why did the railway come to Penruddock and how did that fit with changes in society at the time? How did the industrial revolution impact upon farming life in the area? Compare census data and school records for demographic of the school in 1870's to present day? Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. How important was religion to Victorians?. What primary evidence can you find to support this? <p>Understand Chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <p>Victorian Britain</p> <ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. Compare 1850 - 1900 with 1800 to 1850. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. <p>Communicate Historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology continuity change century decade legacy. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.
<p>Summer 1</p>	<p>Mr McGregor's Garden Significant historical events within our own locality Beatrix Potter & National Trust Identify and study lives of significant individuals in the past</p>	<p>Marvellous Machines - Changes in Britain from the Stone Age to the Iron Age</p>	<p>The Great U.S. of A. - Mayan Civilisation AD900</p>	

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	<p>3&4 year olds Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Beatrix Potter and the National Trust</p>	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people in the Lake District in the past? What happened here? How long ago? <p>Investigate the history of Beatrix Potter and the beginning of the National Trust</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Compare word of mouth tales from locals, with photos / pictures / stories etc <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe historical events which may have affected life in The Lake District and Penruddock - the railways, mining, farming the national park. • Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament 	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. Primary and Secondary • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. Where did the Mayans live? • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Does the Mayan society still exist today? How were the Mayans viewed in society by those exploring Central America for the first time? What evidence can you find to support this? • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. What was happening in Asia, Africa and Europe / Britain at this time? • Describe the social, ethnic, cultural or religious diversity of past society. Mayan civilisation • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Mayan Society <p>Understand Chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
<p>Summer 2</p>	<p>Knights of Penruddock</p> <p>Identify and study events beyond living memory that are significant nationally or globally [for example, The Creation of Church of England (Henry VIII)]</p> <p>Identify and study lives of significant individuals in the past Henry VIII, Elizabeth I, Victoria, Elizabeth II</p>			<p>Forces</p>
	<p>3&4 year olds Talk about what they see, using a wide vocabulary.</p>	<p>Investigate and Interpret the Past</p>		

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	<p>Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Kings and Queens in history Castles timeline</p>	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. The Creation of Church of England (Henry VIII) • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented - what do portraits and photos ect tell us about the person? • Ask questions such as: What was it like for people? What happened? How long ago? <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe historical events. What happened? • Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. As appropriate. 		
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Year B

	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	<p>Home Sweet Home Identify and study events within and beyond living memory All about ourselves, our families, family trees, Grandparents Significant historical events and people within our own locality Sig Ind: John Kent (Local) first black police officer in Britain born in Cumbria</p>		<p>Our Local Area-Local History Study</p>	<p>The Vikings are Coming! – the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
	<p>3&4 year olds Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. All about ourselves and our families</p>	<p>Investigate and Interpret the Past • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for black people in Penrith / Cumbria / Penruddock? What happened here? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Compare word of mouth tales from locals, with photos / pictures / stories etc Build and Overview of World History • Describe historical events which may have affected life in Penruddock - the railways, mining, farming the national park. • Recognise that there are reasons why people in the past acted as they did. Understand Chronology • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. Communicate Historically • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace and their impact on the locality - women working the land, impact of queen Victoria on the railways / holidays etc.</p>	<p>Investigate and Interpret the Past • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Build and Overview of World History • Describe changes that have happened in the locality of the school throughout history. Penruddock, Penrith and Hutton parish. When was the school built? When did the railway come to Penruddock? Why? How far back can we research the village - maps and archives study. Where did the village get its name? what does it mean? Research origin of local place names. The history of Greystoke Castle. Local historical society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Communicate Historically • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Investigate and Interpret the Past • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. Primary and secondary sources, artefacts, book and web based research • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. Build and Overview of World History • Identify continuity and change in the history of the locality of the school. - Does Penruddock or the surrounding area have Viking origins...if not where are the closest settlements with Viking origins. • Compare some of the times studied with those of the other areas of interest around the world. What was happening in Africa, asia, Europe etc when the Vikings were in Britain? How do the civilisations compare? • Describe the social, ethnic, cultural or religious diversity of the Vikings • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children in The Viking period. Understand Chronology • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. What impact did the Viking invasions have on Britain. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. Communicate Historically • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity</p>

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				<ul style="list-style-type: none"> • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Autumn 2	<p>Time Travellers!</p> <p>Identify and study events beyond living memory that are significant nationally or globally Finding out about life before the ice age - Dinosaur bones/fossils</p> <p>Identify and study lives of significant individuals in the past and how they helped us fine out about life before the stone age. Mary Anning, (Ind studies of important women Mary Seacole, Florence Nightingale, Rosa Parks)</p>		Britain's settlement by Anglo-Saxons and Scots	Refugees
	<p>3&4 year olds</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Reception</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Dinosaur bones/fossils</p> <p>Remembrance Day, Bonfire Night & Guy Fawkes, Great Fire of London</p> <p>Mary Anning</p>	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. Fire of London... How did it start? How do we know? etc Other events in other topics... The Plague, Tudor exploration etc, WW1 and WW2 • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Compare pictures, stories <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe historical events. What happened? • Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. As appropriate. 	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. Use primary and secondary sources, artefacts, reference books and websites etc. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. - Is there evidence that Penruddock or any nearby locations are Angle Saxon settlements? • Give a broad overview of life in Britain from ancient until medieval times. - Timeline work • Compare some of the times studied with those of other areas of interest around the world. What was happening in Africa, Asia and Europe at the time of the Anglo Saxons? • Describe the social, ethnic, cultural or religious diversity of past society. - Life in Anglo Saxon Britain • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children - - Life in Anglo Saxon Britain <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. Discuss and compare with history studied last year. • Use dates and terms to describe events. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	

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			• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	
Spring 1	<p>Frozen Planet! Identify and study events beyond living memory that are significant nationally or globally [for example, Journey to the South Pole Sig Ind: Captain Scott, Edmundson etc</p>		The Theory of Everything	Food, Glorious Food!
	<p>3&4 year olds Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Journey to the South Pole</p> <p>Captain Scott</p>	<p>Investigate and Interpret the Past • Observe or handle evidence to ask questions and find answers to questions about the past. Fire of London... How did it start? How do we know? etc expedition/race to the South Pole • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Compare pictures, stories Build and Overview of World History • Describe historical events. What happened? • Recognise that there are reasons why people in the past acted as they did. Understand Chronology • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. Communicate Historically • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. As appropriate.</p>		
Spring 2	<p>Bright Lights, Big City! Identify and study lives of significant individuals in the past Sig Ind: Monarchs past and present Charles III & the Royal Family</p>			Ancient Greece
	<p>3&4 year olds Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Reception Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Investigate and Interpret the Past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented - what do portraits and photos ect tell us about the person? Build and Overview of World History • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. Understand Chronology • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives.</p>		<p>Investigate and Interpret the Past • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. Primary and secondary. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. Primary and secondary. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. Build and Overview of World History • Compare some of the times studied with those of the other areas of interest around the world. Civilisation in Ancient Greece compared with life in Britain at the time. • Describe the social, ethnic, cultural or religious diversity of past society. Ancient Greece</p>

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

	<p>Charless III and the Royal Family</p> <ul style="list-style-type: none"> • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. - as appropriate 			<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Ancient Greece <p>Understand Chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Explore through Ancient Greek Civilisation • Identify periods of rapid change in history and contrast them with times of relatively little change. - Compare with Britain at the time? • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Summer 1	Rumble in the jungle!		Early Civilization - Ancient Egypt	Our Precious Planet
			<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. Primary and Secondary • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. How did changes in belief/ pharaoh impact on Ancient Egyptian society <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of other areas of interest around the world. What was happening in Britain at the same time? • Describe the social, ethnic, cultural or religious diversity of past society. Life in Ancient Egyptian Society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Ancient Egyptian Civilisation <p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate Historically</p>	
Summer 2	Beside the seaside / Commotion in the Ocean			Earth and Space
	<p>Identify and study changes in national life in the past 100 years Events: Hist of seaside holidays, seaside hols in the past, Sig Ind: Grace Darling</p> <p>3&4 year olds</p> <p>Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p> <p>Reception</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p>Investigate and Interpret the Past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? Impact of the wars on life. Jubilees, coronations etc • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Compare pictures and stories, tales older people tell - visitors <p>Build and Overview of World History</p> <ul style="list-style-type: none"> • Describe historical events. • Recognise that there are reasons why people in the past acted as they did. <p>Understand Chronology</p>		

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

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	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Seaside holidays in the past</p> <p>Grace Darling</p>	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate Historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	
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