	F)/F6//F	Year 1/2	Year 3/4	Year 5/6
	EYFS/Reception	Milestone 1	Milestone 2	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.	Investigate and Interpret the Past 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 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 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.		
	All about ourselves, families and lives			
Autumn 2	Remembrance Day, Bonfire Night & G	Colour my world eyond living memory that are significant nationally or globally Guy Fawkes, WWI, First flight he 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 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 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.		

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

Penruddock Primary School
History Curriculum Plan

Remembrance Day, Bonfire Night
& Guy Fawkes

- Use dates where appropriate.

Communicate Historically
- 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,

Spring 1

Spring 2

Space Invaders! Or To infinity ...

appropriate.

Identify and study changes in national life in the past 100 years

The impact of space exploration on life in the 20th and 21st century Events: 1st man on moon 1969

Identify and study lives of significant individuals in the past

Sig Ind: Neil Armstrong, Galileo, Katherine Johnson, Tim Peake

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.

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.

First man on the moon, moon landings

Investigate and Interpret the Past

• Observe or handle evidence to ask questions and find answers to questions about the past.

monarchy, parliament, democracy, and war and peace. As

- 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

Build and Overview of World History

- · Describe historical events.
- $\boldsymbol{\cdot}$ 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,
- · 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 the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Every picture tells a story!

Identify and study lives of significant individuals in the past Sig Ind: Famous Artists & Designers to be chosen in line with focus of art work.

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

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

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.

Roman Britain

- 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.
- 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.

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.

Down the River to the Sea-

Electric Energy

Victorians an aspect or theme in history beyond 1066 (Impact of the Industrial Revolution upon society from 1800's to present day)

Investigate and Interpret the Past

- 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

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

Penruddock Primary School outcomes (Opportunities) History Curriculum Plan Curriculum teaching/content (Milestones) History Society. When was the school built, what impacted upon Talk about members of their · Describe significant people from the past. the attendance of children? What was discipline/lessons like? immediate family and community. · Recognise that there are reasons why people in the past acted Name and describe people who are as they did. • Show an awareness of the concept of propaganda and how familiar to them. Understand Chronology historians must understand the social context of evidence Comment on images of familiar Place events and artefacts in order on a time line. studied. Calling men to war during the Edwardian period, Kitchner situations in the past. · Label time lines with words or phrases such as: past, present, etc. Propaganda v reality · Understand that no single source of evidence gives the full Compare and contrast characters from stories, including figures from · Recount changes that have occurred in their own lives. answer to questions about the past. · Refine lines of enquiry as appropriate. the past. Use dates where appropriate. Communicate Historically Build and Overview of World History Famous artists & designers · Use words and phrases such as: a long time ago, recently, when · Identify continuity and change in the history of the locality of my parents/carers were children, years, decades and centuries the school. Why did the railway come to Penruddock and how did to describe the passing of time. that fit with changes in society at the time? How did the · Show an understanding of concepts such as civilisation, industrial revolution impact upon farming life in the area? monarchy, parliament, democracy, and war and peace. - as Compare census data and school records for demographic of the school in 1870's to present day? appropraite • 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? Understand Chronology • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Victorian Britain · 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. Communicate Historically · Use appropriate historical vocabulary to communicate, including: dates · time period • era chronology

Summer 1

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

Marvellous Machines - Changes in Britain from the Stone Age to the Iron Age

· Use original ways to present information and ideas.

The Great U.S. of A. - Mayan Civilisation AD900

• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.

continuitychangecenturydecadelegacy.

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

Summer 2

Elizabeth II

outcomes (Opportunities)

Curriculum teaching/content (Milestones)

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.

Beatrix Potter and the National

Investigate and Interpret the Past

- $\boldsymbol{\cdot}$ 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?
 Investigate the history of Beatrix Potter and the beginning of the National Trust
- 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 The Lake District and Penruddock the railways, mining, farming the national park.
- $\boldsymbol{\cdot}$ 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

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.
- 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.

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.

Investigate and Interpret the Past

- Use sources of evidence to deduce information about the past. Primary and Secondary
- $\boldsymbol{\cdot}$ 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?
- $\boldsymbol{\cdot}$ 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. 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

Understand Chronology

- 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.

Communicate Historically

- Use appropriate historical vocabulary to communicate, including:
- dates
- time period
- era
- chronology
- continuity
- · change
- century
- decade
- legacy.
 Use literacy, numeracy and c
- 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.

Forces

3&4 year olds Talk about what they see, using a wide vocabulary. Investigate and Interpret the Past

Knights of Penruddock

Identify and study events beyond living memory that are significant nationally or globally [for

Identify and study lives of significant individuals in the past Henry VIII, Elizabeth I, Victoria,

example, The Creation of Church of England (Henry VIII)

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.

Penruddock Primary School outcomes (Opportunities) History Curriculum Plan Curriculum teaching/content (Milestones) Begin to make sense of their own • Observe or handle evidence to ask questions and find answers life-story and family's history. to questions about the past. The Creation of Church of England (Henry VIII) Show interest in different occupations. · Ask questions such as: What was it like for people? What Reception happened? How long ago? • Use artefacts, pictures, stories, online sources and databases Talk about members of their immediate family and community. to find out about the past. Name and describe people who are · Identify some of the different ways the past has been familiar to them. represented - what do portraits and photos ect tell us about the Comment on images of familiar person? situations in the past. · Ask questions such as: What was it like for people? What Compare and contrast characters happened? How long ago? from stories, including figures from Build and Overview of World History the past. · Describe historical events. What happened? · Recognise that there are reasons why people in the past acted Kings and Queens in history as they did. Castles timeline 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.

Year B

	5/50/5	Year 1/2	Year 3/4	Year 5/6
	EYFS/Reception	Milestone 1	Milestone 2	Milestone 3
Autumn 1	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		Our Local Area-Local History Study	The Vikings are Coming! - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	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	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.	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 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.	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 originsif 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

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

	y School		0	utcomes (Opportunities)
tory Curriculum	Plan		Cı	urriculum teaching/content (Milestones)
				 change century decade legacy. Use literacy, numeracy and computing skills to a exception standard in order to communicate information about the past Use original ways to present information and ideas.
Autumn 2		Time Travellers!	Britain's settlement by Anglo-Saxons and Scots	Refugees
	Identify and study lives of signi about life be about life (Ind studies of important w	living memory that are significant nationally or globally Finding out efore the ice age - Dinosaur bones/fossils ficant individuals in the past and how they helped us fine out e before the stone age. Mary Anning, romen Mary Seacole, Florence Nightingale, Rosa Parks) Investigate and Interpret the Past	Investigate and Interpret the Past	
	Talk about what they see, using a	Observe or handle evidence to ask questions and find answers The greations about the past. Fire of Landan, Llaw did it start?	Use evidence to ask questions and find answers to questions	
	wide vocabulary. Begin to make sense of their own	to questions about the past. Fire of London How did it start? How do we know? etc Other events in other topics The	about the past. • Suggest suitable sources of evidence for historical enquiries.	
	life-story and family's history.	Plague, Tudor exploration etc, WW1 and WW2	Use primary and secondary sources, artefacts, reference books	
	Show interest in different	· Ask questions such as: What was it like for people? What	and websites etc.	
	occupations.	happened? How long ago?	• Use more than one source of evidence for historical enquiry in	
	Reception	• Use artefacts, pictures, stories, online sources and databases	order to gain a more accurate understanding of history.	
	Talk about members of their	to find out about the past.	Describe different accounts of a historical event, explaining	
	immediate family and community.	• Identify some of the different ways the past has been	some of the reasons why the accounts may differ.	
	Name and describe people who are familiar to them.	represented. Compare pictures, stories Build and Overview of World History	• Suggest causes and consequences of some of the main events and changes in history.	
	Comment on images of familiar	· Describe historical events. What happened?	Build and Overview of World History	
	situations in the past.	• Recognise that there are reasons why people in the past acted	• Describe changes that have happened in the locality of the	
	Compare and contrast characters	as they did.	school throughout history Is there evidence that Penruddock	
	from stories, including figures from	Understand Chronology	or any nearby locations are Angle Saxon settlements?	
	the past.	 Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, 	Give a broad overview of life in Britain from ancient until medieval times Timeline work	
	Dinosaur bones/fossils	older and newer.	· Compare some of the times studied with those of other areas	
	Remembrance Day, Bonfire Night	· Use dates where appropriate.	of interest around the world. What was happening in Africa, Asia	
	& Guy Fawkes, Great Fire of	Communicate Historically	and Europe at the time of the Anglo Saxons?	
	London	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries	Describe the social, ethnic, cultural or religious diversity of past society Life in Anglo Saxon Britain	
	Mary Anning	to describe the passing of time.	• Describe the characteristic features of the past, including	
	, , ,	Show an understanding of concepts such as civilisation,	ideas, beliefs, attitudes and experiences of men, women and	
		monarchy, parliament, democracy, and war and peace. As	children Life in Anglo Saxon Britain	
		appropriate.	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. Discuss and compare with	
			history studied last year.	
			• Use dates and terms to describe events.	
			Communicate Historically	
			Use appropriate historical vocabulary to communicate, including:	
			· dates	
			· time period	
			• era	
			• change	

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

Penruddock Primary School History Curriculum Plan outcomes (Opportunities)

Curriculum teaching/content (Milestones)

Tory Curricului	m i iun	1		irriculum reaching/content (Milestones)
			 Use literacy, numeracy and computing skills to a good standard 	
			in order to communicate information about the past.	
			· ·	
Spring 1		Frozen Planet!	The Theory of Everything	Food, Glorious Food!
Opinig 1	Thereice and study accorded to the design of		The medity of Everyming	1 000, 01011003 1 000:
	· · · · · · · · · · · · · · · · · · ·	living memory that are significant nationally or globally [for		
		sig Ind: Captain Scott, Edmundson etc		
	3&4 year olds	Investigate and Interpret the Past		
	Talk about what they see, using a	· Observe or handle evidence to ask questions and find answers		
	wide vocabulary.	to questions about the past. Fire of London How did it start?		
	Begin to make sense of their own	How do we know? etc expedition/race to the South Pole		
		•		
	life-story and family's history.	· Ask questions such as: What was it like for people? What		
	Show interest in different	happened? How long ago?		
	occupations.	• Use artefacts, pictures, stories, online sources and databases		
	Reception	to find out about the past.		
	Talk about members of their	· Identify some of the different ways the past has been		
	immediate family and community.	represented. Compare pictures, stories		
	Name and describe people who are	Build and Overview of World History		
	familiar to them.	•		
		• Describe historical events. What happened?		
	Comment on images of familiar	• Recognise that there are reasons why people in the past acted		
	situations in the past.	as they did.		
	Compare and contrast characters	Understand Chronology		
	from stories, including figures from	· Place events and artefacts in order on a time line.		
	the past.	· Label time lines with words or phrases such as: past, present,		
	me past.	older and newer.		
	Journey to the South Pole	• Use dates where appropriate.		
		Communicate Historically		
	Captain Scott	• 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.		
Spring 2		Bright Lights, Big City!		Ancient Greece
		dy lives of significant individuals in the past		
	Sig Ind: Monarchs past and present (
	3&4 year olds	Investigate and Interpret the Past		Truesticate and Tutourust the Dest
	1			Investigate and Interpret the Past
	Talk about what they see, using a	• Ask questions such as: What was it like for people? What		• Use sources of evidence to deduce information about the past
	wide vocabulary.	happened? How long ago?		 Select suitable sources of evidence, giving reasons for choice.
	Begin to make sense of their own	• Use artefacts, pictures, stories, online sources and databases		Primary and secondary.
	life-story and family's history.	to find out about the past.		· Use sources of information to form testable hypotheses abou
	Show interest in different	· Identify some of the different ways the past has been		the past.
	occupations.	represented - what do portraits and photos ect tell us about the		 Seek out and analyse a wide range of evidence in order to
	Reception	person?		justify claims about the past. Primary and secondary.
	1	l'		
	Talk about members of their	Build and Overview of World History		· Understand that no single source of evidence gives the full
	immediate family and community.	• Describe significant people from the past.		answer to questions about the past.
	Name and describe people who are	• Recognise that there are reasons why people in the past acted		 Refine lines of enquiry as appropriate.
	familiar to them.	as they did.		Build and Overview of World History
	Comment on images of familiar	Understand Chronology		· Compare some of the times studied with those of the other
	_	Place events and artefacts in order on a time line.		areas of interest around the world. Civilisation in Ancient Greek
	situations in the past.			
	Compare and contrast characters	• Label time lines with words or phrases such as: past, present,		compared with life in Britain at the time.
		1		
	from stories, including figures from the past.	older and newer. • Recount changes that have occurred in their own lives.		 Describe the social, ethnic, cultural or religious diversity of past society. Ancient Greece

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

Penruddock Primary School

History Curriculum Plan

Curriculum teaching/content (Milestones)

Describe the characteristic features of the past

	Charless III and the Royal Family	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		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Ancient Greece Understand Chronology 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. Communicate Historically Use appropriate historical vocabulary to communicate, including: 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
		v v	Investigate and Interpret the Past • 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.	
Summer 2		e seaside / Commotion in the Ocean onal life in the past 100 years Events: Hist of seaside holidays,	 Suggest causes and consequences of some of the main events and changes in history. How did changes in belief/ pharoah impact on Ancient Egyptian society Build and Overview of World History 	Earth and Space
	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.	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 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 Build and Overview of World History Describe historical events. Recognise that there are reasons why people in the past acted as they did. Understand Chronology	 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 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 	

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

Penruddock Primary School

History Curriculum Plan

Compare and contrast characters
from stories, including figures from
the proof.

Label time lines with words or phrases such as: past, present,
the proof.

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Addressed as: past, present,
addressed as: past, p

Compare and contrast characters	Place events and artefacts in order on a time line.	· Use appropriate historical vocabulary to communicate,	
from stories, including figures fro	· Label time lines with words or phrases such as: past, present,	including:	
the past.	older and newer.	· dates	
	 Recount changes that have occurred in their own lives. 	• time period	
Seaside holidays in the past	• Use dates where appropriate.	· era	
	Communicate Historically	• change	
Grace Darling	• Use words and phrases such as: a long time ago, recently, when	• chronology.	
	my parents/carers were children, years, decades and centuries	Use literacy, numeracy and computing skills to a good standard	
	to describe the passing of time.	in order to communicate information about the past.	
	 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		

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.