

# EYFS

	<b>ELG 13 Past and Present</b>	<b>How this is achieved in EYFS</b>	<b>Key Vocabulary to be developed in EYFS</b>	<b>History KS1</b>
<b>Specific Area of Learning Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.</li> <li>• Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>• Remembrance Day</li> <li>• Black History week – Rosa Parks</li> <li>• Bonfire Night – Guy Fawkes</li> <li>• R.E themes taught through Emmanuel Project; Easter, Christmas, bible stories.</li> <li>• Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</li> <li>• Toys past and present</li> <li>• London past and present – Link 'The Naughty Bus,' story.</li> <li>• Amelia Earhart – Theme – Journey's. How does this differ from the present day.</li> <li>• Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> <li>• Child led learning inspired from books – Tim Peake / Astronauts.</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Historian</li> <li>• After</li> <li>• Before</li> <li>• New</li> <li>• Old</li> <li>• Now</li> <li>• Past</li> <li>• Present</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>
	<p><b>ELG 14 People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>			

## Year One

<b>Year One Key Vocabulary and End Points</b>		
<b>Changes within living memory</b>	<b>Lives of significant individuals</b>	<b>Live of significant individuals Part Two</b>
<b>Tier Two Vocabulary:</b>	<b>Tier Two Vocabulary:</b>	<b>Tier Two Vocabulary:</b>
Toddler, timeline, present, compare, memory.	Legacy, inspire, revealed, explore, similar.	Legacy, inspire, pioneer, explore, similar.
<b>Tier Three Vocabulary:</b>	<b>Tier Three Vocabulary:</b>	<b>Tier Three Vocabulary:</b>
Community, tills, supermarket, customer, bakery.	Fossil, documentary, significant, naturalist, expedition.	Orbit, racism, significant, astronaut, expedition
<b>End Points:</b>	<b>End Points:</b>	<b>End Points:</b>
<p><b>Stages</b></p> <p>How have I grown and changed in my life?</p> <p><b>Changes</b></p> <p>What is it like around here?</p>	<p><b>Mary Anning</b></p> <p>Who was Mary Anning? What did she do?</p> <p>What did Mary Anning discover?</p>	<p><b>Pioneer</b></p> <p>Who was Neil Armstrong? What did he achieve?</p> <p><b>Explorers</b></p> <p>Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr?</p>

<p>What are the shops in my community?          What were shops like in the past?          How have shops changed?</p> <p><b>Explain it</b>          How are shops different today than a long time ago?</p>	<p><b>David Attenborough</b>          Who is David Attenborough? What does he do?</p> <p>What has David Attenborough achieved?</p> <p><b>Compare</b>          Compare the lives of Mary Anning and David Attenborough.</p> <p>What was similar and what was different?</p>	<p>What did he achieve?          Who is Tim Peake?          What did he achieve?</p> <p><b>Remember</b>          Compare the achievements of two significant individuals. What was similar and what was different?</p>
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## Year Two

Year Two Key Vocabulary and End Points		
Events beyond living memory	Events beyond living memory part two	Significant event, individuals and places in our locality
Tier Two:	Tier Two:	Tier Two:
Bustling, raged, extinguished, merchant, engulfed.		(to be reviewed)
Tier Three:	Tier Three:	Tier Three:
Flammable, devoured, possessions, ineffective, doused.		(to be reviewed)
End Points:	End Points:	End Points:
<p>When and where?            Where is London?            When was the Great Fire of London?</p> <p>What?            How did the fire start? Why did the fire spread so quickly?</p> <p>Study Sunday 2nd September 1666 - Where did the fire spread to?</p>	<p>What do you remember about the Great Fire of London?</p> <p>What happened during the Great Fire of London?</p> <p>What was the effect of the Great Fire of London and how do we know?</p>	(to be reviewed)

<p>Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to?</p> <p>Study Wednesday 5th and Thursday 6th September 1666</p> <p>Evidence and change How do we know about the Great Fire of London?</p> <p>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London?</p> <p>As a consequence of the fire, what changes were made to London?</p>		
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### Year Three

Year Three Key Vocabulary and End Points	
Stone Age-Iron Age	Rome and its impact on Britain
Tier Two:	Tier Two:
Ancient, community, dense, extinct, roaming, prehistory.	Previously, conquered, rebellion, luxurious, culture, settlement.
Tier Three:	Tier Three:
Domesticated, arid, gatherer, nomad, reared, submerged.	Amphitheatre, emperor, aqueducts, invasion, barbarian, forum.
End points:	End Points:
<b>Stone Age</b>	<b>People and belief</b>

<p>Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know?</p> <p>What were Mesolithic times like? How do we know?</p> <p>What were Neolithic times like? How do we know?</p> <p><b>Bronze Age</b></p> <p>When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age?</p> <p><b>Iron Age</b></p> <p>When was the Iron Age? What was the Iron Age like? How do we know?</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p>Who were the Romans? What was it like to live in Rome?</p> <p><b>The invasion of ancient Britain Remember the Celtic people:</b> what was it like to live during the Iron Age?</p> <p>When did the Romans invade Britain?</p> <p><b>Resistance and change</b></p> <p>Who resisted the Roman invasion?</p> <p>Technology: how did Britain change under Roman rule?</p> <p>Review session - can be used to elaborate or catch-up study.</p> <p>Belief: how did Britain change under Roman rule?</p> <p>SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p>
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Year Four

Year Four Key Vocabulary and End Points		
Britain's settlement by the Anglo-Saxons and Scots	Viking and Anglo Saxon struggle for Britain during the time of Edward the Confessor	Achievements of an ancient civilisation: Ancient Egypt
<b>Tier Two:</b>	<b>Tier Two:</b>	<b>Tier Two:</b>
Abandoned, defenceless, dominant, missionary, pagan, reliant.	Contested, exile, descendant, heir, plunder, truce.	Colossal, stability, society, civilisation, irrigation, mysteriously

<b>Tier Three:</b>	<b>Tier Three:</b>	<b>Tier Three:</b>
Heptarchy, laden, sporadic, vanquish, viewpoint, migration.	Decimated, incursion, ransack, severed, martyr, marauding.	Funerary, hieroglyphs, artefact, pillaged, obelisk, pharaoh.
<b>End Points:</b>	<b>End Points:</b>	<b>End Points:</b>
<p><b>Cause</b></p> <p>Why did the Anglo-Saxons come to Britain?</p> <p>Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain?</p> <p>What kingdoms were formed by the Anglo-Saxons?</p> <p><b>Evidence</b></p> <p>How do we know about the Anglo-Saxons?</p> <p><b>Religion</b></p> <p>How did religion influence the Anglo-Saxons? How do we know this?</p>	<p><b>Origins</b></p> <p>What was life like for Vikings? When did the Vikings attack Britain?</p> <p><b>Settlement</b></p> <p>Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p><b>Struggle for power</b></p> <p>When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p><b>Consequence</b></p> <p>What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p>	<p><b>People and place</b></p> <p>Who were a few of the earliest civilisations and what did they achieve?</p> <p>Who were the ancient Egyptians and where did they live?</p> <p><b>Ancient Egyptian kingdoms</b> <b>The Old Kingdom:</b> who was significant and what did they achieve?</p> <p><b>The Middle Kingdom:</b> who was significant and what did they achieve?</p> <p><b>The New Kingdom:</b> who was significant and what did they achieve?</p> <p><b>Achievements and beliefs</b> Achievements: how and what did the ancient Egyptians write?</p> <p><b>Achievements:</b> How did the ancient Egyptians use the river Nile?</p> <p><b>Gods:</b> what did the ancient Egyptians believe in? <b>Evidence:</b> what do we know about Tutankhamun?</p>

Year Five

Year Five Key Vocabulary and End Points	
Compare non-European society (Maya) with Anglo-Saxons	Ancient Greece
Tier Two:	Tier Two:
Population, famine, descendant, declining, citizen, native.	Democracy, honour, phenomenal, deteriorated, armoured, oppressive.
Tier Three:	Tier Three:
Deforestation, codex, sacrifice, astronomy, warrior, polytheistic.	City-state, tyrant, sanctuary, tactical, valiantly, unified.
End Points:	End Points:
<p><b>People and place</b></p> <p>Where did the Maya live? What were the significant events in the Maya's history?</p> <p><b>City-states</b> What were Maya city-states like?</p> <p><b>City-state study</b> – Tikal, Palenque or Chichen Itza</p> <p><b>Inventions</b> What did the Maya invent?</p> <p><b>Consequences</b> What happened to the Maya city-states?</p> <p>Comparisons Remember Britain and the Anglo-Saxons</p> <p>Compare location, settlement, people, culture</p>	<p><b>People and belief</b></p> <p>Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <p><b>Powerful city-states</b> City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p><b>Ancient Greek way of life (culture)</b> Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?</p> <p><b>Pivotal battles</b> What happened at the Battles of Marathon and</p>

and invention between Anglo- Saxons and Maya c. AD 900	<p>Salamis? Why were they important?</p> <p><b>Legacy</b>  Why were the Olympic games invented by the Ancient Greeks?  Who was Alexander the Great and why was he so renowned?</p>
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Year Six

Year Six Key Vocabulary and End Points		
Study Five monarchs	Battle of Britain	Local History Study- how did WWII change our locality
Tier Two:	Tier Two:	Tier Two:
Lucrative, prosperity, republic, plundered, arrogant, duplicitous.	Ferocious, infantry, civilians, intercept, radar, occupation.	Altitude, boisterous, cemetery, penetrate, strategic, supremacy.
Tier Three:	Tier Three:	Tier Three:
Aristocracy, monastery, dissolution, privateers, industrialisation, annulment.	anti-Semitic, Luftwaffe, blitzkrieg, evacuated, rationing, blackout.	Airbase, Axis, Bombardment, Incendiary, Memorial, segregation.
End Points:	End Points:	End Points:
<p><b>William the Conqueror</b></p> <p>How is William I remembered? What legacy did he leave?</p> <p><b>Henry VIII</b></p> <p>How is Henry VIII</p>	<p><b>Cause</b></p> <p>Why did Britain declare war on Germany in 1939?</p> <p><b>Food shortage</b></p> <p>Why was rationing introduced?</p>	<p><b>Places and People</b></p> <p>Where were the airbases in our locality?</p> <p>Why were these airbases important to the war effort?</p>

<p>remembered? What legacy did he leave?</p> <p><b>Elizabeth I</b> How is Elizabeth I remembered? What legacy did she leave?</p> <p><b>Charles II</b> How is Charles II remembered? What legacy did he leave?</p> <p><b>Queen Victoria</b> How is Queen Victoria remembered? What legacy did she leave?</p> <p><b>Summary</b> In your opinion, who was the greatest past monarch? Why is that?</p>	<p><b>Threat</b> Why were people evacuated from cities?</p> <p><b>Battle of Britain</b> What happened in the Battle of Britain?</p> <p><b>Bombing cities</b> The Blitz: how did Hitler continue to attack Britain?</p> <p><b>Consequence</b> How did conflict change society in the Second World War?</p>	<p>What effect did these airbases have on our local area?</p> <p><b>Memorials</b> How do we remember the brave men and women who defended our country?</p>
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