Annesley Primary & Nursery School Progression Map

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History

At Annesley Primary and Nursery School, we believe that a high-quality history education helps children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our school is situated in an area rich in history, both ancient and recent, and we use this to stimulate children's curiosity about the lives of people who lived in the past. We want pupils to enjoy all that history has to offer, to understand how their own lives and community are connected to the past, and to develop a sense of identity and cultural heritage.

Our curriculum is carefully sequenced so that pupils build a secure knowledge of significant people, events and periods (substantive knowledge) alongside the concepts and skills of historical enquiry (disciplinary knowledge): chronology, continuity and change, cause and consequence, similarity, difference and significance, and the use of evidence and interpretations.

Pupils are taught to use precise historical vocabulary and abstract terms such as 'empire', 'civilisation', 'monarchy' and 'democracy' in context. They learn to ask and answer perceptive questions, to weigh evidence, to understand why accounts of the past differ, and to construct their own structured accounts. Learning is reinforced through retrieval, local history, visits, artefacts and visitors, and through links with Geography, Art, English and PSHE.

By the end of Year 6, pupils leave Annesley Primary and Nursery School as curious, knowledgeable and thoughtful historians who can place the people, events and periods they have studied within a chronological framework, make connections and draw contrasts across time, use evidence to support their ideas, and understand how the past has shaped the world they live in.

Our ARCHIE framework embeds six core values across our curriculum – Ambition, Resilience, Confidence, Honesty, Independence, and Equality. Below are how these values apply to History at Annesley Primary & Nursery School:

A	Pupils are encouraged to aspire to a deep and ambitious understanding of the past. Our carefully sequenced curriculum revisits and builds on knowledge, concepts and vocabulary in every year group, moving from simple ideas about old and new in Early Years to chronologically secure, evidence-based accounts and analysis in Year 6. By studying significant people, events and societies, from the Stone Age to the world wars, and from Britain to the wider world, pupils see how history connects to the present and to careers such as archaeology, museum work, teaching and journalism. This ambitious approach ensures that every child is inspired to reach beyond their current abilities and to see themselves as capable historians.
R	Historians rarely find simple answers, so pupils learn that sources can be incomplete, that evidence can be difficult to interpret and that first ideas may need to be changed. Children are encouraged to try again, to test their ideas against new evidence, to revise their explanations and to ask better questions. By learning that changing their mind in the light of evidence is an important part of the historical process, pupils develop the resilience to tackle more complex questions, such as why events happened and how far historians agree.
C	Children grow in confidence as they develop a secure body of knowledge and understanding of the past and learn to express it in a range of ways, from retelling stories and talking about objects in Early Years to writing structured accounts and presenting arguments in Year 6. Handling artefacts, visiting sites, hearing from visitors and exploring the local area give every child a way into history. As pupils discuss their ideas, give reasons and listen to the views of others, they gain genuine self-belief in their ability to think and write like historians.
H	Children demonstrate honesty by distinguishing between what the evidence tells us and what they would like to be true, between fact and opinion, and between history and legend. Pupils learn to evaluate sources fairly, to recognise bias and propaganda, and to explain that different people may interpret the same event in different ways. History includes difficult and uncomfortable aspects, such as slavery, war and conflict, and we teach these with honesty, sensitivity and respect, so that pupils understand that truthful reflection about the past is essential to understanding the present.
I	Children are given opportunities to choose and frame their own historical questions, to decide which sources will be most useful and to plan how to present their findings. As pupils move through school, adult support is gradually reduced, so that they research, select, organise and communicate information with increasing independence. When sources conflict or information is incomplete, pupils think for themselves, weigh up the evidence and reach their own reasoned conclusions, developing the habits of independent, critical thinkers and informed citizens.
E	Our history curriculum celebrates the diversity of people and societies in the past, in Britain and across the world, including the achievements of ancient civilisations and non-European societies such as the Maya and Benin, and the stories of men, women and children from many different backgrounds. Pupils learn about the experiences of different groups of people, including those who were marginalised or oppressed, and about those who campaigned for change. Through adaptive teaching, all children are supported to access the history curriculum, regardless of their starting point or additional needs, and have equal access to high-quality resources, visits and experiences.

		EYFS	Key Stage 1		Key Stage 2			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Chronological Understanding	**Knowledge**	• Some things are old and some things are new. • People change as they grow: babies become children and then adults. • Events happen in an order, e.g. first, next, then, last. • A long time ago means before we were born. **Key vocabulary:** old, new, now, then, before, after, baby, yesterday, today, tomorrow, a long time ago	• The past is what has already happened and the present is now. • Events in a story or a person's life happen in a sequence. • Kings & Queens, Famous Nurses and the Fire of London all happened a long time ago; the Fire of London was in 1666, more than 350 years ago. • A timeline shows events in the order they happened. **Key vocabulary:** past, present, before, after, first, next, then, old, new, a long time ago, timeline, year	• Events can be within living memory (remembered by people who are alive) or beyond living memory. • Time is measured in years, decades (10 years) and centuries (100 years). • The Home Front (Second World War, 1939–1945) was beyond most people's living memory, but some older people still remember it. • Robin Hood stories are set hundreds of years ago, long before inventors such as Caxton and Berners-Lee. **Key vocabulary:** century, decade, living memory, ago, earlier, later, modern, recent, history, date	• Dates before the year 1 are counted backwards and are called BC/BCE; later dates are AD/CE. • History is divided into periods: the Stone Age, Bronze Age and Iron Age came before the Romans invaded in AD 43. • Ancient Egypt lasted for about 3,000 years; the Egyptians were building the pyramids at around the same time as Stonehenge was built in Britain (c. 2500 BC). • Periods of history overlap and have no sharp start and end. **Key vocabulary:** BC, BCE, AD, CE, ancient, prehistoric, period, century, millennium, Stone Age, Bronze Age, Iron Age	• The Romans were in Britain from AD 43 until c. AD 410. • Ancient Greece flourished long before the Romans conquered Britain (c. 800–146 BC); the Maya civilisation was at its height later (c. AD 250–900). • Civilisations in different parts of the world existed at the same time (concurrently). • Romans, Greeks and Mayans can be placed on a timeline by century and compared with periods in Year 3. **Key vocabulary:** civilisation, empire, concurrent, era, ancient, century, millennium, invasion, timeline	• After the Romans left (c. AD 410), the Anglo-Saxons settled; Viking raids began in AD 793; the Anglo-Saxon period ended in 1066. • Benin was a powerful kingdom in West Africa at the same time as Anglo-Saxon and Viking Britain (c. AD 900–1300). • The Tudor period (1485–1603) was much later; a reign is the length of time a monarch rules. • Events can be placed by century and decade, and the length of time between them can be calculated. **Key vocabulary:** reign, dynasty, kingdom, decade, century, concurrent, era, chronology, period	• Slavery (the transatlantic slave trade, 16th–19th centuries), the Industrial Revolution (from the mid-1700s) and WWI (1914–1918) / WWII (1939–1945) can be placed in order and linked to earlier periods. • A chronological narrative of British history can be told from the Stone Age to the present day. • Events and periods overlap, and some changes took place over a long time. **Key vocabulary:** chronological, overview, era, long-term, short-term, turning point, legacy, decade, millennium
	Skills	• Put two, then three, objects or pictures in order, e.g. baby, child, adult. • Sort things into old and new. • Talk about how they have changed since they were a baby.	• Sequence up to four objects, pictures or events in order. • Retell a person's life or the story of the Fire of London in order. • Use words and phrases such as	• Sequence events and objects from different periods and give reasons for the order. • Work out roughly how long ago an event was, e.g. the Home Front.	• Place the Stone Age, Egyptians and Iron Age on a timeline. • Use BC/BCE and AD/CE correctly to describe dates. • Use mathematical skills to work out	• Draw a timeline to scale showing the Romans, Greeks and Mayans. • Calculate how long ago and how long a period lasted using BC and AD.	• Place events and periods on a timeline accurately by century and decade. • Compare what was happening in Britain and Benin at the same time.	• Construct an overview timeline of the periods studied from Year 1 to Year 6. • Place events, people and features of past societies in a chronological framework.

		• Use words and phrases such as old, new and a long time ago.	before, after, past, present and a long time ago. • Place events on a simple class timeline.	• Use words and phrases such as century, decade, before, after and a long time ago. • Place Robin Hood, Famous Inventors and the Home Front on a class timeline.	the length of time between events. • Use terms such as ancient, century and millennium to describe time.	• Compare what was happening in Britain and the wider world at the same time. • Place periods from Year 3 and Year 4 on the same timeline.	• Calculate durations and gaps between periods and between events. • Use dates and historical language in their writing.	• Describe how periods link together and overlap. • Use precise chronological vocabulary when speaking and writing.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
British History	**Knowledge**	• Our families and homes today are different from those long ago. • Britain has a monarch, who is a king (King Charles III). • Some stories are set in the past.	• Kings & Queens: a monarch is the king or queen of a country; King Charles III is the current king and followed Queen Elizabeth II, who reigned from 1952 to 2022. • Queen Elizabeth I (1558–1603) and Queen Victoria (1837–1901) were famous past monarchs, and life in their times was different from ours. • Fire of London: the fire started in a bakery in Pudding Lane on 2 September 1666 and burned for four days; houses were made of wood and close together. • After the fire London was rebuilt with brick and stone, e.g. St Paul's Cathedral was	• Robin Hood: stories about Robin Hood are set in medieval England; they are legends and not all of it is known to be true. • Robin Hood is linked to Sherwood Forest and Nottingham, near our school. • Home Front: during the Second World War (1939–1945) people at home faced the Blitz, evacuation, the blackout and rationing. • Famous Inventors: inventions have changed daily life, e.g. printing, flight and the World Wide Web.	• Stone Age: people lived as hunter-gatherers and later became farmers; Neolithic people built villages such as Skara Brae. • Bronze Age: new metal tools were made from bronze, and monuments such as Stonehenge were built, probably for religious reasons. • Iron Age: iron tools and weapons were used; people lived in tribes, in roundhouses and hill forts, and farmed, traded and made art.	• Romans: Julius Caesar tried to invade in 55 and 54 BC; Emperor Claudius's invasion in AD 43 led to conquest of much of Britain. • The Roman army was powerful and well organised; Hadrian's Wall (AD 122) marked a northern frontier. • Some Britons resisted, e.g. Boudica of the Iceni, who led a revolt in about AD 60–61. • Romanisation: roads, towns, baths, Latin, new technology and Christianity changed Britain; the Romans withdrew c. AD 410.	• Anglo-Saxons / Vikings: after the Romans left, Angles, Saxons and Jutes settled in Britain and set up kingdoms, e.g. Mercia, Wessex and Northumbria. • Christianity spread, e.g. through Canterbury, Iona and Lindisfarne; Viking raids began at Lindisfarne in AD 793. • Alfred the Great resisted the Vikings and Athelstan became the first king of England; the struggle ended with Edward the Confessor (d. 1066). • Tudors (1485–1603): Henry VIII, Edward VI, Mary I and Elizabeth I ruled; religion changed; the Spanish Armada was defeated in 1588.	• The Industrial Revolution (from the mid-1700s): steam power, factories, canals and railways changed how people worked and lived; towns grew and conditions were hard for many workers, including children. • WWI (1914–1918) and WWII (1939–1945): Britain fought in two world wars that changed life at home and abroad. • Slavery: Britain took part in the transatlantic slave trade before abolishing it in 1807 and slavery itself in the British Empire in 1833.

		Key vocabulary: king, queen, castle, story, past, long ago, family, home	rebuilt by Christopher Wren. **Key vocabulary:** monarch, king, queen, crown, palace, reign, fire, bakery, rebuild, Pudding Lane	**Key vocabulary:** legend, medieval, outlaw, castle, Blitz, evacuee, blackout, rationing, invention, inventor	**Key vocabulary:** hunter-gatherer, Neolithic, farming, Skara Brae, Stonehenge, Bronze Age, Iron Age, hill fort, tribe, roundhouse	**Key vocabulary:** invasion, legion, empire, Romanisation, Hadrian's Wall, Boudica, villa, aqueduct, withdrawal	**Key vocabulary:** Anglo-Saxon, Viking, kingdom, settlement, raid, Danegeld, Danelaw, monk, Tudor, Reformation, Armada	**Key vocabulary:** Industrial Revolution, factory, steam, railway, urbanisation, trench, Blitz, evacuation, abolition, empire
	Skills	• Talk about families and past events using stories and objects. • Retell familiar stories set in the past. • Describe what a king or queen is. • Talk about how things were long ago.	• Retell the story of the Fire of London and say where and why it started. • Describe some differences between the lives of past monarchs and life now. • Name and describe some famous monarchs (Kings & Queens). • Ask and answer questions about what they have learned.	• Retell the story of Robin Hood and say how we know which parts are legend. • Describe what life was like on the Home Front in Britain during the Second World War. • Explain how an invention changed people's lives. • Recount an event from history in order, using historical vocabulary.	• Describe how Stone Age, Bronze Age and Iron Age people lived. • Use pictures and objects to explain how a period of time was different from today. • Recount the main features of an event or period in order. • Use historical terms accurately when speaking and writing.	• Summarise the main events of the Roman invasion and conquest in order. • Describe how the Romans changed Britain, with examples. • Describe features of a past society using accurate historical terms. • Make notes and organise information to write about Roman Britain.	• Summarise the main events of the Anglo-Saxon, Viking and Tudor periods in order. • Describe how kings and queens gained and lost power. • Describe features of past societies and periods, such as religion, work and justice. • Select and organise relevant information to write a structured account.	• Construct a narrative of how Britain changed from the Industrial Revolution to the end of WWII. • Summarise how Britain influenced, and was influenced by, the wider world. • Describe how events from the past have shaped our lives today. • Write a structured account or analysis using paragraphs, evidence and historical vocabulary.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
The Wider World	**Knowledge**	• People in other places live in different ways. • Some people and places in stories are far away. • Families may have come from different places.	• Famous Nurses: Florence Nightingale and Mary Seacole cared for wounded soldiers in the Crimean War (1853–1856), a long way from Britain. • Mary Seacole was born in Jamaica and travelled to help the soldiers.	• Inventions came from different parts of the world, e.g. the Wright brothers (USA) made the first powered flight in 1903 and Tim Berners-Lee (UK) invented the World Wide Web around 1990. • Printing was developed in Germany by	• A civilisation is a settled society with cities, laws, farming and writing; the earliest appeared along rivers in Sumer (c. 3500 BC), Egypt (c. 3100 BC), the Indus Valley (c. 2600 BC) and Shang China (c. 1600 BC), with approximate dates. • Egyptians: the Nile flooded each year	• Greeks: Ancient Greece was made up of city-states such as Athens and Sparta; Athens developed an early form of democracy. • The Greeks held the Olympic Games, built temples such as the Parthenon, wrote plays and developed	• Benin: the Kingdom of Benin in West Africa (in present-day Nigeria) was ruled by an Oba; Benin City had large walls, and craftspeople made brass and bronze plaques and ivory carvings. • Benin was wealthy through trade and was a society with a	• Slavery: millions of Africans were forcibly taken to the Americas in the transatlantic slave trade, which included the 'Middle Passage', and were forced to work on plantations; many resisted. • Slavery was linked to the earlier kingdoms and trade of West Africa, such as Benin,

			• Edith Cavell was a British nurse who worked in Belgium during WWI. **Key vocabulary:** nurse, hospital, war, soldier, wounded, Jamaica, Crimea, care	Johannes Gutenberg and brought to England by William Caxton in 1476. • The Second World War involved many countries around the world. **Key vocabulary:** invention, printing press, aeroplane, web, world, country, communication	and made the land fertile; farming allowed the civilisation to grow. • Egyptians were ruled by pharaohs, built pyramids and tombs, believed in many gods and life after death, used mummification and wrote in hieroglyphs on papyrus. **Key vocabulary:** civilisation, Egypt, Nile, pharaoh, pyramid, mummification, hieroglyphs, papyrus, afterlife, archaeologist	philosophy and mathematics. • Greek ideas influenced the Romans and the western world, including Britain today. • Mayans: the Maya lived in Central America in city-states such as Tikal, built stepped pyramids, used a writing system, calendars and mathematics, and cities were abandoned around AD 900. **Key vocabulary:** city-state, democracy, Athens, Sparta, Olympic Games, philosophy, legacy, Maya, temple, calendar, glyph	very different history from that of Britain at the same time. • In 1897 British forces took many Benin Bronzes, which are now in museums around the world. **Key vocabulary:** Benin, Oba, kingdom, West Africa, trade, bronze, plaque, craftspeople, museum	and to the growth of the British Empire. • People from across the British Empire, e.g. India, the Caribbean and Africa, served in WWI and WWII. **Key vocabulary:** transatlantic, slave trade, enslaved, plantation, Middle Passage, abolition, empire, resistance, legacy
	Skills	• Talk about similarities and differences between places and people. • Listen to stories from different times and places. • Show interest in people from different cultures. • Use words such as same and different.	• Say where in the world historical events happened. • Compare nursing in the past with nursing today. • Talk about why some people from the past are remembered. • Use maps and globes to locate places linked to their topics.	• Locate the countries linked to inventions and inventors. • Compare how people lived in different parts of the world during the Second World War. • Identify ways in which the past is represented, e.g. photographs, museums and stories. • Use a map to find out where events happened.	• Explain why early civilisations grew up near rivers. • Describe Egyptian life, beliefs and achievements using sources. • Compare life in Ancient Egypt with life in Britain at the same time. • Use maps to show where and when the first civilisations appeared.	• Describe Greek life and achievements and explain their influence on the western world. • Describe Mayan life and achievements and suggest reasons why it was abandoned. • Compare Roman Britain with the Greek and Maya civilisations. • Use maps and timelines to locate civilisations.	• Describe the Kingdom of Benin and its achievements using a range of sources. • Compare Benin with Anglo-Saxon and Viking England. • Ask questions about why the Benin Bronzes are in museums in Britain. • Use maps to show trade routes, and where and when events happened.	• Explain how Britain's empire and the transatlantic slave trade were linked. • Describe the experiences of enslaved people and of those who campaigned against slavery. • Explain how WWI and WWII involved people from across the world. • Use maps and sources to show how Britain and the wider world

								influenced each other.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Significant People	**Knowledge**	• People in our families and community have important jobs. • Some people from the past are remembered for what they did. • Characters in stories can be real or imaginary. **Key vocabulary:** person, family, community, job, hero, story, real, imaginary	• Kings & Queens: Elizabeth I, Queen Victoria, Elizabeth II and Charles III. • Famous Nurses: Florence Nightingale (the 'Lady with the Lamp', who improved hygiene in hospitals), Mary Seacole (who cared for soldiers on the battlefield) and Edith Cavell (who helped soldiers escape in WWI). • Fire of London: Samuel Pepys wrote a diary about the fire and King Charles II was the king at the time. **Key vocabulary:** significant, monarch, nurse, diary, Florence Nightingale, Mary Seacole, Edith Cavell, Samuel Pepys	• Famous Inventors: e.g. William Caxton (printing press), Tim Berners-Lee (World Wide Web) and the Wright brothers (first powered aeroplane flight). • Robin Hood is a legendary figure who may not have been a real person. • Home Front: Winston Churchill led Britain from 1940 and ordinary people, such as air-raid wardens, evacuees and Land Girls, helped the war effort. **Key vocabulary:** inventor, invention, printing press, legend, Churchill, evacuee, air-raid warden, hero	• Pharaohs were Egypt's rulers, e.g. Khufu (Great Pyramid), Hatshepsut and Tutankhamun, whose tomb was found by Howard Carter in 1922. • Stone Age people did not leave written records, but their remains tell us about them, e.g. Cheddar Man (c. 10,000 years old). • Iron Age societies were led by tribal leaders and chieftains. **Key vocabulary:** pharaoh, Tutankhamun, Howard Carter, archaeologist, leader, chieftain, remains	• Romans: Julius Caesar, the Emperor Claudius, Emperor Hadrian and Boudica, queen of the Iceni. • Greeks: e.g. Pericles (Athenian leader), Socrates (philosopher) and Hippocrates (doctor). • Mayans: rulers such as Pakal of Palenque were important in Maya society. **Key vocabulary:** emperor, general, queen, philosopher, ruler, Caesar, Claudius, Hadrian, Boudica, Pericles, Socrates	• Anglo-Saxons / Vikings: Alfred the Great, Athelstan (first king of England) and Edward the Confessor. • Tudors: Henry VII, Henry VIII, Elizabeth I and Mary I; Sir Francis Drake and William Shakespeare. • Benin: Oba Ewuare the Great (c. 1440–1473) expanded Benin City and the Kingdom. **Key vocabulary:** king, queen, Oba, reign, Alfred the Great, Athelstan, Henry VIII, Elizabeth I, Ewuare	• Slavery: Olaudah Equiano, Mary Prince, William Wilberforce and Thomas Clarkson campaigned against slavery. • Industrial Revolution: e.g. George Stephenson, Isambard Kingdom Brunel and reformers such as Lord Shaftesbury. • WWI / WWII: Winston Churchill, Walter Tull and other individuals shaped events. **Key vocabulary:** abolitionist, campaigner, engineer, reformer, prime minister, Equiano, Wilberforce, Brunel, Churchill, significant
	Skills	• Talk about people who help us and what they do. • Talk about people from stories and the past. • Say what they like about someone.	• Recount the life of a famous person from the past in order. • Say why a person is remembered and how they made life better. • Compare two people from different times.	• Research a famous inventor using more than one source. • Explain why an inventor or a person from the Home Front was important. • Say what is known about Robin Hood	• Research a person from the past using different sources. • Describe the achievements of a pharaoh. • Explain what archaeologists can learn about people with no written records.	• Research and compare significant people from the periods studied. • Explain why leaders such as Boudica and Claudius acted as they did.	• Evaluate the impact of a leader or monarch, e.g. Alfred the Great or Henry VIII. • Compare leaders in different societies, e.g. Elizabeth I and an Oba of Benin.	• Investigate and compare the lives of people who campaigned for change. • Explain why a person's role was significant at the time and later.

		• Use words such as then and now to talk about people.	• Ask and answer simple questions about people from the past.	and what is legend. • Explain why people in the past acted as they did.	• Suggest why people acted as they did.	• Choose and justify which person was most important. • Use sources to explain a person's actions.	• Use more than one source to describe a person's actions. • Present reasons for and against someone's significance.	• Evaluate different viewpoints about the same person. • Write a structured account of a person's life, using evidence.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Local History	**Knowledge**	• Our school and the places near it have a history. • We can find out about the past from older people we know. **Key vocabulary:** local, school, home, old, new, grandparents	• Our local area, Annesley, has old and new buildings and places. • Local places and events can be part of the story of the past. • The local area has changed within the lifetime of older people. **Key vocabulary:** local, area, building, old, new, change, village, Annesley	• Robin Hood's legend is linked to Sherwood Forest and Nottingham, near Annesley. • Local people experienced the Second World War, e.g. Nottingham was bombed in 1941; local memories and places (e.g. airfields) were part of the Home Front (to be confirmed by the school). • Local museums and archives hold evidence of the past. **Key vocabulary:** Sherwood Forest, Nottingham, locality, memory, museum, archive, event	• People have lived in Nottinghamshire since prehistoric times, e.g. Ice Age cave art at Creswell Crags is around 13,000 years old. • Prehistoric sites and finds in the East Midlands show how people lived. **Key vocabulary:** prehistoric, Nottinghamshire, Creswell Crags, cave art, artefact, site	• Roman roads, e.g. the Fosse Way, ran through the East Midlands and Roman settlements were found nearby (to be confirmed by the school). • Annesley's land and settlements have changed over many centuries (link: Geography, Annesley over time). **Key vocabulary:** Roman road, Fosse Way, settlement, evidence, Annesley, over time	• Nottinghamshire was part of the Anglo-Saxon kingdom of Mercia and later the Danelaw; Nottingham was one of the Five Boroughs. • Place names in the area come from Old English and Old Norse, e.g. endings such as -ham, -ton and -by. • Newstead Abbey, close to Annesley, was a medieval priory closed by Henry VIII's Dissolution of the Monasteries. **Key vocabulary:** Mercia, Danelaw, borough, place name, priory, Dissolution, Newstead Abbey	• Coal mining shaped Annesley and Nottinghamshire, and industries such as lace-making transformed Nottingham. • Local people took part in WWI and WWII, and war memorials record their names. • National events such as the Industrial Revolution and world wars can be seen in the local area (link: Geography, Annesley land use over time). **Key vocabulary:** coal mine, colliery, industry, lace, memorial, community, local study, legacy
	Skills	• Talk about places near the school and what they were like long ago. • Ask an older person about the past. • Compare old and new local places.	• Identify old and new features in the local area. • Ask older people about how the local area has changed. • Compare a photograph of the	• Find out about a local historical event or person using a source. • Ask questions of an older person who remembers the past.	• Use evidence from sites and artefacts to find out about prehistoric Nottinghamshire. • Ask questions about a local site or artefact.	• Use maps and evidence to find out about a Roman route or site in the local area. • Compare the local area in the past and now, linked to Geography.	• Use place-name evidence to find out about the Anglo-Saxons and Vikings in the local area. • Investigate a local site, such as Newstead Abbey, using sources.	• Carry out a local history study over time (e.g. coal mining and Annesley), using maps, photographs and written sources. • Explain how national events and

		• Use words such as old and new.	local area in the past with how it looks today. • Talk about a significant person or place in the locality.	• Say how the locality connects to a story or event from history. • Use maps and photographs to describe changes in the area.	• Describe what a local site tells us about the past. • Explain what is known and what is not known.	• Ask and answer questions about local history. • Present findings in a variety of ways.	• Explain how national events were reflected locally. • Present findings in a structured account.	trends are reflected in the local area. • Evaluate how reliable different local sources are. • Present findings as a structured written account.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Continuity and Change	**Knowledge**	• We change as we grow, but some things about us stay the same. • Things around us change over time, e.g. toys, homes and clothes. **Key vocabulary:** change, same, different, grow, old, new, before, now	• Things change over time, and some things stay the same. • Kings & Queens: monarchs today are different in some ways from Elizabeth I and Queen Victoria, but the monarchy has continued. • Famous Nurses: hospitals and nursing have changed greatly since Florence Nightingale's time. • Fire of London: after the fire, London was rebuilt differently, e.g. in brick and stone, and with wider streets. **Key vocabulary:** change, same, different, continue, then, now, within living memory, rebuild	• Changes within living memory can be found out from people who remember them, e.g. changes in everyday life since their grandparents were young. • Inventions cause change, e.g. the printing press and the World Wide Web changed how people share information. • Home Front: daily life changed during the Second World War, e.g. rationing and the blackout, and changed again afterwards. • Changes can be positive or negative. **Key vocabulary:** change, continuity, living memory, better, worse, improve, invention	• Stone Age to Iron Age: farming, metal-working, settled villages and hill forts brought many changes to how people lived. • Change happened slowly over thousands of years and at different speeds in different places. • In Ancient Egypt, many beliefs and customs stayed the same for about 3,000 years. **Key vocabulary:** change, continuity, gradual, development, farming, Bronze Age, Iron Age, settlement	• Romanisation changed Britain in many ways (roads, towns, language, religion) but some British traditions and beliefs continued. • Some Greek ideas, e.g. democracy and the Olympic Games, continue in the world today. • The Maya cities changed and many were abandoned around AD 900. • A turning point is an event that leads to important change, e.g. the Roman invasion of AD 43. **Key vocabulary:** Romanisation, turning point, continuity, legacy, development, decline, invasion, impact	• After the Romans left, Britain changed with the arrival of the Anglo-Saxons, new languages (Old English), kingdoms and Christianity. • Viking raids and settlement changed who held power in England, including in the East Midlands. • Tudor changes: religion, trade and the power of monarchs changed greatly. **Key vocabulary:** change, continuity, turning point, trend, Reformation, settlement, power, monarch, religion	• Long-term trends: the Industrial Revolution changed work, transport, towns and health; the two world wars changed society, e.g. women's work and voting rights (1918). • The power of monarchs changed over time, from the Tudors to the present day. • Slavery had long-term effects on societies and its legacy continues today. **Key vocabulary:** trend, long-term, short-term, legacy, revolution, industry, reform, urbanisation, change

	Skills	• Talk about how they have changed since they were a baby. • Compare old and new objects and say what has stayed the same. • Notice changes in the seasons and in their environment. • Use words such as before, now, old and new.	• Identify differences between past and present, using pictures and objects. • Talk about changes within living memory. • Say what has stayed the same. • Use words such as then, now, before and after.	• Describe changes within living memory and say if they are better or worse. • Give examples of how an invention changed life. • Compare life on the Home Front with their own life. • Use a timeline to show how things changed.	• Describe how life changed from the Stone Age to the Iron Age. • Describe what stayed the same over a long period of time. • Use a timeline to show how quickly or slowly change happened. • Explain how and why something changed.	• Identify what changed and what stayed the same when the Romans came to Britain. • Describe turning points and explain why they matter. • Explain how Greek ideas continue today. • Use sources to show continuity and change over time.	• Describe and explain changes in Britain from the Anglo-Saxon period to the Tudors. • Compare periods and describe similarities and differences, change and continuity. • Explain short-term and long-term effects of change. • Make links between periods studied.	• Analyse trends over a long period of time, e.g. changes in work, power and rights. • Describe the pace and impact of change, e.g. the Industrial Revolution compared with the world wars. • Explain how past events have helped to shape the present day. • Trace the main events that define Britain's journey to a diverse society.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Cause and Consequence	**Knowledge**	• Things happen for reasons. • We can say why something happened using 'because'.	• Events have reasons, e.g. the Fire of London spread because the houses were made of wood and built close together. • Events have results, e.g. after the fire, new buildings were made of brick and stone. • People's actions can make a difference, e.g. nurses improved patients' care.	• People's actions have results, e.g. inventions changed daily life. • WWII caused changes at home: evacuation, rationing and the blackout. • Stories about Robin Hood may have been told for different reasons.	• Events can have more than one cause, e.g. the move from hunting to farming had several reasons. • The Nile flooding helped farming and Egyptian civilisation to develop. • Hill forts may have been built for defence, status or trade.	• The Romans invaded Britain for several reasons, e.g. wealth, resources such as tin and corn, and power. • Boudica led a revolt because of how the Romans treated her people, the Iceni; the revolt caused great destruction. • Historians are unsure why many Maya cities were abandoned; ideas include drought, warfare and overuse of resources.	• Vikings raided monasteries because they were rich and poorly defended; their raids led to Viking settlement and the Danelaw. • Henry VIII wanted a male heir; his break from Rome led to the Dissolution of the Monasteries. • The Spanish Armada was sent in 1588 because of religious and political disagreements.	• Slavery: demand for labour on plantations and the profits it brought were causes of the transatlantic slave trade; long-term consequences include suffering, resistance, abolition and continuing legacy. • WWI began in 1914 after the assassination of Archduke Franz Ferdinand, but alliances and rivalry between countries were long-term causes. • The Industrial Revolution had

								many causes, e.g. coal, new inventions and trade, and many consequences, e.g. growing cities and factories.
		Key vocabulary: why, because, so, happen, change, after	**Key vocabulary:** because, why, reason, result, happened, fire, spread, cause	**Key vocabulary:** because, so, reason, result, effect, cause, evacuate, ration	**Key vocabulary:** cause, effect, consequence, reason, result, because, as a result, farming	**Key vocabulary:** cause, consequence, reason, revolt, resource, trigger, effect, conflict, because	**Key vocabulary:** cause, consequence, motive, effect, short-term, long-term, raid, relationship, Reformation	**Key vocabulary:** cause, consequence, long-term, short-term, trigger, factor, legacy, profit, alliance, assassination
	Skills	• Say why something happened. • Predict what will happen next in a story. • Use because when giving a reason. • Talk about what happens when we change something.	• Say why an event happened, e.g. why the Fire of London spread. • Say what happened as a result of an event. • Talk about why people acted as they did. • Use because in an explanation.	• Give a reason why something happened and say what the result was. • Explain how an invention or event changed people's lives. • Link causes and results in a simple sequence. • Explain why someone in the past acted as they did.	• Give more than one reason why an event happened. • Explain how one event led to another. • Use evidence to support a reason. • Use vocabulary such as consequence, cause and effect.	• Give several reasons for an event and say which is most important. • Explain short-term and long-term consequences of an event. • Use evidence to support an explanation. • Suggest why historians disagree about causes.	• Suggest relationships between causes in history. • Distinguish between causes and consequences of an event. • Explain how events were linked in a chain of cause and effect. • Justify their ideas using evidence.	• Analyse the short-term (trigger) and long-term causes of an event. • Explain how causes and consequences are connected and which were most significant. • Explain the consequences of events for different groups of people. • Support a historical argument with more than one reason.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Similarity, Difference and Significance	**Knowledge**	• Things from the past are the same as and different from things now. • Some people and events are special and are remembered.	• Life in the past can be similar to and different from life today, e.g. life in 1666 compared with life now. • Some people are remembered because of what they did, e.g. Elizabeth I, Florence Nightingale, Mary Seacole and Edith Cavell.	• Life during the Second World War was different from life today, but children then were also at school, played and had families. • Some inventions were more significant than others because they changed so many people's lives.	• Stone Age, Egyptian and Iron Age people had similar needs (food, shelter, safety) but met them in different ways. • Places and discoveries can be significant, e.g. Skara Brae, Stonehenge and Tutankhamun's tomb, because they help us understand the past.	• Roman and Iron Age Britons had different ways of life in some respects but similarities in others. • Athens and Sparta were both Greek city-states but were different in many ways. • The Maya civilisation	• Anglo-Saxon and Viking societies had both similarities and differences. • Benin and Anglo-Saxon England provide a contrast between two societies at the same time. • Tudor rich and poor people lived very different lives.	• Different groups of people experienced the same events in different ways, e.g. factory owners and child workers, or soldiers and civilians in the two world wars. • Historical significance is judged using criteria such as impact at the time, how many people were

			• Some events are remembered each year, e.g. the Fire of London. **Key vocabulary:** similar, different, same, remember, important, famous, compare	• A legend such as Robin Hood is different from a historical account. **Key vocabulary:** similarity, difference, compare, contrast, important, significant, legend, remember	**Key vocabulary:** similarity, difference, contrast, significant, important, evidence, discovery, achievement	provides a contrast with British history at the same time. • Significance can be judged by an event's impact on people at the time and later, e.g. Roman roads and Greek democracy. **Key vocabulary:** contrast, similarity, difference, significant, impact, legacy, civilisation, achievement	• Significance can be judged by how many people were affected and for how long, e.g. Alfred the Great and Henry VIII. **Key vocabulary:** contrast, similarity, difference, significant, impact, legacy, wealthy, poor, consequence	affected, how long it lasted and how it helps us understand the past. • Events and people may be seen as more or less significant by different people and over time. **Key vocabulary:** perspective, significant, criteria, impact, similarity, difference, experience, viewpoint, legacy
	Skills	• Compare old and new objects and say how they are the same or different. • Talk about people and events that are special to them. • Look at pictures from the past and talk about what they see. • Use words such as same and different.	• Identify similarities and differences between life now and in the past. • Compare two people or events from different times, e.g. Florence Nightingale and Mary Seacole. • Say why someone from the past is remembered. • Use words such as same and different in speech and writing.	• Describe similarities and differences between the Home Front and life today. • Compare two inventors or inventions. • Say which invention was the most important and give a reason. • Use appropriate historical words to describe similarities and differences.	• Compare life in two periods, e.g. Stone Age and Iron Age, giving similarities and differences. • Compare Ancient Egypt with a period in Britain. • Say why a site or discovery is significant. • Use evidence to support their ideas.	• Compare Roman Britain, Ancient Greece and the Maya civilisation. • Make connections and contrasts between different societies. • Use criteria such as impact and legacy to decide what is significant. • Give reasons to support a point of view.	• Compare Benin with Anglo-Saxon England and contrast rich and poor in Tudor times. • Identify trends, connections and contrasts across periods studied. • Judge which people or events were most significant and explain why. • Use historical vocabulary to describe and compare.	• Compare different groups' experiences of the same event, e.g. enslaved people and enslavers. • Judge historical significance using criteria and justify their view. • Explain why events and people may be seen as more or less significant by different people. • Write a structured account that makes connections and contrasts.
		EYFS	**Key Stage 1**		**Key Stage 2**			
		Nursery/ Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Historical Enquiry, Evidence and Interpretations	**Knowledge**	• Old objects and photographs tell us about the past.	• Sources of information about the past include objects, photographs,	• The past can be found out about from artefacts, photographs, written sources	• Archaeologists dig up and study artefacts to find out about the past, especially	• Written sources by Roman writers, e.g. Tacitus on Boudica, show the viewpoint of the	• Evidence of Anglo-Saxon and Viking times includes the Anglo-Saxon Chronicle,	• Sources must be evaluated for reliability, usefulness and purpose, e.g.

		• We can ask questions about old objects, e.g. what was it used for? • Stories can tell us about the past, but they are not always true. **Key vocabulary:** ask, look, object, photograph, picture, story, old, past, museum	pictures, stories and older people. • A question is something we ask to find out more. • Samuel Pepys' diary tells us about the Fire of London. **Key vocabulary:** source, object, photograph, diary, question, evidence, museum, find out	and the memories of older people (oral history). • The past is represented in different ways, e.g. in stories, films, museums, songs and pictures. • A story about the past, such as Robin Hood, is different from a source made at the time. **Key vocabulary:** artefact, source, evidence, oral history, museum, archive, represent, question, past	where there are no written records. • Primary sources were made at the time; secondary sources were made later. • Sources about Egyptians include tomb paintings, objects and hieroglyphs; the Rosetta Stone helped us read them. • Evidence can be incomplete, so historians may only be able to suggest what happened. **Key vocabulary:** archaeologist, artefact, primary source, secondary source, evidence, excavate, hieroglyphs, inference, reliable	author and may not be fair. • Roman writing tablets from Vindolanda, near Hadrian's Wall, tell us about everyday life. • Sources can be useful for some questions but not others; a hypothesis is an idea that can be tested. **Key vocabulary:** source, bias, viewpoint, hypothesis, tablet, inscription, evidence, useful, question, interpretation	archaeological finds such as Sutton Hoo, and place names. • Different accounts of the same event, e.g. a Viking raid recorded by monks, can show different viewpoints. • Portraits of the Tudors, e.g. by Hans Holbein, were made for a purpose and may show people as the artist or sitter wanted. • Benin Bronzes are evidence about life and art in Benin. **Key vocabulary:** Chronicle, archaeology, interpretation, viewpoint, purpose, portrait, bias, reliability, propaganda	propaganda posters in the world wars. • Different historians and sources can give different interpretations of the same event, e.g. the Industrial Revolution and slavery. • Accounts by enslaved people such as Olaudah Equiano and the 1788 diagram of the Brookes slave ship are evidence about slavery. • Historians use evidence to support or challenge arguments; they separate fact from opinion. **Key vocabulary:** interpretation, reliable, bias, propaganda, provenance, perspective, evidence, argument, fact, opinion
	<u>Skills</u>	• Look closely at old objects and photographs. • Ask questions about old objects. • Say what an object was used for in the past. • Tell the difference between real and imaginary stories.	• Ask and answer simple questions about the past. • Use objects, photographs and parts of stories to answer questions. • Talk to an older person to find out about the past. • Say what they can tell from a picture or source.	• Ask and answer questions, choosing and using sources. • Use a range of sources to answer questions and piece together information about the past. • Talk to older people about their memories of the	• Ask historically valid questions and use sources to answer them. • Use a range of sources to build up a picture of a period. • Make inferences and suggest what an artefact was used for.	• Test a hypothesis in order to answer a historical question. • Compare sources and explain how useful they are. • Select and organise relevant information to answer a question. • Make comparisons between historical periods.	• Pose and answer their own historical questions. • Compare different versions of the same event and say how the author may be trying to persuade or give a viewpoint. • Use a range of evidence and differing sources to	• Frame and answer historically valid questions using a range of sources. • Evaluate the reliability and usefulness of sources and explain how interpretations differ and why. • Identify propaganda and bias, and explain their effect.

				past (Home Front). • Identify different ways in which the past is represented.	• Research an event or topic using books and the internet.		describe a key event. • Select, organise and present information in a structured account.	• Construct a well-structured account or analysis, with evidence, that supports a conclusion.