

Tall Oaks Academy Trust Progression Map for History.

		EYFS	1	2	3	4	5	6
National Curriculum / ELG	The Whole Year		KS1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	KS1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
	Autumn	Understanding the World - People and communities. - Remembers and talks about significant events in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family and friends. - Enjoys joining in with family customs and routines	Local history - Develop an awareness of the past, using common words and phrases relating to the passing of time. - They should use a wide vocabulary of everyday historical terms. - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Significant historical events, people and places in their own locality	The Great Fire of London and the Plague - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - They should know where the people and events they study fit within a chronological framework. - Identify similarities and differences between ways of life in different periods. - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Events beyond living memory that are significant nationally or globally.	Tudors - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. A local history study.	Romans - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should understand how our knowledge of the past is constructed from a range of sources. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The Iron Age and the Roman Empire and its impact on Britain.	The Mayflower - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should understand how our knowledge of the past is constructed from a range of sources. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. A local history study.	WW2 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Study an aspect in British history that extends pupils' chronological knowledge beyond 1066.
	Spring	Understanding the world - The World. - Comments and asks questions about aspects of their familiar world, such as the place where they live. - Talks about why things happen and how things work. - Develop an understanding of growth, decay and changes over time. - Looks closely at similarities, difference and change.	Toys - Develop an awareness of the past using common words and phrases relating to the passing of time. - Identify similarities and differences between ways of life in different periods. Changes within living memory.	Castles - They should know where the people and events they study fit within a chronological framework. - They should use a wide vocabulary of everyday historical terms. - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Significant places in their own locality.	Victorians - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should understand how our knowledge of the past is constructed from a range of sources. A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066	Women in History - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should understand how our knowledge of the past is constructed from a range of sources. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Study an theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Egyptians - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The achievements of the earliest civilisations - an in depth study of Ancient Egypt.	The Titanic - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. - They should understand how our knowledge of the past is constructed from a range of sources. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Learn about a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066
	Summer	Understanding the world: Guiding children to make sense of their physical world and their community. Communication and language: Conversations with adults and peers in a language-rich environment. Literacy: Initiating the development of a life-long love of books and then reading.	Explorers - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Lives of significant individuals in the past who have contributed to national and international achievements.	Lives of Significant individuals - Mary Seacole and Florence Nightingale - They should know where the people and events they study fit within a chronological framework. - Identify similarities and differences between ways of life in different periods. - Understand some of the ways in which we find out about the past and identify different ways in which it is presented. The lives of significant individuals in the past who have contributed to nation and international achievements.	Ancient Greece - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should understand how our knowledge of the past is constructed from a range of sources. Ancient Greece - a study of Greek life and achievements and their influence on the western world.	Anglo-Saxons and Scots - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Britain's settlement by Anglo-Saxons and Scots	The Vikings - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - They should understand how our knowledge of the past is constructed from a range of sources. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	The Maya - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should understand how our knowledge of the past is constructed from a range of sources. A non-European society that provides contrasts with British history - Mayan civilisation c. AD900
	people, world, family, photograph, past, me	Term 1/2 - Local history Past, present, lifetime, before, now, artefacts, fact, fiction, Vikings, Denmark, capital, King, defeated, recount, significant	Term 1/2 - The Plague and the Great Fire of London The Plague, The Black Death, bubonic, fire, fame, Great Fire, London, smoke, Pudding Lane	Term 1/2 - The Tudors Tudors, Kings, Queens, monarchy, Henry VIII, Queen Elizabeth I, power	Term 1/2 - The Romans Romans; Celts, Iron Age, Round house, invasion, Julius Caesar, Colonia, innovation, sanitation, aqueducts	Term 1/2 - The Mayflower Pilgrims, Mayflower, Separatists, Gainsborough, Holland, voyage, Wampanoags, America, Thanksgiving, colony, colonists, peace treaty, settlement	Term 1/2 - WW2 World War 2, Kindertransport, evacuation, Holocaust, Nazi, German, Jewish, allies, enemy, prejudice	
	Topic Specific Vocabulary	Term 3/4 - Toys Toy, game, time, past, change, compare, same, different, old, new, living memory	Term 3/4 - Castles Lincoln Castle, motte, bailey, keep, drawbridge, wall tower, Normans, William the Conqueror, Battle of Hastings, warfare	Term 3/4 - The Victorians Victorian, Queen Victoria, 19th century, 20th century, 21st century, invention, rich, poor, monarch	Term 3/4 - Anglo-Saxons Anglo-Saxons, Scots, migration, invasion, settle, burial, excavations	Term 3/4 - Ancient Egypt Ancient Civilisation, Egypt, Egyptian, religion, Gods, Goddesses, after-life, death, mummification, pyramid, shaduf.	Term 3/4 - The Titanic Titanic, class, migration, theory, interpretation	
	Vocabulary	Term 5/6 - Explorers Significant person, Matthew Henson, Robert Scott, recognition, Felicity Aston, explorer, exploration, polar	Term 5/6 - Florence Nightingale and Mary Seacole Wellbeing, healthcare, Florence Nightingale, Mary Seacole	Term 5/6 - Ancient Greeks Greece, Ancient, artefacts, Greek, influence, Alexander the Great, Archimedes, Olympics, Marathon	Term 5/6 - The Vikings Scandinavia, invasion, trade, York, Danel, Sweyn Forkbeard, Denmark, longhouse, wattle, daub, thatch, trends, Bayeux tapestry	Term 5/6 - The Maya Maya, Central America, architecture, inscriptions, codices, civilisation, gods, hieroglyphs, syllabograms.		

	Assessed Vocabulary		History, past, present, fact, fiction, source, living memory, key event	Sequence, order, evidence, artefacts, cause, effect, impact, compare	Chronological order, timeline, CE (common era), century, period, interpretation, viewpoint	BCE (before common era), evaluate, significant individual, empire, validity, valid, reliable, bias, accurate	Demographic, primary source, secondary source, ancient, civilisation, hierarchy, social class	Current affairs, politics, contemporary, relevance, context, historical theme
Chronological Understanding	Skill		Distinguish between items and events from their life time and before their lifetime, using the vocabulary 'past' and 'present'	Say if an event or period from history happen before or after another event or period of history.	Place given dates in order on a timeline (only using CE, not BCE)	Place given dates in order on a timeline (using CE & BCE)	Place time periods & key events accurately on a timeline (appropriate spacing between)	Explain, using appropriate vocabulary, the time spans between periods or key events placed on a timeline.
	Knowledge	Sequence photographs from different parts of their life. Match objects to people of different ages.	I know if a local historical event is from my lifetime or before my lifetime. I know if a toy is from my lifetime or before my lifetime. I know if an explorer is from my lifetime or before my lifetime.	I know that the Plague happened before their grandparents were alive and explorers went to Antarctica but after the Vikings were in Gainsborough.	I know where the Tudors fit in a timeline of periods of history studied across years 1 and 2. I know where the Victorian era fits in history compared to the periods of history studied in year 1, 2 and 3 I know that the Ancient Greeks lived much longer ago than any other period of history they have studied so far.	I know where the Roman era fits in history. I know that the Roman era was partly in the common era and partly before the common era. I know how women's rights have changed over time. I know the order in which the periods of history they've studied happened in and where the Anglo-Saxons fit into that order.	I know the events of the Mayflower journey and the lengths of time each part of the journey took. I know where the Ancient Egyptians fit in history and know that the gaps between events on a timeline show the amount of time between the events. I know where the Vikings fit in history and know that the gaps between events on a timeline show the amount of time between the events.	I know where WW2 fits in history compared to other periods studied. I know the time spans between WW2 and other periods in history that they've studied. I know where the Titanic fits in history compared to other periods studied and what other things were happening in the world at that time. I know the time spans between the Titanic and other periods in history that they've studied. I know where the Maya fit in history and know the time spans between the Maya and other periods of history they've studied.
	Coverage		Term 1 - Local history Term 3 - Changes in living memory - toys Term 5 - Explorers	Term 2: The Great Fire of London and the Plague Term 3: Castles Term 5 - Mary Seacole and Florence Nightingale	Term 1 - Tudor Monarchs Term 3 - Victorians Term 5 - Ancient Greece	Term 1 - The Iron Age and the Romans Term 4 - Women in history Term 6 - The Anglo-Saxons	Term 2 - The Mayflower Term 3 and 4 - The Ancient Egyptians Term 5 - The Vikings	Term 1/2 - World War 2 Term 3 - The Titanic Term 5 - The Maya
Range and Depth of Historical Knowledge	Skill	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Recognise the difference between past and present in their own and others lives.	Identify differences between ways of life in the past.	Identify similarities and differences between the every day lives of people in times studied.	Identify key features and events of time studied.	Examine causes and results of great events and the impact on people.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
	Assessed Skill		Recount a story from the past.	Describe, in simple terms, the cause and impact of a historical event.	Describe similarities & differences between our lives & those from a period in history	Use evidence to offer a reasonable description or explanation for aspects of life or events in history.	Describe, using evidence, similarities and differences for two demographics within a time period (men & women, rich & poor etc)	Using evidence, key dates and people involved, describe the cause & impact of a key event.
	Knowledge	I know if an event from my own life happened in the past or present. I know if an event from someone else's life happened in the past or present. I can recount the story of Gainsborough being the capital of England for 5 weeks.	I know the cause or the great plague and the great fire of London. I know the impact of quarantining on stopping the plague. I know the impact of Florence Nightingale's work.	I know some similarities and differences between my own life and that of people living during the Tudor period. I know the similarities and difference between Victorian schooling and modern day schools. I know the differences and similarities between the lives of rich and poor Victorians. I know the similarities and differences between the rights of a child in the Victorian era compared to now. I know the similarities and differences between the ancient and modern Olympics.	I know what Celtic roundhouses may have been like. I know some details about what life was like in Britain before the Romans. I know some details about how life was different when the Romans came to Britain. I know how the role of women has changed over time.	I know life was different of different people within the same period of history. I know some of the main similarities and differences between the rich and poor and male and female Ancient Egyptians.	I know some of the main causes of WW2 with key dates, characters and event. I know the impact WW2 had on the world. I know the cause and impact of Titanic sinking with key dates, characters and events.	
	Coverage		Term 1 - Local history	Term 2: The Great Fire of London and the Plague Term 3: Victorians Term 5: Mary Seacole and Florence Nightingale	Term 1 - The Tudors Term 3 - Victorians Term 5 - Ancient Greece	Term 1 - The Iron Age and the Romans Term 4 - Women in history	Term 2 - The Mayflower Term 3 and 4 - The Ancient Egyptians Term 5 - The Vikings	Term 1/2 - World War 2 Term 3 - The Titanic
Interpretations of history	Skill	Recognise the difference between past and present in their own and others' lives Describe an event or family member from their past that is important to remember		Identify and give reasons for different ways in which the past is represented.	Distinguish between different sources – compare different versions of the same story.	Evaluate the usefulness of different sources.	Describe different interpretations of the same historical event and explain how they have come about.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.
	Assessed Skill		Distinguish between historical fact and historical fiction	Compare different versions of the same historical event	Understand why the past is represented in different ways by different people.			Explain how using different evidence (depending on its validity, source & reliability) could lead you to different interpretations of historical events.
	Knowledge	I know if a story about the Vikings really happened or not.		I know that more than one source of information is often needed to give the most accurate picture of the past.	I know that different sources can be more or less useful to tell us about significant women throughout history. I know the usefulness of sources from the Celtic era and the Roman era. I know if different sources of information about the Anglo-Saxons are more or less useful than each other.	I know about the Pilgrims arrival in America from different points of view and why these points of views differ. I know why the scarab beetle may have different meanings because of different interpretations of the Ancient Egyptians.	I know how different evidence could lead to different interpretations of the events of WW2. I know how different evidence has led to many different theories about the sinking of the Titanic.	
	Coverage		Term 1 - Local history Term 3 - Changes in living memory - toys Term 5 - Explorers	Term 2: The Great Fire of London and the Plague	Term 1 - Tudor Monarchs Term 3 - Victorians	Term 1 - The Iron Age and the Romans Term 4 - Women in history Term 6 - The Anglo-Saxons	Term 2 - The Mayflower Term 3 and 4 - The Ancient Egyptians	Term 1/2 - World War 2 Term 3 - The Titanic

Historical Enquiry	Skill	Know and recount episodes from their own and others' past, saying why it happened.		Add based on simple observations??	Use a range of sources to find out about a period of history.	Use evidence to build up a picture of a past event.	Select relevant sections of information.	Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a final account.
	Assessed Skill		Use an artefact or photo to answer a question about the past	Use a piece of evidence to infer information about a period of time.	From a given range of sources, select the relevant information to answer a question about the past.	Ask & answer questions about the past using relevant sources of evidence from a given range.	Know the difference between primary & secondary sources and use them as evidence.	Analyse the effectiveness of primary & secondary sources to answer historical questions.
	Knowledge	<p>I can answer questions about life in Gainsborough in the past from artefacts and photos.</p> <p>I can answer questions about toys from the 70s based on looking at examples or photos of examples.</p> <p>I can answer questions about polar explorers equipment, clothing and food based on photographs.</p>	<p>I know what London was like in the 1600s.</p> <p>I know what life might have been like in a medieval castle based on the features of a castle.</p>	<p>I know about Henry VIII's wives and children.</p> <p>I know some information about Queen Elizabeth I and what type of person she was.</p> <p>I know about the significance of Queen Elizabeth I's reign.</p> <p>I know about Ancient Greek ways of life.</p>	<p>I know key information about the Iron Age and the Celts.</p> <p>I can ask questions to find out about the suffragette movement.</p> <p>I know how historians found out about the Anglo-Saxons.</p>	<p>I know what it was like in the 'New World'.</p> <p>I know how the pyramids were built.</p> <p>I know the importance of the Viking era in Gainsborough.</p> <p>I know how the Viking era ended.</p>	<p>I know how and why children were evacuated.</p> <p>I know how Britain defended itself during the blitz.</p> <p>I know about life on board the Titanic.</p> <p>I know how historians have learnt about the Maya civilisation.</p>	
	Coverage	<p>Term 1 - Local history</p> <p>Term 3 - Changes in living memory - toys</p> <p>Term 5 - Explorers</p>	<p>Term 2: The Great Fire of London and the Plague</p> <p>Term 3: Castles</p>	<p>Term 1 - Tudor Monarchs</p> <p>Term 5 - Ancient Greece</p>	<p>Term 1 - The Iron Age and the Romans</p> <p>Term 4 - Women in history</p> <p>Term 6 - The Anglo-Saxons</p>	<p>Term 2 - The Mayflower</p> <p>Term 3 and 4 - The Ancient Egyptians</p> <p>Term 5 - The Vikings</p>	<p>Term 1/2 - World War 2</p> <p>Term 3 - The Titanic</p> <p>Term 5 - The Maya</p>	
Organisation and Communication	Use stories to encourage children to distinguish between fact and fiction.	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures....</p> <p>Drama/role play...</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT</p>	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures....</p> <p>Drama/role play...</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT</p>	<p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures....</p> <p>Drama/role play...</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT</p>	<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p>	<p>Recall, select and organise historical information.</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	

Historical Themes	Childhood through history	Skill	Understanding the World - People and communities. - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family and friends. - Enjoys joining in with family customs and routines.	Compare their own lives with the lives of children from living memory with regards to a specific aspect of their lives.	Compare a childhood experience with a similar experience from a period of history.	Compare the lives of two demographics of children from the same time period.	Compare the lives of children across periods of history.	Identify trends over time.	Compare lives of children living at the same time but in a different civilisation.
		Knowledge		I know some of the similarities and differences between the toys we play with to those children in the 1970s would have played with.	I know some of the differences and similarities between the lives of children in quarantine living during the plague to living through the COVID-19 pandemic. (This will need adapting from Sept 2023 as children may not directly remember the Great Plague)	I know about the similarities and differences between the lives of rich and poor Victorians children. I know about the similarities and differences between the lives of rich and poor children in Ancient Greece.	I know how the lives of girls have changed over time.	I know what the lives of Viking girls and boys were like and identify trends in the lives of girls and boys across different periods of history studied (Victorians, Ancient Greeks, girls through history)	I know what the lives of children were like in the Maya civilisation and in Great Britain at the same time.
		Coverage		Term 3 - Changes in living memory: Toys	Term 2 - The Great Fire of London and the Plague	Term 3 - Victorians Term 5 - Ancient Greece	Term 4 - Women in History	Term 5 - The Vikings	Term 5 - The Maya
	Migration / exploration	Skill	Understanding the World - People and communities. - Remembers and talks about significant events in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience.	Explain why people might want to explore new parts of the world.	Explain why individual people migrated to other countries.		Explain why people from other countries throughout history wanted to come to Britain.	Explain push and pull factors for people throughout history leaving their homelands.	Explain why people throughout history have been forced to migrate.
		Knowledge		I can say why explorers want to visit the Arctic and Antarctic.	I know why Mary Seacole and Florence Nightingale moved to Crimea to help wounded soldiers.		I know why the Anglo-Saxons and Scots invaded Britain.	I know the push and pull factors for the Separatists and Vikings leaving their homelands and migrating to a new country.	I know why children were evacuated during WW2. I know why people from across the world were using the Titanic to migrate to America.
		Coverage		Term 5 - Explorers	Term 5 - Mary Seacole and Florence Nightingale		Term 6 - The Anglo-Saxons and Scots	Term 2 - The Mayflower Term 5 - The Vikings	Term 1 and 2 - World War 2 Term 3 - The Titanic
	Impact of history on today?	Skill	Understanding the World - People and communities. - Remembers and talks about significant events in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience.	Explain that things that happened in the past are still significant / used today.	Explain how individual people have impacted life today and why they should be remembered because of what they did in the past.	Explain what our lives might have been like without the events of a period in history.	Explain how periods of history have affected our lives today. Give examples of historical events happening now.	Discuss the lasting legacy of a historical event.	Explain the impact of a historical event on shaping the world at the time and its lasting impact today. Can explain how life may have been different if the outcome of a historical event had been different.
		Knowledge	<p>I know that some items from the past are still used today.</p> <p>I know that events from the past are still celebrated today - Gainsborough being the capital of England is still remembered today through celebrations and places in town being named after important people at the time.</p> <p>I know that some of the toys that children play with today were invented / first made in the past and used by children who lived in the past.</p>	<p>I know the impact Mary Seacole and Florence Nightingale had and why they should be remembered.</p>	<p>I know how our lives today would have been different without Victorian inventions.</p>	<p>I know what the Anglo-Saxons did for me - how that period of history has influenced life today.</p> <p>I know about significant women who are making history today.</p>	<p>I know how the Mayflower's links between Gainsborough and American have had a lasting legacy in Gainsborough.</p>	<p>I know the impact of the outcome of WW2 on the world at the time and on the world today. Can say how the world may have been different if the outcome of World War Two had been different.</p>	
		Coverage	<p>Term 1 - Local history</p> <p>Term 3 - Changes in living memory: Toys</p>	<p>Term 5 - Mary Seacole and Florence Nightingale</p>	<p>Term 3 - Victorians</p>	<p>Term 4 - Women in History</p> <p>Term 6 - The Anglo-Saxons and Scots</p>	<p>Term 2 - The Mayflower</p>	<p>Term 1 and 2 - World War 2</p>	

Assessed Skill