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	Age Related Statutory Content
EYFS	**Understanding the World** The Early Years Foundation Stage provides ample opportunities for children to find out about the past and begin to develop historical skills. The area of learning, Understanding the World, involves guiding children to make sense of their physical world and their community. Key to this is the introduction to a range of stories and the opportunity to demonstrate curiosity, finding out about their own lives and those before them. Staff ensure that through the use of class topics, children have the opportunity to investigate objects and ask/answer age appropriate enquiry questions about their features and origin. They are given the opportunities to use language related to time in the course of the school day and over the week, beginning to understand chronology and the passing of time. Children should be given opportunities to explore and learn through play with adults supporting and scaffolding their learning and ensuring ample opportunities for exploration. ELG: **Past and Present** Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling.

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KS1	**Chronological Understanding:** Develop an awareness of the past - Use common words and phrases relating to the passing of time - Know where all people/events studied fit into a chronological framework - Identify similarities/differences between periods **Historical Enquiry**: Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding - **Historical Terms**: Use a wide vocabulary of everyday historical terms **Interpretations of History**: Identify different ways in which the past is represented

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KS2	**Chronological Understanding**: Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time **Historical Enquiry**: Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information **Historical Terms**: Develop the appropriate use of historical terms. **Interpretations of History**: Understand that different versions of the past may exist, giving some reasons for this.

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Key vocabulary for each year group *must* be taught within the year and previous year's vocabulary should be regularly revisited and used to ensure that pupils are building upon prior learning and any gaps can be quickly identified and addressed.

Pupils' secure understanding of key substantive concepts such as invasion, trade, monarchy and power are essential for progress in history and will be built upon in different year groups over time. They will be explicitly taught, regularly revisited and assessed in context.

Key 'second order' or disciplinary concepts including chronology, change and continuity, similarity and difference, cause and effect, interpretations, historical evidence and significance are constantly reinforced through different content across the school.

Year Group	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
EYFS **Nursery**	-Through discussion, measure short periods of time in simple ways e.g. 'now' and 'then' using the nursery environment to stimulate discussion about the past - Do you remember when…? boards with photos throughout the nursery. -Talk about daily routines (daily timeline) and routines at home before and after nursery such as teeth cleaning, dinner, bath time etc. -Discuss 'Learning Journey' timelines and photo books created over the year, sharing memories and recalling past events. -Recognise that things happened before they were born. Have they	-Begin to make sense of their own life story by talking about past events in their own lives and in the lives of family members. Children share photos of their families and of themselves when they were a baby, commenting on them and talking about any memories they have of being younger. With permission, display in the nursery for children to see, talk about and ask questions about their own and others' families.	-Use everyday words related to time including: then, now, before, after, next, soon, yesterday, this morning, this afternoon, last night, same, different, old, new	-Listen and respond to stories, understanding the past through settings, characters and events.

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EYFS **Reception**	been told anything about the past by their family members? Share stories and books about the past before they were born e.g. Peepo by Janet and Allan Ahlberg or Grandma's Bill by Martin Waddell. -Look at old photos of St John's including the official opening photo. Can they see anyone they recognise? Is their teacher in the photo and if so, how have they changed? How has the school changed over time? -Order and sequence familiar events using basic chronology – use class timeline to order events of the day and discuss things happening over the week. Discuss routines and whether they have changed, such as when an event usually happens on a Monday but is now taking place on Wednesday.	-Show curiosity and ask questions of others to find out about things now and in the past. -Talk about objects and images they have observed pointing out any similarities and differences. -Talk about their own family, sharing photos and talking about the people in them. Discuss any memories they have of the events in the photos or anything they have been told about what is happening or when they were younger. -Historical Association enquiry- How have I changed since I was a baby? (Marvellous Me topic) -Find out about the past in different ways including through stories, fiction books, discussion with others, looking at artefacts including photos and objects and going on walks within the school grounds and local area – look at the Boys and Girls signs over the doors of the main building and discuss how school is different to this today. -Historical Association enquiry -Why do we wear different clothes at different times of the year? (Come Outside topic) -Historical Association enquiry -What are our favourite celebrations each year? (Winter Wonderland topic)	-Use everyday words related to time including: past, time, a long time ago, once upon a time, week, last week, the weekend older, younger, oldest, youngest, newest, very old	- Continue to listen and respond to stories, understanding the past through settings, characters and events. -Compare and contrast characters from stories, including figures from the past. -Enjoy stories about different families as well as familiar people within the community. -Discuss any experiences they have had such as times in the past when they visited the hairdressers or went to the doctor.

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Year 1	**"What makes our Cathedral so special?"** – Local history unit. **Key substantive concepts**: **Community** **Monarchy** **Power** **"How has shopping changed since my great-grandparents' time?"** – Changes in living history unit. **Key substantive concepts**: **Trade** **Monarchy** **Power** **Community** **"How are toys from the past the same and different to toys from today?"** – Changes in living history unit. **Key substantive concepts:** **Trade** **Monarchy**

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	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
Y1	-Use everyday words and phrases relating to the passing of time. (old, older, oldest, new, newer, newest, past, present, similarities, differences, yesterday, year, month, week, first, recent, before, after, change) -Identify old and new from pictures and artefacts. -Recognise a past and present in my own life and other people significant to me. -Identify differences between past and present.	-Ask questions about images and objects. -Know that we can find out about the past in different ways. -Develop an understanding of how stories can tell us about the past.	-Use a wide vocabulary of everyday historical terms, including: newer, past, present, similarities, differences, year, month, last term, first, recent, before, after, change, explain, celebrate, sequence **trade, monarchy, power, community**	-Know that different people might tell stories differently.

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Year 2	**"What really happened in the Great Fire of London?"** – Significant national event unit **Key substantive concepts:** **Trade** – links to Y1 Shops and Toys, Y2 Kings and Queens **Monarchy** – links to Y1 Canterbury Cathedral and Y2 Kings and Queens. **Power** – links to Y1 Canterbury Cathedral and Y2 Kings and Queens. **Community** – links to Y1 Canterbury Cathedral and Shops and Y2 Kings and Queens **Legacy** -links to Y2 Great Explorers, Kings and Queens **"What makes a great pioneer?"** – Comparing significant individuals' unit. **Key substantive concepts:** **Legacy** -links to Y2 Kings and Queens, Great Fire of London **"How powerful are kings and queens?"** – Local history/changes in living history unit **Key substantive concepts:** **Trade** – links to Y1 Shops,Toys, Y2 Great Fire of London **Monarchy** – links to Y1 Canterbury Cathedral and Y2 Great Fire of London. **Power** – links to Y1 Canterbury Cathedral and Y2 Great Fire of London **Community** – links to Y1 Canterbury Cathedral and Shops and Y2 Great Fire of London

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	Legacy -links to Y2 Great Explorers, Great Fire of London			
	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
Y2	-Develop an awareness of the past. -Use common words and phrases relating to the passing of time. (first, history, old, older, oldest, new, newer, newest, past, present, timeline, similarities, differences, yesterday, year, month, week, before, after, recent, earlier, later, change) -Sequence key events of a person or period studied. -Identify similarities and differences between periods. -Identify old & new from pictures and artefacts, recognising them as examples of sources providing information about the past. -Use primary and secondary sources to explore main causes and consequences of events.	-Ask and answer questions using sources -Understand some of the ways we find out about the past, understanding the importance of historians in developing our understanding. -Choose and use parts of stories and other sources to show understanding of an event.	-Use a wide vocabulary of everyday historical terms, including: history, historical, Historian, event, research, eyewitness, timeline, chronological order, earlier, later, information, trade, monarchy, power, legacy, community	-Identify different ways in which the past is told and how this can impact our understanding of events.

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Year 3	**"How advanced were the Ancient Egyptians?"** – Early civilisations unit **Key substantive concepts**: **Trade** – links to Y1 Shops and Toys, Y2 Great Fire of London and Kings and Queens **Monarchy** – links to Y1 Canterbury Cathedral, Shops, Toys, Y2 Kings and Queens, Great Fire of London, Y3 Durovernum **Power** – links to Y1 Canterbury Cathedral, Shops, Toys, Y2 Kings and Queens, Great Fire of London, Y3 Durovernum **Community** – links to Y1 Canterbury Cathedral, Shops, Y2 Kings and Queens, Great Fire of London, Y3 Durovernum. **Legacy** – links to Y2 Great Explorers, Kings and Queens, Y3 Ancient Egypt, Durovernum, **"How did the Romans change Canterbury? (Durovernum Cantiacorum)"** – Roman Britain and Local History unit **Key substantive concepts**: **Invasion** **Power** – links to Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt **Community** – links to Y1 Canterbury Cathedral, Shops, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt **Legacy** – links to Y2 Great Explorers, Kings and Queens, Y3 Ancient Egypt

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	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
Y3	-Use a timeline with dates including AD or BC. -Use dates to describe some events. -Understand the concept of decades and centuries.	-Understand that some things from the past affect life today. -Suggest what objects from the past were used for. -Begin to understand why people in the past acted as they did. -Represent aspects of the past through role-play.	-Develop the appropriate use of historical terms. -Use a range of historical terms including: AD/BC, primary, secondary source, artefact, historical, evidence, cause, decade/century, period, ancient, civilisation, chronology, Archaeology/ist, excavate, change and continuity, invaders, invasion, fort, settlers, settlement, combat, conquer(ed) trade, monarchy, power, invasion, community, legacy	-Know that people had different experiences of the past and therefore might tell it differently.

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Year 4	**"How 'dark' were the 'Dark Ages'?"** – Anglo-Saxon settlement unit **Key substantive concepts**: **Power and democracy** – links to Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy **Invasion** – links to Y3 Durovernum **Legacy** – links to Y2 Great Explorers, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy **Trade** – links to Y1 Shops, Toys, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt **Community** - links to Y1 Shops, Toys, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum **"What did the Ancient Greeks do for us?"** – Achievements of the Ancient Greek civilisation unit **Key substantive concepts** **Power and democracy** - links to Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages **Legacy** – links to Y2 Great Explorers, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages

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	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
Y4	-Use a timeline including BC and AD to place events and periods. -Introduce millennium and recap decades and centuries. -Know some similarities and differences within a time period (e.g. the lives of rich & poor, male & female) -Give reasons for change	-Infer what objects and structures in the past were used for. -Consider what affects the reliability of sources -Identify the most useful source for a particular task. -Describe how some things from the past affect life today.	-Develop the appropriate use of historical terms. -Use a range of historical terms including: millennium, contrast, cause and effect/consequence, interpret, interpretations, accurate, version, historical argument, point of view, time difference, trade, power, democracy, legacy, invasion, community	-Identify different interpretations of the past.

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Year 5	**"How much did life change from the Stone Age to the Iron Age?"** – Stone Age to Iron Age unit **Key substantive concepts**: **Invasion** – links to Y3 Durovernum, Y4 Dark Ages **Legacy** – links to Y2 Kings and Queens, Great Explorers, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking struggle **Trade** – links to Y1 Shops, Toys, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum , Y4 Dark Ages, Y5 Anglo-Saxon and Viking struggle **Community** – links to Y1 Canterbury Cathedral, Shops, Y2 Great Fire of London, Kings and Queens, Y3 Durovernum, Ancient Egypt, Y4 Dark Ages **"The Vikings: Vicious Invaders or Peaceful Settlers?"** – Anglo-Saxon and Viking conflict unit **Key substantive concepts**: **Invasion** – links to Y3 Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age **Power** – links to Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy, Y5 Stone Age to Iron Age **Trade** - – links to Y1 Shops, Toys, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age **Legacy**- links to Y2 Kings and Queens, Great Explorers, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy, Dark Ages, Y5 Stone Age to Iron Age

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	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
Y5	-Begin to use scaling when constructing a timeline/refer to the modern use of CE and BCE as a modern alternative to BC and AD. -Identify changes across periods of time -Begin to identify cause and effect in change. -Describe the main changes in a period of history	-Adapt ideas and viewpoints as new information arises. -Explain and justify own point of view using evidence.	-Develop the appropriate use of historical terms. -Use a range of historical terms, including: significant, historical significance, bias, CE (Common Era), BCE (Before Common Era), crime, punishment, hypothesis, influence, comparison, treaty, invasion, power, legacy, trade, community	-Use prior knowledge of sources and evidence to justify the reliability of versions of the past. -Consider how historians have constructed different interpretations of the past and use this to give a balanced view of the past.

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Year 6	**"What do we know about the impact of World War 2 on people living in Britain at the time?"** - British history beyond 1066 **Key substantive concepts:** **Legacy**- links to Y1 Toys (Victorians), Y2 Great Explorers, Y3 Durovernum (Roman education), Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking struggle, Stone Age to Iron Age, Y6 Early Islamic Civilisation, Y6 Education **Power and democracy** – links to Y2 Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking struggle, Y6 Early Islamic Civilisation, Y6 Education **Community** – links to Y1 Shops, Canterbury Cathedral, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age, Y6 Early Islamic Civilisation, Y6 Education **Invasion** – links to Y3 Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age, Y5 Anglo-Saxon and Viking struggle **Trade** – links to Y1 Shops, Toys, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age, Y6 World War 2 **"What does the 'West' owe to the 'East'?"** – Early Islamic Civilisation unit **Key substantive concepts:** **Power and democracy** – links to Y2 Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking Struggle, Y6 Education **Legacy** – links to Y1 Toys (Victorians), Y2 Kings and Queens, Great Explorers, Y3 Durovernum (Roman education), Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking struggle, Stone Age to Iron Age, Y6 Education, Y6 World War 2

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	Trade – links to Y1 Shops, Toys, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age, Y6 World War 2 **Community** – links to Y1 Shops, Canterbury Cathedral, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age, Y6 Education, Y6 World War 2 **"When was the best time to be a student?"** – Key theme beyond 1066 unit. **Key substantive concepts**: **Power and democracy** – links to Y2 Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking Struggle, Y6 Early Islamic Civilisation (Ancient Baghdad), Y6 World War 2 **Legacy** - links to Y1 Toys (Victorians), Y2 Kings and Queens, Great Explorers, Y3 Durovernum (education), Y4 Ancient Greek Legacy, Dark Ages, Y5 Anglo-Saxon and Viking struggle, Stone Age to Iron Age, Y6 Early Islamic Civilisation (Ancient Baghdad), Y6 World War 2 **Community** – links to Y1 Shops, Canterbury Cathedral, Y2 Great Fire of London, Kings and Queens, Y3 Ancient Egypt, Durovernum, Y4 Dark Ages, Y5 Stone Age to Iron Age, Y6 Early Islamic Civilisation (Ancient Baghdad) , Y6 World War 2

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	Chronological Understanding:	Historical Enquiry:	Historical Terms:	Interpretations of History:
Y6	- Begin to scale more accurately when constructing a timeline/ relate date to century e.g. 200AD is 2nd Century. - Note connection, contrasts, cause, change and trends over time	-Devise historically valid questions -Understand the role of opinion and propaganda -Form arguments based upon a range of sources	-Develop the appropriate use of historical terms. Use a range of historical terms, including: summarise, persuade, social, economic, societies, advancements, philosophy, propaganda, opinion, viewpoint, misinformation, major influence, power, democracy, legacy, trade, community	-Make connections and analyse trends. -Research and analyse a wide range of evidence to support views. -Give reasons for differing versions of the past.

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Key Vocabulary **Key vocabulary for each year group *must* be taught within the year and previous year's vocabulary should be regularly revisited and used to ensure that pupils are building upon prior learning, with gaps being quickly identified and addressed. Topic specific vocabulary will also be taught in addition to the key vocabulary below.**							
Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
then, now, before, after, next, soon, yesterday, this morning, this afternoon, last night, same, different, old, new	past, time, a long time ago, once upon a time, week, last week, the weekend older, younger, oldest, youngest, newest, very old	newer, past, present, similarities, differences, year, month, last term, first, recent, before, after, change, explain, celebrate, sequence	history, historical, Historian, event, research, eyewitness, timeline, chronological order, earlier, later, information, pioneer,legacy	AD/BC, primary, secondary source, artefact, evidence, cause, decade, century, period, ancient, empire, civilisation, chronology, Archaeology/ist excavate, change and continuity, invaders, invasion, fort, settlers, settlement, combat, conquer(ed)	millennium, contrast, cause and effect, consequence, interpret, interpretations, accurate, version, historical argument, point of view, time difference	significant, historical significance, bias, CE (Common Era), BCE (Before Common Era), crime, punishment, hypothesis, influence, comparison, treaty	summarise, persuade, social, economic, societies, advancements, philosophy, propaganda, opinion, viewpoint, misinformation, major influence, evacuation, persecution, ration, refugee,