

Strand	Key Learning / Progression in Knowledge and Skills
EYFS Chronological Understanding	Order simple experiences in relation to themselves, and others including stories, events, and experiences (Lancashire Planning Document).
EYFS Historical Enquiry	Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books (Lancashire Planning Document)
EYFS Knowledge and Interpretation	- Talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past. - Describe features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. - Talk to others about what they know about a key person, character, event from the past. - Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.
Year 1 Chronological Understanding	Changes within living memory - Recognise the distinction between past and present. - Put three objects in chronological order. (old, new/young, days, months and years) - Know that some objects belonged to the past. - Explain how they have changed since they were born. - Describe special or significant events in their own lives. - Use common words and phrases relating to the passing of time (a long time ago, old, new). - Ask and answer questions about old and new objects.
Year 1 Historical Enquiry	Changes within living memory - Identify old and new things in a picture. - Use sources to answer questions about the past e.g. which object is older? How do we know? - Make simple observations about different people and events. - Give a plausible explanation about what an object was used for in the past. - Consider why things may change over time.
Year 1 Knowledge and Interpretation	The lives of significant individuals who have contributed to national and international achievements - Know that some famous people have helped our lives be better today. - Use a variety of historical terms such as Pole explorer. - To know when the Queen's coronation took place, within a chronological framework. - Talk about what a significant person has done to become well known/famous. - Recognise that we celebrate certain events because of what happened many years ago. - Retell or choose part of simple stories about people and events in the past.
Year 2 Chronological Understanding	Events beyond living memory that are significant nationally or globally - Use phrases like 'before', 'after', 'past', 'present', 'then', 'a long time ago' and 'now' in their historical learning (Castles). - Recognise that their own lives are similar / different from the lives of people in the past. - Talk about ways of life at different times. (Learie Constantine /Castles) - Sequence a set of events and facts in chronological order and give reasons for their order. (Changes over time of castles/Life of Learie Constantine)
Year 2 Historical Enquiry	Significant historical events, people and places in their own locality - Identify some of the basic ways the past can be represented e.g. through pictures (Quality images of castles photographic and illustrative). - Research the life of a famous Briton from the past using different resources to help them. Learie Constantine. - Research the life of someone who used to live in their area using the internet and other sources to find out about them (Learie Constantine) – Black History Unt. - Talk and write about who was significant in a simple historical account (Learie Constantine).

	- Answer questions by using a specific sources, such as objects, pictures, stories, plays, songs, film clips (Learie Constantine), museum displays and information books (Castles). - Compare and contrast using simple historical sources e.g. pictures (Castles - Lancaster and Carlisle). - Compare their lives to the lives of people living in castles.
Year 2 Knowledge and Interpretation	Significant historical events, people and places in their own locality - Use simple historical sources, children understand why castles were built and features they needed. - Understand how the constructions of castles at different points over time has shaped the lives of our nation. - Understand what life was like for people living in castles and what the different roles of people were (making their experiences of life very different). - Research the life of a famous Briton from the past using different resources to help them. Learie Constantine.
Year 3 Chronological Understanding	The Romans - Understand where the Roman Empire began. - Research Julius Caesar and create a timeline of his life. - Establish a chronological understanding of the Roman invasion of Britain using appropriate historical terminology i.e. Roman, decade, BC, AD. Anglo-Saxons and Vikings - Explain when and where the Vikings came from and why they raided Britain. - Use a timeline to set out the order things may have happened. - Use their mathematical knowledge to work out how long ago events happened. - Explain how the last Anglo-Saxon kings shaped Britain.
Year 3 Historical Enquiry	The Romans - Find out what a Roman soldier wore and why. - Research the size and structure of Hadrian's wall and when it was built. - Learn about the impact of Roman technology, culture and beliefs from Roman artefacts. - Learn about Roman beliefs from studying Roman gods. Anglo-Saxons and Vikings - Compare the significance of Anglo-Saxon kings in the Viking period. - Use various sources of evidence to answer questions. - Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence. - Use various sources to piece together information about a period in history. - Recognise how sources of evidence are used to make historical claims. (Artists' pictures, museum displays, artefacts, written sources)
Year 3 Knowledge and Interpretation	The Romans - Research the events of Boudicca's rebellion from different perspectives. - Recognise connections, contrasts and trends of Roman instruments. Anglo-Saxons and Vikings - Explain who Ethelred II was and say when and why Danegeld was introduced. - Identify and explain key aspects of Viking life. - Use relevant and appropriate historical terms such as settlement, invasion etc. - Explain how the legal system worked in Anglo-Saxon Britain. - Recognise that Britain has been invaded by several different groups over time, making connections and contrasts over time. - Show their historical findings through a range of methods including the use of ICT, maps and timelines. A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.
Year 4 Chronological Understanding	Ancient Egypt - Plot historical events on a timeline. - Use the appropriate terminology i.e. century, ancient, Egyptian, empire, BC. - Learn about when and where the ancient Egyptians lived. Stone Age to Iron Age - Find out what happened in The Stone Age and put events in the correct order.
Year 4	Ancient Egypt Find out about ancient Egyptian life by looking at artefacts.

Historical Enquiry	- Understand how evidence can give us different answers from the past. (The discovery of the tomb of Tutankhamun- two versions of events). Maya Civilisation - Research facts about the Maya civilization. - Locate the ancient Maya cities. - Find out what we know about the Maya from the drawings of Frederick Catherwood. Stone Age to Iron Age - Find out how cave paintings told us about life in The Stone Age. - Discuss what we know about Skara Brae and how.
Year 4 Knowledge and Interpretation	Ancient Egypt - Understand what was important to people during ancient Egyptian times. - Identify characteristics of society. - Understand and explain the ancient Egyptian ritual of mummification. - Compare and contrast the Egyptian writing system with my own. - Compare and contrast the powers of different Egyptian gods. Maya Civilisation - Consider similarities between the Maya gods, Egyptian Gods and different religions today. - Compare the Maya number system to our number system. - Compare what the Maya people grew and ate to what we / the Egyptians ate. - Learn about Chichen Itza. Stone Age to Iron Age - Compare homes on the Palaeolithic, Mesolithic and Neolithic times. - Talk about what people ate in the Stone Age and how this changed over time. - Compare life in the Stone Age to life today. A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.
Year 5 Chronological Understanding	Victorians - Sequence events and periods using appropriate terms: Victorian era, turn of the century, pre-war. Ancient Greece - Know where and when the Ancient Greek civilisation existed and order events on a timeline. - Know some significant events from the history of Ancient Greece.
Year 5 Historical Enquiry	Victorians - Use primary and secondary sources to discover what life was like in our locality in The Victorian Era and support their line of enquiry. - Discuss and evaluate the reliability of primary and secondary sources and make inferences. - Use coastal settlement patterns and railway routes as a basis for research to use this information to test a hypothesis Ancient Greece - Find out what information we can gather from artefacts e.g Vases. Research and describe an important Greek artefact. - Recognise that the past is constructed from a range of different sources. - Use a wide range of sources as a basis for research to answer questions and to test hypothesis.
Year 5 Knowledge and Interpretation	Victorians - Describe how the leisure industry developed from 19th century to today. - Explain how our locality has changed over time, explaining how things have changed or stayed the same. - Describe how different people in the Victorian era worked, travelled and funded coastal visits. - Make connections, draw contrasts and trends over the periods from Victorian Era to now. Ancient Greece - Learn about the Greek Empire, how it was established and maintained and the impact on the wider world.

	• Use appropriate vocabulary when discussing and describing historical events and concepts i.e. democracy, society. • Research the religious beliefs of the Ancient Greek people and talk about the gods they worshipped. • Understand the Greek writing system, know some of the well-known Greek writers and stories. • Read and understand some Ancient Greek myths. A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade. To be proposed (split between y3/4/5)
Year 6 Chronological Understanding	World War II • Explain why World War II began and order events from early WW II on a timeline. • Describe what happened during some key events from WWII and order them on a timeline.
Year 6 Historical Enquiry	World War II • Identify how historical artefacts have helped us understand more about British lives in the present and past. • Discuss how different accounts of events have helped us build up a picture of the past. Give reasons for contrasting arguments and interpretations of the past.
Year 6 Knowledge and Interpretation	World War II • Show an appreciation for what life was like for an evacuee. • To know when, where and why children were evacuated. • Understand why and how rationing was introduced during WWII and how people adapted to deal with reduced product availability. • Describe how people's diets were different during WWII, and make comparisons with their own. • Understand how important and significant the role of women was during WWII. • Describe women's wartime jobs and what they entailed. • Explain what the holocaust was and describe some events that happened. • Understand the impact on people's lives as a result of historical events/ situations (Nazis/Holocaust). Aspect of British History beyond 1066 – 'A Lancashire Slave Ship called Hope'/ The Transatlantic Slave Trade To be proposed