

EYFS	Organisation of knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
	Relevant ELG	<p>ELG: Past and present</p> <ul style="list-style-type: none"> ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> ✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> ✓ Invent, adapt and recount narratives and stories with peers and their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Listening</p> <ul style="list-style-type: none"> ✓ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. ✓ Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: Speaking</p> <ul style="list-style-type: none"> ✓ Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. <p>ELG: Past and present</p> <ul style="list-style-type: none"> ✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Past and present</p> <ul style="list-style-type: none"> ✓ Understand the past through settings, characters and events encountered in books read in class and storytelling
	KS1 readiness objectives	<ul style="list-style-type: none"> ✓ Use words associated with the past including yesterday, last week, last year ✓ Use past tense when speaking about things that happened in the past 	<ul style="list-style-type: none"> ✓ Share their memories of significant events in their own lives. ✓ Talk about things that have changed. ✓ Begin to put these events in order 	<ul style="list-style-type: none"> ✓ Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. ✓ Begin to put events in order. 	<ul style="list-style-type: none"> ✓ Talk about the order of events in a range of familiar stories. ✓ Recognise language in stories that shows the story happened in the past.

Year 1	Autumn	Spring	Summer
	<p>Events beyond living memory – The Gunpowder Plot</p> <p>Significant Individuals – Guy Fawkes</p>	<p>Significant Individuals – Florence Nightingale</p>	<p>Changes within living memory</p>
	<ul style="list-style-type: none"> ✓ I can find out about Guy Fawkes. ✓ I can understand some of the differences in how people such as Guy Fawkes lived, compared with today. ✓ I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered. ✓ I can find out about the main events of the Gunpowder Plot. I can find out about what happened to the plotters after the Gunpowder Plot was discovered. ✓ I can use parts of the Gunpowder Plot to show what I know and understand about it. ✓ I can find out about how the Gunpowder Plot is remembered. 	<ul style="list-style-type: none"> ✓ I can explain what makes a person significant. ✓ I can compare hospital life in the time of Florence Nightingale to modern hospitals. ✓ Map where Florence travelled throughout her life. ✓ Create a comparative picture of nurses in the past and nowadays. 	<ul style="list-style-type: none"> ✓ TBA

Year 2	Autumn	Spring	Summer
	<p>Events beyond living memory – The Great Fire of London</p> <p>Significant Individuals – Samuel Peeps</p>	<p>Significant Individuals – Mary Seacole</p>	<p>Significant historical places and changes within living memory –</p> <p>The History of Travel and Transport in Liverpool</p>
	<ul style="list-style-type: none"> ✓ I can find out some of the ways in which London has changed. ✓ I can find out some of the ways in which how we live now is different and similar to how people lived in 1666. ✓ I can find out about how the Great Fire started and spread across London. ✓ I can understand how we know about the Great Fire of London. ✓ I can find out about Samuel Peeps and his diary and understand what this tells us about London and the Great Fire ✓ I can find out how London was rebuilt after the Great Fire. 	<ul style="list-style-type: none"> ✓ I can explain what makes a person significant. ✓ I can recall and explain facts Florence Nightingale improved nursing. ✓ I can explain how Mary Seacole improved nursing. ✓ I can explain who Edith Cavell was and how she improved nursing. ✓ I can make comparisons between the life and achievements of Florence Nightingale, Mary Seacole & Edith Cavell 	<ul style="list-style-type: none"> ✓ I can find out the different ways in which travel and transport has changed from past to present. ✓ I can find out about why Liverpool is such an important British city and the role it has played in the development of different kinds of transport. ✓ I can find out about an early form of transport by boat and the opening of the world's first wet dock in Liverpool in 1715 ✓ I can find out about George Stephenson's life and inventions and the opening of the world's first passenger railway between Liverpool and Manchester in 1830. ✓ I can understand how trains changed people's lives in the 19th century and the importance of the Liverpool Overhead Railway. ✓ I can find out about how cars have changed since they were invented and how this led to the opening of the first Mersey Tunnel in 1934.

Year 3	Autumn		Summer
	The achievements of Early civilisations – Ancient Egypt		Changes in Britain from the Stone Age to the Iron Age
	<ul style="list-style-type: none"> ✓ I can find out about ancient Egyptian life by looking at artefacts. ✓ I can understand what was important to people during ancient Egyptian times. ✓ I can understand and explain the ancient Egyptian ritual of mummification. ✓ Through studying Tutankhamun, I can understand how evidence can give us different answers about the past. ✓ I can compare and contrast the Egyptian writing with my own. ✓ I can compare and contrast the powers of different Egyptian gods. 		<ul style="list-style-type: none"> ✓ I can understand what humans needed for survival in the Stone Age. ✓ I can understand what was found at Skara Brae and why it is important. ✓ I can understand what copper mining meant to the people of the Bronze Age. ✓ I can understand how evidence about the Stonehenge can give us different answers about the past ✓ I can understand how and why hillforts were developed in the Iron Age.

Year 4	Autumn		Summer
	Ancient Greece*		The Roman Empire and its impact on Britain
	<ul style="list-style-type: none"> ✓ I can explain how and why empires grow. ✓ I can explain the chronology of a timeline. ✓ I can explain how the political system worked in Ancient Greece. ✓ I can compare this system with other political systems. ✓ I can compare different city-states and recall facts about the Battle of Marathon. ✓ I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. ✓ I can use a range of sources to find out about the past and then present my findings. 		<ul style="list-style-type: none"> ✓ I have knowledge of Julius Caesar’s attempted invasion in 55-54 BC and the reasons it failed ✓ I understand the power and size of the Roman Empire by AD 42 and the power of its army. ✓ I have knowledge of the successful invasion by Claudius and conquest of Britain, including the construction of Hadrian’s Wall ✓ I can give examples of British resistance to the Roman Invasion, e.g. Boudica ✓ I can explain and give examples of the “Romanisation” of Britain: culture and beliefs. ✓ I will visit Chester (Dewa) and will be able to identify the legacy of its Roman past.

Year 5	Autumn	Spring	Summer
	The First World War and its impact upon the 20th Century	Britain’s Settlement by the Anglo-Saxons and Scots	The Ancient Mayan Civilisation
	<ul style="list-style-type: none"> ✓ I know where WW1 fits into the chronological framework of British, European and World History. ✓ I know how and why the First World War began ✓ I know how propaganda was used to persuade men to join the British armed forces ✓ I know about the PALS battalions and their significance in my locality. ✓ I will discover how aspects of World War 1 are reflected in my local area. ✓ I can describe what life was like for men in the trenches ✓ I can answer and ask questions about the Battle of the Somme and present my findings. ✓ I can explain how we remember the dead from the First World War 	<ul style="list-style-type: none"> ✓ I understand where the Anglo-Saxons and Scots came from. ✓ I understand how, when and why the Anglo-Saxons and Scots invaded Britain. ✓ I understand how the Anglo-Saxons changed Britain. ✓ I understand what life was like in Anglo-Saxon Britain. ✓ I know about Anglo-Saxon runes and what the different symbols represent. 	<ul style="list-style-type: none"> ✓ I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. ✓ I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. ✓ I can understand how the Maya number system works. ✓ I can identify and use a range of evidence sources to help me understand more about the Maya civilisation. ✓ I can explain what the Mayan writing system consists of, how words are constructed and what codices are. ✓ I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.

Year 6	Autumn	Spring	Summer
	Ancient Greece*	The Viking and Anglo-Saxon Struggle for the Kingdom of England	Local History Study – Liverpool in World War II
	<ul style="list-style-type: none"> ✓ I can explain how and why empires grow. ✓ I can explain the chronology of a timeline. ✓ I can explain how the political system worked in Ancient Greece. ✓ I can compare this system with other political systems. ✓ I can compare different city-states and recall facts about the Battle of Marathon. ✓ I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. ✓ I can use a range of sources to find out about the past and then present my findings. 	<ul style="list-style-type: none"> ✓ I can explain when and where the Vikings came from and why they raided Britain. ✓ I can compare the significance of Anglo-Saxon kings during the Viking period. ✓ I can explain who King Ethelred II was and say when and why Danegeld was introduced. ✓ I can identify and explain key aspects of Viking life. ✓ I can explain how the legal system worked in Anglo- Saxon and Viking Britain. ✓ I can explain how the last Anglo-Saxon kings shaped Britain. 	<ul style="list-style-type: none"> ✓ I can explain why World War II began and order events from early World War II on a timeline. ✓ I can empathise with evacuee from World War II and understand why this happened in cities like Liverpool. ✓ I can describe how people’s diets were different during World War II and answer questions about the implementation of rationing. ✓ I can find out about the dangers of the Blitz and how it affected the lives of the people living in Liverpool. ✓ I can understand the importance of the city of Liverpool during the war and the contribution it made to the survival of the British people and the eventual allied victory.

*Ancient Greece History Unit in Year 6 is moving to Year 4 from September 2024 and the Year 4 Tudors History Unit is moving to Year 6 from September 2025 to ensure a more consistent chronology of teaching units.