

Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>I know that things change as time passes.</li> <li>I know that I was a baby, then a toddler, and that I am growing and changing.</li> <li>I know that people, places, and things were sometimes different in the past.</li> <li>I know that family members can tell me about what life was like when they were younger.</li> <li>I know that some special times and events happen every year.</li> </ul>	<ul style="list-style-type: none"> <li>I know that throughout someone's lifetime, some things change while other things stay the same.</li> <li>I know that everyday objects, such as toys, have changed over time (e.g. toys from 100 years ago compared with toys today).</li> <li>I know that inventions (e.g. the teddy bear, electronic toys) have influenced people's lives and still do today.</li> <li>I know that schools have changed over time.</li> <li>I know that daily school life in the past was different to today, but some things have stayed the same.</li> <li>I know that we can find out about the past by talking to people who experienced it and by looking at different sources (e.g. photographs, objects, stories).</li> <li>I know that the Wright Brothers invented the first engine-powered aeroplane.</li> <li>I know some similarities and differences between flight in the time of the Wright Brothers and flight today.</li> <li>I know some significant facts about women in flight (e.g. Amelia Earhart, Amy Johnson).</li> <li>I know that a monarch in the UK is a king or queen and that the monarchy has changed over time.</li> <li>I know that in the past, monarchs could make decisions alone, but they do not have the power to do so anymore.</li> <li>I know that William the Conqueror became king of England in 1066.</li> <li>I know what an explorer is and what they do.</li> <li>I know that exploration has changed over time (e.g. by ship, by plane, into space).</li> <li>I know why some explorers are significant and how they have changed people's lives, ideas, or events.</li> </ul>	<ul style="list-style-type: none"> <li>I know that during the Neolithic period, people began to settle in communities and farm the land.</li> <li>I know that during the Bronze Age, people learned to make tools and weapons from metal and trade became more common.</li> <li>I know that by the Iron Age, people lived in tribes led by a chief or king, often based around hill forts.</li> <li>I know that trade increased during the Iron Age and understand why coins were needed.</li> <li>I know the Roman army was responsible for the expansion of the Empire.</li> <li>I know The Romans invaded Britain to allow Emperor Claudius to show off his power and for natural resources.</li> <li>I know how the Roman army's structure, discipline and equipment made it so successful.</li> <li>I know that the Ancient Egyptians worshipped many gods and goddesses who they believed controlled daily life.</li> <li>I know that pharaohs were the rulers of Ancient Egypt.</li> <li>I know that pyramids were large stone tombs built for pharaohs.</li> <li>I know that mummification prepared the body for the afterlife.</li> <li>I know that in the past, many children had to work to help support their families.</li> <li>I know that Lord Shaftesbury worked to improve children's lives and encouraged the establishment of schools for working children.</li> <li>I know that many children did not live to adulthood in Tudor and Victorian England because of diseases such as cholera, smallpox, and the plague.</li> <li>I know that after the Romans left Britain in 410 AD, new groups began to invade and settle.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Tudor period occurred between 1485 and 1603 and the Battle of Bosworth in 1485 marks the start of the Tudor dynasty.</li> <li>I know that Henry VIII was a key figure in British history and can explain the impact his reign had on society.</li> <li>I know that the Dissolution of the Monasteries and the Reformation of the Church were turning points in British history.</li> <li>I know that everyday life in Tudor England was different for rich and poor people.</li> <li>I know that democracy began in Ancient Athens and can explain how it worked.</li> <li>I know that the Ancient Greeks worshipped many gods and goddesses, each with their own stories, powers, and temples.</li> <li>I know the key achievements of the Ancient Greeks, including advances in philosophy, science, architecture, sport, and theatre.</li> <li>I know how the Sikh Empire was formed and show on a map where it was located.</li> <li>I know the main Sikh beliefs and explain how they influenced how people lived and were treated in the Sikh Empire.</li> <li>I know why Lahore was an important city for trade, culture, and government in the Sikh Empire.</li> <li>I know who Maharaja Ranjit Singh and Sophia Duleep Singh were and explain why they are remembered today.</li> <li>I know that the Blitz began when German bombers targeted British cities and industrial sites.</li> <li>I know that around 1.5 million children were evacuated to safer areas of the countryside.</li> <li>I know that women took on greater roles in society due to the absence of many men.</li> <li>I know that the Battle of Britain took place between July and October 1940 and was</li> </ul>

		<ul style="list-style-type: none"> <li>• I know that the Anglo-Saxons invaded Britain from around 410 AD and divided the land into five kingdoms: Northumbria, Mercia, Wessex, East Anglia, and Kent.</li> <li>• I know that the Vikings later invaded parts of Britain.</li> <li>• I know that the Anglo-Saxons and Vikings left a legacy that still influences life in Britain today, such as place names, language, and laws.</li> <li>• I know the key features of Ancient Maya cities, such as temples, pyramids, plazas, and ball courts.</li> <li>• I know that the Ancient Maya settled in the rainforest and faced challenges such as dense vegetation, poor soil, and limited water.</li> <li>• I know that the Ancient Maya made important achievements, including in farming, writing, maths, calendars, and architecture.</li> <li>• I know that achievements of ancient civilisations have influenced later developments in technology, culture, and science.</li> </ul>	<p>fought between the RAF and the Luftwaffe in four phases.</p> <ul style="list-style-type: none"> <li>• I know that World War 2 caused significant changes to everyday life in Britain, including rationing, evacuation, and air raids.</li> <li>• I know that people have lived in the Bulford area since prehistoric times and that archaeological evidence, such as the Bulford Henges, shows this.</li> <li>• I know that by the medieval period, Bulford was a small farming settlement with its own church and fields.</li> <li>• I know that during the 19th and 20th centuries, Bulford changed as the military established camps, and the Bulford Light Railway was built.</li> <li>• I know that the Bulford Kiwi was created in 1919 by New Zealand soldiers after World War I and has become a local landmark.</li> <li>• I know that the Vikings established trade routes across Europe and as far as America, Iraq and Jerusalem using longboats.</li> <li>• I know that the Vikings settled in part of Britain called the Danelaw.</li> <li>• I know that Vikings were involved in raiding, trading, and settling, and that their activities changed over time.</li> </ul>
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**Disciplinary Skills**

<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<ul style="list-style-type: none"> <li>• I can ask questions about the world around me.</li> <li>• I can talk about objects and people from the past.</li> <li>• I can talk about things that happened yesterday or “a long time ago.”</li> <li>• I can ask questions to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask one question about an artefact from the past.</li> <li>• I can recognise similarities and differences between the same type of object in the past and the present.</li> <li>• I can make comparisons between life in the past and today.</li> <li>• I can describe three features of life in the past and present.</li> <li>• I can explain my own viewpoint about whether I would have preferred to live in the past or now, giving reasons.</li> <li>• I can identify important events within the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the limitations of archaeological evidence and why it does not give us a complete picture of the past.</li> <li>• I can use artefacts to make deductions about the life of the Amesbury Archer.</li> <li>• I can compare different types of evidence and decide which are most useful.</li> <li>• I can explain the meaning of empire and invasion.</li> <li>• I can explain the meaning of legacy and identify the consequences of the Roman invasion of Britain.</li> <li>• I can explain why the Romans needed a powerful army.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify causes of significant events (e.g. the Battle of Bosworth).</li> <li>• I can describe what life might have felt like for people living in the past.</li> <li>• I can analyse how different types of evidence (artefacts, art, writing, ruins) help historians build a picture of Ancient life.</li> <li>• I can recognise that our knowledge of the Ancient Greeks is incomplete, and that historians make interpretations based on available evidence.</li> <li>• I can use evidence from different sources (maps, artefacts, texts, and visual sources)</li> </ul>

<ul style="list-style-type: none"> <li>I can notice and talk about how objects, clothes, or homes look different now than they used to.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall one change and something that has stayed the same in the history of flight.</li> <li>I can identify a primary source.</li> <li>I can recognise and compare the similarities and differences between buildings.</li> <li>I can identify features of important buildings and explain how they have changed over time.</li> <li>I can answer simple questions about the past using sources such as photographs, maps, or stories.</li> <li>I can ask and begin to answer how and why questions about events and people.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why the ancient Egyptians built pyramids and suggest how they did.</li> <li>I can explain the links between ancient Egyptian beliefs and mummification.</li> <li>I can compare the beliefs in different cultures, times and groups.</li> <li>I can suggest how children's lives changed between the Tudor and Victorian periods.</li> <li>I can explain why children needed to work in the past and identify some of the jobs they did.</li> <li>I can compare leisure activities from different periods and give reasons for why they changed over time.</li> <li>I can explain how the Britons may have felt when the Romans left Britain.</li> <li>I can suggest reasons why the Anglo-Saxons invaded Britain.</li> <li>I can explain the threat the Vikings posed to Anglo-Saxon kingdoms.</li> <li>I can describe beliefs of the Ancient Maya, including the importance of gods and rituals.</li> <li>I can explain some reasons for the decline of the Maya civilisation.</li> <li>I can discuss the advantages and challenges of settling in the rainforest environment.</li> </ul>	<p>to draw conclusions about life in the Sikh Empire.</p> <ul style="list-style-type: none"> <li>I can identify causes and consequences of key events, such as the formation and decline of the Sikh Empire.</li> <li>I can evaluate the significance of historical figures and events, understanding why they are remembered in different ways and by different communities.</li> <li>I can identify the causes of World War 2.</li> <li>I can identify and describe the different phases of the Battle of Britain.</li> <li>I can evaluate the accuracy and reliability of sources, considering who created them and why.</li> <li>I can explain cause and consequence when describing events and changes during World War 2.</li> <li>I can explain why settlements change over time, linking this to factors such as land use, population, and military needs.</li> <li>I can identify cause and consequence when explaining changes in Bulford's development.</li> <li>I can compare similarities and differences in Bulford across different historical periods.</li> <li>I can explain whether the Vikings were raiders or traders, providing supporting evidence.</li> <li>I can make links between events and changes within and across different time periods and societies.</li> <li>I can use a range of sources to find out about a particular aspect of the Viking past.</li> <li>I can explain cause and consequence when describing Viking activity.</li> </ul>
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Chronological Awareness			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>I can use time-related vocabulary (before, now, later).</li> </ul>	<ul style="list-style-type: none"> <li>I know that a timeline shows the order in which events happened in the past.</li> <li>I can place events studied onto a chronological framework (past to present).</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Stone Age, Bronze Age and Iron Age in the correct order on a timeline.</li> <li>I can use dates and time-related vocabulary such as BC, before, after, earlier, and later.</li> </ul>	<ul style="list-style-type: none"> <li>I know which periods came before the Tudor period and can place it correctly on a timeline.</li> </ul>

<ul style="list-style-type: none"> <li>• I can talk about events in the order they happened (e.g. first, next, then).</li> <li>• I can use simple time vocabulary such as yesterday, today, tomorrow.</li> <li>• I can order simple events in my own life on a timeline or story sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place artefacts in order from different periods of time.</li> <li>• I can correctly order four photographs on a timeline and add simple dates.</li> <li>• I can sequence five events relating to the history period studied on a timeline.</li> <li>• I can sequence six photographs from different periods over time.</li> <li>• I can use common words and phrases to describe the passing of time (e.g. now, long ago, then, before, after).</li> <li>• I can use words such as past, and present when talking about chronology and discussing events on a timeline.</li> <li>• I can place significant figures and events on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that prehistory is the period of time before written records and that it ends with the Roman invasion of Britain.</li> <li>• I can place the Roman invasion on a timeline alongside other periods studied.</li> <li>• I know that Ancient Egypt is divided into the Old, Middle and New Kingdoms.</li> <li>• I know that Ancient Egyptian history ended with the arrival of the Romans.</li> <li>• I can place Ancient Egypt on a timeline.</li> <li>• I know that the Tudor period was when the Tudor family ruled England.</li> <li>• I know that the Victorian period roughly matches the years that Queen Victoria ruled.</li> <li>• I can place the Tudor and Victorian periods on a timeline and describe which came first.</li> <li>• I know that the Romans left Britain in 410 AD.</li> <li>• I can place the Roman, Anglo-Saxon, and Viking periods in the correct order on a timeline.</li> <li>• I can use time-related vocabulary such as before, after, earlier, later, AD, and century.</li> <li>• I know when the Ancient Maya civilisation existed and that it developed at the same time as other ancient civilisations.</li> <li>• I can place the Ancient Maya on a timeline, using terms such as BC, AD, before, and after.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how Tudor England fits within a wider chronological framework of British history.</li> <li>• I know and understand the term “century” and how dating by centuries works.</li> <li>• I can identify and explain the key periods of Greek history.</li> <li>• I can locate Ancient Greece in time compared to other civilisations studied.</li> <li>• I can place the Sikh Empire on a timeline and compare it with other empires studied.</li> <li>• I can put important events of the Sikh Empire in order and explain how things changed over time.</li> <li>• I know that World War 2 took place between 1939 and 1945.</li> <li>• I can place key events of World War 2 on a timeline.</li> <li>• I can use time-related vocabulary such as decade, year, before, after, and during.</li> <li>• I can create a timeline showing major periods in Bulford’s history, from prehistory to the present.</li> <li>• I can describe how Bulford has changed and what has stayed the same over time.</li> <li>• I can use chronological vocabulary such as century, era, decade, ancient, modern, and continuity.</li> <li>• I know that the Vikings raided, then invaded, Britain from 793 AD, beginning with the attack on Lindisfarne Monastery.</li> <li>• I can place Viking raids, invasions, and settlements on a timeline.</li> <li>• I can use chronological vocabulary such as AD, century, earlier, later, and period.</li> </ul>
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<b>Historical Enquiry</b>			
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<ul style="list-style-type: none"> <li>• I can look closely at similarities and differences and make simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how the same type of object has changed over time.</li> <li>• I can make simple observations about a source or artefact.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer historically valid questions about how people lived in prehistoric Britain.</li> <li>• I can use sources of evidence, such as artefacts, photographs, and reconstructions, to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and distinguish between primary and secondary sources.</li> <li>• I can extract information about people in the past from portraits and written records.</li> </ul>

<ul style="list-style-type: none"> <li>• I can explore photographs, stories, or artefacts and talk about what I notice.</li> <li>• I can ask questions about pictures, stories, and objects.</li> <li>• I can use my senses and observations to find out about people and places from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to find out more about artefacts from the past.</li> <li>• I can ask questions to find out more about life in the past.</li> <li>• I can use sources (such as photographs, objects, and memories) to develop an understanding of what life was like 100 years ago.</li> <li>• I can use a source to write three facts about a significant person.</li> <li>• I can make comparisons between the past and present.</li> <li>• I can pick out the most important events in a historical story about a significant figure.</li> <li>• I can use evidence to make a simple conclusion about a historical question.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw conclusions from evidence about homes, food, tools, and trade.</li> <li>• I can make deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• I can extract the appropriate information from a historical source.</li> <li>• I can name sources that can be used to find out information about the past.</li> <li>• I can make simple inferences and deductions from primary and secondary sources, such as pictures, written accounts, and objects.</li> <li>• I can make simple inferences from artefacts.</li> <li>• I can use a range of sources, such as pictures, objects, maps, and written accounts, to find out about the past.</li> <li>• I can evaluate sources by explaining whether they are useful or limited, including recognising simple bias.</li> <li>• I can make deductions using sources, such as artefacts, images, buildings, and written records.</li> <li>• I can explain why archaeologists, archivists, and historians are important in helping us understand the past.</li> <li>• I know that archaeological evidence has limitations and does not tell us everything about people's lives or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what evidence tells us about beliefs, power, and daily life in Tudor England.</li> <li>• I can use a range of sources to find out about life in the past.</li> <li>• I can identify how Greek culture and ideas continue to influence the modern world.</li> <li>• I can ask and answer historically valid questions.</li> <li>• I can select and use relevant information from a range of sources.</li> <li>• I can make inferences and deductions from photographs, posters, and written sources.</li> <li>• I can investigate the impact of World War 2 on children and women using evidence.</li> <li>• I can select and combine information from different sources.</li> <li>• I can compare evidence from different periods.</li> <li>• I can evaluate the reliability of different sources.</li> <li>• I can plan a historical enquiry.</li> <li>• I can use historical evidence to create an imaginative reconstruction.</li> <li>• I can construct a structured and organised account using historical terms and information.</li> </ul>
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**Interpretations of History**

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>• I can listen to different stories about the past and talk about what happens.</li> <li>• I can understand that people remember things in different ways.</li> <li>• I can talk about how my family remembers and</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that artefacts from the past can be shown and remembered in different ways and that people may have different memories or opinions about them.</li> <li>• I can explain that people may have different memories or opinions about life in the past.</li> <li>• I can recognise that people in the past have been remembered in different ways (e.g. through photographs, museums, biographies).</li> <li>• I can explain why some people are considered significant.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain that historians use evidence to interpret what life was like in the past.</li> <li>• I can recognise that there may be different interpretations of the same evidence.</li> <li>• I understand that our understanding of the past is based on interpretations of evidence.</li> <li>• I can recognise that historians may have different views about why the Romans invaded and how life in Britain changed.</li> <li>• I can recognise that what we know about the past comes from evidence left behind.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain my interpretation of a Tudor monarch using evidence.</li> <li>• I can recognise that historians and artists may present different views of the same person or event.</li> <li>• I can use historical enquiry and sources to develop and support my own opinions.</li> <li>• I can evaluate how accurate or reliable a source is.</li> <li>• I can recognise that representations of Ancient Greece may not reflect historical reality.</li> </ul>

<p>celebrates special events.</p>	<ul style="list-style-type: none"> <li>I can recognise that people are remembered and described in different ways (e.g. through portraits, coins, books, and stories).</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that our understanding of children's lives in the past comes from different types of historical sources.</li> <li>I can understand that there may be different explanations for why the Maya civilisation declined.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare different views of the Sikh Empire and explain why people might remember it differently.</li> <li>I can recognise that people experienced World War 2 differently.</li> <li>I can explain that historians may have different interpretations of events.</li> <li>I can understand that historians and archaeologists draw conclusions from limited evidence.</li> <li>I can explain that Vikings have been represented in different ways.</li> <li>I can recognise that historians use evidence to form interpretations.</li> </ul>
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**Organisation and Communication**

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> <li>I can use everyday language to talk about time and change.</li> <li>I can share what I know about the past through talk, drawing, and play.</li> <li>I can use words related to time, such as before, now, long ago, and today.</li> <li>I can create and tell stories about people and events from long ago.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe artefacts from the past and present using simple historical vocabulary (e.g. old, new, modern, long ago).</li> <li>I can take part in role play to show what life was like in the past.</li> <li>I can roleplay being a significant figure from the past.</li> <li>I can recount what I have learned about a significant figure and share it in a simple timeline, picture, or spoken story.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe aspects of life in the past using appropriate historical vocabulary.</li> <li>I can describe changes in the lives of people using appropriate historical vocabulary.</li> <li>I can present my ideas clearly through discussion, writing, drawings, and presentations, explaining my ideas.</li> <li>I can communicate my ideas through talk, writing, diagrams, and presentations, using evidence to support my answers.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast aspects of life in the past using appropriate historical vocabulary and clear explanations.</li> <li>I can describe life in the past using accurate historical vocabulary.</li> <li>I can summarise key historical changes across different historical periods using evidence.</li> <li>I can explain how the legacy of Ancient Greece can still be seen today.</li> <li>I can summarise the most significant contributions of the past and the influence they have on life today.</li> <li>I can organise my ideas clearly and present what I've learned extended writing, discussion, and presentations.</li> <li>I can present my learning clearly through timelines, reports, displays, or oral presentations using evidence to support conclusions.</li> <li></li> </ul>