

Substantive Knowledge			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
- I know that things change as time passes. - I know that I was a baby, then a toddler, and that I am growing and changing. - I know that people, places, and things were sometimes different in the past. - I know that family members can tell me about what life was like when they were younger. - I know that some special times and events happen every year.	- To know that some things change and some things stay the same over time. - To know that childhood in the past was different from childhood now. - To know that toys change over time, and that older toys are different from modern toys. - To know that teddy bears have changed over time. - To know that schools have changed over time, including classrooms and school life in the 1900s. - To know that explorers go on journeys to find out about new places. - To know that some explorers and their discoveries were important. - To know that exploring has changed over time. - To know that some people are remembered because they did important things. - To know that the Wright brothers made the first powered flight and that flight has changed over time. - To know that important people and events in the history of flight include Bessie Coleman, Amelia Earhart and the Moon landing. - To know that a monarch in the UK is a king or queen and that the monarchy has changed over time. - To know that in the past, monarchs could make decisions alone, but they do not have that power now.	- To know that prehistory was a very long period of time before written records. - To know that Skara Brae, Bronze Age life and Iron Age settlements tell us about how people lived in the past. - To know that trade became important in the Iron Age and changed how people lived. - To know that the River Nile was vital to ancient Egyptian civilisation. - To know that hieroglyphics were important for communication and record-keeping. - To know that beliefs about gods, goddesses and the afterlife shaped Ancient Egyptian life and burials. - To know that the Romans invaded Britain for a range of reasons. - To know that the Roman army was powerful and successful. - To know that the Roman occupation left a legacy in Britain. - To understand the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. - To understand what Anglo-Saxon settlements were like and how they changed from Iron Age settlements. - To understand Anglo-Saxon beliefs, the spread of Christianity and the end of Anglo-Saxon rule. - To know that children's lives changed over time in work, leisure and health. - To know that Victorian children often worked in harsh conditions. - To know that reformers such as Lord Shaftesbury helped improve children's lives.	- To understand the character and reign of Henry VIII, including why he had multiple wives. - To understand Tudor power, punishment and the use of propaganda by a Tudor monarch. - To understand what inventories reveal about people's lives, wealth and possessions in Tudor England. - To know that geography affected how people lived in Ancient Greece. - To know that the Greek gods reveal what mattered to people in Ancient Greece. - To know that Ancient Greek civilisation has had a lasting legacy on the modern world. - To know that historically significant people can include monarchs, campaigners, medics and sports figures. - To know that people on banknotes are chosen because they are historically significant. - To know that individuals such as Betty Boothroyd, Ellen Wilkinson and Mary Seacole made important contributions to history. - I can explain some of the main causes of World War 2. - I can describe how World War 2 affected different groups of people, including the RAF, women, evacuees and migrants. - I can identify how the Blitz and evacuation changed civilian life in Britain. - To know that Bulford has been inhabited since prehistoric times and that archaeological evidence, such as the Bulford Henges, shows this.

	• To know that William the Conqueror became king of England in 1066.		• To know that Bulford was a small farming settlement in the medieval period with a church and fields. • To know that Bulford changed significantly in the 19th and 20th centuries because of military development, including camps, the Bulford Light Railway and the Bulford Kiwi. • To explain when and why the Vikings came to Britain. • To understand the importance of Viking trade and trading routes. • To evaluate the impact of Viking invasions and settlements on local communities in Britain.
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Disciplinary Skills			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
- I can ask questions about the world around me. - I can talk about objects and people from the past. - I can talk about things that happened yesterday or “a long time ago.” - I can ask questions to find out about the past. - I can notice and talk about how objects, clothes, or homes look different now than they used to.	- To use pictures, objects and photographs as sources to find out about the past. - To ask and answer historical questions. - To compare evidence from different time periods. - To identify and explain why people, events and places are important in history. - To spot similarities and differences and recognise change and continuity over time. - To compare toys, explorers and buildings from the past with those of today.	- I can use evidence from a range of sources. - I can ask questions about sources from ancient civilisations. - I can use archaeological evidence to find out about the past. - I can make inferences and deductions from evidence about how people lived. - I can compare settlements from different periods and identify continuity and change. - I can make inferences from Sutton Hoo about Anglo-Saxon life and beliefs. - I can evaluate sources about Alfred the Great, including bias and reliability. - I can evaluate causes, consequences and significance in Anglo-Saxon history. - I can make inferences about the ancient Maya from the remains of their cities. - I can evaluate historians’ claims about the decline of the ancient Maya cities. - I can use a range of sources and artefacts to learn about Roman life. - I can make deductions from evidence about the lives of Roman soldiers and Roman Britain. - I can use evidence to investigate beliefs and ways of life in Ancient Egypt.	- I can use a variety of sources to investigate the past. - I can interpret and evaluate different types of sources, including printed, visual and audio evidence. - I can make inferences from evidence. - To interpret a range of sources to build an understanding of Henry VIII and Tudor life. - To make deductions about power, punishment and people in Tudor England using evidence from sources and inventories. - To explore how propaganda and source purpose can influence historical interpretation. - To use secondary sources to compare life in Athens and Sparta. - To investigate what sources can tell us about Ancient Greek life and beliefs. - To explain how Athenian democracy has influenced modern democracy. - To apply criteria to judge how historically significant a person is. - To research and compare the achievements of historically significant people. - To use sources to evaluate the significance of different historical figures. - To explain cause and consequence in Bulford’s development, including why settlements change over time. - To compare similarities and differences in Bulford across different historical periods. - To use and evaluate a range of sources, including maps, photographs, artefacts, documents and oral history, to investigate Bulford’s past. - To use primary sources and case studies to investigate Viking invasions and settlements. - To evaluate different ideas about the Vikings using sources.

			To compare different versions of Viking sagas and consider how history can be represented in different ways.
Chronological Awareness			
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- I can use time-related vocabulary (before, now, later). - I can talk about events in the order they happened (e.g. first, next, then). - I can use simple time vocabulary such as yesterday, today, tomorrow. - I can order simple events in my own life on a timeline or story sequence.	- To put events from my own life in order. - To understand that the past comes before the present. - To use words such as before, after, past and present when talking about chronology. - To order toys, photographs and events from oldest to newest. - To recognise that explorers from the past came before explorers today. - To recognise that schools have changed over time. - To compare three periods of time: the past, the 1900s and the present day. - To sequence events from the history period studied on a timeline. - To place events studied onto a chronological framework, from past to present.	- I can place the Tudor and Victorian periods on a timeline and describe which came first. - I can sequence key events, people and changes in children's lives across time. - I can place key Anglo-Saxon events in chronological order, including the invasions, Christian conversion and the end of Anglo-Saxon rule. - To understand that the ancient Maya were a civilisation from the past and to place them on a simple timeline. - To recognise that prehistory includes the Neolithic, Bronze Age and Iron Age in order. - To place prehistoric periods on a simple timeline. - I can recognise change and continuity between Iron Age settlements and Anglo-Saxon settlements over time. - To recognise change over time within the ancient Maya civilisation, including the rise and decline of their cities. - Historical enquiry - To ask questions about sources from ancient civilisations. - To use evidence to investigate beliefs and ways of life in Ancient Egypt.	- To place Henry VII, Henry VIII and other key Tudor figures and events in chronological order. - To understand the Tudor period as part of a wider sequence of change in British history. - To understand that Ancient Greece came before modern democracy and to place it in relation to other ancient civilisations and later periods. - To place significant people in chronological order on a timeline and understand that they lived in different periods and contexts. - I can place World War 2 in sequence on a timeline and understand change over time during and after World War 2. - To create and interpret a timeline showing major periods in Bulford's history from prehistory to the present. - To describe change and continuity in Bulford over time using appropriate chronological vocabulary. - To place Viking raids, invasions and settlements in the correct historical order and understand how Viking activity in Britain changed over time.