



**Overview of Areas of Focus**

Area of Focus	Legacy	Hierarchy	Chronology	Key Figures
Explanation	<p>What has this period of history / group of people done / left behind which impacts future generations?</p> <p>How can we link the past with the present?</p> <p>How do these events/people impact me today?</p>	<p>Who was the King / Queen / leader during this period in history?</p> <p>Understand the role of government or ruling groups</p> <p>Show how rule changed in a country (eg from King to Lord Protector)</p> <p>Learn position in time of Kings/Queens of UK in history</p>	<p>Sort out information into time order the events of a period studied</p> <p>Understand AD and BC as different time periods</p> <p>Be able to use chronological skills to position events accurately</p> <p>Find links back to previous learning through position in time</p>	<p>Understand their role in historical events / periods</p> <p>Know what their legacy is today</p> <p>Understand how people can change the world around them and impact generations to come</p>

**EYFS** (Key: *L = Legacy, H = Hierarchy, C = Chronology, KF = Key Figures*)

Topic Area	Knowing me! Knowing You!	What's That Twinkling in the Sky?	Toy Time Travellers	What's Your Super Power?
<p><b>Key Skills and Areas of Focus</b></p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (<i>C L KF</i>)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (<i>C H L</i>)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (<i>C L</i>)</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (<i>C L KF</i>)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (<i>C H L</i>)</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (<i>C L KF</i>)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (<i>C H L</i>)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (<i>C L</i>)</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (<i>C L KF</i>)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (<i>C L KF</i>)</p>

**Year 1** (Key: *L = Legacy, H = Hierarchy, C = Chronology, KF = Key Figures*)

Topic Area	Marvellous Monarchy	Land Before Time	Great Women Who Changed the World
<p><b>Key Skills and Areas of Focus</b></p>	<p>Recall some facts about people/events before living memory (<i>KF, L</i>)</p> <p>Understand the difference between things that happened in the past and the present. (<i>L, C</i>)</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past. (<i>L, C, H</i>)</p> <p>Sort events or objects into groups (i.e. then and now.) (<i>C</i>)</p> <p>Use timelines to order events or objects. (<i>C</i>)</p> <p>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. (<i>L</i>)</p> <p>Tell stories about the past. (<i>C, H, KF, L</i>)</p> <p>Describe objects, people or events in history (<i>C, KF, L, H</i>)</p> <p>Recount the main events from a significant event in history (<i>C, L</i>)</p> <p>Understand and use the words past and present when telling others about an event. (<i>C, KF, L</i>)</p>	<p>Recall some facts about people/events before living memory (<i>KF, L</i>)</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past. (<i>L, C, H</i>)</p> <p>Use timelines to order events or objects. (<i>C</i>)</p> <p>Describe objects, people or events in history (<i>C, KF, L, H</i>)</p> <p>Understand and use the words past and present when telling others about an event. (<i>C, KF, L</i>)</p>	<p>Understand the difference between things that happened in the past and the present. (<i>L, C</i>)</p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past. (<i>L, C, H</i>)</p> <p>Use timelines to order events or objects. (<i>C</i>)</p> <p>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. (<i>L</i>)</p> <p>Describe objects, people or events in history (<i>C, KF, L, H</i>)</p> <p>Recount the main events from a significant event in history (<i>Ch, L</i>)</p> <p>Understand and use the words past and present when telling others about an event. (<i>C, KF, L</i>)</p>

**Year 2** (Key: *L = Legacy, H = Hierarchy, C = Chronology, KF = Key Figures*)

Topic Area	This is Me!	Travels Turrets and Tiara's	Roots, Shoots and Juicy Fruits	Adventurous Explorers
<p><b>Key Skills and Areas of Focus</b></p>	<p>Identify different ways in which the past is represented (C)</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did (L, KF, H)</p> <p>Understand how to use timelines to order events or objects or place significant people. (C, KF)</p> <p>Recount changes in my own life over time. (L)</p> <p>Use a wide range of information to answer questions. (C, L, KF, H)</p> <p>Use words and phrases such as:</p>	<p>Identify different ways in which the past is represented (C)</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did (L, KF, H)</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" (C L)</p> <p>Describe things that happened to themselves and other people in the past. (C KF)</p> <p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about and describe the past. (C, L, KF, H)</p> <p>Understand how to use timelines to order events or objects or place significant people. (C, KF)</p> <p>Use a wide range of information to answer questions. (C, L, KF, H)</p>	<p>Identify different ways in which the past is represented (C)</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did (L, KF, H)</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" (C L)</p> <p>Describe things that happened to themselves and other people in the past. (C KF)</p> <p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about and describe the past. (C, L, KF, H)</p> <p>Understand how to use timelines to order events or</p>	<p>Identify different ways in which the past is represented (C)</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did (L, KF, H)</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" (C L)</p> <p>Describe things that happened to themselves and other people in the past. (C KF)</p> <p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about and describe the past. (C, L, KF, H)</p> <p>Understand how to use timelines to order events or objects or place significant people. (C, KF)</p>

	<p>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. (C, L)</p>	<p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT (C, L, KF, H)</p>	<p>objects or place significant people. (C, KF)</p> <p>Use a wide range of information to answer questions. (C, L, KF, H)</p>	<p>Use a wide range of information to answer questions. (C, L, KF, H)</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT (C, L, KF, H)</p>
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**Year 3 and 4 (2022-2023) (Key: L = Legacy, H = Hierarchy, C = Chronology, KF = Key Figures)**

Topic Area	We Will Rock You!	What's Happening Under Our Feet?	Who Burnt the Cakes?!	Inventive Incas	Traiders and Raiders
<p><b>Key Skills and Areas of Focus</b></p>	<p>Look at different versions of the same event in history and identify differences. (C, L)</p> <p>Know that people in the past represent events or ideas in a way that persuades others (C L)</p> <p>Use evidence from the past to describe people, their lives and cultures. (C L KF)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (C L KF H)</p> <p>Ask questions and find answers about the past. (C L KF H)</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (C L KF H)</p> <p>Ask questions and find answers about the past. (C L KF H)</p> <p>Use a timeline to place historical events in chronological order (C)</p>	<p>Look at different versions of the same event in history and identify differences. (C, L)</p> <p>Know that people in the past represent events or ideas in a way that persuades others (Ch L)</p> <p>Use evidence from the past to describe people, their lives and cultures. (Ch L KF)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (C L KF H)</p> <p>Ask questions and find answers about the past. (C L KF H)</p>	<p>Look at different versions of the same event in history and identify differences. (C, L)</p> <p>Know that people in the past represent events or ideas in a way that persuades others (Ch L)</p> <p>Use evidence from the past to describe people, their lives and cultures. (Ch L KF)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (C L KF H)</p>	<p>Look at different versions of the same event in history and identify differences. (C, L)</p> <p>Know that people in the past represent events or ideas in a way that persuades others (Ch L)</p> <p>Use evidence from the past to describe people, their lives and cultures. (Ch L KF)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. (C L KF H)</p> <p>Ask questions and find answers about the past. (C L KF H)</p>

	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. (L KF)</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) (C)</p> <p>Use a timeline to place historical events in chronological order (C)</p> <p>Describe similarities and differences between people, events and artefacts studied. (KF L)</p> <p>Describe how some of the things I have studied from the past affect/influence life today (C KFL)</p> <p>Describe dates of and order significant events from the period studied (C KFL H)</p>		<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. (L KF)</p> <p>Use a timeline to place historical events in chronological order (C)</p> <p>Describe similarities and differences between people, events and artefacts studied. (KF L)</p> <p>Describe how some of the things I have studied from the past affect/influence life today (C KFL)</p> <p>Describe dates of and order significant events from the period studied (C KFL H)</p>	<p>Ask questions and find answers about the past. (C L KF H)</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. (L KF)</p> <p>Use a timeline to place historical events in chronological order (C)</p> <p>Describe similarities and differences between people, events and artefacts studied. (KF L)</p> <p>Describe how some of the things I have studied from the past affect/influence life today (C KFL)</p> <p>Describe dates of and order significant events from the period studied (C KFL H)</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. (L KF)</p> <p>Use a timeline to place historical events in chronological order (C)</p> <p>Describe similarities and differences between people, events and artefacts studied. (KF L)</p> <p>Describe how some of the things I have studied from the past affect/influence life today (C KFL)</p> <p>Describe dates of and order significant events from the period studied (C KFL H)</p>
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**Year 5 (Key: L = Legacy, H = Hierarchy, C = Chronology, KF = Key Figures)**

Topic Area	Full Steam Ahead! World Explorers	Keep Calm and Carry On	I Want My Mummy	Who Let the Gods Out!
<p><b>Key Skills and Areas of Focus</b></p>	<p>Choose reliable sources of information to find out about the past. (C L)</p> <p>Organise events accurately in time order using appropriate techniques (C)</p> <p>Describe similarities and differences between some people, events and artefacts studied (C KF L H)</p> <p>Describe how historical events studied affect/influence life today. (C L)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past (C L H KF)</p> <p>Investigate own lines of enquiry by posing questions to answer. (C L KF H)</p>	<p>Choose reliable sources of information to find out about the past. (C L)</p> <p>Organise events accurately in time order using appropriate techniques (C)</p> <p>Describe similarities and differences between some people, events and artefacts studied (C KF L H)</p> <p>Describe how historical events studied affect/influence life today. (C L)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past (C L H KF)</p>	<p>Choose reliable sources of information to find out about the past. (C L)</p> <p>Organise events accurately in time order using appropriate techniques (C)</p> <p>Describe similarities and differences between some people, events and artefacts studied (C KF L H)</p> <p>Describe how historical events studied affect/influence life today. (C L)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past (C L H KF)</p>	<p>Choose reliable sources of information to find out about the past. (C L)</p> <p>Organise events accurately in time order using appropriate techniques (C)</p> <p>Describe similarities and differences between some people, events and artefacts studied (C KF L H)</p> <p>Describe how historical events studied affect/influence life today. (C L)</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past (C L H KF)</p>



	<p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. (C H KF)</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. (L H)</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. (C H KF)</p>	<p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. (C H KF)</p>	<p>Investigate own lines of enquiry by posing questions to answer. (C L KF H)</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. (C H KF)</p>
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