

EYFS Units – Peek into the past (PiP), Adventure through time (ITP)		Cycle 1				Cycle 2	
		Brave How am I making History? (K)	Me and My Shadow Great Fire of London, Gunpowder plot	Famous for Five Minutes How have explorers changed the world? (K)	Victorians How was school different in the past? (K)	Under the Sea What is History? (K – seaside)	Turrets and Tiaras What is a Monarchs (K)
To know that they started life as a baby but have since grown and changed.	Chronological awareness	PIP activity 1, 3, 4				PIP activity 1, 3, 4	
To know that someone's age is the time since they were born.		PIP activity 3				PIP activity 3	
To know that some people are older than others.					ITP activity 1		ITP activity 1
To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations)					ITP activity 1		ITP activity 1
To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).		PIP activity 1, - 5			ITP activity 1 - 5	PIP activity 1, - 5	ITP activity 1 - 5
Beginning to sequence events when describing them (e.g. daily routines, events in a story)			✓		ITP activity 1 - 5		ITP activity 1 - 5
Recognising that some stories are set a long time ago.							

Recognising significant dates for them (birthday).		PIP activity, 3,	PIP activity, 3,			PIP activity, 3,	
Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")		PIP activity 1, - 5	PIP activity 1, - 5	PIP activity 1, - 5		PIP activity 1, - 5	ITP activity 1 - 5
Recounting activities that happened in their past using photos as a prompt.		PIP activity 1				PIP activity 1	
To know that the environment around us changes as time passes.	Change and Continuity				✓		ITP activity 4
Being aware of changes that happen throughout the year (e.g. seasons, nature).							
To know the names of people that are significant to their own lives.	Historical significance						ITP activity 2
To know that stories and books can tell us about the past.	Sources of evidence						ITP activity 1 - 5
To begin to know that some photographs and drawings represent the past.	Historical interpretations	PIP activity 1, 2, 5	PIP activity 1, 2, 5	PIP activity 1, 2, 5	PIP activity 1, 2,		ITP activity 1 - 5
Recognising that different members of the class may notice different things in photographs from the past.			✓	✓			ITP activity 1 - 5
Experiencing cause and effect in play.	Cause and consequence						
Using photographs and stories to compare the past with the present day.	Similarities and differences						

Using stories and non-fiction books to find out about life in the past.	Sources of evidence							
Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Posing historical questions	PIP activity 1, 2, 5	PIP activity 1, 2, 5	PIP activity 1, 2, 5		PIP activity 1, 2, 5	ITP activity 1 - 5	
Making simple observations about the past from photographs and images.	Gathering, organising and evaluating evidence	PIP activity 1, 2, 5	PIP activity 1, 2, 5	PIP activity 1, 2, 5		PIP activity 1, 2, 5	ITP activity 1 - 5	
Deciding whether photographs or images (e.g. from stories) depict the past.	Evaluating and drawing conclusions	PIP activity 2, 5	PIP activity 1, 2, 5	PIP activity 1, 2, 5		PIP activity 2, 5	ITP activity 1 - 5	
Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings	PIP activity 2, 5	PIP activity 2, 5	PIP activity 2, 5		PIP activity 2, 5	ITP activity 1 - 5	
To know that in fairytales kings/queens are usually important, powerful people who rule over others.	Achievements and follies of mankind						ITP activity 3	
To recognise some interests and achievements from their own lives and the lives of their families and friends.				✓			ITP activity 3	
Y1/2		Cycle 1				Cycle 2		
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				(K)			
To know that a timeline shows the order events in the past happened.	Chronological awareness	✓	✓	✓	✓	✓	✓
To know that we start by looking at 'now' on a timeline then look back.		✓	✓	✓	✓	✓	✓
To know that 'the past' is events that have already happened.		✓	✓	✓	✓	✓	✓
To know that 'the present' is time happening now.		✓	✓	✓	✓	✓	✓
To know that within living memory is 100 years.		✓	✓	✓	✓	✓	✓
To know a decade is ten years.					✓		✓
To know that beyond living memory is more than 100 years ago.			✓		✓		✓
To know that events in history may last different amounts of time.			✓				✓
Sequencing up to four artefacts on a timeline.			✓				
Sequencing up to six photographs, focusing on the intervals between events.		✓			✓		
Sequencing up to six events on a timeline.		✓	✓			✓	✓
Beginning to recognise how long each event lasted.			✓				✓
Knowing where people/events studied fit into a chronological framework.			✓	✓	✓		✓
Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✓	✓	✓	✓	✓	✓
To know that people change as they grow older.	Change and Continuity	✓				✓	
To know that throughout someone's lifetime, some		✓			✓		✓

things will change and some things will stay the same.							
To know that everyday objects have changed over time.					✓		
To know that daily life has changed over time but that there are some similarities to life today.				✓	✓		
To know that everyday objects have changed as new materials have been invented.	Cause and consequences			✓			
To know that changes may come about because of improvements in technology.				✓	✓		
To know that there are similarities and differences between their lives today and their lives in the past.	Similarities and differences	✓	✓			✓	
To know some similarities and differences between the past and their own lives.		✓	✓		✓	✓	
To know that people celebrate special events in different ways.		✓					
To know that people spend their holidays in different ways.						✓	
To know that everyday objects have similarities and differences with those used for the same purpose in the past.					✓		
To know that there are explanations for similarities and differences between children's lives now and in the past.					✓		
To know that some people and events are considered more 'special' or significant than others.	Historical significance	✓				✓	✓
To know that some events are more significant than			✓				✓

others.							
To know the impact of a historical event on society.		✓	✓			✓	
To know that 'historically significant' people are those who changed many people's lives.			✓			✓	
To know that photographs can tell us about the past.	Sources of evidence	✓			✓	✓	✓
To know that we can find out about the past by asking people who were there.		✓				✓	
To know that artefacts can tell us about the past.					✓		
To know that we remember some (but not all) of the events that we have lived through.		✓				✓	
To know that we can find out about how places have changed by looking at maps.					✓		
To know that historians use evidence from sources to find out more about the past.			✓		✓		✓
To know that the past can be represented in photographs.	Historical interpretations	✓			✓	✓	✓
To know that the past is represented in different ways.		✓			✓	✓	✓
Being aware that some things have changed and some have stayed the same in their own lives.	Change and continuity	✓				✓	
Describing simple changes and ideas/objects that remain the same.		✓			✓	✓	
Understanding that some things change while other items remain the same and some are new.		✓			✓	✓	

Recognising some things which have changed/stayed the same as the past.		✓			✓	✓	✓
Asking questions about why people did things, why events happened and what happened as a result.	Cause and consequences		✓	✓			✓
Recognising why people did things, why events happened and what happened as a result.			✓	✓			✓
Beginning to look for similarities and differences over time in their own lives.	Similarities and differences	✓				✓	
Identifying similarities and difference between ways of life at different times.		✓			✓	✓	✓
Finding out about people, events and beliefs in society.					✓		✓
Making comparisons with their own lives.		✓			✓	✓	
Recalling special events in their own lives.	Historical significance	✓				✓	
Discussing who was important in a historical event.							✓
Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Sources of evidence	✓		✓	✓	✓	✓
Making simple observations about a source or artefact.		✓			✓	✓	✓
Using sources to show an understanding of historical concepts (see above).		✓			✓	✓	✓
Identifying a primary source.				✓			
Recognising different ways in which the past is represented (including eye-witness accounts).	Historical interpretations	✓			✓	✓	✓

Comparing pictures or photographs of people or events in the past.		✓		✓	✓	✓	✓
Developing their own interpretations from artefacts, photographs and written sources.		✓		✓	✓	✓	✓
Asking questions about sources of evidence (e.g. artefacts).	Posing historical questions	✓		✓	✓	✓	✓
Asking a range of questions about stories, events and people.		✓		✓	✓	✓	✓
Understanding the importance of historically-valid questions.					✓		✓
Understanding how we use books and sources to find out about the past.	Gathering, organising and evaluating evidence				✓		✓
Using a source to answer questions about the past.		✓	✓	✓	✓	✓	✓
Evaluating the usefulness of sources to a historical enquiry.			✓		✓		✓
Selecting information from a source to answer a question.			✓		✓		✓
Identifying a primary source.							
Interpreting evidence by making simple deductions .	Interpreting findings, analysing and making connections	✓			✓	✓	✓
Making simple inferences and deductions from sources of evidence.					✓		✓
Describing the main features of concrete		✓			✓	✓	✓

evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).							
Making links and connections across a unit of study.		✓	✓	✓	✓	✓	✓
Selecting and using sections of sources to illustrate and support answers.							✓
Making simple conclusions about a question using evidence to support	Evaluating and drawing conclusions				✓		✓
Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).	Communicating findings	✓			✓	✓	✓
Using relevant vocabulary in answers.		✓			✓	✓	✓
Describing past events and people by drawing or writing.		✓		✓	✓	✓	✓
Expressing a personal response to a historical story or event through discussion, drawing or writing.					✓		
To know some inventions that still influence their own lives today.	Achievements and follies of mankind			✓	✓		
To know some achievements and discoveries of significant individuals.				✓			
To know and begin to identify achievements and					✓		

inventions that still influence their own lives today.							
To know the legacy and contribution of the inventions.					✓		
To be aware of the achievements of significant individuals.							✓
To know that a monarch in the UK is a king or queen.	Power (monarchy, government and empire)						✓
To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.							✓
To know that Britain was organised into kingdoms and these were governed by monarchs							✓