



INFANTS				
	RETRIEVAL	YEAR 1	RETRIEVAL	YEAR 2
WITHIN LIVING MEMORY	•Children are likely to have come across photographs of their grandparents and great grandparents when they were young •They may have had a collection of such photographs in EYFS or been shown them by parents and grandparents •They may have seen some older artefacts such as record players or cassettes or kitchen equipment from 20 to 50 years ago, etc	•Know that the toys their grandparents played with were different to their own •Know that toys people from the past played with are different to their own •Organise a number of artefacts by age •Know what a number of older objects were used for •Know the main differences between their school days and that of their grandparents	•Pupils should appreciate that many things have changed between the time their grandparents were young and the time their parents were young •They will have come across a collection of artefacts to re-enforce the point that things change with time •They may have video extracts of their parents when they were young. This could provide a good starting point to appreciate the changes that have occurred since •Appreciate the changes due to the internet and www	•Describe memories and changes that have happened in their own lives
BEYOND LIVING MEMORY			•Pupils should be provided with opportunities to recall the Year 1 unit on 'within living memory' •They should appreciate that changes were always happening and that even their grandparents were appreciative of the changes that occurred in their lifetime •They are familiar with the terms 'long ago' and a 'very long time ago'	•Know about an event or events that happened long ago, even before their grandparents were born •Know what we use today instead of a number of older given artefacts •Know that children's lives today are different to those of children a long time ago •Choose and select evidence and say how it can be used to find out about the past

SIGNIFICANT PEOPLE	•Children have spoken about past and present events in their own lives and in the lives of their families •Children will have some understanding of why people's lives and objects were different in the past •Children can recount what they have done in their immediate past	•Name a famous UK person from the past and explain why they are famous •Remember parts of stories and memories about the past •Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	•Children in Year 1 will know about some famous people from the UK •They will understand that famous people within the UK are not always famous the whole world over •Pupils will recognise the significance between famous person/ people from within and outside the UK? •Pupils will have links to their locality and will know of any famous people living in their village, town or city	•Know about a famous person from outside the UK and explain why they are famous •Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time
HISTORY OF LOCALITY	•Children will have some knowledge of their locality and understand that it has changed •They will have explored their immediate locality in different ways, both in school and with their parents •They may have walked to interesting places like parks or woodlands or taken a short bus ride to somewhere important •Children will have met the term 'famous' and will associate it appropriately	•Know the name of a famous person, or a famous place, close to where they live	•Children may link the locality geographical learning they have done in Year 1 •They have knowledge about houses that are new and those that have been in the locality for a very long time •They have used photographs seen in Year 1 and possibly at home which show what the local streets were like some time ago.	•Know how the local area is different to the way it used to be a long time ago •Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

LOWER KEY STAGE 2

	RETRIEVAL	YEAR 3	RETRIEVAL	YEAR 4
BRITISH HISTORY BETWEEN STONE AGE AND 1066	•Pupils explored a period beyond living memory in Year 2 •They know how artefacts can help to explain how things have changed •Pupils will have some understanding about what we use today being linked to something that was invented or discovered some time ago •Pupils will have used a number of photographs or actual artefacts to help them explore this a bit further •Because pupils will have knowledge of dinosaurs there will be a need to explain that the period of time they are going to look at, i.e., when people first lived in Britain, was after the dinosaurs had disappeared off our Earth	•Know how Britain changed between the beginning of the Stone Age and the iron age •Know the main differences between the Stone, Bronze and Iron ages •Know what is meant by 'hunter-gatherers'	•Pupils explored the impact of discovery during the Iron Age and the difference it made to the way of life of Iron Age people in comparison to the Stone Age people •Pupils explored the discovery or creation of the wheel, finding of iron ore and how people began to live in communities, such as Iron Age Forts •Consider the impact that these already had on life in Britain today and in the past	•Pupils explored the impact of discovery during the Iron Age and the difference it made to the way of life of Iron Age people in comparison to the Stone Age people •Pupils explored the discovery or creation of the wheel, finding of iron ore and how people began to live in communities, such as Iron Age Forts •Consider the impact that these already had on life in Britain today and in the past
VERY ANCIENT CIVILISATIONS	•From personal experiences a few pupils may have links to Greece because of holidays •Pupils may have heard of Greece, know it is a European country even if they have not visited Greece •Pupils know about the concept of democracy through their work on British Values. •Pupils should be very familiar with the Olympic Games and know that it originated in Greece •Pupils may be familiar with the names of some of the Greek	Ancient Greeks •Know some of the main characteristics of the Athenians and the Spartans •Know about the influence the Gods had on Ancient Greece •Know at least five sports from the Ancient Greek Olympics	•Pupils will have learned about Britain 3000 years ago and will appreciate how advanced the civilizations being looked at were in comparison. •Pupils will know that Egypt is a country in Africa and parts of Egypt are deserts •Most pupils will have heard of the term 'pyramid' and know what it looks like •Pupils from a Asian heritage, may well be able to link with the geographical position of the Indus Valley	•Know about, and name, some of the advanced societies that were in the world around 3000 years ago •Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty •Appreciate how different life was in Britain when these civilizations were at their strongest.

	Gods and will have learned about beliefs and Gods whilst learning about the Romans •Because of pupils' familiarity with timelines they should be able to understand about the period of time being studied.		•Pupils have learned about Ancient Greeks so recognise that ancient people created amazing buildings and cultures	
--	--	--	---	--

UPPER KEY STAGE 2

	RETRIEVAL	YEAR 5	RETRIEVAL	YEAR 6
BRITISH HISTORY BETWEEN STONE AGE AND 1066 (YEAR 5)	• It is important that pupils see this unit as a continuation of the story which started at the Stone Age and continued through the Bronze and Iron Ages until the coming of the Romans • Pupils will understand why the Romans left Britain and the influence the Anglo-Saxons had on that decision • Pupils understand the impact the Romans had on Britain • Pupils should appreciate the fact that the Romans helped us with the creation of roads, aqueducts, sanitary systems, etc.	• Pupils should start this unit from the point of view 'because the Romans invaded we ...' • Know how Britain changed between the end of the Roman occupation and 1066 • Know how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a timeline to show when the Anglo-Saxons were in England • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons		
STUDY A PERIOD IN HISTORY BEYOND 1066			• Pupils should understand the impact the Anglo-Saxons and the Vikings had on Britain • Pupils should be familiar with	• Choosing the right unit here will help pupils understand how we moved from literally being a 'third world' country to the

			artefacts such as a comb and skis to help them appreciate what the Anglo-Saxons and Vikings introduced to Britain •Pupils will be very aware that Britain changed between the Stone Age and 1066 when the Normans conquered Britain •Pupils can retell the story from the Stone Age to 1066, and can explore issues such as how homes changed, how their food changed and how their culture and beliefs changed	beginning of the formation of the British Empire •Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history •Know how to place historical events and people from the past societies and periods in a chronological framework •Know how Britain has had a major influence on the world
ANCIENT CIVILISATIONS	•The choices to be made as to which civilization to cover could be very important •It may be that your school is located in a place where there may be some undercurrent of racism and therefore it may be sensible to focus on the Islamic civilization •It is important to try and relate to what these civilization gave the world, therefore highlighting 'causation' could be sensible •If you have Muslim children then talking about their traditions and customs could be very important, i.e., washing hands before entering mosque.		•Pupils have studied the Ancient Greeks and Romans including the impact of these civilizations on the world as well as life today •If you have Muslim children and are studying the Islamic civilization, then talking about their traditions and customs could be very important, i.e., washing hands before entering a mosque.	•The choices to be made as to which civilization to cover could be very important •Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin •Know why they were considered an advanced society in relation to that period of time in Europe.
LOCAL HISTORY	•Build on the history and geography knowledge of the locality from key stage 1 •Try to get across why do they think their village, town or city exists in the first place •Pupils have learned about	•Know about a period of history that has strong connections to their locality and understand the issues associated with the period. •Know how the lives of wealthy people were different from the lives of poorer people during this		

	wealthy people and poor people in several time periods which may help them in this study •Talk about any monuments that they know of or of some civic buildings	time		
--	---	------	--	--