

		Chronological understanding	Local history comparison and contrasting/ similarities and differences	Build an overview of British and world history; to compare and contrast/ understanding of similarities and differences	Developing Historical interpretation/ enquiry: To investigate and interpret the past	To use historical vocabulary	Ideas for Historical Field Trips
EYFS	Let's Explore Build it up						
	Magnificent Machines Puppets	Simple ordering of photographs of transport		Transport through the ages Emergency vehicles- lives of people and how they help us Puppet show- history of punch and Judy	Then and now comparing machines from past and present labelling and describing Things in the past were not in black and white! Then and now puppets Comparison of photographs of puppet shows from past and present		
	Long Ago Stories	Ordering times of the day in order Ordering the changes of the year in order- seasons	Look at the school- how has it changed?	Understanding and comparing new and old and new – household items Compare and contrast/ similarities and difference	Order simple events Compare and contrast the past from story books- Tiger who came to Tea Rosie's hat	Next, after that, then Past present now then antique	Photographs and visits from extended family

		<p>History of the children's own lives- photos from babies to now Personal Timelines - baby, toddler, child.</p> <p>Family trees-</p>		<p>Recognise how life has changed in stories from the past</p> <p>My heritage – family trees</p>	<p>Look for visual clues of the past</p> <p>Recognise the difference between new and old- new and old doll's house/ phones etc.</p>		
	<p>Ready, Steady Grow</p> <p>Spring time</p>	<p>Ordering egg, chick and chicken lamb, sheep etc.</p>		<p>Look at little red hen bread making and modern bread making</p>	<p>Compare and contrast old and new through stories</p>		<p>Bread making- Morrisons</p>
	<p>Animal Safari</p>						
	<p>On the beach</p>						
<p>Year 1</p>	<p>Paws Claws and Whiskers</p>					<p>During the half term – make reference to, Yesterday Last week Last Year</p>	

	Moon Zoom (4)	1960s		Family life in the 1960s – eg.... Significant historical people who have contributed to national and international significance: Neil Armstrong and Yuri Gagarin, including Katherine Johnson.			
	Dinosaur Planet (2)	Timeline of Mesozoic Era – Triassic/Jurassic and Cretaceous periods – link to Jurassic Coast – and significant people Mary Anning	Jurassic coast- Lyme Regis/Charmouth- Mary Anning significance locally	Significant historical people in their own locality – Mary Anning			Charmouth Beach- Fossil hunting
	Childhood (12)	Personal Timelines - baby, toddler, child. Decade timeline Family trees- Recap from Reception Life events – children identify and describe – thinking about when this event happened in the past Decade timeline ordering of decades	Study of 1950s- how was the coronation celebrated in Bridport?	Compare and contrast the 1950s homelife – streets/toys/games Identify similarities and differences. Significant events – Queen’s coronation	Analysing images/artefacts Evaluate and form opinions from historical evidence	Similarities and differences	Local area- comparing with older maps of the school area Bridport Museum visit
	Splendid Skies						
	Bright Lights Big City (3)			Historical event of significance - Great fire of London Who is the Queen? What is royalty? Queen’s coronation Historical landmarks	Historical sources about the great fire of London.	Monarch	
Year 2	Muck Mess and Mixtures (0)						
	Street Detectives (4)	Timeline of houses	History of buildings in Bridport- changes of use	Sources – photos of old and new houses identifying features – Old and new shops. Similarities and differences.	Compare old and new maps of Bridport – what has changed over time (eg homes and shops)? Compare and contrast.	Sources Similarities and differences	Local Area visit- Bridport town Bridport Museum visit

			Rope making as a local industry	Compare of school now and then (visitor who worked in the old and new school)	Royal visits to the town-Charles II Plaque on Bucky Do – Town hall – change over time – butchers Rope making history		
Magnificent Monarchs (13)	Simple pictorial Timeline of historical periods – from Anglo Saxon up to the House of Windsor for kings and queens.	Charles II hiding in Bridport disguised as servant – linking back to Street Detectives George III visit to Weymouth for Sea bathing Queen Victoria link to Weymouth	Understand what a constitutional monarchy is (queen Elizabeth) and absolute (William the Conqueror) compare and contrast the two Use prepared information to find specific information on William the conqueror, Queen Vicoria, King Henry VIII, Queen Elizabeth I Queen Elizabeth II	Use portraits as a historical source- discuss the portraits and what they tell us about Elizabeth II, , Vicotria, George III What a monarch is? Recognise some of the names and portraits of William the conqueror, King Henry VIII, Queen Elizabeth, Qesn Victoria, Queen Elizabeth II. (introduce for Year 5) Overview of each monarch prepared for assembly. Key facts for each one. Compare and contrast royal houses- what is similar and different?	Anno Domini (DISCUSS WITH COLFOX) Castle Century Chronology Decade Parliament government Hierarchy Kingdom Monarchy sovereign Palace Power Reign Royal rule Constitutional absolute	Weymouth – or in coastline.	
Wriggle and Crawl (0)							
Coastline (4)	Link to timeline- place events in history of West Bay onto time line https://www.westbay.co.uk/heritage/ Timeline- 1805-battle of Trafalgar – George III	History of jobs in West Bay – Shipbuilders, Fishermen etc. Difference between now and then Interview significant person locally-changes	Link West Bay to world history- trade links with other countries- salt. Globally significant Events beyond living memory Nelson and the battle of Trafalgar linked to Admiral Hardy and Hardy’s monument	“Kiss me Hardy.” Famous quote- what does it mean? Historical perspective form connections between local and national events Weymouth connections with Battle of Trafalgar Nelson timeline instead of Captain Cook	Navy Admiral Local National International?	West Bay visit compare and contrast with old photographs/maps of the area	

			<p>within living memory</p> <p>Hardy's monument-significant monument in Dorset</p> <p>Person of significance locally</p> <p>Admiral Hardy fought with Nelson and the battle of Trafalgar whilst George III was on the throne-link to magnificent monarchs</p>				
	Scented Garden (0)						
Year 3	Through the Ages (26)	<p>Chronology of the stone age through to iron age- ordering dates BC through to AD- Understand the idea of pre-history</p> <p>Understand how weapons and tools changed across the stone age.</p> <p>Understand the chronology of the Bronze age</p> <p>Understand and explain the chronology of the Iron age</p>	<p>Use maps to identify local stone age settlements in Dorset- Maiden Castle</p>	<p>History of stone age Britain- similarities and differences between climate, food, weapons, tools over the palaeolithic period, the mesolithic and the neolithic period of pre-history</p> <p>Study the neolithic hunter gatherers of Skara Brae</p> <p>Compare and contrast tools and weapons of the stone age</p> <p>Use secondary sources to find out about the Bronze age</p> <p>Compare and contrast the Bronze age and the stone age- farming, art, culture, jewellery, food, weapons and tools</p>	<p>Pre-history- use sources/ stones artefacts from Dorchester Museum to draw conclusions about the past</p> <p>Use maps and mapping technology to understand where significant stone age settlements exist in the UK and Dorset</p> <p>Generate historical enquiry questions relating to Skara Brae</p> <p>Use historical evidence to reach informed conclusions about Cheddar man and the Amesbury Archer</p>	<p>Primary/secondary sources</p> <p>Evidence</p> <p>Enquiry question</p> <p>Draw conclusions</p> <p>Era</p> <p>BC and AD</p> <p>Prehistoric</p> <p>Cause and consequence</p>	Dorchester museum visit

				<p>Understand how wealth and power affected Bronze age Britain.</p> <p>Work as historians to piece information together about the Amesbury Archer</p>	<p>How did the Beaker folk influence everyday life?</p> <p>Respond in role- use historical context/understanding to explain events</p>		
	Urban Pioneers (2)	Chronology of Bridport- linking to through the ages and previous learning. Mapping onto class timeline.	<p>Local history of Bridport- key events in the history of the town onto a time line</p> <p>Significant people focus related to the buildings- Dr Roberts</p> <p>Predictions about the future marking events onto timeline</p>	Link local events to world events 13th century Black death /1625-the plague reached Bridport	How do they think their town or city will change? Are there any significant national or international events that might impact their locality?	Chronology Future	Bridport museum or visit from museum-
	Fantastic Forces (0) Predator (0)						
	Rocks Relics and Rumbles (3)	Chronology- identifying and reiterating where we are in time. Placing when dinosaurs lived, Mary Anning and when she worked and Pompeii eruption onto the timeline	Lyme Regis- significance of Mary Anning.	Pompeii- what happened? Children discuss the causes and effects of each stage of the eruption of Mt Vesuvius.	What can fossils tell us about the past? Use images of the fossilised remains to draw conclusions.	Fossil Preserved Cause and effect	
	Emperors and Empires (25)	<p>Chronology of rulers of Rome –order the rulers of Rome- place Romans into timeline</p> <p>Chronology of the expansion of the Roman empire</p>	<p>Cause and consequence of Romans in Dorset</p> <p>Life in Roman Britain and Dorset</p>	<p>Founding of Ancient Rome</p> <p>Hierarchy of Ancient Rome- how Rome was ruled before emperors</p> <p>Significant emperors and events of their rule.</p>	<p>Generate historical questions about the Romans</p> <p>Compare and contrast primary and secondary sources –which is the most reliable and why?</p>	<p>Primary and secondary sources</p> <p>Reliability/reliable</p> <p>Hierarchy</p> <p>Interpretation/viewpoint</p> <p>Compare and Contrast</p>	Trip to Dorchester museum

			<p>Romanisation of the local area Identify roman roads in local area, roman baths/mosaics</p>	<p>Understand the importance of hierarchy to the Roman army</p> <p>Cause and consequence of Roman influence on Britain</p> <p>Similarities and differences What were the main similarities and differences between this and the first invasions of Britain?</p> <p>Boudicca's rebellion –villain or hero?</p> <p>Romans and Scotland- significance of Hadrian's wall and their unsuccessful invasion of the picts</p> <p>Compare and contrast life in Ancient Rome and in Roman Britain –A study of Roman Britain- Roman inventions, Roman roads, towns, baths,</p> <p>Ivory Bangle Lady- evidence of multiculturalism in Roman Britain- people of African descent in Roman Britain.</p> <p>Roman withdrawal- writing role- summarising the main events of the withdrawal.</p>	<p>Using evidence and sources to answer historical questions such as: What was the main cause of this invasion? What were the short and long term consequences for Britain? What were the main similarities and differences between this and the first invasions of Britain?</p> <p>Discussion of historical interpretation- how view point skews historical views of historical figures/ using primary artefacts such as the vindolanda tablets</p> <p>Reliability of primary sources such as the vindolanda tablets and information about the ivory bangle lady</p> <p>Decide how to demonstrate/share historical knowledge</p>		
Year 4	Playlist (2)	Chronology of music- history of music.		<p>Compare and contrast music from different eras.</p> <p>Early people- aborigine people of Australia</p>		Origins Aboriginal peoples	
	Misty Mountain Winding River (0)						

	<p>Gods and Mortals (12)</p>	<p>Chronology of events from Ancient Greek History- place the ancient Greeks on timeline with other periods studied with support Class teacher to draw attention to how events fit and overlap.</p>		<p>A study of Ancient Greek- a comparison of life for Rich and poor people</p> <p>Study of maths, writing The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre Significant Greeks eg: Plato, Aristotle, Parmenides, Archimedes, Pythagoras and Alexander the Great.</p> <p>Draw an ancient Greek Soldier- finding out from a range of sources about Ancient Greek soldiers and what they wore.</p> <p>Read/hear the story about the battle of Marathon- compare to modern day marathons.</p>	<p>'Is there anything on our timeline that links to life in modern times?'</p> <p>Draw conclusions about the importance of the Greeks. What in the significant events might feature in our modern day world? What does this tell us about the Ancient Greeks?</p> <p>Evaluation: Who were more influential the Greeks or the Romans? Reason/speculate about the significance of Ancient Greece to the modern world-</p>	<p>Evaluate Democracy</p>	<p>Trip??</p>
	<p>Burps Bottoms and Bile (0)</p>						
	<p>Traders and Raiders (14)</p>	<p>Understand chronology between AD 410- 1066 and mark significant events on timeline. Place Anglo Saxons onto timeline.</p> <p>Children to place the Vikings onto the timeline and order events understand links to previous periods studied</p> <p>Chronology of weaponry</p>	<p>Anglo Saxons in Dorset- Corfe Castle</p> <p>Bridport- Anglo Saxon history</p> <p>Ridgeway Hill Viking burial pit- local Viking and</p>	<p>Show images and artefact pictures from Sutton Hoo- what historical conclusions</p> <p>Significant Anglo Saxons- Bede, King Arthur, Alfred the Great</p> <p>What was life like for Anglo Saxon people in Britain? Research homes, farming, food, hierarchy within a kingdom, crime and punishment, beliefs,</p>	<p>Primary and secondary sources to ask historical questions about the Anglo Saxons from the findings at Sutton Hoo.</p> <p>Use sources to build a character profile of Bede-</p>	<p>interpretation reliability note taking presenting information</p>	<p>Corfe Castle Ridgeway – Viking Burial</p>

		<p>Chronology of kings and their nicknames.</p>	<p>Anglo Saxon history</p> <p>Tell stories of local Viking raids and invasions in Dorset- Portland 3 ships arrived</p>	<p>customs, fighting and clothing. Remind children to use images, drawings</p> <p>Key Viking archaeological discoveries in Britain- Viking hoards- what do they tell us about the Vikings?</p> <p>Impact of the Vikings on Europe</p> <p>Research a particular aspect of Viking life in detail, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures.</p> <p>Use historical investigation to recreate Viking ship burial</p> <p>Battles of Alfred the Great –children to re-enact and listen to the stories of the battle of Ashdown.</p>	<p>consider reliability of sources</p> <p>Consider art as a communication of history- what is shown and hidden in art?</p> <p>Generating historical questions based on interest</p> <p>Be taught to research a topic independently using given topics and information.</p> <p>Compare and contrast Anglo Saxon and Viking life discussing key similarities and differences</p> <p>Use historical knowledge and understanding to recreate and direct a Viking ship burial and a Viking invasion</p> <p>Was Alfred the Great really great?</p> <p>Hypothesise nicknames for current royal family members.</p>		
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	Blue Abyss (1)	Chronology- place the exploration onto the timeline of events- link back to Y2		1872 Royal Navy ship, HMS <i>Challenger</i> is considered to be so important and how its story has contributed to modern oceanography.	Gain historical understanding/knowledge from charts, graphs, tables and other archive information	archives	
Year 5	Pharoahs (15)	Chronology of ancient civilisations- identify where Ancient Egypt fits into the chronology independently Chronology of key events in Ancient Egyptian history –order and explain using language of cause and effect		Study in detail the mummification and embalming process. Compare and contrast the burial of the dead in Viking and Egyptian times Compare historical explanations and critique the explanations to help draw conclusions. Social history- understanding how history is different for different people in society- finding evidence to support this Archaeological discoveries- Howard Carter impact modern views of the finding.	Use historical evidence to reach informed conclusions about the Ancient Egyptians from artefacts found in the tomb of Tutankhamun- Ask historical questions from primary sources. Research a topic with increasing independence- allow children to choose a pharaoh to take research under specific headings using a range of sources. Consider and evaluate the reliability of sources on a scale- give reasons to explain the reliability of sources. Using evidence to back up historical opinions. Revising history –looking back on historical discussions through a modern lens- Did Howard Carter preserve or damage what was discovered in the tomb? Modern views of Howard Carter	Evaluate Compare- critique sources Social history Historical interpretation/ bias	

					Summarising the impact of Ancient Egyptians		
Stargazers (3)	Chronology- space race/ modern science -place the chronology of science within the history discovered so far			<p>Italian physicist and mathematician Galileo Galilei (1564–1642)</p> <p>Sir Isaac Newton</p> <p>Recap the details of the space race from y1</p>	Research and present a double page spread about Galileo or Sir Isaac Newton		
1066 (10)	<p>Chronology- placing 1066 on to the timeline of events. Understand how it fits in and why significant</p> <p>Chronology of events in the year 1066</p> <p>Chronology of castles- look at the creation and development of castles add Corfe castle- Independently place events in order and on the timeline- explanatory language of cause and effect</p>	<p>Corfe castle- comparison with Norman castles</p> <p>Doomsday records for Bridport and surrounding villages</p>	<p>1066 death of Edward the Confessor- the succession</p> <p>Understand what life was like for rich and poor everyday people in Norman times.</p> <p>Bayeux Tapestry as a primary source to sequence the Battle of Hastings</p> <p>Norman castles- features and reasons compare and contrast with Motte and Bailey castles</p> <p>Domesday book and its significance as a historical artefact</p> <p>Analyse and evaluate the reliability of the deathbed speech of William the Conqueror What does it illuminate for us and what does it hide?</p>	<p>Research historical events and make a persuasive argument (from a given piece of information)</p> <p>Answer historical questions- What was life like for the Normans? with independent research</p> <p>Compare and contrast rich and poor</p> <p>Hypothesise about Norman warfare through analysis of castle defences</p> <p>Use primary sources to find out about the past- evaluate factors that impact the reliability of sources.</p>	Persuasive argument hypothesise	Plan and host a Norman day	

					Summarise historical understanding to answer historical questions- What did the Normans do for us? Evaluate the evidence. Analyse and evaluate sources		
	Tudors (14)	Use historical understanding and knowledge of chronology to place the Tudors in the chronology independently. Use the language of cause and effect to explain how Tudor history fits into chronology of British and world history Research birth dates of king and add onto timeline independently. Create own timelines using independent research about the wives of Henry on computer programme- building on each lesson.		Independent research into the marriages of King Henry VIII- building up research timeline over time. Locate the residences of King Henry the Eighth and discuss their importance. Examine the evidence surrounding the crimes of Anne Boleyn. Empathise and write in role as a wife of Henry the VIII using historical knowledge. Compare and contrast the experiences of 2 or 3 of the wives of Henry VIII. Explain the reasons why Henry broke away from the Catholic Church and the consequences of the decision. -The impact on the rest of the world-what did the Tudors do for the world?-	Create and research independent enquiry questions based on Henry VIII's marriages. Use primary and secondary sources to explain what King Henry's residences were like. What was important? (photographs/artefacts)- Drawing historical conclusions. Compare and contrast with poorer Tudor residences. Children to make historical conclusions. Understand the difference between primary and secon Build arguments from contrasting evidence and form independent opinions of historical events. Build an argument to support a viewpoint of Anne Boleyn and her crimes. Historical enquiry into crimes and punishment-generate	Treason Peasantry Sentence Penalty	Visit Montacute house- national trust visit??

				<p>Describe and measure how large Henry became using the primary source of his armour.</p> <p>Make reasoned judgements about what information to include in a fact file about the children of Henry VIII.</p>	<p>questions for research around crime and punishment in Tudor England.</p> <p>Summarise knowledge of Henry VIII within a life size drawing of Henry VIII- analyse the decisions and actions of King Henry</p>		
	Sow Grow Farm (10)						
	Alchemy Island (4)						
Year 6	A child's War (11)	<p>Children build up their own timeline of events in WWII</p> <p>-Begin to build up a parallel one for what was happening in other countries- eg: Germany/ USA/Britain</p> <p>Compare and contrast these</p> <p>-Understand where the war fits in with modern history and the dates compared with WWI what significant events happened in history between these two wars?</p>	<p>Local history surrounding the WW2 – What was happening in Bridport and Dorset?</p>	<p>Evacuation –what was the war like for children?</p> <p>The Blitz- from primary and secondary sources</p> <p>World leaders during WWII</p> <p>Select and choose the topic for research and evaluate sources independently to complete the research.</p> <p>Holocaust- https://www.het.org.uk/primary resources- linked to remembrance and class novel</p> <p>Charles Drew</p>	<p>Use primary sources to find out about the Blitz and take independent notes on the key areas. Use secondary sources such as website and books to research the Blitz. Understand the different between primary and secondary sources. Select and evaluate which sources are most useful/reliable and why.</p> <p>Compare and contrast life for children/school during the war with today- use primary sources such as letters—discuss reliability</p>	<p>Holocaust</p> <p>discrimination</p> <p>democracy</p> <p>dictatorship</p> <p>Allies</p> <p>Axis powers</p>	<p>Y6 Evacuee day</p> <p>Bridport museum</p>

					and factors affecting reliability? Choosing topics of interest for independent research.		
	Tomorrow's world (2)	Independent research to select key dates to create an individual timeline on a chosen element in the history of computing		History of computing	Independent research into an area of interest/significant person in the history of computing	Technology Pioneers Programmers	
	Frozen Kingdom (2)	Research and create a digital timeline of polar exploration – order events. Debate and discuss the choice of significant events.		Understand the Titanic disaster and how it was different for rich and poor- relate this as a theme throughout history	Select sources to Compare and contrast experiences of rich and poor passengers on the Titanic Debate on which polar explorers were most significant using historical evidence.	Climate Inhospitable conditions Exploration	
	Darwin's Delights (2)	Add to the Darwin timeline- other significant historical events from other important scientists working at the same time- Alfred Wallace and Gregor Mendel	Mary Anning- Recap previous learning on Mary Anning- talk about it from a feminist perspective- why was she so important and	Enquiry question: Who was Charles Darwin and why is he so important?	Independent Research into overlooked scientists- who else is significant? - create a timeline of lesser known scientists and their work	Theory of evolution Natural selection Adaptation Ancestry Evolution Inheritance Natural selection	Dorchester museum

			overlooked in her time?				
	Bloodheart (1)	Chronology of Karl Landsteiner and his work –(linked to science objective around the lives of famous scientists)					
	Hola Mexico (4)	Create a class chronology of the Mayan civilisation		Create an in-depth study of the characteristics and importance of the Maya civilisation or society (people, culture, art, politics, hierarchy).	<p>Pupils to choose an element of interest to devise a research project around. Selecting and choosing their own sources- evaluating them for reliability.</p> <p>Present their work to the class/ their families</p> <p>Compare and contrast mayan civiliation to another indigenou people chosen by pupils.</p>	indigenous Heritage Stereotype Diverse Civilisation	Hola Mexico themed day

<https://ks2historytimeline.co.uk/> this company will customise timeline for the local history as well as our curriculum.