











HISTORY CURRICULUM MAP

History National Curriculum Objectives KS1	Where are they taught? KS1
Pupils should be taught about...	
changes within living memory	Happily Ever After (Y1) Inter-Nation Media Station (Y2)
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	London's Burning (Y1) Royal Patrons (Y2)
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	London's Burning (Y1) Going Wild (Y1) Zero to Hero (Y2) Royal Patrons (Y2)
significant historical events, people and places in their own locality	Happily Ever After (Y1)

History National Curriculum Objectives KS2	Where are they taught (LKS2)?	Where are they taught (UKS2)?
Pupils should be taught about...		
changes in Britain from the Stone Age to the Iron Age	UG (Y3)	
the Roman Empire and its impact on Britain		You're Not Invited (Y5)
Britain's settlement by Anglo-Saxons and Scots	Law and Order (Y4)	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Under Attack (Y4)	
a local history study		Wars of the World (Y6)
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	That's All, Folks (Y3)	Wars of the World (Y6) ...And the Band Played on (Y6) Mission Control (Y5)
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		Walk Like an Egyptian (Y5)
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Athens v Sparta (Y3)	
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilizations, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	Come Fly with Me! Africa (Benin) (Y4)	"I Have a Dream..." (Y6)

Historical Key Concepts		FS				Year 1			Year 2		
		Happy to be Me	Come and Join the celebration	Tell us a story	Jurassic Park	Ticket to ride	Happily Ever After	London's Burning!	Going Wild	Caring Crusaders	Inter-Nation Media Station
Conflict 	Democracy Law and Order Battle		Guy Fawkes		Dinosaurs		Rich/poor	Campaigners	Why are Florence and Mary famous? Crimean War Discrimination	Discipline E safety	Ruling Kingdom
Culture 	Values and Beliefs Religion		Guy Fawkes			Family values		Conservation Climate change	Equality	Technology changing lives	Inherited titles
Communication 	Agriculture and Industry Settlements and Homes Technology	Photographs family		Telling stories		Transport	Remembering events Changes in toys	Impact on London Changes in housing design/ building techniques	Protection of habitats	Scutari Hospital	Changes in technology linked to writing, talking, and being entertained. Palace
Conservation 	Legacy	family	Celebrations for key events	stories	Mary Anning	Change in transport	Methods of remembering	Changes to safety Changes in housing design/ building techniques	Impact of significant individuals	Changes in hospitals and nursing	Technology changing lives How has the role of a monarch changed?
Significant Individuals		Guy Fawkes Mary Anning				Samuel Pepys Thomas Fariner Christopher Wren David Attenborough Jane Goodall Vanessa Nakate			Florence Nightingale Mary Seacole John Logie Baird Thomas Edison Alexander Graham Bell Queen Elizabeth II Queen Victoria		

Historical Key Concepts		Year 3			Year 4			Year 5			Year 6		
		Athens vs Sparta	That's All Folks	Ug	Law and Order	Come Fly Africa: Benin	Under Attack	You're not Invited	Mission Control	Walk like an Egyptian	Wars of the World	"I Have a Dream"	...And the band Played on
Conflict 	Democracy Law and Order Battle	Persian Invasion City states		Hill Forts	Kingdoms Place Names	Hereditary succession	Battle of Hastings Invasion	Invasions Rebellion Boudicca Roman Army	Space Race Moon landing conspiracy		Causes Allies and Axis Powers WW1, WW2, American Civil War,	Apartheid Jim Crow Laws No rights for black people Protests - Bus Boycott	Investigations into the sinking Blame
Culture 	Values and Beliefs Religion	Early life City-states	Animation Societal change	Changes	Clothes, Food and Drink	Art Beliefs	Belief comparison Christianity	New roads and towns	Money	Egyptian gods After-life Pyramids	WW2 Nationalism	Apartheid	The 'unsinkable' ship Class system
Communication 	Agriculture and Industry Settlements and Homes Technology	Excavations	Animation	Archaeology	Reasons for settling Sutton Hoo	Rainforests Small family groups Kingdoms	Reasons for invading	Empire New roads and towns	Science Travel	hieroglyphics	Evacuation	Homelands Townships	Ship construction Class system
Conservation 	Legacy	Alexander the Great Greatest achievements	Disney Aasrdman	Tombs Monuments	Place names	Trading	Sutton Hoo	Impact		Significant achievements	World aims for Peace	Equal Rights	Ship development - changes in safety measures and rules
Significant Individuals		Walt Disney Nick Park Alexander the Great			Alfred the Great Eweka			Boudicca Neil Armstrong Uri Gagarin			Winston Churchill Adolf Hitler Alan Turing Nelson Mandela Martin Luther King Rosa Parks Ruby Bridges Kamala Harris		

CHRONOLOGY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Order and sequence familiar events	Fit people and events into a chronological framework		Establish clear narratives within periods of history		Make connections between periods of history	
<p><u>Happy to be me</u> Understand and use language related to the passing of time: old, new, past, present.</p>	<p><u>Happily Ever After (What is my history?)</u> Describe memories and changes that have happened in their own lives.</p> <p>Sequence pictures from different time periods.</p> <p>Sequence artefacts or events that are close together in time.</p> <p>Use words and phrases (such as old, new, past, present, newest, oldest, before and after) to show the passing of time.</p>	<p><u>Caring Crusaders</u> Use words and phrases (such as old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before and after) to show the passing of time.</p>	<p><u>Athens vs Sparta (Ancient Greece)</u> Sequence several events, artefacts or historical figures on a timeline using dates (closest century), including those that are sometimes further apart and terms related to Ancient Greece and the passing of time.</p> <p>Understand that a timeline can be divided into BC and AD.</p>	<p><u>Law and Order (Anglo Saxon Invasion and Settlements)</u> Know where this historical period sits on a dated timeline in relation to the time periods already studied.</p>	<p><u>You're Not Invited (Roman Empire and its impact on Britain)</u> Understand how some historical events/periods occurred concurrently in different locations.</p> <p>Begin to accurately use dates and terms to describe historical events.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates becoming more accurate.</p>	<p><u>Wars of the World (inc Local History - Bletchley)</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p>
<p><u>Ticket to Ride</u> Understand and use language related to the passing of time: old, new, past, present.</p> <p>Know that vehicles have changed over time (boats, planes, cars etc).</p>	<p><u>London's Burning!</u> Order dates from earliest to latest on simple timelines.</p> <p>Use words and phrases (such as old, new, past, present, newest, oldest, before and after) to show the passing of time.</p> <p>Know the purpose of a timeline.</p> <p>Sequence artefacts and events on a timeline.</p>	<p><u>Inter-Nation Media Station</u> Sequence artefacts or events that are close together in time on a simple timeline.</p> <p>Sequence pictures from different time periods on a simple timeline.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before and after) to show the passing of time.</p>	<p><u>That's all folks (History of animation - changes in an aspect of social history)</u> Sequence several events, artefacts or historical figures on a timeline using dates (closest century), including those that are sometimes further apart and terms related to Animation and the passing of time.</p>	<p><u>CFWM Africa (Benin - a non-European society that provides contrast with British history)</u> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart and terms related to Benin and the passing of time.</p> <p>Know that a timeline can be divided into BC and AD.</p>	<p><u>Mission Control (History of Space Exploration)</u> Begin to accurately use dates and terms to describe historical events.</p>	<p><u>I have a Dream (a non-European society that provides contrast with British history - additional)</u> Accurately use dates and terms to describe historical events.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Understand how some historical events occurred concurrently in different locations.</p>

<p><u>Jurassic Park!</u> Know that the historical timeline goes back a long way to the prehistoric and stone age</p> <p>Understand and use language related to the passing of time: old, new, past, present.</p>	<p><u>Going Wild: Significant Individuals - conservation</u> Use words and phrases (such as old, new, past, present, newest, oldest, before and after) to show the passing of time.</p> <p>Identify changes that have happened within my parent's or grandparent's living memory.</p>	<p><u>A Royal Welcome</u> Sequence artefacts or events that are close together in time on a simple timeline.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before and after) to show the passing of time.</p>	<p><u>Ug (Stone Age, Bronze Age, Iron Age)</u> Sequence several events, artefacts or historical figures on a timeline using dates (closest century), including those that are sometimes further apart and terms related to Stone Age, Iron Age, Bronze Age and the passing of time.</p> <p>Understand that a timeline can be divided into BC and AD.</p>	<p><u>Under Attack (Viking Raids and Invasion)</u> Know where this historical period sits on a dated timeline in relation to the time periods already studied.</p>	<p><u>Walk Like an Egyptian (Ancient Egypt)</u> Order an increasing number of significant events, movements and dates on a timeline using dates becoming more accurate.</p> <p>Understand how some historical events/periods occurred concurrently in different locations e.g. Indus Valley and Ancient Egypt.</p>	<p><u>...and the band played on! (study of an aspect of in British history)</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p>
<p><u>Tell Us a Story</u> Understand and use language related to the passing of time: old, new, past, present.</p> <p>Know when some traditional tales/fairy stories originated from</p>						

CONTINUITY AND CHANGE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
State examples of change	Identify examples of growth and change over time		Make links between events and changes across and within periods of history		Explain change and continuity across and within periods of history	
<p><u>Happy to be Me</u> Begin to identify things that have happened in the past (within their lifetime).</p>	<p><u>Happily Ever After (What is my history?)</u> Begin to identify old and new things across periods of time through pictures, photographs and objects.</p>	<p><u>Caring Crusaders</u> Begin to understand that some things change and some things stay nearly the same and give justifications.</p> <p>Begin to identify old and new things across periods of time through pictures, photographs and objects and explain why they can tell.</p>	<p><u>Athens vs Sparta (Ancient Greece)</u> Understand and describe, in some detail, the main changes to an aspect in a period of history.</p> <p>Understand that there are times in history when change happened and these moments of change can be referred to as turning points in history.</p>	<p><u>Law and Order (Anglo Saxon Invasion and Settlements)</u> Identify and begin to explain key things that stayed the same between periods.</p> <p>Identify and begin to explain key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes.</p>	<p><u>You're Not Invited (Roman Empire and its impact on Britain)</u> Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as turning points in history.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p><u>Wars of the World (inc Local History - Bletchley)</u> Explain why some periods in history may have more changes (for example, post-war Britain) and some may have had more continuity.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as turning points in history.</p> <p>Understand and describe in detail the main changes to an aspect of a period in history.</p>
<p><u>Jurassic Park!</u> Begin to talk about the fact that some things change (dinosaur extinction).</p>	<p><u>London's Burning!</u> Begin to identify old and new things across periods of time through pictures, photographs and objects.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p><u>Inter-Nation Media Station</u> Begin to identify old and new things across periods of time through pictures, photographs and objects and explain why they can tell.</p> <p>Begin to understand that some things change and some things stay nearly the same and give justifications.</p>	<p><u>That's all folks (History of animation - changes in an aspect of social history)</u> Identify key things that changed between periods.</p> <p>Start to explain the impact of some changes that have happened in Animation.</p> <p>Identify that there are reasons for continuities and changes across periods of time, and explain some of these.</p>	<p><u>CFWM Africa (Benin - a non-European society that provides contrast with British history)</u> Identify and begin to explain key things that changed between periods.</p> <p>Start to explain the impact of some changes that have happened in Benin.</p>	<p><u>Mission Control (History of Space Exploration)</u> Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as turning points in history.</p>	<p><u>I have a Dream (a non-European society that provides contrast with British history - additional)</u> Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as turning points in history.</p> <p>Understand and describe in detail the main changes to an aspect of a period in history.</p>

<p><u>Ticket to Ride</u> Begin to talk about the fact that uses of some things have changed and some things have stayed nearly the same.</p>	<p><u>Going Wild: Significant Individuals - conservation</u> Begin to understand that some things change and some things stay nearly the same.</p>	<p><u>A Royal Welcome</u> Begin to identify old and new things across periods of time through pictures, photographs and objects and explain why they can tell.</p> <p>Begin to understand that some things change and some things stay nearly the same and give justifications.</p>	<p><u>Ug (Stone Age, Bronze Age, Iron Age)</u> Identify key things that stayed the same between time periods.</p> <p>Identify key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes across periods of time, and explain some of these.</p>	<p><u>Under Attack (Viking Raids and Invasion)</u> Identify and begin to explain key things that stayed the same between periods.</p> <p>Identify and begin to explain key things that changed between periods.</p> <p>Identify that there are reasons for continuities and changes.</p>	<p><u>Walk Like an Egyptian (Ancient Egypt)</u> Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p><u>...and the band played on! (study of an aspect of in British history)</u> Identify why some changes between different periods of time have had more significant consequences than others.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as turning points in history.</p>
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CAUSE AND CONSEQUENCE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know what causes everyday things to happen	Recognise why actions and events happened		Identify the results of events, situations and changes		Analyse and explain the results of historical events, situations and changes	
<p><u>Come and Join the Celebration</u> Know who Guy Fawkes was and what happened because of him.</p>	<p><u>Happily Ever After (What is my history?)</u> Understand that a cause makes something happen and that historical events have causes.</p>	<p><u>Caring Crusaders</u> Understand that a consequence is something that happens as a direct result of something else.</p>	<p><u>Athens vs Sparta (Ancient Greece)</u> Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p><u>Law and Order (Anglo Saxon Invasion and Settlements)</u> Explain that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Explain that historical events have consequences that sometimes last long after the event is over.</p>	<p><u>You're Not Invited (Roman Empire and its impact on Britain)</u> Examine the short and long term causes of an event being studied.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another (Anglo Saxons/Romans/ Vikings).</p>	<p><u>Wars of the World (inc Local History - Bletchley)</u> Understand that one event can have multiple consequences that impact on many countries and civilisations.</p> <p>Understand and describe, in some detail, the main changes to an aspect of a period in history.</p> <p>Examine in detail the short and long term causes of an event being studied.</p>
	<p><u>London's Burning</u> Understand that a cause makes something happen and that historical events have causes.</p> <p>Know that historical events are caused by things that occurred before them.</p>	<p><u>Inter-Nation Media Station</u> Explain that historical events are caused by things that occurred before them.</p>	<p><u>That's all folks (History of animation - changes in an aspect of social history)</u> Begin to understand that historical events create changes that have consequences.</p>	<p><u>CEWM Africa (Benin - a non-European society that provides contrast with British history)</u> Understand that historical events create changes that have consequences (hereditary succession).</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p>	<p><u>Mission Control (History of Space Exploration)</u> Understand that some causes may be more significant than others and that some causes are less significant.</p> <p>Begin to understand that historians may not agree on the main causes of an event.</p>	<p><u>I have a Dream (a non-European society that provides contrast with British history - additional)</u> Examine in detail the short and long term causes of an event being studied.</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p>

	<p><u>Going Wild: Significant Individuals - conservation</u> Understand that a consequence is something that happens as a direct result of something else.</p>	<p><u>A Royal Welcome</u> Understand that a consequence is something that happens as a direct result of something else.</p>	<p><u>Ug (Stone Age, Bronze Age, Iron Age)</u> Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Begin to understand that historical events create changes that have consequences.</p>	<p><u>Under Attack (Viking Raids and Invasion)</u> Explain that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Understand that historical events create changes that have consequences.</p> <p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <p>Explain that historical events have consequences that sometimes last long after the event is over.</p>	<p><u>Walk Like an Egyptian (Ancient Egypt)</u> Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p><u>...and the band played on! (study of an aspect of in British history)</u> Examine in more detail the short and long term causes of an event being studied.</p> <p>Understand that historians may not agree on the main causes of an event.</p>
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HISTORICAL INTERPRETATIONS

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify how things can be done differently	Identify different ways in which the past is represented		Understand that different versions of the past may exist, giving reasons for this		Explain how and why historical viewpoints and interpretations have been constructed	
<u>Happy to be Me</u> Observe and use pictures and photographs to find out about their own families and those of their peers; use this to make sense of their own life-story.	<u>Happily Ever After (What is my history?)</u> Observe and use pictures, photographs and artefacts to find out about the past.	<u>Caring Crusaders</u> Observe and use pictures, photographs and artefacts to reason about the past.	<u>Athens vs Sparta (Ancient Greece)</u> Look at two versions of the same event or story in history and identify differences. Investigate different accounts of historical events and begin to explain some of the reasons why the accounts may be different. Begin to understand some of the ways in which historians and others investigate the past.	<u>Law and Order (Anglo Saxon Invasion and Settlements)</u> Know that historians and others investigate the past in different ways.	<u>You're Not Invited (Roman Empire and its impact on Britain)</u> Find and analyse a range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and start to question its reliability. Know that people in the past represent events or ideas in a way that may be to persuade others. Continue to develop an understanding of how historians and others investigate the past.	<u>Wars of the World (inc Local History - Bletchley)</u> Find and analyse a wide range of evidence about the past. Use a wide range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Know that people in the past represent events or ideas in a way that may be to persuade others. Show an awareness of the concept of propaganda.

	<p><u>London's Burning!</u> Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p>	<p><u>Inter-Nation Media Station</u> Observe and use pictures, photographs and artefacts to reason about the past.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p><u>That's all folks</u> (History of animation - <u>changes in an aspect of social history</u>) Begin to understand some of the ways in which historians and others investigate the past.</p>	<p><u>CFWM Africa</u> (Benin - a non-European society that provides contrast with British history) Know that historians and others investigate the past in different ways.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p><u>Mission Control</u> (History of Space Exploration) Find and analyse a range of evidence about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p>	<p><u>I have a Dream</u> (a non-European society that provides contrast with British history - <i>additional</i>) Find and analyse a wide range of evidence about the past.</p> <p>Use a wide range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider further ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p> <p>Show an awareness of the concept of propaganda.</p>
	<p><u>Going Wild: Significant Individuals - conservation</u> Observe and use pictures, photographs and artefacts to find out about the past.</p>	<p><u>A Royal Welcome</u> Start to compare two versions of past events.</p> <p>Observe and use pictures, photographs and artefacts to reason about the past.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help</p>	<p><u>Ug (Stone Age. Bronze Age. Iron Age)</u> Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p><u>Under Attack</u> (Viking Raids and Invasion) Know that historians and others investigate the past in different ways.</p>	<p><u>Walk Like an Egyptian</u> (Ancient Egypt) Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p>	<p><u>...and the band played on!</u> (study of an aspect of in British history) Show an awareness of the concept of blame.</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Use a wide range of evidence to offer some clear reasons for different</p>

		<p>represent the past.</p>	<p>Begin to understand some of the ways in which historians and others investigate the past.</p>		<p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p>	<p>interpretations of events, linking this to factual understanding about the past.</p> <p>Consider further ways of checking the accuracy of interpretations of the past.</p> <p>Understand the difference between primary and secondary evidence and start to question its reliability.</p>
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SIMILARITIES AND DIFFERENCES

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know about similarities and differences between themselves and others	Know about similarities and differences between societies, including beliefs		Compare and contrast a range of diverse societies		Analyse the diverse experiences, beliefs and attitudes of people in past societies	
<u>Happy to be Me</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<u>Happily Ever After (What is my history?)</u> Recognise some similarities and differences between the past and present.	<u>Caring Crusaders</u> Understand that during the same period of time life was different for people in the past, such as rich and poor or male and female. Identify some similarities and differences between the past and the present.	<u>Athens vs Sparta (Ancient Greece)</u> Identify and give some examples of how life was similar in the past.	<u>Law and Order (Anglo Saxon Invasion and Settlements)</u> Identify and give some examples of how life was different in the past for different people, in the same and different periods of time. Identify and give some examples of how life was similar in the past for different people, in the same and different periods of time.	<u>You're Not Invited (Roman Empire and its impact on Britain)</u> Explain and give examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Give reasons for these similarities and differences.	<u>Wars of the World (inc Local History - Bletchley)</u> Explain and give varied examples of how life was similar and different in the past. Explain and give varied examples to show that things may have been different from place to place at the same time. Give reasons for these similarities and differences.
<u>Come and Join the Celebration</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	<u>London's Burning!</u> Start to understand that during the same period of time life was different for people in the past, such as rich and poor or male and female. Recognise some similarities and differences between the past and the present.	<u>Inter-Nation Media Station</u> Identify that some things within living memory are similar and some things are different. Identify some similarities and differences between the past and the present. Identify some similarities and differences between the ways of life in different periods.	<u>That's all folks (History of animation - changes in an aspect of social history)</u> Identify and give some examples of how life was different in the past.	<u>CFWM Africa (Benin - a non-European society that provides contrast with British history)</u> Identify and give some examples of how life was different in the past for different people, in the same and different periods of time.	<u>Mission Control (History of Space Exploration)</u> Identify a range of significant people and events from different periods of history and explain why they were significant.	<u>I have a Dream (a non-European society that provides contrast with British history - additional)</u> Explain and give varied examples of how life was similar and different in the past. Explain and give varied examples to show that things may have been different from place to place at the same time. Give reasons for these similarities and differences.

<p><u>Jurassic Park!</u> Know some differences between now and when dinosaurs were alive</p>	<p><u>Going Wild: Significant Individuals - conservation</u> Start to understand that during the same period of time life was different for people in the past, such as rich and poor or male and female.</p>	<p><u>A Royal Welcome</u> Identify some similarities and differences between the ways of life in different periods. Identify some similarities and differences between the past and the present. Understand that during the same period of time life was different for people in the past, such as rich and poor or male and female.</p>	<p><u>Ug (Stone Age, Bronze Age, Iron Age)</u> Identify and give some examples of how life was different in the past.</p>	<p><u>Under Attack (Viking Raids and Invasion)</u> Identify and give some examples of how life was different in the past for different people, in the same and different periods of time. Identify and give some examples of how life was similar in the past for different people, in the same and different periods of time.</p>	<p><u>Walk Like an Egyptian (Ancient Egypt)</u> Explain and give examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Give reasons for these similarities and differences.</p>	<p><u>...and the band played on! (study of an aspect of in British history)</u> Explain and give varied examples of how life was similar and different in the past. Explain and give varied examples to show that things may have been different from place to place at the same time.</p>
<p><u>Ticket to Ride</u> Identify features (of vehicles) that have changed over time.</p>						

HISTORICAL SIGNIFICANCE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Come and Join the Celebration</u> Know who Guy Fawkes was and why he was important.</p>	<p><u>Happily Ever After (What is my history?)</u> Talk about why the event or person was important.</p>	<p><u>Caring Crusaders</u> Explain reasons why someone might be significant.</p> <p>Talk about why the person was important and what changed/happened.</p>	<p><u>Athens vs Sparta (Ancient Greece)</u> Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p><u>Law and Order (Anglo Saxon Invasion and Settlements)</u> Identify historically significant people and events from a period of history and explain what they did or what happened.</p>	<p><u>You're Not Invited (Roman Empire and its impact on Britain)</u> Understand that what we consider to be significant can change throughout different periods.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify historically significant people and events from different periods of history and explain why they were significant.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p><u>Wars of the World (inc Local History - Bletchley)</u> Explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>
<p><u>Jurassic Park!</u> Know that Mary Anning was an important figure linked to dinosaurs.</p>	<p><u>London's Burning!</u> Talk about why the event was important and what happened.</p>	<p><u>Inter-Nation Media Station</u> Explain reasons why change might have been significant and might have an impact on our lives today and in the future.</p> <p>Talk about why a person was important and what changed/happened.</p>	<p><u>That's all folks (History of animation - changes in an aspect of social history)</u> Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p><u>CEWM Africa (Benin - a non-European society that provides contrast with British history)</u> Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</p>	<p><u>Mission Control (History of Space Exploration)</u> Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.</p>	<p><u>I have a Dream (a non-European society that provides contrast with British history - additional)</u> Explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify a range of</p>

				Identify historically significant people and events from a period of history and explain what they did or what happened.		historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
	<p><u>Going Wild: Significant Individuals - conservation</u> Know some reasons why someone might be significant.</p> <p>Talk about why the person was important.</p>	<p><u>A Royal Welcome</u> Explain reasons why someone might be significant.</p> <p>Talk about why the person was important and what changed/happened.</p>	<p><u>Ug (Stone Age, Bronze Age, Iron Age)</u> Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p><u>Under Attack (Viking Raids and Invasion)</u> Identify historically significant people and events from a period of history and explain what they did or what happened.</p>	<p><u>Walk Like an Egyptian (Ancient Egypt)</u> Understand that what we consider to be significant can change throughout different periods.</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Identify historically significant people and events from different periods of history and explain why they were significant.</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p><u>...and the band played on! (study of an aspect of in British history)</u></p>

HISTORICAL ENQUIRY

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ask questions about the past based on stories, artefacts and photographs.</p> <p>Identify some similarities and differences.</p> <p>Understand that the past means before now and that it might mean a long time ago.</p>	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Sort some objects/artefacts into new and old; then and now.</p> <p>Describe significant individuals from the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary (see chronology) to retell simple stories about the past.</p>	<p>Observe or handle evidence to ask and answer simple questions about the past.</p> <p>Observe or handle evidence to find answers, with justifications, to simple questions about the past on the basis of simple observations.</p> <p>Know and recount key events from the lives of significant individuals in history.</p> <p>Sort some objects/artefacts into new and old; then and now; past and present.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past and draw comparisons.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary (see chronology) to retell simple stories about the past.</p> <p>Use evidence to explain the key features of events.</p> <p>Show some basic understanding of</p>	<p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources, such as maps, to build up a clearer picture of the past.</p> <p>Regularly address questions to find answers about the past.</p> <p>Begin to undertake their own research.</p> <p>Find out about the everyday lives of people.</p> <p>Identify key features, aspects and events of the times studied.</p> <p>Identify connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that can be made up of diaries,</p>	<p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources, such as maps, to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research using a range of sources, evaluating their validity.</p> <p>Describe key features, aspects and events of the times studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that can be</p>	<p>Recognise when they are using primary and secondary sources to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, online material, artefacts, photographs, etc.</p> <p>Begin to select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious and social, when describing the connections, contrasts and trends over time.</p> <p>Describe the key features of the past including attitudes, beliefs and the everyday lives of men, women and children.</p>	<p>Recognise when they are using primary and secondary sources to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, online material, artefacts, photographs, etc.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer, using a wide range of evidence to support this.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people and use this to draw conclusions.</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of thematic concepts.</p> <p>Use appropriate historical terms such as culture, religious, social, economic</p>

		<p>substantive concepts linked to war and health, monarch and society.</p>	<p>speeches or letters). These could also be autobiographies.</p>	<p>made up of diaries, speeches or letters). These could also be autobiographies.</p>	<p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives.</p>	<p>and political when describing the connections, contrasts and trends over time.</p> <p>Describe the key features of the past including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives.</p>
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