

Subject	History		
Subject	Mr Ryan		
Leader			
Nursery	Begin to make sense of their own life-story and family's history.		
Reception	Comment on images of familiar situations in the past.		
	Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society.		
	Know some similarities and differences between things in the pa	st and now, drawing on their experiences and what has been re	ead in class.
Year 1	Autumn 2	Spring 1	Summer 1
	The Great fire of London	Queen Victoria & Queen Elizabeth II	<u>Seaside Holiday</u>
	Area of study	Area of Study	Area of Study
	Events beyond living memory that are significant nationally or	The lives of significant individuals in the past who have	Changes within living memory. Where appropriate, these should be used to
	globally	contributed to national and international achievements.	reveal aspects change in national life
	Manufadas and understanding of sucuto usuals and shouses in the	Some should be used to compare aspects of life in different	Knowledge and understanding of events, people and changes in the past
	Knowledge and understanding of events, people and changes in the past	periods	Recall some facts about events before living memory
	Recall some facts about events before living memory	Knowledge and understanding of events, people and changes in	Say why people may have acted the way they did
	Recall some facts about events before living memory	the past	Historical Enquiry
	Historical Enquiry	Recall some facts about events before living memory	Explore events, look at pictures and ask questions i.e. "Which things are old
	Identify different ways in which the past is represented	Say why people may have acted the way they did	and which are new?" or "What were people doing?"
	 Look at objects from the past 		Look at objects from the past
	,	Historical Enquiry	· '
	Chronological Understanding	Identify different ways in which the past is represented	<u>Chronological Understanding</u>
	Order a set of objects		Understand the difference between things that happened in the past and
	 Use a time line to place important events 	Chronological Understanding	 present Describe things that happened to themselves and other people in the past
	 Use words and phrases such as: now, yesterday, last week, 	Order a set of events	Order a set of objects
	when I was younger, a long time ago, a very long time ago,	Use a timeline to place important events	Use words and phrases such as: now, yesterday, last week, when I was
	before I was born. When my parents/carers were young.	Use words and phrases such as: now, yesterday, last week,	younger, a long time ago, a very long time ago, before I was born. When my
	Historical Internactation	when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	parents/carers were young
	Historical Interpretation Look at books, videos, photographs, pictures and artefacts to	before I was born. When my parents/carers were young.	
	find out about the past	Historical Interpretation	Historical Interpretation
	inia dat about the past	Look at books, videos, photographs, pictures and artefacts	Look at books, videos, photographs, pictures and artefacts to find out about the past
	Organisation and Communication	to find out about the past	·
	Sort events or objects into groups (then and now)	'	Organisation and Communication
	Use timelines to order events or objects	Organisation and Communication	Sort events into groups (e.g. then and now)
	Talk, write and draw about things from the past	Use timelines to order events or objects	Tell stories about the past
	Tell stories about the past	Talk, write and draw about things from the past	Talk, write and draw about things from the past



Year 2	Autumn 2	Spring 1	Summer 1
	<u>wwi</u>	Influential Women	<u>Buncefield</u>
	Area of study	Area of study	Areas of Study
	Events beyond living memory that are significant nationally or	Lives of significant individuals in the past who have	Significant historical events, people and places in their own locality
	globally	contributed to national and international achievements.	
		Some should be used to compare aspects of life in different	Knowledge and understanding of events, people and changes in the past
	Knowledge and understanding of events, people and changes in the	periods	Describe the differences between then and now.
	past		Recount the main events from a significant event in history.
	Use information to describe the past.	Knowledge and understanding of events, people and changes in	Historical Enquiry
	Recount the main events from a significant event in history.	the past	Identify different ways in which the past is represented.
	Historical Enquiry	Describe the differences between then and now.	Ask questions about the past.
	 Identify different ways in which the past is represented. 	Look at evidence to give and explain reasons why people in	Use a wide range of information to answer questions.
	Ask questions about the past.	the past may have acted in the way they did.	Chronological Understanding
	Use a wide range of information to answer questions.	<u>Historical Enquiry</u>	Understand and use the words past and present when telling others about
	Chronological Understanding	Ask questions about the past.	an event.
	Understand how to put people, events and objects in order of	 Use a wide range of information to answer questions. 	Use a timeline to place important events.
	when they happened, using a scale the teacher has given me.	Chronological Understanding	Historical Interpretation
	<u>Historical Interpretation</u>	 Recount changes in my own life over time. 	Look at and use books and pictures, stories, eye witness accounts, pictures,
	Look at and use books and pictures, stories, eye witness	Understand how to put people, events and objects in order	photographs, artefacts, historic buildings, museums, galleries, historical sites
	accounts, pictures, photographs, artefacts, historic buildings,	of when they happened, using a scale the teacher has given	and the internet to find out about the past.
	museums, galleries, historical sites and the internet to find out	me.	
	about the past.	Historical Interpretation	Organisation and Communication
		 Look at and use books and pictures, stories, eye witness 	Describe objects, people or events in history.
	Organisation and Communication	accounts, pictures, photographs, artefacts, historic	Use timelines to order events or objects or place significant people.
	Describe objects, people or events in history.	buildings, museums, galleries, historical sites and the	Communicate ideas about people, objects or events from the past in speaking,
	Use timelines to order events or objects or place significant	internet to find out about the past.	writing, drawing, role-play, storytelling and using ICT
	people.		
	Communicate ideas about people, objects or events from the	Organisation and Communication	
	past in speaking, writing, drawing, role-play, storytelling and	 Describe objects, people or events in history. 	
	using ICT	Use timelines to order events or objects or place significant	
		people.	
		Communicate ideas about people, objects or events from	
		the past in speaking, writing, drawing, role-play, storytelling	
		and using ICT	



Year 3	Autumn 2	Spring 2	Summer 1
	The Stone Age to the Iron Age	The Romans	<u>St Albans</u>
	Areas of Study		
	Changes in Britain from the Stone Age to the Iron Age	Areas of study	Areas of Study
	Warning to develop and and an alternative after a state of a second and a second after a second at the second at t	The Roman Empire and its impact on Britain	A local history study
	Knowledge and understanding of events, people and changes in the	Kanadadan and and and and alamate adian of sanata anada and alaman in	Manufadas and understanding of supply and sharpes in the rest
	Use evidence to describe buildings and their uses of people	Knowledge and understanding of events, people and changes in the past	Knowledge and understanding of events, people and changes in the past Use evidence to describe the culture and leisure activities from the past.
	Use evidence to describe buildings and their uses of people from the past	Use evidence to describe the clothes, way of life and actions	Use evidence to describe the culture and leisure activities from the past. Historical Enquiry
	Historical Enquiry	of people in the past.	Use documents, printed sources (e.g. archive materials) the Internet,
	Use documents, printed sources (e.g. archive materials) the	Historical Enquiry	databases, pictures, photographs, music, artefacts, historic buildings, visits
	Internet, databases, pictures, photographs, music, artefacts,	Use documents, printed sources (e.g. archive materials) the	to museums and galleries and visits to sites as evidence about the past.
	historic buildings, visits to museums and galleries and visits to	Internet, databases, pictures, photographs, music,	Ask questions and find answers about the past.
	sites as evidence about the past.	artefacts, historic buildings, visits to museums and galleries	Chronological Understanding
	Ask questions and find answers about the past.	and visits to sites as evidence about the past.	Use a timeline to place historical events in chronological order.
	Chronological Understanding	Ask questions and find answers about the past.	Historical Interpretation
	Understand that a timeline can be divided into BC (Before	Chronological Understanding	Explore the idea that there are different accounts of history
	Christ) and AD (Anno Domini)	Describe dates of and order significant events from the	Organisation and Communication
	<u>Historical Interpretation</u>	period studied.	Communicate ideas about the past using different genres of writing, drawing,
	Explore the idea that there are different accounts of history	<u>Historical Interpretation</u>	diagrams, data-handling, drama roleplay, storytelling and using ICT.
	Organisation and Communication	Explore the idea that there are different accounts of history	
	Communicate ideas about the past using different genres of	Organisation and Communication	
	writing, drawing, diagrams, data-handling, drama roleplay,	Communicate ideas about the past using different genres of	
	storytelling and using ICT.	writing, drawing, diagrams, data-handling, drama roleplay,	
		storytelling and using ICT.	



Year 4	Autumn 1	Spring 1	Summer 2
	Anglo-Saxons and Scots	<u> Vikings - 1066</u>	Industrial Revolution
	Areas of study	Areas of study	Area of study
	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor	A study of an aspect or theme in British History that extends pupils knowledge beyond 1066
	Knowledge and understanding of events, people and changes in the		,
	Describe the culture/leisure activities, way of life/places and/or actions of people in the past.	Knowledge and understanding of events, people and changes in the past	Knowledge and understanding of events, people and changes in the past Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence.
	Historical Enquiry Use documents, printed sources (e.g. archive materials) the	Historical Enquiry Use documents, printed sources (e.g. archive materials) the	Historical Enquiry Use documents, printed sources (e.g. archive materials) the Internet, databases,
	Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.	Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.	pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is
	Ask questions and find answers about the past. Changle is a Understanding.	Ask questions and find answers about the past. Change legislated the department of the past.	often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Use a timeline to place historical events in chronological order as well as from the period studied.	 Chronological Understanding Describe the main changes in a period in history.
	Historical Interpretation Know that people in the past represent events or ideas in different ways	Historical Interpretation Know that people in the past represent events or ideas in different ways	Historical Interpretation Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.
	Organisation and Communication	Organisation and Communication	
	Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT	Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT	Organisation and Communication Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
			 Plan and present a self-directed project or research about the studied period.



Year 5	Autumn 2	Spring 2	Summer 2
	Ancient Greece	The great plague and 17th Century medicine	The Mayan civilisation
	Area of Study	Area of study	Area of Study
	A study of Greek life, achievements and their influence on the	A study of an aspect or theme in British History that	A non-European society that provides contrasts with British history – one
	western world	extends pupils knowledge beyond 1066	study chosen from: early Islamic civilization, including a study of Baghdad c.
			AD 900; Mayan Civilisation c. AD 900; Benin (West Africa_ c. AD 900 – 1300
	Knowledge and understanding of events, people and changes in the	Knowledge and understanding of events, people and changes in	
	<u>past</u>	the past	Knowledge and understanding of events, people and changes in the past
	Describe similarities and differences between some people,	Choose reliable sources of information to find out about the	Describe how historical events studied affect/influence life today.
	events and artefacts studied	past.	Make links between some of the features of past societies. (e.g. religion,
	Make links between some of the features of past societies. (e.g.	Give own reasons why changes may have occurred, backed	houses, society, technology.)
	religion, houses, society, technology.)	up by evidence.	Historical Enquiry
	Historical Enquiry	Historical Enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases,
	Use documents, printed sources (e.g. archive materials) the	Use documents, printed sources (e.g. archive materials) the	pictures, photographs, music, artefacts, historic buildings, visits to museums and
	Internet, databases, pictures, photographs, music, artefacts,	Internet, databases, pictures, photographs, music, artefacts,	galleries and visits to sites to collect evidence about the past.
	historic buildings, visits to museums and galleries and visits to	historic buildings, visits to museums and galleries and visits to	Choose reliable sources of evidence to answer questions, realising that there is
	sites to collect evidence about the past.	sites to collect evidence about the past. Choose reliable sources of evidence to answer questions,	often not a single answer to historical questions.
	Choose reliable sources of evidence to answer questions, Section 1 to 1	realising that there is often not a single answer to historical	Investigate own lines of enquiry by posing questions to answer. Chronological Understanding
	realising that there is often not a single answer to historical questions.	questions.	Order significant events, movements and dates on a timeline.
	 Investigate own lines of enquiry by posing questions to answer. 	Investigate own lines of enquiry by posing questions to answer.	Describe the main changes in a period in history.
	Chronological Understanding	Chronological Understanding	Historical Interpretation
	Order significant events, movements and dates on a timeline.	Describe the main changes in a period in history.	Understand that some evidence from the past is propaganda, opinion or
	Historical Interpretation	Historical Interpretation	misinformation, and that this affects interpretations of history.
	Understand that some evidence from the past is propaganda,	Understand that some evidence from the past is	Give reasons why there may be different accounts of history.
	opinion or misinformation, and that this affects interpretations	propaganda, opinion or misinformation, and that this	Evaluate evidence to choose the most reliable forms.
	of history.	affects interpretations of history.	Organisation and Communication
	Give reasons why there may be different accounts of history.	Give reasons why there may be different accounts of	Communicate ideas about from the past using different genres of writing,
	Evaluate evidence to choose the most reliable forms.	history.	drawing, diagrams, data-handling, drama role-play, storytelling and using
	Organisation and Communication	Evaluate evidence to choose the most reliable forms.	ICT.
	Communicate ideas about from the past using different genres	Organisation and Communication	Plan and present a self-directed project or research about the studied
	of writing, drawing, diagrams, data-handling, drama role-play,	Communicate ideas about from the past using different	period.
	storytelling and using ICT.	genres of writing, drawing, diagrams, data-handling, drama	·
	Plan and present a self-directed project or research about the	role-play, storytelling and using ICT.	
	studied period.	Plan and present a self-directed project or research about	
		the studied period.	



Year 6	Autumn 1	Spring 2	Summer 1
	Ancient Egypt	Black History	WW2: Battle of Britain
	Area of study	Area of study	Area of study
	the achievements of the earliest civilizations – an overview of	a study of an aspect or theme in British history that extends pupils'	a study of an aspect or theme in British history that extends pupils'
	where and when the first civilizations appeared and a depth	chronological knowledge beyond 1066	chronological knowledge beyond 1066
	study of one of the following: Ancient Sumer; The Indus Valley;	Knowledge and understanding of events, people and changes in the	
	Ancient Egypt; The Shang Dynasty of Ancient China	past	Knowledge and understanding of events, people and changes in the past
		Choose reliable sources of information to find out about the past.	Choose reliable sources of information to find out about the past.
	Knowledge and understanding of events, people and changes in the	Give reasons why changes may have occurred, backed up by	Give reasons why changes may have occurred, backed up by
	past Committee of the state of	evidence.	evidence.
	Describe how some of the things studied from the past Start (influence life to day).	Describe similarities and differences between some people, events	Describe similarities and differences between some people, events
	affect/influence life today.Make links between some of the features of past societies. (e.g.	and artefacts studied.	and artefacts studied.
	religion, houses, society, technology.)	Describe how some of the things studied from the past	Describe how some of the things studied from the past affect/influence life today.
	religion, houses, society, technology.)	affect/influence life today.	Make links between some of the features of past societies. (e.g.
	Historical Enquiry	Make links between some of the features of past societies. (e.g.	religion, houses, society, technology.)
	Use documents, printed sources (e.g. archive materials) the	religion, houses, society, technology.)	religion, nouses, society, technology.)
	Internet, databases, pictures, photographs, music, artefacts,	Historical Enquiry	Historical Enquiry
	historic buildings, visits to museums and galleries and visits to	Use documents, printed sources (e.g. archive materials) the	Use documents, printed sources (e.g. archive materials) the Internet,
	sites to collect evidence about the past.	Internet, databases, pictures, photographs, music, artefacts,	databases, pictures, photographs, music, artefacts, historic buildings,
	Choose reliable sources of evidence to answer questions,	historic buildings, visits to museums and galleries and visits to sites	visits to museums and galleries and visits to sites to collect evidence
	realising that there is often not a single answer to historical	to collect evidence about the past.	about the past.
	questions.	Choose reliable sources of evidence to answer questions, realising	Choose reliable sources of evidence to answer questions, realising
	Investigate own lines of enquiry by posing questions to answer.	that there is often not a single answer to historical questions.	that there is often not a single answer to historical questions.
	<u>Chronological Understanding</u>	Investigate own lines of enquiry by posing questions to answer.	 Investigate own lines of enquiry by posing questions to answer.
	Understand how some historical events occurred concurrently	Chronological Understanding	Chronological Understanding
	in different locations i.e. Ancient Egypt and Prehistoric Britain.	Identify and compare changes within and across different periods.	Order significant events, movements and dates on a timeline.
	Historical Interpretation	<u>Historical Interpretation</u>	Historical Interpretation
	Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms.
	Know that people both in the past have a point of view and that	Know that people both in the past have a point of view and that	Know that people both in the past have a point of view and that this
	this can affect interpretation.Give clear reasons why there may be different accounts of	this can affect interpretation.	can affect interpretation.
	history, linking this to factual understanding of the past.	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the pact.
	Organisation and Communication	linking this to factual understanding of the past. Organisation and Communication	linking this to factual understanding of the past. Organisation and Communication
	Communicate ideas about from the past using different genres	Communication Communication Communicate ideas about from the past using different genres of	Communication Communicate ideas about from the past using different genres of
	of writing, drawing, diagrams, data-handling, drama role-play,	writing, drawing, diagrams, data-handling, drama role-play,	writing, drawing, diagrams, data-handling, drama role-play,
	storytelling and using ICT.	storytelling and using ICT.	storytelling and using ICT.
	Plan and present a self-directed project or research about the	Plan and present a self-directed project or research about the studied	Plan and present a self-directed project or research about the studied
	studied period.	period.	period