



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KS1	Y1 Africa	My town. My school. My road.	United Kingdom	Toys	Paws, Claws and Whiskers	Kenya	Seaside Holidays!	
		<b>Significant historical people and places in their own locality</b>	Black British heroes from the past and present	<b>The history of toys and comparing ones of the past to now</b>	People Over Time	The Platinum Jubilee	<b>Seaside holidays 100 years ago</b>	
		<b>National Curriculum</b>						
		<ul style="list-style-type: none"> <li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught 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]</li> <li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>Some significant individuals should be used to compare aspects of life in different periods.</li> <li>Introduce pupils to historical periods that they will study more fully at key stages 2 and 3.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>	
		<b>Knowledge and Understanding: End Point Assessment</b>						
<ul style="list-style-type: none"> <li>Give reasons how Knutsford was different in the “olden days” compared to today.</li> <li>List places and people important to Knutsford and the local area.</li> <li>Label a drawing with captions.</li> <li>List the differences between a photograph of a place in the past to one of today.</li> </ul>	<ul style="list-style-type: none"> <li>List some influential black figures from British history</li> <li>Explain why a figure from history was important and why we still remember them today</li> <li>Understand how key British figures come from a variety of ethnic backgrounds</li> <li>Use the term migration accurately to describe the events in a person’s life</li> </ul>	<ul style="list-style-type: none"> <li>Sort toys into different groups, including age and time.</li> <li>Match labels to objects and photographs.</li> <li>Give reasons why they know a toy is old or new.</li> <li>Carry out a simple survey of their grandparents’ favourite toys.</li> <li>Link a toy from the past to the person that played with it (parent/grandparent)</li> </ul>	<ul style="list-style-type: none"> <li>Use a photograph of themselves as a baby to explain how they are different now.</li> <li>Put pictures of themselves at different ages into the right order.</li> <li>Match pictures of different objects to either a baby, children or adult.</li> </ul>	<ul style="list-style-type: none"> <li>Independently provide key facts about Queen Elizabeth II.</li> <li>Match labels to images of key events from her life before she became queen.</li> <li>Sequence images of jubilee celebrations from 1897 – 2012.</li> <li>Distinguish between significant and minor events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify at least three period-specific features of a Victorian seaside holiday.</li> <li>Compare pictures of seaside holidays in the past and list what they have in common.</li> <li>Give reasons why the seaside was so popular.</li> <li>List ways seaside holidays are different now.</li> </ul>			



		Fighting Fit!	Around the World	Fire, Fire!	Land Ahoy!	Nightingale and Seacole	Go Wild!		
		All About Me	Birthdays & Christmas	<b>Great Fire of London</b>	Beaches over Time	<b>Florence Nightingale &amp; Mary Seacole</b>	Gender Equality (History Skills Re-Cap)		
<b>National Curriculum</b>									
Y2	UK, Australasia and Oceania	<ul style="list-style-type: none"> <li>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught events beyond living memory that are significant nationally or globally [events commemorated through <u>festivals or anniversaries</u>]</li> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught events beyond living memory that are significant nationally or globally [for example, <u>the Great Fire of London</u>, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>Some significant individuals should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Some significant individuals should be used to compare aspects of life in different periods.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce pupils to historical periods that they will study more fully at key stages 2 and 3.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Pupils should be taught events beyond living memory that are significant nationally or globally.</li> </ul>		
		<b>Knowledge and Understanding: End Point Assessment</b>							
				<ul style="list-style-type: none"> <li>Draw and label pictures of themselves at different ages.</li> <li>Write sentences clearly explaining how they are different now to when they were younger.</li> <li>Compare the experiences of others in the class to their own.</li> </ul>	<ul style="list-style-type: none"> <li>Use labels/sentences to compare different celebrations.</li> <li>Use more than one piece of evidence to support their point.</li> <li>Explain why people have different opinions of the same event.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly retell the main events of the Great Fire of London.</li> <li>Recall that the fire happened in 1666 and name the king at the time (Charles II).</li> <li>Explain who they think was most responsible for the fire out of a range of options.</li> </ul>	<ul style="list-style-type: none"> <li>Label drawings of seaside holidays in the past and the present to compare them (Victorian / 1930s, 1950s).</li> <li>Retell a trip to the beach in the past using accurate historical language.</li> <li>Explain why the types of sources change over time.</li> </ul>	<ul style="list-style-type: none"> <li>List reasons why Florence Nightingale is still remembered.</li> <li>Compare the lives of Mary Seacole to Florence Nightingale.</li> <li>List what they think each of the greatest achievements was.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that society has changed over time and this meant the lives of the people in it were different.</li> <li>List ways that people have campaigned for equality in the past.</li> </ul>
Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		



LKS2	Y3 Europe	Tribal Tales	Mountains, Volcanoes and Natural Disasters	Plants of the World	Espana	Gods and Mortals	
		<b>Study of the Stone Age to Iron Age</b>	Natural Disasters and Mary Anning	Chickens are Dinosaurs?	History of Spain	<b>Study of Ancient Greece</b>	
		<b>National Curriculum</b>					
		<ul style="list-style-type: none"> <li>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Pupils should be taught a local history study</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	
<b>Knowledge and Understanding: End Point Assessment</b>							
<ul style="list-style-type: none"> <li>Annotate changes showing pictures from Middle and New Stone Age.</li> <li>Write an explanation of why Stonehenge was built.</li> <li>Compare the lives of hunter-gatherers to farmers.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between an artist’s reconstruction of the Iron Age with the evidence that backs it up.</li> <li>Describe life in an Iron Age hill fort.</li> <li>List the most significant changes between the Stone Age and Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the short term and long term effects of a natural disaster.</li> <li>Retell a natural disaster with clear chronology and using accurate dates.</li> <li>List reasons why Mary Anning’s life was significant.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how and why history is being constantly rewritten (giving examples).</li> <li>Compare different artist interpretations of dinosaurs in terms of their accuracy.</li> <li>Explain how new fossil discoveries have made books in the school library inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>List some key events from the history of Spain (see vocabulary above).</li> <li>Understand what a civil war is and how it is different from other wars.</li> <li>Make comparisons between the history of Spain and Britain (Empires).</li> </ul>	<ul style="list-style-type: none"> <li>Annotate timelines showing why events were significant.</li> <li>List ways that the lives of women in Ancient Greece was different from men.</li> <li>Support their opinion of why Athens defeated Persia with evidence from different sources.</li> </ul>		



		Tomb Raiders	Electricity	Water World	Romans	India	The Sound of Music
		<b>Roman Britain</b>	History of Electricity: Thomas Edison	Creating overview of invasions of British Isles.	<b>Ancient Egypt</b>	Interpretations in History (British Empire)	Oral histories
		<b>National Curriculum</b>					
Y4 Asia		<ul style="list-style-type: none"> <li>Pupils should be taught the Roman Empire and its impact on Britain</li> <li>Pupils should be taught a local history study</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught 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; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
		<b>Knowledge and Understanding: End Point Assessment</b>					
		<ul style="list-style-type: none"> <li>Recount key dates and the names of the leaders involved in Roman Britain.</li> <li>List reason for the domination of the Roman Empire.</li> <li>State the key cause of the decline of the Roman Empire and defend its importance against other causes.</li> <li>Connect features in present day Chester (Deva) to those during Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrations of several points in history into a timeline.</li> <li>Explain which electrical invention they think was the most significant and why.</li> <li>Recall key facts about Thomas Edison and his influence on modern society.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly sequence periods of history studied so far from Reception to Year 4.</li> <li>List some of the Empires and peoples that have invaded and occupied the British Isles.</li> <li>Connect their knowledge of history to their learning in spelling to explain why these invasions have changed the English language.</li> </ul>	<ul style="list-style-type: none"> <li>Spot anachronisms in an illustration of Ancient Egypt life and explain why they do not belong in the period.</li> <li>Explain how the Ancient Egyptian belief system influenced the life of its citizens.</li> <li>Describe the tiers of Ancient Egypt's hierarchical society.</li> <li>Recount the discovery of Tutankhamun's Tomb by Howard Carter and explain its significance.</li> </ul>	<ul style="list-style-type: none"> <li>Recall key reasons why the British Empire was so successful.</li> <li>List some of the key territories occupied by the British during the period studied.</li> <li>Explain how the British occupation in Asia has changed their societies today.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why some speeches in history are so significant and influential.</li> <li>Listen to a variety of eyewitness testimonies and explain their historical value.</li> <li>Understand that technology means the way we record history now is vastly different to that of other periods studied.</li> </ul>



Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
UKS2	Y5 North America	Anglo-Saxons	Vikings	Extreme Environments	The Ancient Maya	Natural Resources	Star Gazers	
		<b>Life in Britain during the times of the Anglo-Saxons and Vikings*</b>		Explorers and Adventurers	<b>The lives of the Ancient Mayans*</b>	Early Islamic Achievements	Beyond Face Value	
		<b>National Curriculum</b>						
		<ul style="list-style-type: none"> <li>Pupils should be taught Britain’s settlement by Anglo-Saxons and Scots Examples</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization</u> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>	
		<b>Knowledge and Understanding: End Point Assessment</b>						
<ul style="list-style-type: none"> <li>Sequence events from the end of Roman Britain (Y4HT1) with the Anglo-Saxon period.</li> <li>Identify different regions on a map of Anglo-Saxon Britain.</li> <li>Explain the legacy of the Anglo-Saxons with regard to language, politics and our modern countries.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the territories of the British Isles changed in the Viking invasion.</li> <li>Explain who Alfred the Great was and why he is significant in history.</li> <li>Compare the lifestyle and settlement of Viking farmers to those of other periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the technology used by different explorers in periods.</li> <li>Compare maps of the known world and how these have changed over time.</li> <li>Justify their choice of a key explorer from history.</li> </ul>	<ul style="list-style-type: none"> <li>Place the Ancient Maya civilisation in the timeline of world history.</li> <li>List similarities between this period and other ancient times studied (Egypt, Greece).</li> <li>Explain how city-states were structured.</li> <li>List key features of the Mayan society.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of Arab Muslims’ contributions to modern sciences / academia.</li> <li>Explain the origins of Islam in the 7<sup>th</sup> Century and why it spread so quickly.</li> <li>Describe Baghdad in its Golden Age.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the author and their motives changes the context of a picture.</li> <li>Select images from a painting that they feel have been included for a specific reason.</li> <li>Explain what the term propaganda means.</li> </ul>			



Y6 South America	Life in Tudor Times	Heart Beaters	Brazil, Biomes and Urbanisation	Crime and Punishment	Global Trade
	<b>Life in Tudor Times*</b>		Ideas Over Time: Electricity	<b>Crime and Punishment from 1066*</b>	
	<b>National Curriculum</b>				
	<ul style="list-style-type: none"> <li>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>		<ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
	<b>Knowledge and Understanding: End Point Assessment</b>				
	<ul style="list-style-type: none"> <li>Make deductions based on visual clues in the portraits of Henry VIII and Elizabeth I.</li> <li>Sequence between 4 and 6 key events in Henry VIII's break with Rome.</li> <li>Make deductions about the wealth of individuals from their inventories.</li> <li>Compare different reasons why England and Spain went to war.</li> <li>Describe how a trip to the theatre was different for different levels of society.</li> </ul>		<ul style="list-style-type: none"> <li>Place key events in electrical technology on a timeline</li> <li>Make connections between an advancement and its era</li> <li>Rank events in terms of their impact on our present society</li> </ul>	<ul style="list-style-type: none"> <li>Explain how justice in the Middle Ages depended almost entirely on the community.</li> <li>Interpret statistical data make inferences on the nature of crime and punishment in a particular period.</li> <li>Use <i>Robin Hood</i> as a source showing attitudes to medieval justice.</li> <li>List the changes in crimes and punishments in the second half of the 20<sup>th</sup> century, including highwaymen and witchcraft.</li> <li>Explain the growth of the police and prison systems during the end of the 20<sup>th</sup> Century and make connections to today.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of Darwin's voyage on the HMS Beagle to the history of science.</li> <li>List the various impacts of the publication of the Origin of Species.</li> <li>Make an argument for or against Darwin's inclusion on British currency.</li> </ul>