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| **History Key Stage 1** |
| **Within living memory** | **Beyond living memory** | **Lives of significant people** | **Local history** |
| * *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*
 | * *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]*
 | * *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*
 | * *significant historical events, people and places in their own locality*
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| **Year 1** | •Know that the toys their grandparents played with were different to their own•Organise a number of artefacts by age•Know what a number of older objects were used for•Know the main differences between their school days and that of their grandparents |  | •Name a famous person from the past and explain why they are famous•Learn about Lewis Carroll and why he is famous | •Know the name of a famous person, or a famous place, close to where they live•Know why Halton Castle was built•Know how the local area is different to the way it used to be a long time ago•Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. |
| **Year 2** |  | •Know about an event or events that happened long ago, even before their grandparents were born•Know what we use today instead of a number of older given artefacts•Know that children’s lives today are different to those of children a long time ago | •Know about a famous person from outside the UK and explain why they are famous |  |

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| **History Key Stage 2** |
| **CHRONOLOGY (Stone age to 1066)** | **Beyond 1066** | **LOCAL STUDY** |
| **Year 3** | •Know how Britain changed between the beginning of the stone age and the iron age and what evidence has been found in Runcorn•Know the main differences between the stone, bronze and iron ages•Know what is meant by ‘hunter-gatherers’ |  |  |
| **Year 4** | •Know how Britain changed from the iron age to the end of the Roman occupation•Know how the Roman occupation of Britain helped to advance British society through visiting Chester•Know how there was resistance to the Roman occupation and know about Boudica•Know about at least one famous Roman emperor |  |  |

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| **History Key Stage 2** |
| **ANCIENT ANCIENTS****(approx. 3000 years ago)** | **CIVILIZATIONS from 1000 years ago** | **ANCIENT GREECE** |
| **Year 3** | •Know about, and name, some of the advanced societies that were in the world around 3000 years ago•Know about the key features of Ancient Egypt |  |  |
| **Year 4** |  |  | •Know some of the main characteristics of the Athenians and the Spartans•Know about the influence the gods had on Ancient Greece•Know at least five sports from the Ancient Greek Olympics |

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| **History Key Stage 2** |
| **CHRONOLOGY (Stone age to 1066)** | **Beyond 1066** | **LOCAL STUDY** |
| **Year 5** | •Know how Britain changed between the end of the Roman occupation and 1066•Know about how the Anglo-Saxons attempted to bring about law and order into the country•Know that during the Anglo-Saxon period Britain was divided into many kingdoms•Know that the way the kingdoms were divided led to the creation of some of our county boundaries today•Use a time line to show when the Anglo-Saxons were in England•Know where the Vikings originated from and show this on a map•Know that the Vikings and Anglo-Saxons were often in conflict how Runcorn was established as a defence against Viking raiders•Know why the Vikings frequently won battles with the Anglo-Saxons |  |  |
| **Year 6** |  | •Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history•Know how to place historical events and people from the past societies and periods in a chronological framework•know how Britain has had a major influence on the world | •Know about a period of history that has strong connections to their locality and understand the issues associated with the period.•Know how the lives of wealthy people were different from the lives of poorer people during this time•Understand the effect of the Blitz on Liverpool |

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| **History Key Stage 2** |
| **ANCIENT ANCIENTS****(approx. 3000 years ago)** | **CIVILIZATIONS from 1000 years ago** | **ANCIENT GREECE** |
| **Year 5** |  | •Know about the impact that the Mayan ancient society had on the world•Know why they were considered an advanced society in relation to that period of time in Europe |  |
| **Year 6** |  |  |  |