



History				
Year group	Knowledge and understanding	Chronology	Similarities and differences between ways of life in different time periods.	Historical content
N	<ul style="list-style-type: none"> <li>Recognise and describe special times in their lives or events with their families or friends</li> <li>Being able to talk about things that happen to them</li> </ul>	<ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience</li> <li>Learn key words like before, soon, today, when I was...</li> </ul>	<ul style="list-style-type: none"> <li>Talking about what they could not do when they were younger and what they can do now or will be able to do soon</li> <li>Discussing and commenting on similarities and differences between their families and lives</li> </ul>	<ul style="list-style-type: none"> <li>Talking about their lives at home</li> <li>Looking at pictures from when they were younger</li> <li>Discussing different vehicles and what transport they have been on</li> </ul>
R	<ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Learn key words like tomorrow, yesterday, today, next week, a long time ago</li> <li>Comparing new and old</li> </ul>	<ul style="list-style-type: none"> <li>Learning key vocabulary like same and different and being able to comment on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past events in their lives</li> <li>Looking at key figures from the past</li> </ul>
1	<ul style="list-style-type: none"> <li>Have an awareness of the past using common words and phrases relating to the passing of time</li> <li>Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today)</li> <li>Identify significant people in their own locality (and how it impacts us today)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss where significant people fit within a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods <i>E.g. The differences between the reign of Queen Victoria the reign of Queen Elizabeth</i></li> </ul>	Changes within living memory <ul style="list-style-type: none"> <li>How items/clothes etc have changed</li> </ul> <i>The lives of significant people from the past who have contributed to national and international achievements</i> <ul style="list-style-type: none"> <li>Queen Victoria, Queen Elizabeth, Christopher Columbus, Neil Armstrong, Florence Nightingale and Mary Seacole</li> </ul> Changes within living memory <ul style="list-style-type: none"> <li>Queen Elizabeth</li> </ul>
2	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> <li>Identify events and people beyond living memory that are significant nationally or globally e.g. The Great Fire of London/Samuel Pepys</li> <li>Identify significant historical events and places in their own locality (and how it impacts us today)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss where people and events fit within a chronological framework including those beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life beyond living memory and within living memory.</li> </ul>	<b>Time Travellers</b> <i>Events beyond living memory</i> <ul style="list-style-type: none"> <li>The Great Fire of London</li> </ul> <i>Significant historical events, people, places and their own locality</i> <ul style="list-style-type: none"> <li>The Great Fire of London.</li> </ul>
3	<ul style="list-style-type: none"> <li>Construct informed responses from a selection of historical sources</li> <li>Use appropriate historical terms</li> <li>Begin to draw on prior knowledge of appropriate historical terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>Order historical events from the Stone Age through to the Iron Age making some reference to historical events studied in KS1</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between different periods of time, significant cultures and structures etc.</li> <li>Identify connections and contrasts over time (make connections to other periods of time they have studied)</li> </ul>	<b>Footprints from the Past</b> <i>Changes in Britain from the Stone Age to the Iron Age</i> <ul style="list-style-type: none"> <li>Hunter gatherers of the Stone Age through to the end of the Iron Age and the Roman invasion of the Celts.</li> </ul> <i>The achievements of the earliest civilisations.</i> <ul style="list-style-type: none"> <li>The Indus Valley- a Bronze Age civilisation</li> </ul>
4	<ul style="list-style-type: none"> <li>Construct informed responses from a selection of historical sources in a range of ways – personal response (beginning to use key information and evidence)</li> <li>Draw on prior knowledge of appropriate historical terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>Build on a chronologically secure knowledge from the end of the Iron Age up until the time of Edward the Confessor.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between different periods of time, significant people, cultures, structures etc.</li> <li>Identify connections, contrasts and trends over time (make connections to other periods of time they have studied)</li> </ul>	<b>Building a Village</b> <i>Britain's settlement by Anglo Saxons and Scots</i> <ul style="list-style-type: none"> <li>Life as an Anglo-Saxon</li> </ul> <i>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i> <ul style="list-style-type: none"> <li>Viking battles</li> <li>Viking long boats</li> </ul>
5	<ul style="list-style-type: none"> <li>Construct informed responses using a range of historical sources in a range of ways – personal response (using key information and evidence)</li> <li>Build on prior knowledge of appropriate historical terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge (using timelines over longer periods of time, discuss overlapping periods of times)</li> </ul>	<ul style="list-style-type: none"> <li>Devise historically valid questions about change, cause similarity and difference and significance using information gathered/given and answer using evidence</li> </ul>	<b>The Great, The Bold and The Brave</b> <i>The Roman Empires and its impact on Britain.</i> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <i>A study of Greek life and achievements and their influence on the western world</i> <ul style="list-style-type: none"> <li>Alexander the Great</li> <li>Athens and Sparta</li> <li>Greek pottery</li> </ul>



6	<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> <li>• Establish clear narratives within and across WW2 and AD900</li> </ul>	<ul style="list-style-type: none"> <li>• Devise historically valid questions about change, cause and significance using information gathered/given and answer using evidence and drawing on a chronologically secure knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Devise historically valid questions about change, cause, similarity and difference, and significance noting connections, contrasts and trends over time</li> </ul>	<p><b>Battle of Britain</b>  <i>Study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</i></p> <ul style="list-style-type: none"> <li>• WW2</li> </ul> <p><i>A local history study</i></p> <ul style="list-style-type: none"> <li>• The Blitz</li> </ul> <p><b>Early Islamic Civilisation</b>  <i>A non-European society that provides contrasts with British history.</i></p> <ul style="list-style-type: none"> <li>• AD 900: Benin, Maya, Baghdad.</li> </ul>
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