

How pupils develop their knowledge and skills in History from the start to the end of school

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	<p><u>Rhymes</u></p> <ul style="list-style-type: none"> • Learning traditional nursery rhymes • Learning rhymes with images that reflect our cultural heritage 		<p><u>Ourselves</u></p> <ul style="list-style-type: none"> • Talking and learning about babies, and us as we are growing • Learning about our birthdays <p><u>Change</u></p> <ul style="list-style-type: none"> • Looking at eggs and hatching chicks • Observing changes that happen in Spring 		<p><u>Adventures and Journeys</u></p> <ul style="list-style-type: none"> • Remembering journeys that we have taken • Talking about where our families have come from 	
Reception	<p><u>Favourite books</u></p> <ul style="list-style-type: none"> • Observing changes that happen in Winter 	<p><u>Me and My World</u></p> <ul style="list-style-type: none"> • Talking and learning about our families and our community • Observing changes that happen in Winter 	<p><u>Dragons and Dinosaurs</u></p> <ul style="list-style-type: none"> • Exploring palaeontology and how we learn about the past 	<p><u>Shops and Cooking</u></p> <ul style="list-style-type: none"> • Talking about our favourite family meal 	<p><u>Out and About in the Garden</u></p> <ul style="list-style-type: none"> • Hatching caterpillar eggs 	<p><u>At the Farm</u></p>



YEAR 1	<p><u>What is the past?</u></p> <ul style="list-style-type: none">• Try to answer questions about events, pictures and artefacts using prior knowledge• Describe similarities and differences between people, events and artefacts studied, and their own lives• Describe things that happened to themselves and other people in the past• Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher• Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today	<p><u>Geography unit</u></p>	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none">• Describe things that happened to themselves and other people in the past• Recall some facts about people/significant events before living memory• Ask questions inspired by events, pictures, artefacts and experiences• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and digital media• Use appropriate historical terms and vocabulary when speaking or writing about their learning	<p><u>Geography unit</u></p>	<p><u>How has transport changed throughout history?</u></p> <ul style="list-style-type: none">• Describe similarities and differences between people, events and artefacts studied, and their own lives• Describe things that happened to themselves and other people in the past• Recount changes and key memories in their own life over time.• Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher• Try to answer questions about events, pictures and artefacts using prior knowledge	
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<ul style="list-style-type: none">Name different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters.				<ul style="list-style-type: none">Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and todayAsk questions inspired by events, pictures, artefacts and experiencesName individuals who were significant, and explain their significance.Share their view on why something happened or how they know it happened using key vocabulary their teacher has taughtName different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters.	



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2	<p><u>Why did people in the past build castles?</u></p> <ul style="list-style-type: none"> Describe similarities and differences between people, events and artefacts studied, and their own lives Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today Share their view on why something happened or how they know it happened using key vocabulary their teacher has taught Try to answer questions about events, pictures and artefacts using prior knowledge Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher Describe things that happened to themselves and other people in the past Name individuals who were significant, and explain their significance. Ask questions inspired by events, pictures, artefacts and experiences Identify when a source is not accurate, based on their own prior knowledge. 		<p><u>Geography unit</u></p>		<p><u>Who was Mary Seacole and how can she inspire us?</u></p> <ul style="list-style-type: none"> Ask questions inspired by events, pictures, artefacts and experiences Try to answer questions about events, pictures and artefacts using prior knowledge Name individuals who were significant, and explain their significance. Name different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters. Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher Describe things that happened to themselves and other people in the past Identify when a source is not accurate, based on their own prior knowledge. Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today Share their view on why something happened or how they know it happened using key vocabulary their teacher has taught Describe similarities and differences between people, events and artefacts studied, and their own lives 	



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YEAR 3	<p><u>How did Britain change from the Stone Age to the Iron Age?</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Understand that the past is divided into different named periods of time • Use a timeline to place historical events or artefacts studied in chronological order either through knowledge of dates or interpretation of sources • Use evidence to describe the lives of people from the past, including clothes, buildings, beliefs, the differences between rich/poor/male/female/old/young people, culture and leisure activities • Discuss and share different reasons for the main events and changes of the times studied • Understand and explain the difference between primary and secondary sources • Ask historically valid questions inspired by primary and secondary sources • Observe small details from sources to make inferences which help to answer questions 		<p><u>Geography unit</u></p>		<p><u>Why do we remember the Ancient Egyptians?</u></p> <ul style="list-style-type: none"> • Read and write dates, including periods of time represented with a dash between two years • Describe how some of the things studied from the past affect/influence life today • Identify links between their current learning and prior learning. • Observe small details from sources to make inferences which help to answer questions • Compare the achievements of an individual, and discuss which were the most significant. • Understand that the past is divided into different named periods of time • Use evidence to describe the lives of people from the past, including clothes, buildings, beliefs, the differences between rich/poor/male/female/old/young people, culture and leisure activities • Explain the direct historical impact of the main events studied • Give reasons why the same event might be represented differently in different sources. • Discuss and share different reasons for the main events of the times studied • Use a timeline to place historical events or artefacts studied in chronological order either through knowledge of dates or interpretation of sources 	



YEAR 4	<p><u>What was life like in Roman Britain?</u></p> <ul style="list-style-type: none">• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)• Understand that the past is divided into different named periods of time• Use a timeline to place historical events in chronological order• Use evidence to describe the lives of people from the past, including clothes, buildings, beliefs, the differences between rich/poor/male/female/old/young people, culture and leisure activities• Discuss and share different reasons for the main events and changes of the times studied	<p><u>How did the Anglo-Saxons, Scots and Vikings change Britain?</u></p> <ul style="list-style-type: none">• Understand that the past is divided into different named periods of time• Use a timeline to place historical events in chronological order• Use evidence to describe the lives of people from the past, including clothes, buildings, beliefs, the differences between rich/poor/male/female/old/young people, culture and leisure activities• Discuss and share different reasons for the main events and changes of the times studied• Understand and explain the difference between primary and secondary sources	<p><u>Geography unit</u></p>	<p><u>Geography unit</u></p>
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	<ul style="list-style-type: none">• Understand and explain the difference between primary and secondary sources• Ask historically valid questions inspired by primary and secondary sources• Observe small details from sources to make inferences which help to answer questions	<ul style="list-style-type: none">• Ask historically valid questions inspired by primary and secondary sources• Observe small details from sources to make inferences which help to answer questions				



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YEAR 5	•		<p><u>Who were the Tudors?</u></p> <ul style="list-style-type: none"> • Identify changes that took places within the time period studied • Recognise that there is often not a single answer to historical questions • Engage critically with primary and secondary sources to ask probing questions about events and people of the past • Use knowledge of dates to order significant historical events or movements on a timeline • Place current study on a timeline in relation to other studies • Give reasons why changes may have occurred during a period, backed up by evidence • Find and select relevant sources, both primary and secondary, to answer questions. • Identify when sources might be biased, or propaganda, and the reason for this. • Explain how biased sources or propaganda might affect interpretations and conclusions about history. • Compare sources in order to identify the omission of facts and select the most reliable sources based on this. • Link sources and use them to work out how a historian reached a certain conclusion. • Compare primary and secondary sources in terms of usefulness in answering enquiry questions. 		<p><u>Local History: Is London Zoo still important?</u></p> <ul style="list-style-type: none"> • Place current study on a timeline in relation to other studies • Give reasons why changes may have occurred during a period, backed up by evidence • Identify any impact of the time period studied on their own life and identity, including the local area • Use books and digital sources for research 	



YEAR 6		<p><u>What is the legacy of the Ancient Greeks?</u></p> <ul style="list-style-type: none">• Give reasons why changes may have occurred during a period, backed up by evidence• Identify when sources might be biased, or propaganda, and the reason for this.• Explain how biased sources or propaganda might affect interpretations and conclusions about history.• Compare sources in order to identify the omission of facts and select the most reliable sources based on this.• Link sources and use them to work out how a historian reached a certain conclusion.• Recognise that there is often not a single answer to historical questions	<p><i>In 2024-25 teach the Y5 Tudors Unit.</i></p> <p><i>The following unit is for 2025-26 onwards:</i></p> <p><u>What was the Home Front in World War II?</u></p> <ul style="list-style-type: none">• Identify changes that took place within the time period studied• Recognise that there is often not a single answer to historical questions• Engage critically with primary and secondary sources to ask probing questions about events and people of the past• Use knowledge of dates to order significant historical events or movements on a timeline• Place current study on a timeline in relation to other studies• Give reasons why changes may have occurred during a period, backed up by evidence• Find and select relevant sources, both primary and secondary, to answer questions.• Identify when sources might be biased, or propaganda, and the reason for this.• Explain how biased sources or propaganda might affect interpretations and conclusions about history.• Compare sources in order to identify the omission of facts and select the most reliable sources based on this.• Link sources and use them to work out how a historian reached a certain conclusion.• Compare primary and secondary sources in terms of usefulness in answering enquiry questions.	<p><i>In 2024-25 teach the Y5 Local History Unit.</i></p> <p><i>The following unit is for 2025-26 onwards:</i></p> <p><u>What can we learn from Ancient Baghdad?</u></p> <ul style="list-style-type: none">• Place current study on a timeline in relation to other studies• Give reasons why changes may have occurred during a period, backed up by evidence• Identify any impact of the time period studied on their own life and identity, including the local area• Use books and digital sources for research	
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		<ul style="list-style-type: none">• Identify similarities and differences between different periods, places, cultures, artefacts and events studied.• Identify the impact of the time period studied on modern life and their own life, including the local area• Plan and present a self-directed project or research about the studied period				