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	Currently reviewing the Nursery curriculum. Updated soon		•		•	
Reception	Currently reviewing the Reception curriculum. Updated soon					

YEAR 1	***What is the past?*** ● 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	***Geography unit***	***The Great Fire of London*** ● 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	***Geography unit***	***How has transport changed throughout history?*** ● 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	***Geography unit***

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	• Name different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters.				• 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 • Ask questions inspired by events, pictures, artefacts and experiences • Name 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 taught • Name 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	***Why did people in the past build castles?*** ● 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.		***Geography unit***		***Who was Mary Seacole and how can she inspire us?*** ● 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	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	***How did Britain change from the Stone Age to the Iron Age?*** ● 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		***Geography unit***		***Why do we remember the Ancient Egyptians?*** ● 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	***What was life like in Roman Britain?*** ● 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	***How did the Anglo-Saxons, Scots and Vikings change Britain?*** ● 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	***Geography unit***	***Geography unit***

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	• 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	• Ask historically valid questions inspired by primary and secondary sources • Observe small details from sources to make inferences which help to answer questions				

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	•		***Who were the Tudors?*** • 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.		***Local History: Is London Zoo still important?*** • 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		***<u>What is the legacy of the Ancient Greeks?</u>*** ● 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	***<u>What was the Home Front in World War II?</u>*** ● 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.	***<u>What can we learn from Ancient Baghdad?</u>*** ● 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	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		• 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				