



	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Local Area/Study	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should 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. Pupils should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should understand some of the ways in which we find out about	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should 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. Pupils should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should understand some of the ways in which we find out about	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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the	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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the	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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the

	the past and identify different ways in which it is represented. Pupils should be taught about significant historical events, people and places in their own locality.	the past and identify different ways in which it is represented. Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Pupils should be taught about significant historical events, people and places in their own locality.	They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	past is constructed from a range of sources. Pupils should be taught about the Roman Empire and its impact on Britain.	past is constructed from a range of sources. Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	past is constructed from a range of sources. Pupils should be taught about a local history study.
The History of Toys	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should 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. Pupils should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that					

	they know and understand key features of events. Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.					
The Great Fire of London	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should 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. Pupils should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions, choosing and using parts					

	of stories and other sources to show that they know and understand key features of events. Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about events beyond living memory that are significant nationally or globally. Pupils should be taught about 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.					
The Victorians	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should 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. Pupils should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about 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. Pupils should be taught about significant historical events, people and places in their own locality.				
Florence Nightingale		Pupils should develop an awareness of the past,				

and Mary Seacole		using common words and phrases relating to the passing of time. Pupils should 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. Pupils should use a wide vocabulary of everyday historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about events beyond living memory that are significant nationally or globally.				
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The Stone Age			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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the			

			past is constructed from a range of sources. Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.			
Ancient Egypt			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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the			

			past is constructed from a range of sources.			
The Legacy of Ancient Greece				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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Anglo-Saxon Britain				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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.		
Ancient Maya Civilisation					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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
The Tudors					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.	

					They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
The Industrial Revolution						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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
The Impact of World						Pupils should continue to develop a chronologically secure knowledge and understanding of British,

War II on Britain						local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
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