

History KS1 By the end of the Key Stage

	Year 1										Year 2																			
	What's the weather like today?	Why do we play with different toys?	Hello, I am new here...	What can we learn about our world?	Starry Night	Why is water so precious?	Where could we go for a great holiday?	Where did it happen? When?	Can party food be healthy?	Pride in Place.	What is the best way for Mrs A to travel?	Where do Bong trees grow?	What makes us like other animals?	How did families have fun in the past?	How have the ancient Greeks lived?	Developing a Global Dimension	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Key Stage 1	Key Stage 1
<b>Learners should:</b>																														
develop an awareness of the past, using common words and phrases relating to the passing of time.	●					●	●	□		●	●		●	●																
know where the people and events they study fit within a chronological framework	●					●	●	□		●	●		●	●																
identify similarities and differences between ways of life in different periods	●					●	●	□		●	●		●	●																
use a wide vocabulary of everyday historical terms.	●					●	●	□					●	●																
ask and answer questions	●					●	●	□		●	●		●	●																
choose and use parts of stories and other sources to show that they know and understand key features of events	●					●	●	□			●		●	●																
understand some of the ways in which we find out about the past and identify different ways in which it is represented.	●					●	●	□		●	●		●	●																
<b>Learners should be taught about:</b>																														
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 (e.g. 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)		●				●	●	□		●			●	●																
significant historical events, people and places in their own locality.		●						□		●			●	●																

History KS2 By the end of the Key Stage

	Where did it happen? When did it	Year 3	Year 4	Year 5	Year 6
	How does electricity work?	Year 3 Term 1	Year 3 Term 1	Year 3 Term 2	Year 3 Term 3
	Who were the greatest builders in the world?	Year 3 Term 1	Year 3 Term 2	Year 3 Term 2	Year 3 Term 3
	Let's go on an adventure.	Year 3 Term 2	Year 3 Term 2	Year 3 Term 2	Year 3 Term 3
	The games children play	Year 3 Term 2	Year 3 Term 2	Year 3 Term 2	Year 3 Term 3
	Are bugs important?	Year 3 Term 3	Year 3 Term 3	Year 3 Term 3	Year 3 Term 3
	How can we make living here better?	Year 3 Term 3	Year 3 Term 3	Year 3 Term 3	Year 3 Term 3
	How do I see? How do I hear?	Year 4 Term 1	Year 4 Term 1	Year 4 Term 1	Year 4 Term 1
	Why do we speak English at school?	Year 4 Term 1	Year 4 Term 1	Year 4 Term 1	Year 4 Term 1
	Should we stop eating chocolate?	Year 4 Term 2	Year 4 Term 2	Year 4 Term 2	Year 4 Term 2
	From a Railway Carriage	Year 4 Term 2	Year 4 Term 2	Year 4 Term 2	Year 4 Term 2
	What happens inside us?	Year 4 Term 3	Year 4 Term 3	Year 4 Term 3	Year 4 Term 3
	A regional study within Italy, Germany, France, Spain, etc.	Year 4 Term 3	Year 4 Term 3	Year 4 Term 3	Year 4 Term 3
	What is it made of?	Year 5 Term 1	Year 5 Term 1	Year 5 Term 1	Year 5 Term 1
	Why would someone build a castle in the middle of a field?	Year 5 Term 1	Year 5 Term 1	Year 5 Term 1	Year 5 Term 1
	Fairground	Year 5 Term 2	Year 5 Term 2	Year 5 Term 2	Year 5 Term 2
	The Highwayman	Year 5 Term 2	Year 5 Term 2	Year 5 Term 2	Year 5 Term 2
	Do we make the most of what is right in front of us?	Year 5 Term 3	Year 5 Term 3	Year 5 Term 3	Year 5 Term 3
	Who are we? Why do I live here?	Year 5 Term 3	Year 5 Term 3	Year 5 Term 3	Year 5 Term 3
	<b>Let's go round again!</b>	<b>Year 6</b>	<b>Year 6</b>	<b>Year 6</b>	<b>Year 6</b>
	What's out there?	Year 6 Term 1	Year 6 Term 1	Year 6 Term 1	Year 6 Term 1
	Has there ever been a better time to live in Britain?	Year 6 Term 1	Year 6 Term 1	Year 6 Term 1	Year 6 Term 1
	Why do some creatures no longer exist?	Year 6 Term 2	Year 6 Term 2	Year 6 Term 2	Year 6 Term 2
	The Lady of Shalott	Year 6 Term 2	Year 6 Term 2	Year 6 Term 2	Year 6 Term 2
	The Great UK Geographical Challenge	Year 6 Term 3	Year 6 Term 3	Year 6 Term 3	Year 6 Term 3
	How successful are we as entrepreneurs?	Year 6 Term 3	Year 6 Term 3	Year 6 Term 3	Year 6 Term 3
	How have the ancient Greeks influenced the world?	Key Stage 2	Key Stage 2	Key Stage 2	Key Stage 2
	Developing a Global Dimension	Key Stage 2	Key Stage 2	Key Stage 2	Key Stage 2
<b>Learners should</b>					
continue to develop a chronologically secure knowledge and understanding of British, local and world history	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
establishing clear narratives within and across the periods they study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
note connections, contrasts and trends over time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
develop the appropriate use of historical terms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Learners should be taught about</b>					
changes in Britain from the Stone Age to the Iron Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
the Roman Empire and its impact on Britain	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Britain's settlement by Anglo-Saxons and Scots	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
a local history study	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Ancient Greece – a study of Greek life and achievements and their influence on the western world	<input type="checkbox"/>				<input checked="" type="checkbox"/>
a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.					