

	Autumn Term	Spring Term	Summer Term
Year 1	Homes in the Past	Intrepid Explorers	Famous Queens
Year 2	Great Fire of London	Florence Nightingale	Seaside Holidays
Year 3	Prehistoric Britain	Early Civilisations + The Indus Valley	The Mayans
Year 4	How can we find out about Ancient Egypt?	Invaders and Settlers: Romans	Anglo-Saxons, Picts and Scots
Year 5	Vikings vs Anglo-Saxons	Who were the ancient Greeks?	Titanic

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Year 6	The World at War (Y5/6)	The Kingdom of Benin	LOCAL HISTORY
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History KS1 Objectives	Year 1			Year 2		
	Homes in the past	Intrepid Explorers	Famous Queens	Great Fire of London	Florence Nightingale	Seaside Holidays
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 [for example, 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						
significant historical events, people and places in their own locality						
use common words and phrases relating to the passing of time						
use a wide vocabulary of everyday historical terms						
know where the people and events they study fit within a chronological framework						
identify similarities and differences between ways of life in different periods						
ask and answer historical questions						
use stories and other sources to show that they know and understand key						

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features of events						
understand some of the ways in which we find out about the past						
identify different ways in which the past is represented						

History LKS2 Objectives	Year 3			Year 4		
	Prehistoric Britain	Early Civilisations & The Indus Valley	The Mayans	How can we find out about Ancient Egypt?	Invaders and Settlers: Romans	Anglo-Saxons, Picts and Scots
changes in Britain from the Stone Age to the Iron Age						
the Roman Empire and its impact on Britain						
Britain's settlement by Anglo-Saxons and Scots						
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
a local history study						
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						
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						
Ancient Greece – a study of Greek life and achievements and their influence on the western world						
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.						
have a chronologically secure knowledge and understanding of British, local and world history						
establish clear narratives within and across the periods they study.						
make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events						
develop the appropriate use of historical terms						
address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance						

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construct informed responses that involve thoughtful selection and organisation of relevant historical information						
understand how our knowledge of the past is constructed from a range of sources						
assess how and why contrasting interpretations of the past have been constructed						

History UKS2 Objectives	Year 5			Year 6		
	Vikings vs Anglo-Saxons	Who were the ancient Greeks?	Titanic	The World at War	The Kingdom of Benin	LOCAL HISTORY
changes in Britain from the Stone Age to the Iron Age						
the Roman Empire and its impact on Britain						
Britain's settlement by Anglo-Saxons and Scots						
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
a local history study						
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						
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						
Ancient Greece – a study of Greek life and achievements and their influence on the western world						
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.						
have a chronologically secure knowledge and understanding of British, local and world history						
establish clear narratives within and across the periods they study.						
make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events						
develop the appropriate use of historical terms						
address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance						

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construct informed responses that involve thoughtful selection and organisation of relevant historical information						
understand how our knowledge of the past is constructed from a range of sources						
assess how and why contrasting interpretations of the past have been constructed						

Year Group	Year 1		
Term	Autumn Term Y1	Spring Term Y1	Summer Term Y1
Scheme	Homes in the past	Intrepid Explorers	Famous Queens
use common words and phrases relating to the passing of time	I can use simple vocabulary related to the passing of time to talk about homes past and present e.g. past, present, old, new, time period.	I can use the past tense and the vocabulary 'past' and 'long ago' to talk about the lives and achievements of three Intrepid Explorers: Ibn Battuta, Christopher Columbus and Neil Armstrong.	I can use the past tense and the vocabulary 'past' and 'long ago' to talk about the lives and achievements of three famous queens in British History.
use a wide vocabulary of everyday historical terms	I can use historical vocabulary to talk about homes past and present e.g. living memory, buildings, photographs.	I can use historical vocabulary to talk about famous intrepid explorers, e.g. within living memory, beyond living memory, past, present, exploration, technology, sources.	I can use historical vocabulary to talk about famous Queens in British History, e.g. monarch, reign, heir, Tudor, Victorian, Modern.
develop an awareness of people, events and changes of the past	- I know that homes, past and present, come in a variety of sizes and styles. - I know that homes in the past were different to homes today. - I know some of the ways that homes have changed within living memory. - I can describe some of the ways homes have changed within living memory.	- I know what an intrepid explorer is and the role they played in history - I can describe what an intrepid explorer is and why they are important in history. - I know about the lives and contributions of Ibn Battuta, Christophe Columbus and Neil Armstrong. - I can describe key facts about the lives of Ibn Battuta, Christophe Columbus and Neil Armstrong, including when and where they lived and what they did. - I can describe what life was like in the 1490's and 1960's.	- I know what a monarch is and about the role they play. - I can describe what a queen is and why they are important in history. - I know about the lives and contributions of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. - I know how the Platinum Jubilee was celebrated in my local area. - I can describe key facts about the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II, including when and where they lived and what they did. - I can describe how the Platinum Jubilee was celebrated in my local area.
know where the people and events they study fit within a chronological framework	- I know what is meant by 'past', 'present' and 'living memory'. - I know what a timeline is. - I can sort homes and objects into categories: 'old' and 'new'. - I can order [styles/features of homes] by time period.	- I know that Ibn Battuta and Christopher Columbus lived and explored a long time ago, beyond living memory. - I know that Neil Armstrong lived and explored within living memory. - I can use a simple timeline to find out when each intrepid explorer lived and explored.	- I know that the Tudor and Victorian periods occurred a long time ago, beyond living memory. - I know that Queen Elizabeth II ruled within living memory. - I can use a simple timeline to find out when each Queen ruled.

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identify similarities and differences between ways of life in different periods	• I know about the homes my family lived in when they were younger. • I can identify features of homes from different time periods in the past. • I can examine homes from different time periods and describe what is similar and different about them.	• I know that life today is different to life at the time of Ibn Battuta, Christopher Columbus and Neil Armstrong. • I can identify the similarities and differences between life in the 1490s, 1960s and life today. • I can simply compare and contrast the intrepid explorers.	• I know that life today is different to life in Tudor and Victorian periods. • I can identify the similarities and differences between life in Tudor England and life today. • I can identify the similarities and differences between life in Victorian Britain and life today. • I can simply compare and contrast the famous queens.
understand some of the ways in which we find out about the past	• I know we can find out about homes of the past from buildings, photographs or from people's memories. • I can use buildings, photographs and people's memories to find out about homes of the past. • I can describe what I know about homes of the past from buildings, photographs or memories.	• I can use books, paintings, diaries, artefacts, film and photographs to find out about the voyages and missions of intrepid explorers. • I can use books, paintings, diaries, artefacts, film and photographs to find out about the contributions of our intrepid explorers. • I can use memories, photographs or film footage to find out the moon landings.	• I can use texts, paintings, photographs and diaries to find out about the reigns of the famous queens. • I can use paintings and photographs of the famous queens to discuss each queen's appearance, personality and contributions. • I can use memories, photographs or film footage to find out how the Platinum Jubilee was celebrated in my local area.
identify different ways in which the past is represented	• I know that homes from the past can be represented differently in people's photographs and memories.	• I can talk about different viewpoints relating to the voyages of Christopher Columbus.	• I can use images of the three queens to describe how they were represented.
ask and answer historical questions using stories and other sources to show knowledge and understanding	• I can ask and answer simple questions about homes past and present.	• I can use information from simple texts and sources to ask and answer questions about the intrepid explorers.	• I can use information from simple texts and sources to ask and answer questions about the famous queens.
Vocabulary	past, present, then, now, today, recent, before, after, old, new, modern, within living memory, beyond living memory, generation, parents, carers, grandparents, time period, Tudor, Victorian, Post War, World War Two, homes, features, building, style, design, energy, eco-friendly, materials, central heating, air conditioning, solar panels, green roof, water conservation, electricity, electronics, technology, kitchen appliances, microwaves, dishwashers, computers, televisions, daily life, work, office, decoration, furniture, fashion, comfort, change, same, different, important, significant, useful, maps, houses, flats, photographs, memory, stories, oral testimony.	mission, voyage, intrepid, explorer, Ibn Battuta, Christopher Columbus, Neil Armstrong, long ago, now, modern, timeline, time period, past, present, future, chronological order, sequence, century, decade, change, development, technology, caravan, land journey, pilgrimage, space exploration, sea voyage, mission, moon landing, sea exploration, Mars, mountaineering, polar exploration, similarities, differences, sources, artefacts, books, paintings, photographs, diaries, film.	Monarch, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, reign, heir, power, role, achievements, duties, Buckingham Palace, Whitehall Palace, Windsor Castle, Tudor, Victorian, modern, time period, timeline, past, present, long ago, today, chronological order, century, decade, change, development, law, trade, exploration, technology, invention, impact, Golden Age, British Empire, Jubilee, coronation, birth, marriage, death, children, similarities, differences, sources, artefacts, crown, sceptre, robes, paintings, photographs, diaries, film, news.

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Year Group	Year 2		
Term	Autumn Term Y2	Spring Term Y2	Summer Term Y2
Scheme	Great Fire of London	Florence Nightingale	Seaside Holidays
use common words and phrases relating to the passing of time	I can use the past tense to talk about the Great Fire of London and use vocabulary, such as 'first', 'next' and 'finally' to sequence events.	- I know a wider range of vocabulary relating to the passing of time. - I can use this vocabulary to discuss the Florence Nightingale's life and achievements.	- I know a wider range of vocabulary relating to the passing of time. - I can use vocabulary related to the passing of time to discuss holidays past and present.
use a wide vocabulary of everyday historical terms	I can use historical vocabulary to talk about the Great Fire of London e.g. fire, London, settlement, housing Samuel Pepys, eyewitness, diary.	- I know a wider range of historical vocabulary related to the life and work of Florence Nightingale. - I can use this historical vocabulary to discuss the life of Florence Nightingale and the impact of her work.	- I know a range of historical vocabulary related to holidays. - I can use this range of historical vocabulary to discuss holidays past and present.
develop an awareness of people, events and changes of the past	- I know that the Great Fire of London took place in 1666, during the reign of Charles II. - I can recall when the Great Fire of London took place and who was involved. - I can describe the key events of the Great Fire of London, including how it started, how it spread and how people tried to stop the fire. - I can suggest why the Great Fire of London is still remembered today. - I can discuss why the fire spread so quickly. - I can explain who Samuel Pepys was and why he is an important historical figure.	- I know key facts about the life and work of Florence Nightingale. - I know that Florence Nightingale's work improved medical care. - I can describe the key achievements of Florence Nightingale. - I can describe improvements Florence Nightingale made to medical care. - I can explain the impact of Florence Nightingale's work. I can explain why Florence Nightingale is still remembered today.	- I know how holidays have changed within living memory. - I can describe how holidays have changed for holidaymakers within living memory. - I can explain how changes to holidays have impacted on holidaymakers.
know where the people and events they study fit within a chronological framework	- I know that the Great Fire of London took place over 300 years ago. - I know what a simple timeline is. - I can use a timeline to find out how long ago the Great Fire of London took place. - I can retell the events of the Great Fire of London in chronological order.	- I know what a century is and that we live in the 21st century. - I know Florence Nightingale lived during the Victorian period. - I know when the Victorian period in Britain began and ended. - I know that British soldiers fought in the Crimean war in the 19th Century. - I can use a timeline to find out when Florence Nightingale lived and when key events happened in her life. - I can order events from Florence Nightingale's life in chronological order on a simple timeline.	- I know what a timeline is and how to use it. - I can use a timeline to find out how long ago in the past a time period occurred. - I can order seaside holidays from the past chronologically on a simple timeline.

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identify similarities and differences between ways of life in different periods	• I know that life for people in London has changed over time. • I can compare homes in 1666 with homes today. • I can compare and contrast how people communicated news in 1666 with how people communicate news today. • I can compare what life was like in London in 1666 to life in London today. • I can identify the similarities and differences between life in London in 1666 and life today.	• I know that medical care in the Victorian period was different to medical care today. • I can describe the similarities and differences between medical care in the Victorian era and medical care today. • I know that men and women had different roles and experiences in Victorian Britain. • I can describe the roles expected of women from rich families. • I can explain why Florence Nightingale was different from other women from rich families. I can suggest whether Florence Nightingale would find it easier or harder to pursue her career today.	• I know that how people have spent their holidays and what holidays are like has changed over time. • I can describe holidays from different time periods. • I can compare holidays from different time periods and describe how they are similar and different.
understand some of the ways in which we find out about the past	• I know we can find out about the Great Fire of London from stories and sources. • I know that Samuel Pepys kept a diary which recorded the events of the Great Fire of London. • I can use stories, maps, paintings and diaries to find out about the Great Fire of London. • I can describe what I know about the Great Fire of London from information in stories and sources.	• I know we can find out about the life and work of Florence Nightingale using a range of sources, such as [insert sources newspapers, books]. • I can use a range of sources to find out about the life and work of Florence Nightingale. • I can describe what I know about the life and work of Florence Nightingale from historical sources.	• I know we can find out about holidays of the past using a range of sources, such as maps, photographs, artefacts and oral history. • I can use a range of sources to find out about holidays of the past. • I can describe what I know about holidays from the past from the sources I have studied.
identify different ways in which the past is represented	• I can discuss how the information recorded in eyewitness statements can vary.	• I can discuss which of Florence Nightingale's contributions was most significant based on information contained in historical sources.	• I can discuss how holidays are represented in different sources.
ask and answer historical questions using stories and other sources to show knowledge and understanding	• I can ask and answer questions about the Great Fire of London. • I can use information from stories and sources to show what I understand about the Great Fire of London.	• I can ask and answer questions about the life and work of Florence Nightingale. • I can use information from sources to answer questions about the life and work of Florence Nightingale.	• I can ask and answer questions about holidays of the past. • I can use information from sources to answer questions about holidays of the past.

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Vocabulary	past, present, long ago, today, timeline, time period, events, order, 17th Century, King, Charles II, Stuart, reign, monarch, government, fire, weather, buildings, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, bakery, homes, settlement, city, London, River Thames, daily life, communication, smart phones, internet, social media, news, same, different, Thomas Farriner, Samuel Pepys, stories, sources, artefacts, diary, eyewitness, record, maps, monuments, paintings, order, interpret.	past, present, long ago, today, timeline, time period, Victorian period, Queen Victoria, Victorians, modern, century, chronological order, earliest, latest, most recent, Florence Nightingale, Medicine, Medical care, Nurse, hospital, Crimean War, Russia, Scutari, Soldiers, disease, Cholera, Typhus, hygiene, Nightingale Training School for Nurses, Nursing Notes, The Royal Red Cross, The Order of Merit, commemorate, stories, sources, book, newspapers, artefacts, interpret, analyse.	decade, century, past, present, then, now, recent, earliest, oldest, chronology, chronological order, sequence, living memory, lifetime, remember, parents, grandparents, period, era,source, evidence,maps, photographs, artefacts, memories, oral testimony, holiday, holidaymakers, leisure, entertainment, observe, compare, significant, important, useful, how, why, research, investigate
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Year Group	Year 3		
Term	Autumn Term Y3	Spring Term Y3	Summer Term Y3
Scheme	Prehistoric Britain	Early Civilisations & The Indus Valley	The Mayans
develop the appropriate use of historical terms	I can use key historical terms to discuss Britain from the Stone Age to the Iron Age.	- I know key historical terms e.g. CE, BCE. - I can use key historical vocabulary to discuss early civilizations.	- I know key historical terms e.g. city-state, expansion, decline, civilisation, society. - I can use key historical vocabulary to discuss the Mayan civilization.
have a chronologically secure knowledge and understanding of British, local and world history	- I know the chronology of the Stone Age to the Iron Age in early British history. - I can sequence events from the Stone Age to the Iron Age in chronological order. - I know how historical events and periods are presented and recorded on a timeline. - I can identify historical time periods on a timeline. - I can order key historical dates on a timeline. - I can describe how early British societies changed over prehistory.	- I know when and where some Indus Valley civilisation appeared. - I can use a timeline to identify when the first civilisations developed and understand the chronology of the order they appeared in.	- I know the chronology of the expansion and decline of the Mayan civilisation. - I can sequence events [example] in chronological order. - I know how historical events and periods are presented and recorded on a timeline. - I can identify historical time periods on a timeline. - I can order key historical dates on a timeline. - I can describe how the Mayan civilisation changed over time.
establish clear narratives within and across the periods they study (including for their local area).	- I know about key periods in early British history, including the Stone Age, Bronze Age and Iron Age. - I know about, and can describe, some of the features of early British civilisations (e.g. location, settlements and ways of life). - I know about, and can describe, the achievements and contributions of early British civilisations (e.g. agriculture).	- I know about key periods and events in the Indus Valley civilisation. - I know about, and can describe, some of the features of the Indus civilisation (e.g. location, settlements and trade). - I know about, and can describe, the achievements and contributions of early civilisations (e.g. sanitation, accurate weights and measures).	- I know about key periods and events in the Mayan civilisation. - I know about, and can describe, some of the features of the Mayan civilisation (e.g. location, city-states, religious beliefs and ways of life). - I know about, and can describe, the achievements and contributions of early civilisations (e.g. Mayan writing systems).
make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events	- I can compare ways of life between different periods in British and world history. - I can identify and describe similarities and differences between past societies and time periods.	- I can identify simple cause and effect relationships. - I can identify and describe similarities and differences between past societies and time periods. - I know that societies in the past were made up of people with different backgrounds, cultures and experiences.	- I can identify simple cause and effect relationships. - I can identify and describe similarities and differences between past societies and time periods. - I can identify different social groups in past societies and compare their experiences (e.g. by occupations, role, living conditions).
address and devise historically valid questions about continuity	- I can identify simple cause and effect relationships. - I can compare ways of life between different periods in	- I can identify simple cause and effect relationships. - I can compare and contrast ways of life in the Indus Valley	- I can identify simple cause and effect relationships. - I can compare ways of life between Mayan and British

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and change, cause and consequence, similarity and difference, and significance	British prehistory. • I can identify and describe similarities and differences between the societies of British prehistory and societies today.	with Bronze Age Britain. • I can identify and describe similarities and differences between British and Indus Valley societies during the same time period. • I can compare and contrast cities of the Indus Valley with London and New York today. • I can identify and describe similarities and differences between these cities then and now.	societies in 900 CE. • I can identify and describe similarities and differences between British and Mayan societies. • I know that societies in the past were made up of people with different backgrounds, cultures and experiences. • I can identify different social groups in past societies and compare their experiences (e.g. kings, priests and ordinary people).
understand how our knowledge of the past is constructed from a range of sources	• I can ask and answer simple questions about Britain in the Stone Age, Bronze Age and Iron Age.		• I can ask and answer simple questions about the past (eg. how and why societies, civilisations and time periods are significant).
assess how and why contrasting interpretations of the past have been constructed	• I can identify different types of sources and describe their features (e.g. environmental/man-made). • I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose. • I can use sources to find out information about prehistoric Britain. • I can examine and discuss the content and context of a source.	• I know that we can find out about the past from excavating and analysing what is left behind underground. • I can identify different types of sources and describe their features (e.g. written/oral, environmental/man-made). • I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose. • I can use sources to find out information about the Indus Valley. • I can examine and discuss the content and context of artefacts from the Indus Valley civilisation.	• I can identify different types of sources and describe their features (e.g. written/oral, environmental/man-made). • I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose. • I can use sources to find out information about the past. • I can examine and discuss the content and context of a source.
construct informed responses that involve thoughtful selection and organisation of relevant historical information	• I know that it is difficult for historians to know exactly what life was like in British prehistory. • I can suggest reasons for different interpretations of the past (e.g. the availability of sources.)	• I know that there are different theories as to why the Indus valley declined. • I can discuss why historians have different ideas about why the Indus Valley declined (e.g. the availability of sources, cities and the fact that no-one has decoded their language yet).	• I know that interpretations of the past can vary. • I can consider why certain stories were not, or are no longer, told. • I can suggest reasons for different interpretations of the past (e.g. the availability or content of sources.)
construct informed responses that involve thoughtful selection and organisation of relevant historical information	• I can describe what these sources tell us about prehistoric Britain. • I can select and summarise information and evidence from sources to answer questions.	• I can describe what these sources tell us about the Indus Valley civilisation. • I can select and summarise information and evidence from sources to answer questions	• I can describe what these sources tell us about the past. • I can select and summarise information and evidence from sources to answer questions.

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Vocabulary	Stone Age, Bronze Age, Iron Age, Ice Age, island, Doggerland, examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, society, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, culture, society, technology, work, trade, tools, agriculture, farming, beliefs, occupation, settlements, Starr Carr, Stonehenge, farms, hillforts, artefacts, tools, weapons, buildings, eyewitness accounts	examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, society, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, expansion, decline, culture, society, technology, work, leisure, law, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience Harappa, Indus Valley, India, Pakistan, Mohenjo-Daro, sanitation, weights, measures, pottery, arts and crafts, excavate	examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, empire, society, age, era, period, CE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, eye-witness, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, expansion, decline, culture, society, technology, work, leisure, law, religion, politics, invasion, migration, settlement, conflict, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience
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Year Group	Year 4		
Term	Autumn Term Y4	Spring Term Y4	Summer Term Y4
Scheme	How can we find out about Ancient Egypt?	Invaders and Settlers: Romans	Anglo-Saxons, Picts and Scots
develop the appropriate use of historical terms	- I know key historical terms e.g. CE, BCE. - I can use key historical vocabulary to discuss early civilizations.	I can use key historical terms with increasing accuracy to discuss Roman Britain.	I can use key historical terms with increasing accuracy to discuss Anglo-Saxon Britain
have a chronologically secure knowledge and understanding of British, local and world history	- I know when and where the Ancient Egyptian civilisation appeared. - I can use a timeline to identify when the Ancient Egyptian civilisations developed and understand the chronology of the time periods in Ancient Egyptian history.	- I know the chronology of Roman settlement in Britain. - I can accurately sequence events in chronological order. - I know how historical events and periods are presented and recorded on a timeline. - I can identify the time period of Roman Britain on a timeline. - I can order and record key dates on a timeline. - I can describe how Britain changed over time during the Roman invasion and settlement. - I can compose a simple chronological narrative of events - I can compare and contrast the duration of historical periods.	- I know the chronology of Anglo-Saxon migration and settlement in Britain. - I know how historical events and periods are presented and recorded on a timeline. - I can identify the time period of Anglo-Saxon Britain on a timeline. - I can order and record key dates on a timeline. - I can describe how Britain changed over time during the Anglo-Saxon migration and settlement. - I can compose a simple chronological narrative of events. - I can compare and contrast the duration of historical periods.
establish clear narratives within and across the periods they study (including for their local area).	- I know about key periods and events in Ancient Egyptian civilisation. - I know about, and can describe, some of the features of the Ancient Egyptian civilisation (e.g. settlements, social groups and religion). - I know about, and can describe, the achievements and contributions of the Ancient Egyptian civilisation (e.g architecture, writing systems, paper, clocks and calendars).	- I know about the invasion and settlement of Roman Britain. - I know about, and can discuss, some of the features of Roman Britain and its settlements (e.g. location, settlements, roads and ways of life). - I know about, and can discuss, the achievements and contributions of the Romans in Britain e.g. agriculture, architecture, transport, writing systems).	- I know about Anglo-Saxon Britain. - I know about, and can discuss, some of the features of Anglo-Saxon Britain. - I know about, and can discuss, developments during the Anglo-Saxon time period, including those relating to society, culture and religion.
make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events	- I can compare and contrast the experience of different social groups in Ancient Egypt. - I can investigate the changing role of the pharaoh. - I can identify similarities and differences between the Ancient Egyptian religious ideas and practices with other	- I can compare and contrast ways of life between Roman Britain and life in Britain today. - I can identify and describe similarities and differences between Roman Britain and Britain today. - I know that societies in the past were made up of people	- I can compare and contrast ways of life between Anglo-Saxon Britain and life in Britain today. - I can identify and describe similarities and differences between Anglo-Saxon Britain and Britain today. - I know that societies in the past were made up of people

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	religions.	with different backgrounds, cultures and experiences. • I can identify different social groups in Roman Britain and compare their experiences.	with different backgrounds, cultures and experiences. • I can identify different social groups in Anglo-Saxon Britain and compare their experiences.
address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance	• I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. • I can select and organise relevant historical information from different sources into a structured response. • I can evaluate the significance of different inventions and achievements and explain my reasoning.	• I can generate and discuss questions about aspects of Roman Britain that relate to the cause and effect of events or change and continuity across time periods.	• I can generate and discuss questions about aspects of Anglo-Saxon Britain that relate to change and continuity.
understand how our knowledge of the past is constructed from a range of sources	• I can use a range of sources, such as historical texts and artefacts like pyramids, tomb paintings and stone inscriptions to find out about life in Ancient Egypt. • I can describe what these sources tell us about Ancient Egypt. • I can suggest what unfamiliar artefacts might have been used for.	• I understand that different types of sources provide varying information about the past. • I can describe what these sources tell us about Roman Britain. • I know using a range of sources can provide a more complete and reliable view of the past. • I know how to compare and contrast historical sources. • I can use a range of sources to gather information about Roman Britain. • I can examine and discuss the content, context and usefulness of a range of sources.	• I know using a range of sources can provide a more complete and reliable view of the past. • I know how to compare and contrast historical sources. • I can use a range of sources to gather information about Anglo-Saxon Britain. • I can examine and discuss the content, context and usefulness of a range of sources. • I can describe what these sources tell us about Anglo-Saxon Britain.
assess how and why contrasting interpretations of the past have been constructed	• I know that we can find out about the past from excavating and analysing what is left behind underground. • I can identify different types of sources and describe their features (e.g. written/oral, environmental/man-made). • I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose.	• I know that interpretations of the past can vary (Roman emperors, soldiers, peasants and slaves). • I can consider why certain stories were not told.	• I can consider why certain stories were told. • I know that people can interpret the past differently based on the evidence that is available.
construct informed responses that involve thoughtful selection and organisation of relevant historical information	• I can select and summarise information and evidence from sources to answer questions • I can use historical information to investigate how the pyramids were built and how they changed over time.	• I can select and summarise information and evidence from sources to answer questions.	• I can select and summarise information and evidence from sources to answer questions.

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Vocabulary	ancient, modern, Egypt, Africa, civilisation, Before Common Era, Common Era, period, Menes, Ptolemy, Alexander the Great, Rameses II, Hatshepsut, Tutankhamen, Cleopatra, dynasty, hereditary, Pharaoh, settlement, nomads, capital, Memphis, farming, plough, pyramids, sphinx, Giza, Nile, Rosetta Stone, hieroglyphs, society, viziers, nobles, priests, scribes, soldiers, craftsmen, farmers, slaves, power, religion, gods and goddesses, Horus, Amun, Ra, Osiris, Anubis, Isis, temples, ceremonies, shaduf, papyrus, clocks, calendars	Iron Age, Romans, Celts, Britons, tribes, timeline, Roman Empire, Emperor, Migration, Invade, Settle, Army, Legionaries, Auxiliaries, Julius Caesar, Claudius, Septimius Severus, Boudicca, Icon, Revolt, Point of view, Technology, Construction, Towns, Roads, Public Baths, Aqueducts, Villas, Calendar, Society, Multicultural, Hadrian's Wall, Ivory Bangle Lady	Anglo-Saxons, Picts, Scots, Dál Riata, tribes, kingdoms, migration, settle, invade, Sutton Hoo, burial, excavation, archeologist, artefacts, written sources, environmental evidence, bias, reliability, conquer, society, culture, King, thane, peasant, crafts, food, clothing, homes, ogham, hillforts, symbol stones, ships, Beowulf, religion, pagan, Christianity, Iona, Canterbury, Lindisfarne, Edwin, King of Northumbria, Cwichelm, King of Wessex, Penda, King of Mercia, Cadwallon, King of Gwynedd, Raedwald, King of East Anglia, Eadbald, King of Kent,
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Year Group	Year 5
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Term	Autumn Term Y5	Spring Term Y5	Summer Term Y5
Scheme	Vikings vs Anglo-Saxons	Who were the ancient Greeks?	Titanic
develop the appropriate use of historical terms	I know, and can use, key historical terms in my discussion and analysis with increasing accuracy.	I know, and can use, key historical terms in my discussion and analysis with increasing accuracy.	I know, and can use, accurate historical terms in my discussions and analyses about the voyage of the Titanic.
have a chronologically secure knowledge and understanding of British, local and world history	- I have a clear chronological understanding of the events and developments during the Viking and Anglo-Saxon struggle for the kingdom of England. - I can accurately sequence and record historical events, developments or periods on a timeline. - I can investigate and discuss how government, law and justice changed or stayed the same during this time period. - I can compose chronological narratives which address either the developments in government, laws and justice during this time.	- I know when and where the Ancient Greek civilisation developed. - I have a clear chronological understanding of the events and developments during the time of the Ancient Greek civilisation. - I can accurately sequence and record historical time periods and key events from this time on a timeline.	- I have a clear chronological understanding of the voyage of the Titanic. - I can accurately sequence and record significant events related to the Titanic on a timeline. - I can compose chronological narratives about the voyage of the Titanic that show why certain events were significant. - I can investigate and discuss how aspects of life on the Titanic reflect changes or continuity in society at the time (e.g. class structure, safety procedures).
establish clear narratives within and across the periods they study (including for their local area).	- I know about the time periods in British history up to 1066. - I know about, and can describe, the political structures and struggles during this time. - I can discuss how Britain has been influenced by the wider world	- I know about the Ancient Greek time periods. - I know about, and can describe, life in Ancient Greece.. - I can assess the impact and significance of the achievements and contributions of Ancient Greece on later societies and world history.(e.g. Olympics, literature, government). - I can discuss how Britain has been influenced by the achievements and contributions of the Ancient Greek civilisation	- I know where the Titanic fits within the broader context of British history after 1066, particularly the Edwardian era and the early 20th century. - I can describe the political, economic, and social structures of the time, including class divisions and the importance of transatlantic travel. - I can assess the impact of the Titanic disaster on global maritime safety laws and how it influenced future ship design and international cooperation. - I can discuss how Britain, as a leading maritime power, influenced and was influenced by world events through the story of the Titanic.

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make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events	• I know that the formation of England was influenced by a combination of factors, which vary in significance. • I can classify causes based on their type (e.g short-term, long-term, religious, political etc.) • I can analyse more complex cause-and-effect relationships and assess their significance.	• I know that the wars between Athens and Sparta were influenced by a combination of factors, which vary in significance. • I can analyse more complex cause-and-effect relationships and assess their significance. • I can compare the impact and significance of the wars between Athens and Sparta on their populations..	• I know that the sinking of the Titanic was caused by a combination of factors, including design flaws, human error, and social inequalities. • I can classify causes as short-term or long-term and by type (e.g. social, technological, legal). • I can analyse how these causes led to widespread loss of life and assess their historical significance. • I can identify patterns in social attitudes and link them to wider historical themes. • I can explore cause, effect, similarity, difference, change and significance in relation to the Titanic and its historical consequences. • I can compare the impact of the sinking on different social groups, especially first-, second- and third-class passengers.
address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance	• I can devise questions for historical research that explore the nature and extent of political change in Britain during this time.	• I can devise questions for historical research that explore daily life in Ancient Greece. • I can plan and carry out historical research about daily life in Ancient Greece using a range of sources.	• I can devise questions to guide my historical enquiry into the Titanic, such as “Why did so many third-class passengers die?” or “What changed after the Titanic sank?” • I can plan and carry out research using a variety of sources to explore these questions.
understand how our knowledge of the past is constructed from a range of sources	• I can draw conclusions about the past based on information from a range of sources.	• I know that primary sources come from the period of study. • I can distinguish between primary and secondary sources. • I can analyse a range of primary and secondary sources to develop a more complete understanding of life in Ancient Greece. • I can draw conclusions about life in Ancient Greece based on information from a range of sources.	• I can distinguish between primary sources (e.g. passenger diaries, photographs, newspapers from 1912) and secondary sources (e.g. documentaries, modern articles). • I know that primary sources are from the time of the Titanic’s sinking and help us understand what happened and how people felt. • I can analyse a range of sources to build a fuller understanding of what life was like aboard the Titanic and what caused the disaster. • I understand that some sources may be limited, biased, or incomplete, and this affects what we know about the past. • I can assess the reliability and usefulness of different historical sources. • I can draw conclusions about the Titanic based on a range of historical evidence.
assess how and why contrasting interpretations of the past have been constructed	• I know that the limitations of historical sources can affect our understanding of the past. • I can assess how and explain why interpretations about	• I can discuss how and why the people of Athens and Sparta may have different versions of the same historical events. • I can explain why specific interpretations of the past have	• I can explain why there are different interpretations of why the Titanic sank and why so many people died. • I can discuss why historians disagree, for example, over

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	Alfred the Great exist. • I can discuss why historians disagree about Alfred the Great. • I can explain why specific interpretations of the past have been constructed.	been constructed.	whether the disaster was due to poor planning or bad luck. • I can explain why some people, including survivors, remembered events differently or why certain stories have been emphasised over time.
construct informed responses that involve thoughtful selection and organisation of relevant historical information	• I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question.	• I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question. • I can justify my interpretations or conclusions about the past using evidence and reasoning.	• I can communicate what I've learned about the Titanic clearly through writing, speaking and debate. • I can use evidence from historical sources to support my arguments or opinions about the Titanic. • I can justify my conclusions about why the Titanic was significant and what we can learn from it using evidence and reasoning.
Vocabulary	Romans, Anglo-Saxons, Vikings, Britons, kingdoms, country, monarch, ruler, government, politics, society, daily life, Lindisfarne, Alfred the Great, Edmund Ironsides, Ethelred the Unready, King Cnut, Peace treaty, Danelaw, maps, Anglo-Saxon Chronicle, Battle of Hastings, Norman Conquest, Harold Hadrada, Harold Goodwinson, William, Duke of Normandy, perspective, interpretation, reliability, accuracy, significance, relevance, experience, timeline, chronology, century, events, cause, effect	Ancient Greece, civilisation, Minoan age, Mycenaean age, Dark age, Classical period, Archaic period, Hellenistic period, government, politics, polis (city states), Athens, Sparta, Peloponnesian War, Oligarchy, Democracy, Monarchy, primary source, secondary source, Olympia, olympians,olympics, myths, society religion, polytheistic, monotheistic, gods, goddesses, philosopher, scholar, Pythagoras, Socrates, Hippocrates, Plato, Aristotle, Archimedes, viewpoint, perspective, trustworthy, bias, authentic	Titanic, iceberg, maiden voyage, white star line, edwardian era, transatlantic, lifeboat, passenger, crew, captain, first class, second class, third class, steward, wireless operator, distress signal, sos, shipwreck, watertight compartment, unsinkable, Harland and Wolff, Southampton, New York, Atlantic Ocean, April 1912, maritime, navigation, luxury, survival, tragedy, disaster, inequality, evacuation, rescue, RMS Carpathia, inquiry, safety regulations, international maritime law, chronology, timeline, primary source, secondary source, evidence, interpretation, bias, reliability, enquiry, cause, consequence, change, continuity, similarity, difference, significance, opinion, argument, conclusion, research, question, historical narrative

Year Group	Year 6
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Term	Autumn Term Y6	Spring Term Y6	Summer Term Y6
Scheme	The World at War	The Kingdom of Benin	LOCAL HISTORY
develop the appropriate use of historical terms	I know, and can effectively use, key historical terms in my discussions and analyses.	I know, and can effectively use, key historical terms in my discussions and analyses.	-
have a chronologically secure knowledge and understanding of British, local and world history	- I have a coherent understanding of the events and developments of British and world history, including World War Two. - I can accurately construct a timeline which records the significant events and developments of World War Two. - I can integrate information about the events and developments of World War Two into a coherent, chronologically structured narrative. - I can compose chronological narratives which address the global nature and interconnectedness of World War Two.	- I know when and where the kingdom of Benin developed. - I have a coherent understanding of the events and developments across world history, including the history of the Kingdom of Benin. - I can integrate information about the Obas of Benin into a coherent, chronologically structured narrative.	-
establish clear narratives within and across the periods they study (including for their local area).	- I can assess the significance of World War Two in local, national and world history. - I can assess the significance of historical events and developments on a global scale, considering their impact on different societies and future generations.	- I can make connections between the golden age of Benin and the Bronze Age in Britain. - I can identify key themes or patterns in world history. - I know about the significance of the Kingdom of Benin in world history, including its craftsmanship and trade networks.	-
a local history study			- I know how national historical events impacted my local area over time. - I can investigate and explain how aspects of our national history impacted our local area. - I know how aspects of my local history changed over time after 1066. - I can investigate and explain how aspects of our local history changed over time after 1066. - I have a coherent understanding of the events and developments across British and world history. - I can accurately construct a timeline which records historical events, developments or periods. - I can integrate information about multiple events, developments or time periods into a coherent, chronologically

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			structured narrative. • I can compose chronological narratives which address the duration, complexity and interconnectedness of specific events and periods in history.
make connections, draw contrasts and analyse trends relating to different historical periods, contexts and events	• I know that events and developments in history are influenced by multiple, inter-related causes. • I can analyse and evaluate the multiple factors that contributed to World War Two, considering the long-term consequences and wider implications. • I can make connections between European colonisation, World War One and World War Two. • I can investigate and explain how the impact of World War Two varied by social groups.	• I know that the expansion and decline of the kingdom of Benin was influenced by multiple, inter-related causes. • I can analyse and evaluate cause-and-effect relationships in the expansion and decline of the kingdom of Benin. • I can analyse and evaluate the multiple factors that contributed to expansion and decline of the kingdom of Benin, considering the long-term consequences and wider implications. • I can draw connections between the societies and civilisation of Benin and those of Bronze Age Britain.	-
address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance	• I can generate questions about causes, consequences and significance of World War Two and the similarities and differences between people's experiences of the war effort. • I can plan and carry out historical research to address these questions using a range of sources.	• I can generate questions about what everyday life was like in the kingdom of Benin and address how this varied by social group, e.g. royalty and ordinary people. • I can plan and carry out historical research using a range of sources.	-
understand how our knowledge of the past is constructed from a range of sources	• I can compare, contrast and evaluate a range of primary and secondary sources, considering their strengths and limitations. • I can make informed judgments about the accuracy, reliability, relevance, significance or authenticity of sources. • I can draw well-informed conclusions about the past based on analysis and interpretation of sources.	• I can compare, contrast and evaluate the strengths and limitations of oral testimonies and artefacts. • I can make informed judgments about the accuracy, reliability, relevance, significance or authenticity of sources. • I can draw well-informed conclusions about the kingdom of Benin based on analysis and interpretation of sources.	-
assess how and why contrasting interpretations of the past have been constructed	• I can consider different perspectives and interpretations about the significance of the contribution of the British empire to the war effort. • I can judge whether to support or challenge interpretations of the past based on historical information, evidence and analysis.	• I can consider different perspectives and interpretations about the decline of the kingdom of Benin. • I can judge whether to support or challenge interpretations of the past based on historical information, evidence and analysis.	-

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construct informed responses that involve thoughtful selection and organisation of relevant historical information	• I can communicate and explain the findings from my historical research and analysis. • I can select and organise reliable and relevant information to construct arguments or explanations. • I can justify my interpretations and conclusions using evidence and reasoning.	• I can communicate and explain the findings from my historical research and analysis. • I can select and organise reliable and relevant information to construct arguments or explanations. • I can justify my interpretations and conclusions using evidence and reasoning.	
Vocabulary	World War I, World War II, timeline, chronology, Allies, Axis, Democracy, Fascism, colonisation, British Empire and Commonwealth, war effort, military, civilian, Special Operation Executive, Army, Navy, Royal Air Force, Luftwaffe, Women's Auxiliary Air Force, blitz, air raid, Anderson shelter, blackout, evacuation, evacuee, rationing, rationing book, oral history, propaganda posters, Nazi, holocaust, Anne Frank, diary, relevance, reliability, usefulness, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation	Kingdom, Benin, Edo, Obas, Monarchy, power, trade, crafts, bronze, source, evidence, artefacts, oral history, colonialism, ivory, bronze, brass, animal skin, pottery, sculptures, farmers, blacksmiths, ironsmiths, merchants, agriculture, Kings of the Sky, Warrior Kings, Oba Eweka, Oba Ogula, Oba Ozolua, Oba Ewaure, Queen Idia, Oba Ovonramwen, Portugal, England, European, citizens, slavery, society, resources, taxes, weapons, military, civilian, expand, decline, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation	