

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|---|----------|--|---|
| Year 1 |  <p>The Gunpowder Plot</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Understand that a consequence is something that happens as a result of something else.</p> | |  <p>Nurturing Nurses</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> | |  <p>Kings and Queens</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>Describe significant individuals from the past.</p> <p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.</p> |  <p>Travel and Transport</p> <p>Sort some objects/artefacts into new and old and then and now.</p> <p>Sequence artefacts and events that are close together in time.</p> <p>Describe significant individuals from the past.</p> |
| Year 2 |  <p>The Great Fire of London</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Use evidence to explain the key features of events.</p> <p>Know and recount episodes from stories and significant events in history.</p> |  <p>War and Remembrance</p> <p>Talk about why the event was important and what happened.</p> <p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.</p> <p>Understand that a consequence is something that happens as a result of something else.</p> | | |  <p>Toys</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Describe memories and changes that have happened in their own lives.</p> |  <p>Significant Explorers</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Talk, write and draw about things from the past.</p> <p>Begin to understand that some things change and some things stay nearly the same.</p> |

**Year
3**



Begin to understand some of the ways in which historians and others investigate the past.

Use a range of primary and secondary sources to find out about the past.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).



Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).

Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.

Understand that historical events have consequences that sometimes last long after the event is over.



Begin to undertake their own research.

Identify key features, aspects and events of the time studied.

Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.

**Year
4**



Build on prior knowledge to start to gain further understanding of substantive concepts.

Identify key features, aspects and events of the time studied.

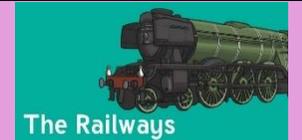
Regularly address and sometimes devise own questions to find answers about the past.



Find out about the everyday lives of people in time studied compared with our life today.

Start to present ideas based on their own research about a studied period.

Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.



Start to explain the impact of some changes that have happened throughout different periods of time.

Begin to understand that historical events create changes that have consequences.

Explain how people and events in the past have influenced life today.

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| <p>Year 5</p> | | <p>Ancient Greece</p>  <p>Find and analyse a wide range of evidence about the past.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives.</p> | | <p>Early Islamic Civilisation</p>  <p>Start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing connections, contrasts and trends over time.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> | | <p>Leisure and Entertainment</p>  <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> |
| <p>Year 6</p> |  <p>World War II</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.</p> <p>Understand that one event can have multiple consequences that impact on many countries and civilisations.</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</p> | |  <p>Maya Civilisation</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant.</p> <p>Explain and give varied examples of how life was similar and different in the past.</p> <p>Present, communicate and organise ideas about the past using detailed discussions, debates and more detailed written narratives.</p> | |  <p>The Shang Dynasty</p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> | |