

History	Reception	Year 1	Year 2
<b>Overview</b>	<b>This is Me!</b>	<b>All Creatures Great and Small What makes us human?</b>	<b>Once upon a time What does a good story need?</b>
<b>Learning Step 1</b>	To name and describe people who are familiar to them.	Recount changes in own life over time	Place events in chronological order
<b>Learning Step 2</b>	To begin to organise events using basic chronology <b>Know time related terminology: past, then, now</b>	Sort objects into old and new	To talk about how the life of someone beyond living memory was different to our lives
<b>Learning Step 3</b>	To talk about past and present events in their own life and in the lives of family members.	Use words and phrases such as recently, before, after, now, later <b>Know time related terminology: recently, before, after, later, present,</b>	Identify different ways in which the past is represented <b>Know how the past can be represented: images (photographs and drawing), written reports, objects.</b>
<b>Learning Step 4</b>	Recognise some similarities and differences between themselves and others and among families, communities and traditions.	Identify whether stories are set in the present or the past	To describe or explain an important person or event that happened near to where I live. A A Milne <b>Know who AA Milne was.</b>
<b>Learning Step 5</b>	To name and describe people who are a different age to them.	To understand what an archaeologist does <b>Know what an archaeologist does</b>	Order the life experiences of a significant individual A A Milne <b>Know key events from the lifetime of AA Milne: birth (1882), fought in WW1 (1915-1919), wrote Winnie the Pooh (1926), death (1956).</b>
<b>Learning Step 6</b>	To explore an understanding of changes over time	To know how to find out about the past <b>Know methods to find out about the past: books, internet, discussion</b>	To identify why local events were important and begin to consider their impact on future generations. <b>Know how life was different in AA Milne's lifetime/WW1.</b>
<b>Learning Step 7</b>	To begin to organise events using basic chronology, recognising that things have happened before they were born.	To develop understanding of growth and changes over time	<b>History Assessment: What happened in AA Milne's life?</b>
<b>Learning Step 8</b>		<b>History Assessment: What is History?</b>	
<b>Learning Step 9</b>		Talk about why someone was important <b>Know who George Mottershead was and why he was important.</b>	
<b>Learning Step 10</b>		To know why people did things, why events happened and what happened as a result	

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<b>Overview</b>	<b>Term 3: Abracadabra!</b> <b>Term 4: Roar! (Dinosaurs)</b>	<b>Heroes and Villains</b> <b>What makes a hero?</b>	<b>Kings, Queens &amp; Castles</b> <b>What makes a leader?</b>
<b>Learning Step 1</b>	To recognise that people have different beliefs and celebrate in special times in different ways.	<b>Marcus Rashford</b> To name an important person or event that happened, near to where I live.  Talk about why someone was important  <b>Using evidence / communicating ideas</b> Reference stories when describing events or individuals <b>Name an important person: Marcus Rashford</b> <b>Know why Marcus Rashford is considered to be important.</b>	Talk about the key features of ancient civilisations (pharaoh, Kings, Queens) <b>Know key terms for leaders and rulers: monarch, king, queen, pharaoh</b>
<b>Learning Step 2</b>	Compare and contrast characters from stories, including figures from the past	<b>Tim Peake</b> To name an important person or event that happened, near to where I live.  Talk about why someone was important  <b>Using evidence / communicating ideas</b> Reference stories when describing events or individuals <b>Name an important person: Tim Peake</b> <b>Know why Tim Peake is considered to be important.</b>	To describe or explain an important person or event that happened near to where I live. <b>Know who Henry VIII was and when he ruled (1509-1547)</b> <b>Know the term 'Tudors': family that ruled Britain between 1485 and 1603.</b>
<b>Learning Step 3</b>	To explore the past through settings, characters, and events encountered in books read in class and storytelling	<b>Amelia Scott</b> To name an important person or event that happened, near to where I live.  Talk about why someone was important  <b>Using evidence / communicating ideas</b> Reference stories when describing events or individuals <b>Name local historic figure: Amelia Scott</b> <b>Know why Amelia Scott was important</b>	To describe or explain an important person or event that happened near to where I live. <b>Know who Anne Boleyn was: second wife of Henry VIII</b>
<b>Learning Step 4</b>	To explore stories both fiction and non-fiction, photos and artefacts	<b>Amelia Scott</b> <b>Cause and Consequence</b> To know why people did things, why events happened and what happened as a result  <b>Using evidence / communicating ideas</b> Investigate and ask questions about photos, stories and artefacts	To explain how we know about major events or the lives of significant individuals
<b>Learning Step 5</b>	To talk about lives of the people around them and their roles in society.	<b>Pantiles</b> To find out about important historical places near to where I live.	To know that printed sources, the internet, databases, photos, art, artefacts and buildings can be used to collect information about the past <b>Know where information about the past can be found: printed sources, the internet, databases, photos, art, artefacts and buildings</b>

<b>Learning Step 6</b>	To show an interest in books, artefacts, people and photos and ask questions about the past	<b>London Landmarks – Houses of Parliament/Tower of London</b> To find out about important historical places near to where I live. <b>Name historical places in London: Houses of Parliament, Tower of London</b>	When using a source, ask why, what, who, where, how and when to ask questions about the past and find answers
<b>Learning Step 7</b>	To talk about what they can see in photos and artefacts.	<b>Guy Fawkes</b> To know why people did things, why events happened and what happened as a result <b>Know who Guy Fawkes was and why he was famous.</b> <b>Know key events from the Gunpowder plot</b>	Look at the periods of history studied and explain what is different and what is similar in the way of life <b>Know key aspects of Tudor life: clothing, food (seasonal - tied to harvest), many diseases, short life expectancy.</b>
<b>Learning Step 8</b>		<i>History Assessment: What makes people and places historically important?</i>	To explain how the actions of a significant individual or how a major event had an impact on the world or key people (formation of Church of England – Henry VIII) <b>Know that Henry VIII started the Church of England.</b>
<b>Learning Step 9</b>			Use simple causation diagrams. <b>Know what a cause is: a person or thing that leads to something happening.</b> <b>Know what an effect is: a change as a result of an action</b> <b>Know what a causation diagram is: showing cause and effect.</b>
<b>Learning Step 10</b>			Write a simple historical account to show why someone was important
			<i>History Assessment: Why was King Henry VIII important to England?</i>

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<b>Overview</b>	<b>Term 5: Old Macdonald had a farm</b> <b>Term 6: Land Ahoy! (Pirates)</b>	<b>Journey to Africa</b> <b>Where do swifts go in winter?</b>	<b>What a wonderful world – Amazon Rainforest</b> <b>Why are rainforests important to us all?</b>
<b>Learning Step 1</b>	To explain knowledge about an event	<p><b><i>Similarity and Difference</i></b></p> <p>Make observations about different types of people, events and beliefs within a society</p> <p><i>Who are the Masaai? (How many tribes/ ethnicities live in Kenya)</i></p>	<p>To explain how the actions of a significant individual or how a major event had an impact on the world or key people – Greta Thunberg</p> <p><b>Know who Greta Thunberg is.</b>  <b>Know what Great Thunberg is important for: climate campaigner, Nobel Peace Prize nominee, inspired many others to protest.</b></p>
<b>Learning Step 2</b>	To recognise that information can be retrieved from books and computers	<p><b><i>Similarity and Difference</i></b></p> <p>Make observations about different types of people, events and beliefs within a society</p> <p><i>Who are the Masaai? (Clothing, homes jobs etc)</i></p>	<p>To explain how the actions of a significant individual or how a major event had an impact on the world or key people – David Attenborough</p> <p><b>Know who David Attenborough is.</b>  <b>Know what David Attenborough is famous for: British Naturalist and TV Presenter, taught people about animals and plants all over the world, climate change campaigner.</b></p>
<b>Learning Step 3</b>	To organise major events in their own past.	<p><b>Knowledge and understanding of significant aspects of history of wider world</b></p> <p>Talk about the way of life of people in the past through discussions about stories</p> <p><i>Why are there so many different tribes in Kenya?</i></p>	<p>Link observations about different types of people, events and beliefs within a society to identify which are similar and which are different</p>
<b>Learning Step 4</b>	Talk about experiences that are familiar and how these may have been different in the past.	<b><i>History Assessment Question – Why is Kenya so diverse?</i></b>	<b><i>History Assessment Question - How can one person change the world?</i></b>
<b>Learning Step 5</b>	To explore images of familiar situations in the past.		
<b>Learning Step 6</b>	To comment on images familiar situations in the past.		
<b>Learning Step 7</b>	To explore the past		

History	Year 3	Year 4	Year 5	Year 6
<b>Overview</b>	<b>Stone Age to Iron Age</b> <b>How far back does History go?</b> Changes in Britain from the Stone Age to the Iron Age	<b>Roman Invasion</b> <b>What have the Romans done for us?</b> The Roman Empire and its impact on Britain	<b>Walk like an Egyptian</b> <b>What did the Ancient Egyptians achieve?</b> The achievements of the earliest civilizations and a depth study of Ancient Egypt	<b>War and Peace</b> <b>How does war impact different people?</b> World War 2 – a study of an aspect or theme in British history the extends pupils' chronological knowledge beyond 1066
<b>Learning Step 1</b>	<i>What was Stone Age Kent like?</i> To understand how historical events have impacted on the local area Know about Stone Age life in the High Weald.	<i>Who were the Romans and how do we know about them?</i> To explain the difference between primary and secondary sources Written accounts, artefacts, ruins	<i>When did the ancient Egyptians live?</i> To understand the chronology of the Ancient Egyptian period	<i>What were the key events that lead to WWII?</i> To create a detailed timeline to explain the events leading up to and during WWII
<b>Learning Step 2</b>	<i>Was Stone Age man just a simple hunter gatherer?</i> To understand that the past can be divided into periods ( <b>Stone Age, Bronze Age, Iron Age</b> ) Know how life changed in the Neolithic, Mesolithic, Palaeolithic periods.	<i>Who were the Romans and how do we know about them?</i> To analyse which sources of evidence are most appropriate to answer questions Know that primary sources will give a more accurate picture of events than secondary sources	<i>Why was Ancient Egypt's location a good place to build a civilization?</i> To identify changes within the Ancient Egyptian period Know the significance of the River Nile Shaduf & irrigation - consider how they adapt to overcome problems by inventing.	<i>What can we find out about evacuation during WWII?</i> To evaluate the usefulness and accuracy of primary and secondary sources to inform us about World War II. <b>Evacuation</b>
<b>Learning Step 3</b>	<i>What can we learn about life in the Stone Age from a study of Skara Brae?</i> To explore how historians have found out about the Stone Age from artefacts. Know how Stone Age people lived and how historians know this from archaeological evidence at Skara Brae.	<i>Why did the Romans invade?</i> To sequence historical periods between the Iron Age and Romans Link back to Y3 learning, how much time has passed, what events have taken place?	<i>How did the Egyptians communicate?</i> To explain the significant aspects of the Ancient Egyptian civilisation Know that Egyptians invented hieroglyphics, how we know what they mean (Rosetta Stone)	<i>What was rationing and how did it impact the people?</i> <i>How did women's roles change during the war?</i> To find connections, contrasts and trends over time
<b>Learning Step 4</b>	<i>How did bronze replace stone in the Bronze age?</i> To Identify the cause of change from Stone Age to Bronze Age Know how the invention of Bronze changed tools and weapons	<i>Why did the Romans invade?</i> To use dates and terms such as AD, BD, CE, BCE, century, millennium and decade and apply them correctly to the period between the Iron Age and Romans	<i>What did the Ancient Egyptians believe?</i> To explain the significant aspects of the Ancient Egyptian civilisation Know Ancient Egyptian burial rituals (mummification) and beliefs about the afterlife	<i>Why have aspects of the Battle of Britain been portrayed in different ways?</i> To provide accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways
<b>Learning Step 5</b>	<i>How did life change during the Iron Age and how can we possibly know?</i> To Identify the cause of change from Bronze Age to Iron Age Know how the discovery of Iron changed tools and weapons	<i>What was Roman Britain like?</i> To describe the significant aspects of the ancient Roman civilisation; <b>ways of life, trade,</b>	<i>What was life like for the Ancient Egyptians and how do we know?</i> To select the most appropriate sources of evidence and use them to answer enquiries Contrast the different lives of Ancient Egyptians (hierarchy, wealth, farming/trade) using the evidence we have (paintings, hieroglyphics, archaeological evidence)	<i>Why have aspects of the Battle of Britain been portrayed in different ways?</i> To analyse contrasting judgements about the impact of the Battle of Britain.
<b>Learning Step 6</b>	<i>How did life change during the Iron Age and how can we possibly know?</i> To identify similarities and differences between ways of life in the Stone Age and Iron Age Know how the Iron Age way of life was impacted by the change in tools and weapons	<i>What was Roman Britain like?</i> To describe the significant aspects of the ancient Roman civilisation; <b>settlement, beliefs</b>	<i>Who was King Tutankhamun and how do we know about him?</i> To suggest how and why contrasting arguments and interpretations of the past have been constructed Explain why similar events differ in social memories and some gain greater prominence e.g. significance of discovery of King Tut's tomb	<i>Why were people's experiences of WWII so diverse?</i> To understand the reasons for the diverse experiences of different societies and produce a historical account from WWII (Anne Frank's diary, German soldier) Linked to English lessons

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<b>Learning Step 7</b>	<p><i>What can we learn from a timeline?</i></p> <p>To read and understand timelines (from Stone Age to Iron Age)</p> <p>Know where the Stone Age, Bronze Age and Iron Age fit within history</p>	<p><i>How did the Roman way of life contrast with the Briton's lifestyle they found when they arrived?</i></p> <p>To identify changes and continuity from Iron Age to Roman period.</p> <p>Change: Social structure (hierarchy) compared to Continuity: life for some groups e.g. farmers did not change</p>	<p><i>How did King Tutankhamun die?</i></p> <p>To form opinions, with evidence</p> <p>Know different theories about his death and give own opinion based on evidence (considering validity of evidence)</p>	<p><i>What really happened on D-Day?</i></p> <p>To create relevant, structured and evidentially supported accounts linked to the events in WWII.</p>
<b>Learning Step 8</b>	<p><b>Assessment:</b> <i>How did life change from the Stone age to the Iron Age?</i></p> <p>To place the periods studied on a timeline</p> <p>Create a timeline showing learning from the topic</p>	<p><i>How do we know what Roman Britain was like?</i></p> <p>To construct informed responses by selecting and organising relevant historical information</p>	<p><i>What caused Ancient Egypt's decline?</i></p> <p>To explain how causes interrelate to cause an event or situation</p> <p>Know that there was no single cause of decline – drought, invasion of the 'sea peoples', and food shortages all played a part</p>	<p><i>What led to the end of the war?</i></p> <p>To know the reasons for, and results of, historical events, situations and changes during WWII</p> <p>Events leading up to the end of the war</p>
<b>Learning Step 9</b>		<p><i>Who was Boudicca?</i></p> <p>To explore what is important in an historical account</p> <p>Look at Roman written accounts (begin to know that bias would have changed retelling of events)</p>	<p><i>What caused Ancient Egypt's decline?</i></p> <p>To classify the causes into types or groups (e.g. military, economic)</p> <p>Know that the possible causes are classed as environmental, economic and military</p>	<p><i>What changed after the end of the war?</i></p> <p>To reflect on the impact that World War II had on the continuity and change that occurred in the UK between 1945 and 1950</p>
<b>Learning Step 10</b>		<p><i>Who built Hadrian's wall?</i></p> <p>Describe social, cultural, religious and ethnic diversity in Britain during the Roman Empire.</p>	<p><b>Assessment:</b> <i>What did the Ancient Egyptians achieve?</i></p>	<p><i>How does the Battle of Hastings compare with WWII?</i></p> <p>To compare the features of different wars studied.</p>
<b>Learning Step 11</b>		<p><i>What was happening in Italy while the Romans were in Britain?</i></p> <p>To use sources to identify the significance of the eruption of Pompeii for the local area.</p>		<p><b>Assessment:</b> <i>How did propaganda impact World War 2?</i></p> <p>To explain what propaganda is and how it made an impact on what we know about WW2.</p>
<b>Learning Step 12</b>		<p><b>Assessment:</b> <i>What have the Romans done for us?</i></p> <p>To explain the legacy of the Ancient Romans and their impact in Britain</p>		

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<b>Overview</b>	<p><b>Ancient Greeks</b>  <b>Why are the Ancient Greeks important to us?</b>            A study of Greek life and achievements and their influence on the western world</p>	<p><b>Raiders and Traders</b>  <b>Why did the Anglo Saxons come to England?</b>            Britain's settlement by the Anglo-Saxons and Scots including a local study of Canterbury and the spread of Christianity (St Augustine in Kent)</p>	<p><b>Vikings and Anglo-Saxons</b>  <b>What did the Vikings want from Britain?</b>            The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>	<p><b>Hola Mexico</b>  <b>How did the Ancient Maya civilisation last so long?</b>            A non-European society that provides contrasts with British History</p>
<b>Learning Step 1</b>	<p><i>Where do Ancient Greeks fit into history?</i>            To use terms such as ancient and modern when learning about the Greeks            Build on previous learning about timelines to look at where the Ancient Greek civilizations fits into history.</p>	<p><i>How and why did the Scots invade?</i>            To sequence historical periods between the Romans and Anglo-Saxons            Use terms and dates such as AD, BC, CE, BCE, century, millennium</p>	<p><i>Where did the Anglo-Saxons come from and why?</i>            To understand the chronology of Anglo-Saxons and Vikings and where they fit on a timeline, adding to previous history studied.  <i>Revision of prior Y4 learning</i></p>	<p>To use timelines to contrast, compare and explain change within the Mayan civilization</p>
<b>Learning Step 2</b>	<p><i>What was life like in Ancient Greece?</i>            To identify notable features of the ancient Greek civilisation.            Democracy, art, buildings</p>	<p><i>Why did the Anglo-Saxons 'invade'?</i>            To place any significant events from Ancient Romans in Britain to Anglo Saxons correctly on a timeline            Invasions, withdrawal, invitation</p>	<p><i>Who were the Vikings?</i>            Explain the diverse experiences and ideas, beliefs and attitudes of men, women and children</p>	<p>To give a broad overview of life in Britain from ancient times until the present day.</p>
<b>Learning Step 3</b>	<p><i>How do we know so much about life in Ancient Greece?</i>            To explore how historians have found out about Ancient Greece from written accounts</p>	<p><i>What do we learn about the Anglo-Saxon invasion from the story of Hengest and Horsa?</i>            To make links between main events, Roman Invasion and Anglo-Saxon 'Invasion'.            Know that the Anglo-Saxons were invited to Britain</p>	<p><i>Why and where did Vikings attack?</i>            To identify and explain trends over time during Viking/Anglo-Saxon period.</p>	<p>To understand the significant aspects of ancient Maya civilisation.</p>
<b>Learning Step 4</b>	<p><i>Is the story of the Trojan horse true?</i>            To identify the differences within contrasting versions of the same event - The Trojan war in Ancient Greece.</p>	<p><i>Where did the Anglo-Saxons settle and how can we know?</i>            To explain why it is sometimes difficult to know the truth about historical events.            Know that there are few written accounts from this period</p>	<p><i>Who ruled England?</i>            To identify changes within the Anglo-Saxon and Viking period            Know how kingdoms were divided and how this changed over this period            *Linked to Geog objective</p>	<p>To construct informed responses to the Maya civilisation that involve thoughtful selection and organisation of relevant historical information            Marvellous middle - Dia do los muertos (Day of the Dead)</p>
<b>Learning Step 5</b>	<p><i>How does the Ancient Greek Olympics influence life today?</i>            To describe the impact of a major event, referencing the cause (Olympics)</p>	<p><i>How did life change when the Anglo-Saxons invaded?</i>            To explain relationships between cause and consequence of the Anglo-Saxon period and the division of the kingdoms.            Know about Anglo-Saxon place names (kingdoms)</p>	<p><i>Who ruled England?</i>            To identify and explain trends over time during Viking/Anglo-Saxon period.            Know about the ebb and flow of power over time in the struggle for the Kingdom of England</p>	<p><i>Why did the Ancient Mayan civilisation end?</i>            To pursue historically valid enquiries including some they have framed, linked to the demise of the Ancient Maya civilization.</p>
<b>Learning Step 6</b>	<p><i>How do we know about life in Ancient Greece?</i>            To explain why the chosen source is the best to find specific information (Ancient Greeks)            Know which sources of information are the most useful or reliable and why.</p>	<p><i>How did life change when the Anglo-Saxons invaded?</i>            To give a broad overview of life in Britain from ancient until medieval times.            Know key features of Anglo-Saxon village life compared to Roman Britain</p>	<p><i>How did the Vikings communicate?</i>            To select the most appropriate source of evidence and use them to answer enquiries            Know that Vikings used runes and oral stories – link to Beowulf</p>	<p><i>Why did the Ancient Mayan civilisation end?</i>            To select and combine information that might be a cause for the demise of the Maya civilization and create a coherent causal explanation</p>
<b>Learning Step 7</b>	<p><i>Which Ancient Greek figures are considered to be the most significant and why?</i>            To identify historically significant people during the Ancient Greek civilisation</p>	<p><i>How did Christianity come to the UK?</i>            To understand that different versions of the past may exist, giving reasons for this.</p>	<p><i>How did the Vikings impact Britain?</i>            Analyse the significance of Vikings' invasion of Britain, in terms of their impact on today's society.</p>	<p><b>Assessment:</b> <i>What was life like for people in ancient civilisations?</i></p>

	Know about the contributions of Pythagoras, Hippocrates and Archimedes	Mission of Augustine 587AD from Rome to King Aethelbert of Kent. Know that written accounts of this came from Rome and monks rather than Anglo-Saxon accounts.		
<b>Learning Step 8</b>	<b>Assessment:</b> <i>What is the legacy of the Ancient Greeks?</i> To explain how historians have reached opinions about the Ancient Greeks	<i>How did people's lives change when Christianity came to Britain? How can we be sure?</i> To understand the influence of Christianity over a period of time Local study of Canterbury	<i>How did Britain react to the Vikings?</i> Address and sometimes devise historically valid questions about change, cause, similarity and difference within Anglo-Saxon and Viking periods. Know how some kings in Britain dealt with the Viking invaders. Know about the fight for the crown.	
<b>Learning Step 9</b>		<b>Assessment:</b> <i>Were the dark ages really dark?</i> To summarise consequences of the Anglo-Saxon period, and the influence of Christianity.	<i>What does the Bayeux tapestry teach us about the Battle of Hastings?</i> To select the most appropriate source of evidence and use them to answer enquiries	
<b>Learning Step 10</b>			<i>What does the Bayeux tapestry teach us about the Battle of Hastings?</i> To explain how and why the techniques used by historians have changed and developed over time.	
<b>Learning Step 11</b>			To give a broad overview of life in Britain from ancient times until the industrial revolution	
			<b>Assessment:</b> <i>Were the Vikings ruthless killers or peaceful settlers?</i>	