

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What are the similarities and differences between Mexico and the UK?		Who were the prehistoric people and what did they do for us?		How did the Romans change Britain?	
Year 4	Would you rather live in Africa?		Which monarch had the greatest impact on Britain?		Anglo-Saxons, Scots and Vikings	
Year 5	Other than Earth, where could humans live?		Who settled in Britain after the Romans and what was life like for them?		What did the Ancient Greeks do for us?	
Year 6	Has London changed for the better?		What was the worst aspect of being a Victorian?		Could you live like an Ancient Egyptian?	

History- Key Stage 2				
NC	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Uses timelines to place events or historical figures on a timeline using dates.</p> <p>Understands timelines can be divided in BC (Before Christ) and AD (Anno Domini).</p> <p>Words and phrases – century, decade, BC and AD.</p>	<p>Sequences events, artefacts or historical figures on a timeline using dates.</p> <p>Words and phrases – century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Divides recent history into the present and the past using 21st, 20th and 19th centuries.</p>	<p>Orders an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately uses dates and terms to describe historical events.</p> <p>Words and phrases- ancient, millennium, use of century names e.g. '4th century for 301 AD, duration, continuity and sequence.</p>	<p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Understands how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Words and phrases – social, religious, political, technological and cultural.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p>

<p>Knowledge and understanding of past events, people and changes in the past.</p>	<p>Uses evidence to describe the past.</p> <p>Notes key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today, describing similarities and differences between objects/people from now and then.</p> <p>Describe how people and events in the past have influenced life today.</p>	<p>Uses evidence to describe the past.</p> <p>Use evidence to identify change over time.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Recognise the differences in the lives of the rich and the poor.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>Identify and note connections, contrasts and trends over time in everyday lives of people.</p> <p>Use evidence to consider how change might have happened during a time period.</p> <p>Explain how people and events have impacted on life today.</p>	<p>Examine causes and results of great events and the impact these had on people.</p> <p>Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p>
<p>Historical interpretations</p>	<p>Look at more than two versions of the same event or story in history and identify differences.</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p>	<p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p>
<p>Historical investigations</p>	<p>Use a range of sources to find out about the past.</p>	<p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents,</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p>

	<p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p>	<p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p>	<p>Investigate, in detail, their own lines of inquiry by posing historically valid questions to answer.</p>
Presenting, organising and communicating	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including recounts, poems and posters.</p>	<p>Start to present ideas based on their own research about a studied period.</p> <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, adverts, diaries and guides.</p>	<p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, letters and news reports.</p>	<p>Plan and present a self-directed project or research about the studied period.</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as accounts, diaries, information/travel guides, and posters.</p>
Curriculum coverage	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A local history study.</p> <p>Ancient Egyptians</p> <p>The Victorians</p>