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EYFS - History in the National Curriculum links to Understanding the World, Communication & Language and Literacy in the Early Years Foundation Stage Curriculum.						
EYFS	**Autumn 1st half-term**	**Autumn 2nd half-term**	**Spring 1st half-term**	**Spring 2nd half-term**	**Summer 1st half-term**	**Summer 2nd half-term**
Topic	All About Me / Nursery Rhymes	Space/Festivals of Light / Nursery Rhymes	People Who Help Us	Local Area Project	Growth Traditional Tales	Under the Sea / Minibeasts
Activities	Talking about the people in our family. Talking about the way we have changed since we were born. Learning nursery rhymes, talking about the key events and characters, sequencing the rhymes. Talking about features of the rhyme / vocabulary which tells us that it is from the past.	Learning about the first moon landings. Learning nursery rhymes, talking about the key events and characters, sequencing the rhymes. Talking about features of the rhyme / vocabulary which tells us that it is from the past. Talking about how Christmas traditions.	Looking at the way that emergency vehicles and equipment used by people who help us have changed.	Looking and talking about old pictures of the local area and comparing them to pictures taken in the present, e.g. Buckhurst Hill High Street, the train station.	Learning traditional tales, talking about the key events and characters, sequencing the stories. Talking about features of the stories / vocabulary which tells us that they are from the past. Growing plants / hatching ducklings / life-cycles.	Looking at pictures taken at the seaside in the past and comparing to those taken at the seaside now.
Key Knowledge	I can name and describe the people who are familiar to me. I can talk about the lives of the people I know. I can begin to make sense of my own life-story and family history. I know some differences and similarities between	I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past.	I know some differences and similarities between things in the past and now.	I know some differences and similarities between things in the past and now. I can comment on images of familiar situations in the past.	I can understand the past through settings, characters and events. I can sequence events.	I can comment on images of familiar situations in the past – e.g. families at the seaside. I know some differences and similarities between things in the past and now.

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	things in the past and now. I can understand the past through settings, characters and events. . I can sequence events.					
Links to Year 1 and National Curriculum	Links to 'changes within living memory' skills.	Links to 'changes within living memory', 'events within living memory', 'the lives of significant individuals' and 'significant events' - skills described below.	Links to 'changes within living memory' skills.	Links to 'changes within living memory' skills.	Links to 'changes within living memory' skills.	Links to 'changes within living memory' skills.
At the end of the Reception year, children at the expected level of development will: - *Talk about the lives of the people around them and their roles in society.* *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class* *Understand the past through settings, characters and events encountered in books read in class and storytelling.*						

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YEAR 1	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	HOW AM I MAKING HISTORY?		**HOW HAVE TOYS CHANGED?**		**HOW HAVE EXPLORERS CHANGED THE WORLD**	
ANCILLARY QUESTIONS AND CONTENT FOCUS	1. What is my history? 2. How can I find out more about myself? 3. How are special events remembered? 4. What was it like for children in the past? 5. What have I learnt about childhood in the past? 6. How am I making history?		1. What is your favourite toy? 2. Did your parents and grandparents play with the same toys as you. 3. What were toys like in the past? 4. What is similar and different about toys now and in the past? 5. How have teddy bears changed over time 6. How have toys change?		1. What is an explorer? 2. Where have explorers travelled and when? 3. Who was Christopher Columbus and what did he do? 4. Who was Matthew Henson and what did he do? 5. How has exploration changed? 6. How can we remember them?	
CHRONOLOGY KNOWLEDGE	Placing events on a simple timeline. Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Using vocabulary such as – old, new, long time ago.		Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Using vocabulary such as – old, new, long time ago.		Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Placing events on a simple timeline. Using vocabulary such as – old, new, long time ago.	
CHRONOLOGY UNDERSTANDING	Sequencing three or four events in their own life. Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. Beginning to look for similarities and differences over time in their own lives.		Sequencing three or four artefacts from different periods of time. Sorting artefacts from then and now. Being aware that some things have changed and some have stayed the same in their own lives. Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.		Recording on a timeline a sequence of historical stories heard orally. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while others remain the same and some are new.	
UNDERSTANDING EVENTS IN THE PAST	Recalling special events in their own lives.		Recalling special events in their own lives. Asking why things happen and beginning to explain why with support.		Asking why things happen and beginning to explain why with support.	

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HISTORICAL INTERPRETATION	Beginning to identify different ways to represent the past (e.g. photos, stories). Interpreting evidence by making simple deductions.	Beginning to identify different ways to represent the past (e.g. photos, stories). Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence.	Beginning to identify different ways to represent the past (e.g. photos, stories). Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence.
HISTORICAL ENQUIRY	Using artefacts, photographs and visits to museums to answer simple questions about the past. Making simple observations about the past from a source. Describing the main features of concrete evidence of the past or historical evidence. Asking how and why questions based on stories, events and people.	Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Describing the main features of concrete evidence of the past or historical evidence.	Using artefacts, photographs and museum visits to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Describing the main features of concrete evidence of the past or historical evidence.
ORGANISATION AND COMMUNICATION	Communicating findings through discussion and timelines with physical objects/ pictures.	Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures.	Drawing simple conclusions to answer a question. Communicating findings through discussion and timelines with physical objects/ pictures.

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YEAR 2	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	HOW DID WE LEARN TO FLY?		**WHAT HAPPENED TO LONDON DURING THE FIRE OF 1666?**		**WHAT IS A MONARCH?**	
ANCILLARY QUESTIONS AND CONTENT FOCUS	1. Who were the Wright brothers? 2. When was the first flight? 3. Why is Bessie Coleman significant? 4. Why is Amelia Earhart significant? 5. Why was the moon landing special? 6. How did we learn to fly?		1. When was the Great Fire of London, and what was London like then? 2. How did the Fire start and why did Londonn burn? 3. What was the sequence of events? 4. How do we know about the Great Fire? 5. What was left of London, and what changes did they make? 6. Why was the Great Fire of London significant?		1. What is a monarch? 2. Who is our monarch today? 3. How did William the Conqueror become King of England? 4. How did William the Conqueror rule? 5. How did castles change? 6. What was a monarch in the past?	
CHRONOLOGY KNOWLEDGE	Sequencing up to six events on a timeline. Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).		Placing the Great Fire of London on a timeline in relation to living memory and other historical events studied (e.g., early aviation, historical monarchs). Sequencing the key stages of the fire across the days of the week. Using time-specific vocabulary accurately (e.g., 17th century, 1666, before, after, during, past).		Knowing where people/events studied fit into a chronological framework.	
CHRONOLOGY UNDERSTANDING	Sequencing up to six photographs, focusing on the intervals between events. Beginning to recognise how long each event lasted. Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes. Beginning to look for similarities and differences over time in their own lives.		Identifying simple reasons for why London changed structurally before and after 1666. Knowing some things that changed (e.g., building materials, fire service) and stayed the same in London after the fire. Recognising how long the fire lasted (intervals between days/events across the sequence). Comparing ways of life in 17th-century London with life today.		Sequencing up to six photographs, focusing on the intervals between events. Knowing some things which have changed/stayed the same as the past. Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.	

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	Identifying similarities and difference between ways of life at different times. Making comparisons with their own lives.		
UNDERSTANDING EVENTS IN THE PAST	Discussing who was important in a historical event. Making links and connections across a unit of study.	Asking and answering questions about why people acted as they did during the fire (e.g., Samuel Pepys burying his cheese/journals, fleeing to the river). Recognising cause and consequence: why the fire spread so rapidly (timber homes, pitch, narrow streets, dry weather) and what happened as a result. Discussing key significant individuals involved in the event (e.g., King Charles II, Samuel Pepys, Thomas Farriner).	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Finding out about people, events and beliefs in society. Discussing who was important in a historical event. Making links and connections across a unit of study.
HISTORICAL INTERPRETATION	Identifying a primary source. Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from artefacts, photographs and written sources. Using sources to show an understanding of historical concepts. Interpreting evidence by making simple deductions.	Recognising different ways in which the past is represented (e.g., paintings, eye-witness diary accounts, modern reenactments). Comparing eye-witness accounts (e.g., Samuel Pepys' diary) with visual sources like maps and paintings. Understanding that different people experienced and recorded the event in different ways.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Using sources to show an understanding of historical concepts. Evaluating the usefulness of sources to a historical enquiry.
HISTORICAL ENQUIRY	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Asking questions about sources of evidence (e.g. artefacts). Asking a range of questions about stories, events and people. Using a source to answer questions about the past.	Using written primary sources (diaries), maps, and artefacts (e.g., leather fire buckets, fire hooks) to answer questions about the event. Asking historically-valid how and why questions about the Great Fire. Evaluating the usefulness of eye-witness accounts versus secondary sources for learning about what happened. Selecting information from sources to explain how the fire started and was eventually stopped.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions.

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	Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).		Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Selecting information from a source to answer a question.
ORGANISATION AND COMMUNICATION	Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.	Communicating findings about the sequence of events using structured timelines, dramatic forms, and written recounts. Drawing simple conclusions to answer enquiry questions (e.g., "Why was the fire significant?" or "How do we know what happened?"). Using relevant historical vocabulary in discussions and writing (e.g., diarist, ignite, flammable, monarch, rebuild, eyewitness).	Making simple conclusions about a question using evidence to support. Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing.

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YEAR 3	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WOULD YOU PREFER TO LIVE IN THE STONE AGE, BRONZE AGE?		**WHAT WAS IMPORTANT TO ANCIENT EGYPTIANS?**		**HOW HAVE CHILDREN'S LIVES CHANGED?**	
ANCILLARY QUESTIONS AND CONTENT FOCUS	1. How long ago did prehistoric man live? 2. What does Skara Brae tell us about life in the Stone Age? 3. Who was this Bronze Age man? 4. What was the impact of bronze in prehistoric Britain? 5. How did trade change lives in Iron Age Britain? 6. What changed between the Stone Age and the Iron Age?		1. Where and when did the first civilisations appear? 2. Why was the River Nile important to ancient Egyptians? 3. How do we know so much about ancient Egyptians? 4. Would do sources suggest about gods and goddesses? 5. What did people in ancient Egypt believe happened after death? 6. Who ruled ancient Egypt, and what happened to them when they died?		1. What do sources tell us about how children's lives have changed? 2. Why did Tudor children work and what was it like? 3. What were children's jobs like in Victorian England? 4. How did Lord Shaftesbury help to change the lives of children? 5. How and why has children's leisure time changed? 6. What were the diseases children caught and how were they treated?	
CHRONOLOGY KNOWLEDGE	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that BC means 'before Christ' and is the term used to date the years before Jesus was born. To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. To know that the Stone Age, Bronze Age and Iron Age periods are named after the		Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline.		Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Making a simple individual timeline.	

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	materials that were commonly used to make tools.	Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Making a simple individual timeline.	
CHRONOLOGY UNDERSTANDING	To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. To know that settlements changed over time.	Noticing connections over a period of time. Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	Noticing connections over a period of time. Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Recognising similarities and differences between past events and today.
UNDERSTANDING EVENTS IN THE PAST	To understand the development of groups, kingdom and monarchy in Britain. To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Making links and connections across a period of time, cultures or groups.	dentifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Recalling some important people and events. Identifying who is important in historical sources and accounts. Making links and connections across a period of time, cultures or groups.

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	To understand the earliest settlements in Britain. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.		
HISTORICAL INTERPRETATION	To know that assumptions made by historians can change in the light of new evidence.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways.	Identifying sources which are influenced by the personal beliefs of the author. Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Evaluating the usefulness of different sources. Identifying the bias of a source.

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HISTORICAL ENQUIRY	To know that significant archaeological findings are those which change how we see the past. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Using a range of sources to construct knowledge of the past. Defining the terms ‘source’ and ‘evidence’. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Asking the question “How do we know?”	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence. Using a range of sources to construct knowledge of the past. Defining the terms ‘source’ and ‘evidence’. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Comparing and contrasting different historical sources.

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			Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Asking the question “How do we know?”
ORGANISATION AND COMMUNICATION		Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Constructing answers using evidence to substantiate findings. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry.	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.

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YEAR 4	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHY DID THE ROMANS INVADE AND SETTLE IN BRITAIN?		**WHO WERE THE ANGLO-SAXONS AND HOW DO WE KNOW WHAT WAS IMPORTANT TO THEM?**		**WHAT WAS LIFE LIKE IN TUDOR ENGLAND?**	
ANCILLARY QUESTIONS AND CONTENT FOCUS	1. What was it like to live in ancient Rome? 2. Why did the Romans invade and settle in Britain? 3. How did Britons respond to the Roman invasion? 4. Why was the Roman army so successful? 5. What do artifacts suggest about the lives of Roman soldiers in Britain? 6. What was the legacy of the Roman empire in Britain?		1. Who were the Anglo-Saxons and the Scots? 2. What did Anglo-Saxon settlements look like? 3. What does Sutton Hoo tell us about Anglo-Saxon life? 4. How did Christianity arrive in Britain? 5. Was King Alfred really 'Great'? 6. How did Anglo-Saxon rule end?		1. Henry VIII, fair ruler or Tyrant? 2. Why did Henry VIII have so many wives? 3. Why was Anne Boleyn executed? 4. How did Queen Elizabeth I use a royal progress? 5. What can inventories tell us about life in Tudor times? 6. What did John Blanke have in his inventory?	
CHRONOLOGY KNOWLEDGE	Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Making a simple individual timeline.				Placing events, periods, and contexts studied on a timeline, comparing where they fit alongside previous learning. Understanding and using the terms BC and AD correctly. Putting dates into the correct century. Developing a chronologically secure understanding of British, local, and world history.	
CHRONOLOGY UNDERSTANDING	Noticing connections over a period of time.		To understand the development of groups, kingdom and monarchy in Britain.		Making links and connections between different time periods, societies, and contexts in the past.	

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	Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	To know that settlements changed over time. To compare the beliefs in different cultures, times and groups.	Identifying and describing reasons for change and continuity within and across periods studied. Describing change over time using period-specific vocabulary. Describing similarities and differences between social, cultural, religious, and ethnic diversity in Britain and the wider world.
UNDERSTANDING EVENTS IN THE PAST	Identifying the links between different societies. Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. Recalling some important people and events. Identifying who is important in historical sources and accounts. Making links and connections across a period of time, cultures or groups.	To know who became the first ruler of the whole of England. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population.	Identifying significant people, events, and changes across different time periods. Describing the links between major historical events and different societies. Explaining the reasons for, and results of, historical events and situations.

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		To understand the earliest settlements in Britain. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that there are different beliefs in different cultures, times and groups. To know about paganism and and the introduction of Christianity in Britain. To know how Christianity spread. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	
HISTORICAL INTERPRETATION	Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Identifying the bias of a source. Identifying weaknesses in historical accounts and arguments.	o know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	Recognising the difference between primary and secondary sources. Identifying bias in a source and understanding why sources may have different perspectives. Evaluating the usefulness and limitations of sources for a historical enquiry. Distinguishing between historical fact and opinion.

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			Considering factors that affect a source's reliability (e.g. who created it, who it was for, and why).
HISTORICAL ENQUIRY	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Asking questions about the bias of historical evidence. Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Asking the question "How do we know?"	To know that we can make inferences and deductions using images from the past.	Using a range of primary and secondary sources to answer questions about the past. Asking historically-valid questions of increasing depth (e.g. Who governed? How? With what results?). Developing questions or a simple hypothesis to base an enquiry upon. Identifying 'gaps' in evidence when investigating the past. Using different sources to gather evidence and make simple historical claims.
ORGANISATION AND COMMUNICATION	Reaching conclusions that are substantiated by historical evidence.	.	Communicating knowledge and understanding in a variety of ways (e.g. discussions, debates, drama, writing, or digital presentations).

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	Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Creating a structured response or narrative to answer a historical enquiry.		Using historical evidence to construct imaginative reconstructions exploring the feelings and experiences of people from the time. Constructing structured, organised accounts using relevant historical vocabulary and information from multiple sources. Drawing contrasts and making connections within a period to reach clear conclusions.

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YEAR 5	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHAT IS THE LEGACY OF THE ANCIENT GREEK CIVILISATION?		**WERE THE VIKINGS RAIDERS, TRADERS OR SOMETHING ELSE?**		**WHAT WAS THE IMPACT OF WORLD WAR 2 ON THE PEOPLE OF BRITAIN?**	
ANCILLARY QUESTIONS AND CONTENT FOCUS	1. Who were the ancient Greeks and when did they live? 2. Who lived on Mount Olympus? 3. How was ancient Greece governed? 4. Did the ancient Greeks give us democracy? 5. How do the ancient Greek philosophers influence us today? What is the legacy of the ancient Greeks?		1. When and why did the Vikings come to Britain? 2. Were the vikings raiders, traders or something else? 3. Where were the Viking trading routes and why was trade important? 4. Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? 5. What were the impact of Viking raids and settlements on local communities in Britain? 6. What were the Vikings' achievements and how did they impact the world?		1. Why did Britain go to war in 1939? 2. How did the Battle of Britain affect the Royal Air Force? 3. What do sources tell us about the Blitz? 4. What was evacuation like? 5. Did World War 2 change women's roles? 6. Why did some people migrate to Britain after World War 2?	
CHRONOLOGY KNOWLEDGE	Sequencing events on a timeline, comparing where they fit in with times studied in previous year groups. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline.		Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline.		Sequencing events on a timeline and identifying where it fits in with previously studied time periods. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline.	
CHRONOLOGY UNDERSTANDING	Relating current study on a timeline to other periods of history studied.		Relating current study on timeline to other periods of history studied.		Comparing and making connections between different contexts in the past.	

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	Comparing and making connections between different contexts in the past. Making links between events and changes within and across different time periods/societies. Describing the links between main events, similarities and changes within and across different periods studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.	Making links between events and changes within and across different time periods / societies. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making connections, drawing contrasts and analysing within a period and across time.	Making links between events and changes within and across different time periods/societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods studied. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time. Making connections, drawing contrasts and analysing within a period and across time.
UNDERSTANDING EVENTS IN THE PAST	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. Identifying significant people and events across different time periods. Comparing significant people and events across different time periods.	Comparing significant people and events across different time periods.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for and the results of historical events, situations and change. Identifying significant people and events across different time periods. Comparing significant people and events across different time periods.

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	Explain the significance of events, people and developments.		Explain the significance of events, people and developments.
HISTORICAL INTERPRETATION	Recognising primary and secondary sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. Comparing accounts of events from different sources. Evaluating the usefulness of historical sources. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians. Asking questions about the interpretations, viewpoints and perspectives held by others. Distinguishing between fact and opinion.	Recognising primary and secondary sources. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Suggesting explanations for different versions of events. Identifying how conclusions have been arrived at by linking sources. Understanding that different evidence creates different conclusions. Asking questions about the interpretations, viewpoints and perspectives held by others. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence.	Recognising primary and secondary sources. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Understanding that different evidence creates different conclusions. Asking questions about the interpretations, viewpoints and perspectives held by others. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

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			Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence.
HISTORICAL ENQUIRY	Using a range of sources to find out about a particular aspect of the past. Addressing and devising historically valid questions. Identifying methods to use to carry out the research. Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Recognising 'gaps' in evidence.	Using a range of sources to find out about a particular aspect of the past. Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Creating a hypothesis to base an enquiry on. Using different sources to make and substantiate historical claims. Recognising 'gaps' in evidence.	Using a range of sources to find out about a particular aspect of the past. Addressing and devising historically valid questions. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Recognising 'gaps' in evidence.
ORGANISATION AND COMMUNICATION	Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.

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		Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.	Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.

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YEAR 6	Autumn 1st half-term	Autumn 2nd half-term	Spring 1st half-term	Spring 2nd half-term	Summer 1st half-term	Summer 2nd half-term
	WHAT CAN THE CENSUS TELL US ABOUT LOCAL AREAS?		**WHY DID THE ACHIEVEMENTS OF THE ANCIENT MAYA IMPACT THEIR SOCIETY AND BEYOND?**		**UNHEARD HISTORIES: WHO SHOULD GO ON THE £10 BANKNOTE?**	
ANCILLARY QUESTIONS AND CONTENT FOCUS	1. What is the census? 2. What can we learn about Victorian children from the census? 3. What does the census suggest about the jobs available in the 1800s? 4. Why did some women refuse to fill out the census in 1911? 5. What changed in the 1921 census? 6. Who lived in our local area in the past?		1. How did the ancient Maya settle in a rainforest? 2. What do remains tell us about ancient Maya cities? 3. What did the ancient Maya believe? 4. How did the Maya reflect world beliefs in their inventions? 5. How important was cacao to the ancient Maya? 6. What caused the decline of the ancient Maya cities?		1. Who features on bank notes and why? 2. Was Alfred the Great of Elizabeth I the more significant monarch? 3. How were Ellen Wilkinson and Betty Boothroyd historically significant? 4. Why is Mary Seacole historically significant? 5. Why are Lily Parr and Betty Snowball historically significant? 6. Who will be the face of the new £10 note?	
CHRONOLOGY KNOWLEDGE	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.		Placing the time, period of history and context on a timeline, comparing where the Preclassic, Classic and Postclassic Maya fit in with times studied in previous year groups. Using dates and terms related to the unit and passing of time e.g. BC/AD, century, millennium, ancient and era.			
CHRONOLOGY UNDERSTANDING	Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Describing change throughout time. Identifying the reasons for changes and continuity. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.		Relating current study on a timeline to other periods of history studied. Comparing and making connections between different contexts in the past e.g. Maya city-states and other contemporary societies. Describing change throughout time, identifying and explaining the reasons for changes and continuity using the vocabulary and terms of the period. Making connections, drawing contrasts and analysing within a period and across time.		Comparing and making connections between different contexts in the past. Describing the links between main events, similarities and changes within and across different periods studied. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.	

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	Making connections, drawing contrasts and analysing within a period and across time.		Making connections, drawing contrasts and analysing within a period and across time.
UNDERSTANDING EVENTS IN THE PAST	Showing written and oral evidence of continuity and change as well as indicting simple causation.	Giving reasons for historical events, the results of historical events, situations and changes e.g. the decline of Classic Maya urban centres. Explaining the reasons for, and results of, historical events, situations and change. Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for and results of historical events, situations and change. Identifying and comparing significant people and events across different time periods. Explain the significance of events, people and developments.
HISTORICAL INTERPRETATION	Recognising primary and secondary sources. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence.	Recognising primary and secondary sources and evaluating the usefulness of historical sources. Identifying bias in a source, identifying how sources with different perspectives can be used in a historical enquiry, and identifying weaknesses in historical accounts. Suggesting explanations for different versions of events and asking questions about the interpretations, viewpoints and perspectives held by others. Understanding that different evidence creates different conclusions and identifying how conclusions have been arrived at by linking sources. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence e.g. Maya glyphs, codices and archaeological finds.	Comparing accounts of events from different sources. Evaluating the usefulness of historical sources. Identifying how sources with different perspectives can be used in a historical enquiry. Making increasingly complex interpretations using more than one source of evidence.

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HISTORICAL ENQUIRY	Using a range of sources to find out about a particular aspect of the past. Addressing and devising historically valid questions. Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Developing an awareness of the variety of historical evidence in different periods of time. Recognising 'gaps' in evidence. Beginning to interpret simple statistical sources.	Using a range of sources to find out about a particular aspect of the past. Addressing and devising historically valid questions, asking historical questions of increasing difficulty e.g. who governed, how and with what results? Developing an awareness of the variety of historical evidence in different periods of time and recognising 'gaps' in evidence. Using different sources to make and substantiate historical claims. Asking the question "How do we know?"	Using a range of sources to find out about a particular aspect of the past. Addressing and devising historically valid questions. Planning a historical enquiry. Asking historical questions of increasing difficulty. Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Recognising gaps in evidence.
ORGANISATION AND COMMUNICATION	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicating simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

		Using evidence to support and illustrate claims.	Using evidence to support and illustrate claims.