



<u>Year Group</u>	Know and understand the history of these islands as a coherent, chronological narrative.	Know and understand significant aspects of the history of the wider world.	Gain and deploy a historically grounded understanding of abstract terms.	Understand historical concepts; make connections, draw contrasts, analyse, and frame questions.	Understand the methods of historical enquiry.	Gain historical perspective by placing their growing knowledge into different contexts.
EYFS	Talk about the lives of the people around them; describe their environment and make comparisons between different communities and share stories and talk about people who lived in the past- explain why they are significant.	Compare life in this country and life in other countries.	Make comparisons between different communities and growing up: things we can do now but couldn't do when we were younger.	Talk about the lives of the people around them; make comparisons between different communities and share stories and talk about people who lived in the past- explain why they are significant; time vocabulary including days of the week, yesterday and today etc.	Compare life in this country and life in other countries; making links with a range of texts; make comparisons between different communities and share stories and talk about people who lived in the past- explain why they are significant.	Knowing and understanding past and present on our own lives and in those of other people.
One	Childhood: Ordering items/events on a timeline; School Days: Ordering information on timeline.		Bright Lights, Big City: Describe the role of a monarch.	Childhood and School Days: here, now, yesterday, then, last week, last year, years ago and a long time ago.	Childhood and School Days: historical artefacts as objects that were made and used in the past. Expressing an opinion about sources: artefacts; written	



					accounts; photographs and paintings. School Days: questioning first-hand accounts.	
Two	<p>Movers and Shakers: Ordering historical figures on a timeline; the impact and influence people have had on our nation.</p> <p>Magnificent Monarchs: Sequence events into chronological order; identifying how Britain has been influenced and been influenced by the wider world</p>	<p>Magnificent Monarchs: Discussing the invasion of William the Conqueror; understanding how society was organised under Normal Rule</p>	<p>Movers and Shakers: Discuss the impact of different monarchs overtime; understanding what an activist is</p> <p>Magnificent Monarchs: Understanding the feudal system, hierarchy's, parliament and what a sovereign is.</p>	<p>Movers and Shakers and Magnificent Monarchs: Identifying similarities and differences between different significant figures; drawing analyses on the impact individuals had</p> <p>Magnificent Monarchs: Create an account of an event in-role as a monarch.</p>		
Three	<p>Emperors and Empires and Through the Ages: sequencing dates and information; describe how inventions have changed how people live; describing how beliefs and ingenuity</p>	<p>Emperors and Empires: describe everyday life; hierarchy and different roles in ancient civilisations; describe the achievements and influence on the</p>		<p>Emperors and Emperors: Questions about a significant figure; explain the cause and effect of an event; as well as presenting historical accounts and information.</p>		<p>Emperors and Empires: analyse information to explain how an event has had an impact on our locality.</p>



	<p>brought to Britain influenced and changed lives.</p> <p>Through the Ages: describe the everyday lives of people and how they changed; describe the roles of tribal communities and their influence.</p>	<p>wider world; and explain the cause, consequence and impact of invasion and settlement.</p>		<p>Through the Ages: millennia; BC; BCE; AD and CE; explain the cause and effect of an event; compare two periods of history; and summarise how an aspect of history has changed over time.</p>		
Four	<p>Invasion: using a timeline to understand invasions on Britain; explaining why monasteries were so important to Anglo-Saxon Britain; explaining what happened as the first Vikings invaded; considering whether the Anglo-Saxons surrendered to Vikings or whether they fought back; and considering what the causes and effects were of the Norman invasion in 1066.</p>	<p>Invasion: looking for evidence of the Roman withdrawal from Britain; explaining the causes and consequences of the Anglo-Saxon invasion; and explaining what everyday life in Anglo-Saxon Britain was like.</p> <p>Ancient Civilisations: Locating and comparing the date/duration of Ancient Sumer, Egyptian and Indus</p>	<p>Invasion: considering whether the Anglo-Saxons surrendered to Vikings or whether they fought back.</p>	<p>Invasion: explaining why monasteries were so important to Anglo-Saxon Britain; discovering what happened as the first Vikings invaded; and considering what the causes and effects were of the Norman invasion in 1066.</p> <p>Ancient Civilisations: exploring how food, farming and nutrition helped the Ancient Sumer to grow and develop;</p>	<p>Invasion: looking for evidence of the Roman withdrawal from Britain; discovering what everyday life in Anglo-Saxon Britain was like; investigating what we can learn about the Viking raid on Lindisfarne from different viewpoints; considering why the hoard at Coppergate was an unusual find and what it was significant to historians; and using primary sources to explore where the Anglo-Saxons settled in Kent.</p>	<p>Invasion: considering why the hoard at Coppergate was an unusual find and what it was significant to historians; investigating where the Anglo-Saxons settled in Kent; and considering how life would be different today if the Anglo-Saxons hadn't settled in Britain.</p> <p>Ancient Civilisations: Explaining what caused the decline of Ancient Civilisations.</p>



		<p>Valley civilisations, how and why these civilisations was able to grow; investigating how significant Sumerian inventions change the way people lived; explaining what you would experience if you lived in a Sumerian city state; discovering the location and chronology of ancient Egypt; and making observations, asking and answering questions about everyday life in Ancient Egypt.</p>			<p>Ancient Civilisations: Use picture cards to investigate archaeological finds; using picture cards, audio recordings and fiction texts to investigate an Egyptian tomb and consider accuracy of observations;</p>	
<p>Five</p>		<p>Dynamic Dynasties: studying the religion, ingenuity, hierarchy, and leadership of the Shang Dynasty; studying the significance of bronze; and</p>	<p>Dynamic Dynasties: sharing information and historical accounts using specific vocabulary. Groundbreaking Greeks: sharing information about the Greek city states</p>	<p>Dynamic Dynasties: identifying China as the longest lasting civilisation; explaining everyday life during the Shang Dynasty; comparing aspects of power in the Shang</p>	<p>Dynamic Dynasties: exploring the accuracy of historical sources; how the dig at Yinzu uncovered the first evidence of the Shang Dynasty; questioning how sources build a</p>	<p>Dynamic Dynasties: Exploring how the actions of the last king lead to the downfall of the Shang Dynasty and identify the consequences; Groundbreaking Greeks: investigating Neoclassicism as a style</p>



		<p>explaining the legacy of ancient China.</p> <p>Groundbreaking Greeks: describing the achievements and influences of the ancient Greeks on the wider world; describing the significance, impact and legacy; studying features of life in Athens during the Classical period and explaining why it is significant.</p>	<p>using specific vocabulary;</p> <p>democracy in ancient Greeks</p>	<p>Dynasty and life after the Shang Dynasty</p> <p>Groundbreaking Greeks: sequencing and making links between the six periods in ancient Greek history; explaining everyday life of the Minoans; comparing the Mycenaeans and Minoans; asking and answering questions about the Archaic period and the Greek Dark Age; and explaining life in Athens during the Classical period.</p>	<p>picture of an event or person.</p> <p>Groundbreaking Greeks: exploring bias, primary and secondary sources and how they present information about a period.</p>	<p>art and design in Britain; exploring the significance of Greek philosophy.</p>
Six	<p>Britain at War: explaining the significance of a historical event in British history.</p> <p>Maafa: considering what we know about how Black culture enriches Britain today.</p>	<p>Britain at War: present a clear, chronological world history narrative; describe significant achievements and explain why they are important; and evaluating the human impact of war.</p>	<p>Britain at War: using terms to express ideas and information.</p> <p>Maafa: abolitionists; colonisation; empire; enslavement; rebellion; triangular slave trade; and resistance.</p>	<p>Britain at War: describe the cause and consequences of a significant period; presenting a historical narrative about a significant global event; compare leadership, belief, lifestyle or events from a range of periods.</p>	<p>Britain at War: thinking critically and presenting a perspective on an aspect of historical importance; identifying different types of bias in sources and explain the impact; and ask questions to evaluate a source or artefact.</p>	<p>Britain at War: presenting a study of a locality and suggesting how to source the information needed.</p> <p>Maafa: questioning their feelings towards slavery as a Briton in the 21st century; considering what life was like for black people in 20th century</p>



		<p>Maafa: discovering what the ancient African kingdoms and empires like; explaining what the human impact of the triangular slave trade was; explaining the context of Britain's role in the slave trade;</p>		<p>Maafa: explaining what triangular slave trade was; considering the short and long term impacts of the acts of rebellion; explaining what led to the abolition of the slave trade; questioning what the impact of inspirational black Britons has been; and considering what we know about how Black culture enriches Britain today.</p>	<p>Maafa: using secondary sources to find out what we can discover about Britain and the Maafa;</p>	<p>Britain; questioning what the impact of inspirational black Britons has been;</p>
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