



Year 1 History Overview			
Term	Autumn	Spring	Summer
Unit	Toys	Flight	Explorers
Significant People	Theodore Roosevelt	The Wright Brothers, Amy Johnson	Christopher Columbus, Dame Ellen MacArthur, Matthew Henson
Enquiry Question	How have toys changed?	How did we learn to fly?	How have explorers changed the world?
Unit Scope	The children will investigate toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time.	The children will learn about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation.	The children will create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.
Unit outcomes	- Discuss their favourite toy using language related to the past - Ask questions about toys in the past - Make comparisons between toys in the past and present - Sequence artefacts from different periods of time - Identify changes between teddy bears today and those from 100 years ago - Describe how toys have changed over time	- Identify important events in the past - Explain how a significant event has changed the lives of others - Ask questions about people and events in the past - Use primary sources to find out about people and events in the past - Correctly order 5 events on a timeline - Consider why flight travel changed over time	- Explain what explorers do and name equipment or transport an explorer would need - Sequence 4 photographs from different periods of time - Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley) - Identify where they travelled - Sequence events on a timeline and use this to retell a story - Recall information about past and present exploration - Understand events in relation to the present day and compare how exploration has changed over time - Describe how an explorer is significant and how they impacted events or people's ideas
Key Knowledge	- Know that throughout someone's lifetime, some things will change, and some things will stay the same - Know that everyday objects have changed over time - Know that everyday objects have changed as new materials have been invented - Know some similarities and differences between the past and their own lives - Know that everyday objects have similarities and differences with those used for the same purpose in the past - Know that we can find out about the past by asking people who were there - Know that artefacts can tell us about the past	- Know that a timeline shows the order in which events in the past happened - Know that we start by looking at 'now' on a timeline, then look back - Know that 'the past' is events that have already happened - Know that 'the present' is time happening now - Know that within living memory is 100 years - Know that beyond living memory is more than 100 years ago - Know that changes may come about because of improvements in technology - Know that some events are more significant than others - Know the impact of a historical event on society	- Know that a timeline shows the order in which events in the past happened - Know that we start by looking at 'now' on a timeline, then look back - Know that 'the past' is events that have already happened - Know that 'the present' is time happening now - Know that within living memory is 100 years - Know that there are similarities and differences between their lives today and lives in the past - Know some similarities and differences between the past and their own lives - Know that some people and events are considered more 'special' or significant than others - Know that photographs can tell us about the past - Know that the past can be represented in photographs

	• Know that we remember some (but not all) of the events that we have lived through • Know that the past can be represented in photographs • Know some inventions that still influence their own lives today	• Know that 'historically significant' people are those who changed many people's lives • Know that historians use evidence from sources to find out more about the past • Know that the past is represented in different ways • Begin to identify achievements and inventions that still influence their own lives today • Know some achievements and discoveries of significant individuals • Know that the achievements and inventions still influence their own lives today • Know the legacy and contribution of the inventions • Be aware of the achievements of significant individuals	• Know some inventions that still influence their own lives today • Know some achievements and discoveries of significant individuals
Key Skills	• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) • Sequencing 3 or 4 artefacts from different periods of time • 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 • Asking why things happen and beginning to explain why with support • Being aware that some things have changed and some have stayed the same in their own lives • Recalling special events in their own lives • 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) • Sorting artefacts from then and now • Beginning to identify different ways to represent the past (e.g. photos, stories) • Asking how and why questions based on stories, events and people • Asking questions about sources of evidence • Using sources of information, such as artefacts, to answer questions • Drawing out information from sources • Making simple observations about the past from a source	• Sequencing up to 6 photographs, focusing on the intervals between events • Sequencing up to 6 events on a timeline • Beginning to recognise how long each event lasted • Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) • Recognising some things which have changed/stayed the same as in the past • Identifying simple reasons for changes • Beginning to look for similarities and differences over time in their own lives • Identifying similarities and differences between ways of life at different times • Making comparisons with their own lives • Discussing who was important in a historical event • Using artefacts, photographs and visits to ask and answer questions about the past • Making simple observations about a source or artefact • Using sources to show an understanding of historical concepts • Recognising different ways in which the past is represented • Comparing pictures or photographs of people or events in the past • Developing their own interpretations from artefacts, photographs and sources • Asking questions about sources of evidence • Asking a range of questions about sources of evidence	• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) • Placing events on a simple timeline • 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 • Asking why things happen and beginning to explain why with support • Using artefacts, photographs and visits to answer simple questions about the past • Finding answers to simple questions about the past using sources • Beginning to identify different ways to represent the past • Asking how and why questions based on stories, events and people • Asking questions about sources of evidence • Using sources of information, such as artefacts, to answer questions • Drawing out information from sources • Making simple observations about the past from a source • Interpreting evidence by making simple deductions • Making simple inferences and deductions from sources of evidence • Describing the main features of concrete evidence of the past or historical evidence • Drawing simple conclusions to answer a question • Communicating findings through discussion and timelines with physical objects/pictures • Discussing and writing about past events

	• Interpreting evidence by making simple deductions • Making simple inferences and deductions from sources of evidence	• Asking a range of questions about stories, events and people • Interpreting evidence by making simple deductions • Describing the main features of concrete evidence of the past or historical evidence • Making links and connections • Making simple conclusions about a question using evidence to support • Communicating answers to questions in a variety of ways • Using relevant vocabulary in answers • Expressing a personal response to a historical story or event	• Expressing a personal response to a historical story or event
Vocabulary	Artefact Change Clue Different Memory Past Present Similar Timeline	Engine Journey Mode Wind-powered Old-fashioned Modern Passengers Transport Vehicle	Achievement Beyond living memory Coat of arms Determination Discovery Equipment Historical significance Living memory Explorer Qualities Resilience Solo Timeline Transport Voyage



Year 2 History Overview		
Term	Autumn Term	Spring Term
Unit	They made a difference	The Great Fire of London
Significant People	Rosa Parks, Martin Luther King Florence Nightingale, Mary Seacole	Samuel Pepys, Thomas Farriner, Sir Christopher Wren, Thomas Bloodworth
Enquiry Question	What makes somebody a hero?	What lessons were learnt from the Great Fire of London?
Unit Scope	The children will develop their understanding of what makes a person historically significant. They will investigate the lives and achievements of Rosa Parks, Martin Luther King Jr., Florence Nightingale and Mary Seacole, exploring the contributions each made to society and the lasting impact of their actions on the world today.	The children will learn about what London was like in 1666 and explore the key events of the Great Fire of London. They will investigate how we know about this important historical event through Samuel Pepys's diary and understand why the fire spread so quickly and the extent of the damage it caused. The children will discover how London changed after the fire and learn about the significance of Samuel Pepys' diary as a historical source. They will also develop their understanding of change over time by comparing the equipment used to fight fires in 1666 with the equipment used today.
Unit Outcomes	- Identify Rosa Parks as an equal rights activist and explain why she is remembered. - Describe what happened on 1st December 1955 and explain why the Bus Boycott was important. - Identify Martin Luther King Jr. and explain why his <i>"I Have a Dream"</i> speech was significant. - Explain why Remembrance Day is held on 11th November and why people wear poppies. - Recognise that Remembrance Day began after the First World War in 1919. - Identify Florence Nightingale and describe her work helping soldiers in the Crimean War. - Explain why conditions at the Scutari hospital were poor and how Florence Nightingale improved them. - Explain why soldiers called Florence Nightingale <i>"The Lady with the Lamp."</i> - Identify Mary Seacole and describe her work helping soldiers in the Crimean War. - Explain that Mary Seacole used her own money to travel and set up the <i>British Hotel</i>. - Describe why soldiers called Mary Seacole <i>"Mother Seacole."</i> - Compare Florence Nightingale and Mary Seacole and explain how both women helped soldiers.	- Describe what London was like in 1666. - Retell the key events of the Great Fire of London in chronological order. - Explain how we know about the Great Fire of London, including the use of historical sources such as Samuel Pepys' diary. - Identify the reasons why the fire spread so quickly across London. - Describe the damage caused by the Great Fire of London. - Explain how London changed following the Great Fire. - Understand who Samuel Pepys was and explain why his diary is an important historical source. - Compare the equipment used to fight fires in 1666 with the equipment used today. - Use historical vocabulary to discuss events from the past. - Recognise similarities and differences between life in London in 1666 and the present day.
Key Knowledge	- Rosa Parks was an equal rights activist who lived in America from 1913-2005 - On December 1st 1955, she refused to give up her seat on the bus for a white passenger, leading to her arrest. Her actions prompted the Bus Boycott of 1955-56 - Martin Luther King lived in America from 1929-1968	- The Great Fire of London started in Pudding Lane, Thomas Farriner's Bakery - The fire spread quickly - Buildings were close together and often made of wood - The extent of the damage caused and its impact on London (one third of London was destroyed and about 100,000 people were made homeless)

	• His speech 'I have a dream' was influential in bringing about changes to life for black people living in America • Remembrance Day is on 11th November. People wear poppies to honour armed forces members who have died in the line of duty. Remembrance Day started at the end of the First World War in 1919 • Florence Nightingale was a famous British nurse who lived from 1820-1910. She helped soldiers in the Crimean War (1854). She was based in the hospital at Scutari in Turkey, where the conditions were appalling • The soldiers called her The Lady with the Lamp • Mary Seacole was a Jamaican nurse and healer who lived from 1805-1910. She used her own money to travel to Turkey to help the British soldiers who were injured in the Crimean War • Mary opened a 'British Hotel' where the soldiers called her Mother Seacole	• For many years after the fire, buildings were rebuilt further apart and made from stone • Current technology and resources would prevent this in a modern context • Know key historical facts and dates (2nd September 1666 and lasted for 5 days) • Know which historical figures were involved and the evidence they provided, e.g. Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles • Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt • Know the difference between historical sources (e.g. primary and secondary sources and how to use these to get information)
Key Skills	• Sequencing up to 6 photographs, focusing on the intervals between events • Knowing where people/events studied fit into a chronological framework • Identifying similarities and differences between ways of life at different times • Identifying simple reasons for changes • 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 • Using artefacts, photographs and visits to ask and answer questions about the past • Making simple observations about a source or artefact • Using sources to show an understanding of historical concepts • Recognising different ways in which the past is represented • Comparing pictures and photographs of people and events • Asking a range of questions about stories, events and people • Understanding the importance of historically valid questions • Understanding how we use books and sources to find out about the past • Using a source to answer questions about the past • Evaluating the usefulness of sources to a historical enquiry • Selecting information from a source to answer a question • Making links and connections across the unit of study • Making simple conclusions about a question using evidence to support • Using relevant vocabulary in answers	• Sequencing up to 6 photographs, focusing on the intervals between events • Knowing where people/events studied fit into a chronological framework • Recognising some things which have changed/stayed the same as the past • Identifying simple reasons for changes • Identifying similarities and differences between ways of life at different times • Finding out about people, events and beliefs in society • Making comparisons with their own lives • Using artefacts, photographs and visits to ask and answer questions about the past • Making simple observations about a source or artefact • Using sources to show an understanding of historical concepts • Recognising different ways in which the past is represented • Comparing pictures or photographs of people or events in the past • Asking a range of questions about stories, events and people • Understanding the importance of historically valid questions • Understanding how we use books and sources to find out about the past • Using a source to answer questions about the past • Evaluating the usefulness of sources to a historical enquiry • Making links and connections across a unit of study • Making simple connections about a question using evidence to support • 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 or writing
Vocabulary	Remarkable Remembered Resulted in change Resonant Revealing Justice/injustice	Eyewitness Bakery Diary Drought Fire brigade Flammable Gunpower Quench



Year 3 History Overview			
Term	Autumn	Spring	Summer
Unit	Changes in Britain from the Stone Age to the Iron Age	Ancient Egyptians	Study of Ancient Greece
Significant People or Places	Cheddar Man (skeleton dated from 7150 BC) Stonehenge	King Tutankhamun, Howard Carter Cleopatra Egypt/The Nile	Alexander the Great, Aristotle, Archimedes City States
Enquiry Question	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	What do we know about life in Ancient Egypt and how have we been able to find out?	How did the Ancient Greeks leave their mark on the world?
Unit Scope	The children will investigate life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline.	The children will investigate ancient Egyptian beliefs and the role of religion in everyday life, as well as examining evidence including mummies, pyramids and the Book of the Dead.	The children will study the achievements of the Ancient Greek civilisation, identifying their influence on the Western world. Pupils will study Ancient Greece in depth, acquiring historical knowledge whilst developing their understanding of historical significance.
Unit outcomes	- Understand that prehistory was a long time ago - Accurately place AD and BC on a timeline - Identify conclusions that are certainties and possibilities based on archaeological evidence - Explain the limitations of archaeological evidence - Use artefacts to make deductions about the Amesbury Archer's life - Identify gaps in their knowledge of the Bronze Age - Explain how bronze was better than stone and how it transformed farming - Explain how trade increased during the Iron Age and why coins were needed - Identify changes and continuities between the Neolithic and Iron Age periods - Explain which period they would prefer to have lived in, providing evidence for their choice	- Identify where and when ancient civilisations first appeared - Ask historically valid questions about sources - Identify Ancient Egypt's location and its key geographical features - Explain why the River Nile was important to ancient Egyptians - Explain the significance of the Rosetta Stone - Explain the importance of gods and goddesses to people in Ancient Egypt - Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife - Decide what was important to people in Ancient Egypt	- Locate Greece on a map and explain the significance of the Ancient Olympic Games. - Understand how historians learn about the Ancient Greeks using evidence from the past. - Use pottery and artefacts to identify features of everyday life in Ancient Athens. - Explain why Athens became a powerful and influential city-state in Ancient Greece. - Describe what Greek theatre, festivals and the Olympic Games reveal about Ancient Greek beliefs and culture. - Identify and explain ways in which Ancient Greece has influenced life in the modern world.
Key Knowledge	- Know that history is divided into periods of history - Know that BC means 'before Christ' and is the term used to date the years before Jesus was born - Know that AD is Latin for 'in the Year of the Lord', and is the term used to date the years after Jesus was born	- Know that AD means Anno Domini and can be used to show years from the year 1AD - Know that change can be brought about by advancement in trade - Know that significant archaeological findings are those which change how we see the past - Know that archaeological evidence can be used to find out about the past	- The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) - Athens was at its height in C5th – C6th BC (the Golden Age) - The diversity of lifestyle depended on position within society - Know and understand why the Battle of Marathon was fought and can give reasons for the defeat of

	- Know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD 43 - Know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods - Know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools - Know that change can be brought about by advancement in materials - Know that change can be brought about by advancement in trade - Know that significant archaeological findings are those which change how we see the past - Know that we can make inferences and deductions using images from the past - Know that archaeological evidence has limitations - Know that assumptions made by historians can change in the light of new evidence - Understand that there are varied reasons for coming to Britain - Understand the impact of settlers on the existing population - Understand that society was organised in different ways in different cultures and times - Know that communities traded with each other and over the English Channel in the Prehistoric Period	- Know that we can make inferences and deductions using images from the past - Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past - Know that assumptions made by historians can change in the light of new evidence - Understand that societal hierarchies and structures existed, including aristocracy and peasantry - Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles - Understand that there are different beliefs in different cultures, times and groups - Compare the beliefs in different cultures, times and groups - Be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science	Persia, classifying, not just listing, e.g. Persian weaknesses, Athenian strengths - The Olympics were first held in Ancient Greece, and the idea of the marathon originates from this time - The ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. Religion and preparation for war were also critically important - Theatres were incredible feats of engineering - Know about the sheer scale and variety of Greek achievement in so many areas - Many of the words we use today derive directly from the Greeks - Greece eventually became part of the Roman Empire. The Romans conquered Athens in 146 BC
Key Skills	- 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 - 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 - 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	- 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 - 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 - 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	- 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 - 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 - 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 • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world • 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 • Evaluating the usefulness of different sources • Understanding how historical enquiry questions are structured • Asking questions about the main features of everyday life • Creating questions for different types of historical enquiry • Identifying primary and secondary sources • Interpreting evidence in different ways • Making links and connections across a period of time, cultures or groups	• Describing the changes and continuity between different periods of history • Identifying the links between different societies • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world • 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 • Evaluating the usefulness of different sources • Understanding how historical enquiry questions are structured • Asking questions about the main features of everyday life • Creating questions for different types of historical enquiry • Identifying primary and secondary sources • Interpreting evidence in different ways • Making links and connections across a period of time, cultures or groups	• 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 • Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world • 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 • Evaluating the usefulness of different sources • Understanding how historical enquiry questions are structured • Asking questions about the main features of everyday life • Creating questions for different types of historical enquiry • Identifying primary and secondary sources • Interpreting evidence in different ways • Making links and connections across a period of time, cultures or groups •
Vocabulary	Prehistory / prehistoric Evidence Artefacts Stone / Bronze / Iron Age Hunter-gatherer Hill fort Palaeolithic Round houses Monument Neolithic Secondary source Settlement Trade	Afterlife Archaeologist Craftsmanship Embalmer Hieroglyphics Mummification Papyrus Pharaoh Pyramid Technology	Ancient Architecture City-states (polis) Civilisation Culture Conquest Diplomacy Democracy Ethics Philosophy and philosopher Revolt Truce



Year 4 History Overview			
Term	Autumn	Spring	Summer
Overview	The Roman Empire and its impact on Britain	The Mayans c. 900 AD	The Tudors
Significant people	Claudius, Julius Caesar, Boudica	King Pakal, Felipe Carrillo Puerto	Henry VIII, Elizabeth I, William Shakespeare, Mary Queen of Scots
Enquiry Question	Why did the Romans invade and settle in Britain?	How did the achievements of the ancient Maya impact their society and beyond?	What was life like in Tudor England?
Unit Scope	The children will explore Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded.	The children will investigate the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life.	The children will investigate Tudor England by exploring royal portraits, progresses and inventories to learn what life was like for both ordinary people and monarchs.
Unit Overview	- Explain what was important to people in Ancient Rome - Explain the meaning of the words: 'empire', 'invasion' and 'settlement' - Analyse the different reasons for the Roman invasion of Britain - Explain how the Celts responded to the Roman invasion - Explain how the Roman army's structure, discipline and equipment made it so successful - Use artefacts to make deductions about the lives of Roman soldiers in Britain - Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance	- Sequence the key periods of the Ancient Maya civilisation - Identify periods that were happening in Britain at the same time - Explain how the Ancient Maya settled in the rainforest and the challenges they faced - Describe Ancient Maya beliefs - Name the features of the Ancient Maya cities - Make deductions about the Ancient Maya cities - Evaluate the reasons for the decline of the Maya civilisation - Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past	- Extract information about Henry VIII from sources - Explain their interpretation of Henry VIII using evidence from sources - Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period - Reflect on the role of absolute power in the Tudor period - Describe why royal progresses are considered propaganda - Consider the reliability of primary sources - Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians - Use their knowledge of inventories to create a realistic Tudor inventory
Key Knowledge	- Know that history is divided into periods of history, e.g., ancient times, Middle Ages and modern - Know that BC means 'before Christ' and is the term used to show years before Jesus was born - Know that AD is Latin for 'in the year of the Lord', and is the term used to date the years after Jesus was born - Know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43	- History is divided into periods of history, e.g., ancient times, Middle Ages and modern - A chronologically secure knowledge of local, British and world history across the periods studied - Change can be brought about by advancements in materials - Change can be brought about by advancements in trade - Significant archaeological findings are those which change how we see the past 'Historically significant' events are those which changed many people's lives and had an impact for many years to come	- Know relevant dates and relevant terms for the period and period labels, e.g., Stone Age, Bronze Age, Iron Age, Romans, Tudors - Understand that historical periods have characteristics that distinguish them - Understand how to work out durations of periods and events - Understand that inventories are useful sources of evidence to find out about people from the past - Know that the most reliable sources are primary sources which were created for official purposes

	• Know that change can be brought about by advancements in materials • Know that actions of people can be the cause of change • Know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come • Know that archaeological evidence can be used to find out about the past • Know that we can make inferences and deductions using images from the past • Understand the expansion of empires and how they were controlled across a large empire • Understand that societal hierarchies and structures existed, including aristocracy and peasantry • Understand some reasons why empires fall/collapse • Know that there were different reasons for invading Britain • Understand that there are varied reasons for coming to Britain • Know that settlement created tensions and problems • Understand the impact of settlers on the existing population • Understand the earliest settlements in Britain • Understand how invaders and settlers influence the culture of the existing population • Understand how society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles	• Archaeological evidence can be used to find out about the past • We can make inferences and deductions using images from the past • Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past • Assumptions made by historians can change in the light of new evidence • Know some important people and events • Know settlements changed over time • Society was organised in different ways in different cultures and times, and consisted of different groups with different roles and lifestyles • Education existed in some cultures, times and groups • Trade began as the exchange of goods • There are different beliefs in different cultures, times and groups • The achievements of ancient civilisations contributed to the development of technology, culture and science	• Know that we must consider a source's audience, purpose, creator and accuracy to determine if it is reliable • Understand that there are different interpretations of historical figures and events • Understand how the monarchy exercised absolute power • Understand there are increasingly complex reasons for migrants coming to Britain • Be aware of the different beliefs that different cultures, times and groups hold • Understand the changing nature of religion in Britain and its impact • Be aware of how different societies practise and demonstrate their beliefs • Be able to identify the impact of beliefs on society • Understand the changes and reasons for the organisation of society in Britain • Understand how society is organised in different cultures, times and groups • Know that trade routes from Britain expanded across the world • Understand that there was a race to discover new countries and that this resulted in new items to be traded in • Understand that people in the past were as inventive and sophisticated in thinking as people today
Key Skills	• Understanding that history is divided into periods of history • 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 • Noticing connections over a period of time • Making a simple individual timeline	• Using BC/AD/Century • Placing the time studied on a timeline • Using dates and terms related to the unit and passing of time • Noticing connections over a period of time • Identifying what the situation was like before the change • Comparing different periods of history and identifying changes and continuity • Describing the changes and continuity between different periods of history • Identifying reasons for historical events, situations and changes • Using a range of sources to find out about a period • Using evidence to build up a picture of a past event	• Using BC/AD/Century • Placing the time studied on a timeline • Using dates and terms related to the unit and passing of time • Noticing connections over a period of time • Identifying what the situation was like before the change • Comparing different periods of history and identifying changes and continuity • Describing the changes and continuity between different periods of history • Identifying reasons for historical events, situations and changes • Placing the time studied on a timeline

	- 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 - Identifying the consequences of events and the actions of people - Identifying reasons for historical events, situations and changes - Identifying similarities and differences between periods of history - Recalling some important people and events - 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 - Exploring different representations from the period - Evaluating the usefulness of different sources - Asking questions about the main features of everyday life in periods studied - Asking questions about the bias of evidence - Using a range of sources to construct knowledge of the past	- Identifying and giving reasons for different ways in which the past is represented - Exploring different representations from the period - Asking questions about the main features of everyday life in periods studied - Using a range of sources to construct knowledge of the past - Extracting the appropriate information from a historical source - Selecting and recording relevant information from a range of sources to answer a question - Understanding that there are different ways to interpret evidence - Making links and connections across a period of time, cultures or groups - 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 - Identifying weaknesses in historical accounts and arguments - Comparing the beliefs of different cultures, times and groups	- Using dates and terms related to the unit and passing of time - Noticing connections over a period of time - Making a simple individual timeline - Identifying what the situation was like before the change occurred - Making links and connections across a period of time, cultures or groups - 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 - Identifying weaknesses in historical accounts and arguments - Comparing the beliefs of different cultures, times and groups - Observing the small details when using artefacts and pictures - Exploring different representations from the period - Evaluating the usefulness of different sources - Asking questions about the main features of everyday life in periods studied
Vocabulary	Archaeology Aqueduct Barracks Century Conquest Emperor and empire Fort Invade Legion and legionary Persecute Rebel Tribe	Achievement Afterlife Ancient Civilisation Creation Currency Decline Gods/goddesses Historian Ritual Settlement Trade	Bias Democracy Enslaved Enslaver Heir Merchant Occupation Parliament Perspective Propaganda Reliable Society Sovereign State Tyrant



Year 5 History Overview			
Term	Spring 1	Spring 2	Summer
Overview	Anglo-Saxons	Vikings	Life as a child
Significant People	Alfred the Great	King Cnut	Queen Victoria, Dr Barnardo, Lord Shaftesbury
Enquiry Question	What changed in Britain after the Anglo-Saxon invasion?	Were the Vikings raiders, traders or something else?	How have children's lives changed?
Unit Scope	The children will understand how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England.	The children will explore the Viking Age by learning about Viking raids, trade, settlement and the struggle for control of Britain.	The children will examine how children's lives have changed over time by investigating past leisure, health, and work.
Unit Outcomes	- Explain how the Britons felt when the Romans left Britain - Suggest reasons for the Anglo-Saxon invasion of Britain - Name the key features of Anglo-Saxon settlements - Identify changes and continuities in settlements from prehistoric Britain - Make inferences about artefacts - Describe how Anglo-Saxon beliefs changed - Explain how missionaries spread Christianity - Explain the threat the Vikings posed to the Anglo-Saxons - Identify the qualities needed to be a monarch in 1066	- Explain where the Vikings came from and why they invaded Britain - Sequence events according to their significance for groups of people - Find evidence and make inferences from sources - Name Viking trade routes - Explain why trade routes were important to the Vikings - Identify the differences between Viking sagas - Evaluate the impact of Viking achievements	- Make inferences and deductions from primary and secondary sources - Explain why children needed to work - Identify jobs Tudor and Victorian children had - Describe the working conditions of Tudor and Victorian children - Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work - Use sources to identify leisure activities and compare them over time - Identify diseases past children suffered from and discuss how effective the treatments were
Key Knowledge	- Know that significant archaeological findings are those which change how we see the past - Know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come - Know that we can make inferences and deductions using images from the past - Understand the development of groups, kingdoms and monarchy in Britain - Know who became the first ruler of the whole of England	- Understand that historical periods have characteristics that distinguish them - Understand how to represent a scale on a timeline - Understand how to create their own timeline selecting significant events - Know that change can be brought about by conflict - Know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source - Understand that different empires have different reasons for their expansion - Understand that there are changes in the nature of society	- Know that the Tudor period is the name of the period from 1485-1603, as this was when the Tudor family were the ruling family in England - Know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled - Know that the actions of people can be the cause of change (e.g., Lord Shaftesbury) - Know that advancements in science and technology can be the cause of change - Know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come

	• Understand that societal hierarchies and structures existed, including aristocracy and peasantry • Know that there were different reasons for invading Britain • Understand that there are varied reasons for coming to Britain • Know that there are different reasons for migration • Know that settlement created tensions and problems • Understand the impact of settlers on the existing population • Understand the earliest settlements in Britain • Know that settlements changed over time • Understand how invaders and settlers influence the culture of the existing population • Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles • Know that communities traded with each other and over the English Channel in the Prehistoric Period • Understand that there are different beliefs in different cultures, times and groups • Know about paganism and the introduction of Christianity in Britain • Know how Christianity spread • Compare the beliefs in different cultures, times and groups • Know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain	• Know that there are different reasons for the decline of different empires • Understand that there are increasingly complex reasons for migrants coming to Britain • Understand that migrants come from different parts of the world • Know about the diverse experiences of the different groups coming to Britain over time • Be aware of the different beliefs that different cultures, times and groups hold • Be aware of how different societies practise and demonstrate their beliefs • Be able to identify the impact of beliefs on society • Understand the changes and reasons for the organisation of society in Britain • Know that trade routes from Britain expanded across the world • Understand that the expansion of trade routes increased the variety of goods available • Understand that the methods of trading developed from in-person to boats, trains and planes • Understand the development of global trade • Understand the impact of war on local communities • Know some of the impacts of war on daily lives • Be able to identify the achievements of civilisations and explain why these achievements were so important	• Know that we can make inferences and deductions using images from the past • Know that assumptions made by historians can change in the light of new evidence • Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles • Know that education existed in some cultures, times and groups
Core Skills	• Sequencing events on a timeline, referring to times studied to see where they fit in • Understanding that history is divided into periods of history • 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	• Putting dates in the correct century • Using relevant dates and terms for the period and period labels • 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 • Relating current study on timeline to other periods of history studied • Making links between events and changes within and across different time periods/societies • Comparing significant people and events across different time periods • Recognising primary and secondary sources	• Understanding that history is divided into periods of history • Using dates to work out the interval between periods of time and the duration of historical events or periods • Develop a chronologically secure knowledge of local, British and world history • Placing the time studied on a timeline • 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

	• Noticing connections over a period of time • Making a simple individual timeline • Identifying reasons for change and reasons for continuities • Identifying what the situation was like before the change occurred • Describing the changes and continuity between different periods of history • Identifying the consequences of events and actions • Identifying reasons for historical events, situations and changes • Using a range of sources to find out about a period • Using evidence to build up a picture of a past event • Exploring different representations from the period • Evaluating the usefulness of different sources • Understanding how historical enquiry questions are structured • Creating historically-valid questions • Asking questions about the main features of everyday life in periods studied • Extracting the appropriate information from historical sources • Identifying the bias of a source • Making links and connections across a period of time, cultures or groups • Understanding and making deductions from documentary as well as concrete evidence	• Using a range of sources to find out about a particular aspect of the past • Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations	• Identifying the consequences of events and the actions of people • Explaining similarities and differences between the daily lives of people in the past and today • Recalling some important people and events • Using evidence to build up a picture of a past event • Observing the small details when using artefacts and pictures • 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 • Evaluating the usefulness of different sources • Understanding how historical enquiry questions are structured • Creating historically-valid questions across a range of time periods, cultures and groups of people • Creating questions for different types of historical enquiry • Extracting the appropriate information from a historical source • Identifying the bias of a source • Comparing and contrasting different historical sources • Making links and connections across a period of time, cultures or groups • Constructing answers using evidence to substantiate findings • Creating a structured response or narrative to answer a historical enquiry
Vocabulary	Cause Change Consequence Continuity Convert Deduction Evidence Invasion Kingdom Missionary Monastery Primary source Secondary source Settlement	Conqueror and conquest Construct Context Danelaw Interpretation Longship Monastery Monk Raid Scandinavia	Apprentice Childhood Class Continuity Deduction Law Master Modern Poorer Poverty Servant Significance Wealthier Working conditions



Year 6 History Overview		
Term	Autumn	Summer
Topic	World War II	What can the census tell us about the local areas?
Significant People	Winston Churchill, Neville Chamberlain (and other world leaders) Anne Frank, Alan Turing	
Enquiry Question	What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?
Unit Scope	The children will learn about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict	The children will examine how census records can help historians understand the past by making inferences about people's lives in different time periods.
Unit Outcomes	- Identify the causes of World War 2 - Identify the different phases in the Battle of Britain - Make deductions about the Blitz from photographs - Describe how children may have felt when evacuated - Evaluate the accuracy, reliability and usefulness of sources - Describe the impact that WW2 had on women's lives	- Identify the type of information the census gives about people - Use the census to make inferences about people from the past - Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child - Identify and describe the changes between periods of time using the census - Use other primary and secondary sources to verify the data in a census - Use a range of sources, including the census, to build an understanding of a period - Describe the changes in the 1921 census - Plan a local history enquiry using the census
Key Knowledge	- Understand that historical periods have characteristics that distinguish them - Understand how to work out durations of periods and events - Understand how to represent a scale on a timeline - Understand how to create their own timeline selecting significant events - Understand that there are different interpretations of historical figures and events - Understand the changes and reasons for the organisation of Britain - Understand the process of democracy and parliament in Britain - Understand how society is organised in different cultures, times and groups - Understand that there are changes in the nature of society - Understand the changing role of women and men in Britain - Know that there are different reasons for the decline of different empires - Understand that people in the past were as inventive and sophisticated in thinking as people today - Know that change can be brought about by conflict - Understand there are increasingly complex reasons for migrants coming to Britain - Know that members of society standing up for their rights can be the cause of change - Understand that migrants come from different parts of the world - Understand the impact of war on local communities	- Know that changes can be traced using the census - Know that members of society standing up for their rights can be the cause of change - Know that a census is carried out every 10 years and is an official survey which records every person living in a household on a specific date - Understand the types of information that can be extracted from the census - Understand some of the key terms on the census, e.g. scholar, ditto, occupation and marital status - Understand how to compare different census extracts by analysing the entries in individual columns - Know that the most reliable sources are primary sources which were created for official purposes - Understand the changes and reasons for the organisation of society in Britain - Be able to compare development and role of education in societies - Understand the changing role of women and men in Britain

	• Know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source • Know some of the impacts of war on daily lives	
Key Skills	• 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 a time period of history and context on a timeline • Using a range of sources to find out about a particular aspect of the past • 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 • 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 • Suggesting explanations for different versions of events • Comparing and making connections between different contexts in the past • Evaluating the usefulness of historical sources • Making links between different events and changes within and across different time periods/societies • Identifying how conclusions have been arrived at by linking sources • Developing strategies for checking the accuracy of evidence • Evaluating conclusions and identifying ways to improve conclusions • Addressing and devising historically valid questions • Understanding that different evidence creates different conclusions • Analysing and presenting the reasons for changes and continuity • Asking historical questions of increasing difficulty • Creating a hypothesis to base an enquiry on • Asking questions about the interpretations, viewpoints and perspectives held by others • Making links with different time periods • Describing change throughout time • Recognising gaps in evidence • Constructing explanations for past events using cause and effect • Recognising primary and secondary sources • Using evidence to support and illustrate claims	• 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 • 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 • Recognising primary and secondary sources • Evaluating the usefulness of historical sources • Identifying how conclusions have been arrived at by linking sources • Addressing and devising historically valid questions • Planning a historical 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 • Considering a range of factors when discussing the reliability of sources • Interpreting evidence in different ways using evidence to substantiate statements • Making increasingly complex interpretations using more than one source of evidence • Making connections, drawing contrasts and analysing within a period and across time • Beginning to interpret simple statistical sources • Reaching conclusions which are increasingly complex and substantiated by a range of sources • Showing written and oral evidence of continuity and change as well as indicating simple causation • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources • Using evidence to support and illustrate claims
Vocabulary	Advancement Alliance Cause/conflict Cultural exchange Emigration Evacuation Immigration Migration Propaganda	Decade Historical enquiry Occupation Politics Reliable Suffrage