History – Whole School Curriculum Progression Map - 2/3 year cycle

# Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [**these documents**](https://www.twinkl.co.uk/resource/learning-in-eyfs-what-subject-leaders-need-to-know-resource-pack-t-tp-2548825)**.**

**Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

**Understanding the World (People and Communities)**

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

|  |  |
| --- | --- |
| **Key Stage 1 National Curriculum Expectations** | **Key Stage 2 National Curriculum Expectations** |
| Pupils should be taught about:   * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; * events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and EdithCavell]; * significant historical events, people and places in their own locality. | Pupils should be taught about:   * changes in Britain from the Stone Age to the Iron Age; * the Roman Empire and its impact on Britain; * Britain’s settlement by Anglo-Saxons and Scots; * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; * a local history study; * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; * Ancient Greece – a study of Greek life and achievements and their influence on the western world; * a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization   c. AD 900; Benin (West Africa) c. AD 900-1300. |

**Intent**

PlanIt History offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. PlanIt History aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

The coverage of recent history in KS1 such as ‘Toys’ and ‘Travel and Transport’ enables children to acquire an understanding of time, events and people in their memory and their parents’ and grandparents’ memories. For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.

The intent in lower KS2 is that children can work in chronological order from ancient history such as ‘Ancient Egypt’ and then progress onto more modern history such as ‘The Railways’.

Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as ‘Early Islamic Civilisations’ and ‘Stone Age’ through to more modern history such as ‘World War II’ and ‘Leisure and Entertainment’. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

**Impact**

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

**Implementation**

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children’s historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. We have suggested a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **KS1** | **LKS2** | **UKS2** |
| **Historical Interpretations** | **KS1 History National Curriculum**  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Children can:   1. start to compare two versions of a past event; 2. observe and use pictures, photographs and artefacts to find out about the past; 3. start to use stories or accounts to distinguish between fact and fiction; 4. explain that there are different types of evidence and sources that can be used to help represent the past. | **KS2 History National Curriculum**  Children should understand how our knowledge of the past is constructed from a range of sources.  Children can:   1. look at more than two versions of the same event or story in history and identify differences; 2. investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | **KS2 History National Curriculum**  Children should understand how our knowledge of the past is constructed from a range of sources.  Children can:   1. find and analyse a wide range of evidence about the past; 2. use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; 3. consider different ways of checking the accuracy of interpretations of the past; 4. start to understand the difference between primary and secondary evidence and the impact of this on reliability; 5. show an awareness of the concept of propaganda; 6. know that people in the past represent events or ideas in a way that may be to persuade others; 7. begin to evaluate the usefulness of different sources. |
| **Historical Investigations** | **KS1 History National Curriculum**  Children should ask and answer questions, using other sources to show that they know and understand key features of events.  Children can:   1. observe or handle evidence to ask simple questions about the past; 2. observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; 3. choose and select evidence and say how it can be used to find out about the past. | **KS2 History National Curriculum**  Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Children can:   1. use a range of sources to find out about the past; 2. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; 3. gather more detail from sources such as maps to build up a clearer picture of the past; 4. regularly address and sometimes devise own questions to find answers about the past; 5. begin to undertake their own research. | **KS2 History National Curriculum**  Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Children can:   1. recognise when they are using primary and secondary sources of information to investigate the past; 2. use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; 3. select relevant sections of information to address historically valid questions and construct detailed, informed responses; 4. investigate their own lines of enquiry by posing historically valid questions to answer. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Chronological Understanding** | **KS1 History National Curriculum**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  Children can:   1. sequence artefacts and events that are close together in time; 2. order dates from earliest to latest on simple timelines; 3. sequence pictures from different periods; 4. describe memories and changes that have happened in their own lives; 5. use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. | **KS2 History National Curriculum**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:   1. sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; 2. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | **KS2 History National Curriculum**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:   1. order an increasing number of significant events, movements and dates on a timeline using dates accurately; 2. accurately use dates and terms to describe historical events; 3. understand and describe in some detail the main changes to an aspect in a period in history; 4. understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. |
| **Knowledge and Understanding of Events, People and Changes in the Past** | **KS1 History National Curriculum**  Pupils should identify similarities and differences between ways of life in different periods.  Children should choose and use parts of stories and other sources to show that they know and understand key features of events.  Children can:   1. recognise some similarities and differences between the past and the present; 2. identify similarities and differences between ways of life in different periods; 3. know and recount episodes from stories and significant events in history; 4. understand that there are reasons why people in the past acted as they did; 5. describe significant individuals from the past. | **KS2 History National Curriculum**  Children should note connections, contrasts and trends over time.  Children can:   1. note key changes over a period of time and be able to give reasons for those changes; 2. find out about the everyday lives of people in time studied compared with our life today; 3. explain how people and events in the past have influenced life today; 4. identify key features, aspects and events of the time studied; 5. describe connections and contrasts between aspects of history, people, events and artefacts studied. | **KS2 History National Curriculum**  Pupils should note connections, contrasts and trends over time.  Children can:   1. identify and note connections, contrasts and trends over time in the everyday lives of people; 2. use appropriate historical terms such as culture, religious, social, economic and political when describing the past; 3. examine causes and results of great events and the impact these had on people; 4. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Presenting, Organising and Communicating** | **KS1 History National Curriculum**  Pupils should use a wide vocabulary of everyday historical terms.  Children can:   1. show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; 2. talk, write and draw about things from the past; 3. use historical vocabulary to retell simple stories about the past; 4. use drama/role play to communicate their knowledge about the past. | **KS2 History National Curriculum**  Pupils should develop the appropriate use of historical terms.  Children can:   1. use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; 2. present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; 3. start to present ideas based on their own research about a studied period. | **KS2 History National Curriculum**  Pupils should develop the appropriate use of historical terms.  Children can:   1. know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; 2. present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; 3. plan and present a self-directed project or research about the studied period. |

History Overview- Cycle A&B- Apple Class

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS**  History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and history themes can be identified on it. Weekly enhanced  provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.  **Expectations of Skills**   * Talk about the past and present events in their own life and of family members. * Use everyday language related to time. * Indicate if personal events and objects belong in the past or present. * Begin to use some common words, signs or symbols to indicate the passage of time. * Recount episodes from own past and some details from other historical events with prompts. * Answer simple questions about historical stories and artefacts. | | | | | | |
| Cycle A | 1 | 2 | 3 | 4 | 5 | 6 |
| KS1 History | Our School-  What was school and home life like for Victorian children?   * Compare modern and Victorian schools (resources, playground games and clothing).   Create a list of rules for a Victorian school.   * Explore the jobs that Victorian children were expected to do. (Create a Jobs poster). * Compare homes and holidays -past and present.   KS1 National curriculum objectives  -To develop an awareness of the past, knowing where people and events studied fit within a chronological framework.  - To identify similarities and differences between ways of life in different periods. | |  | Kings and Queens  **WALT:**  -Understand what a monarch is and the qualities needed to be a good monarch.  -Find out about some important British monarchs and place them on a timeline.  -Represent family history in the form of a family tree.  - Find out and understand some key facts about the life of King Richard III.  - Find out about what Kings and Queens ate at medieval banquets.  -Compare the lives of Queen Elizabeth I and Queen Victoria.  KS1 National curriculum objectives  -To develop an awareness of the past, knowing where people and events studied fit within a chronological framework.  - To identify similarities and differences between ways of life in different periods.  -To learn about the lives of significant individuals in the past who have contributed to national and international achievements. |  | Famous for more than five minutes  Explorers  **WALT:**  -Order some significant explorers on a timeline.  -Identify and compare expedition items from 500 years ago, 50 years ago, and from today.  -Write a kit list for Columbus’ and Armstrong’s expeditions.  -Compare modes of transport across different eras.  -Identify and compare the materials used in expedition transport for different eras.  -To learn about the clothing used by Columbus and Armstrong and compare clothing materials across different eras.  -Role play a Columbus or Armstrong expedition team briefing and historic journey.  KS1 National curriculum objectives  -To develop an awareness of the past, knowing where people and events studied fit within a chronological framework.  -To learn about the lives of significant individuals in the past who have contributed to national and international achievements.  -Compare aspects of life, identifying similarities and differences between different periods. |
| B | 1 | 2 | 3 | 4 | 5 | 6 |
| KS1 History |  | History of toys  **WALT:**  -Explore toys from today- explaining what toys are made from and how they work.  -Use different sources to find out about toys from the past (invite parents/grandparents to bring in toys from their childhoods).  -Use information from a source to answer a question.  - Identify similarities and differences between Victorian and present day toys.  -Explain how toys have changed over time.  - Identify words relating to the passing of time.  **KS1 National curriculum objectives.**  -To identify and learn about changes within living memory.  -To understand some of the ways in which we find out about the past by identifying different sources.  -To use sources to ask and answer questions.  - To know where people and events fit within a chronological framework.  -To identify similarities and differences between ways of life in different periods.  -To develop an awareness of the past, using common words and phrases relating to the passing of time. | Travel and transport  **WALT:**  -Find out the different ways in which travel and transport has changed from past to present.  -Find out about an early form of travel: the Viking Longboat.  -Find out about how cars have changed since they were invented..  -Find out about George Stephenson’s life and inventions.  -Understand how trains changed people’s lives in the 19th Century.  -Find out about the different ways that humans have tried to fly throughout history.  -Find out about the Wright brothers and the invention of the aeroplane.  -Compare travel and transport of the past, present and future  **KS1 National curriculum objectives.**  -To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.  -To know where people and events studied, fit within a chronological framework.  -To ask and answer questions choosing sources to show that they know and understand key features of events.  -To develop an awareness of the past, through finding out about changes within living memory (in the context of discussing how travel and transport was different in the past).  -To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. | Nurturing nurses  **WALT:**  -Explain what makes a personsignificant.  -Explain how Florence Nightingale improved nursing.  -Explain who Mary Seacole was and how she improved nursing.  -Explain who Edith Cavell was and how she improved nursing.  -Compare the lives of different nurses.  **KS1 National curriculum objectives**.  -To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. |  |  |

History Overview – Cycle A & B – Hazel Class

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cycle A | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  | **Vikings**  **WALT:**  -Explain when and where the Vikings originated  -compare the importance of Anglo-Saxon kings.  -Explain the importance of King Etheired II.  -Write an information text about the key aspects of Viking daily life.  -Explain how the legal system of Anglo-Saxon Britain worked and compare to the modern legal system.  -Explain how Anglo Saxon kings shaped Britain.  **KS2 curriculum objectives.**  **-D**evelop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain.  - 2. Anglo-Saxon Kings Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings, learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld and learning about and organising information about Viking life.  Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.  - Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign. |  |  | **Great explorers:**  **WALT:**  -identify significant people and why they are significant.  -Write a letter in role as Ibn Battuta  -Write a diary entry for Jeanne Barret  -Create a fact file about Isabella Bird  -Write a report about William Parry.  -Write a diary entry for Valentina Tereshkova  -Compare and contrast the significance of Jeanne Barret and Valentina Tereshkova  -Design a memorial about an explorer.  **KS1 curriculum objectives**  - Events beyond living memory that are significant nationally or globally  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | **The railways**  **WALT**  -Describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.  - explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives.  - describe how and why the railway network in Britain grew and changed over time.  - identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.  - find out about and debate the positive and negative impact of the first railways on different aspects of society.  - describe the technology of different locomotives and explain how and why they have changed over time.  **KS2 curriculum objectives.**  Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways.  - Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain.  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time and learning how and why locomotives have changed over time.  - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present  - Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society. |
| Cycle B | 1 | 2 – | 3 | 4 – | 5 | 6 |
|  | Riotous Royals  WALTS  -Learn about King William and the battle of Hastings.  -Write a diary entry for King John (thinking about changes in life style – tax increases, the crusades…)  -Write an advert for a wife (Henry the VIII)  -Write a persuasive letter (Queen Anne and the formation of the UK)  -Create a fact file about Queen Victoria and the British Empire.  -Write a letter to Queen Elizabeth II  -Write a recipe for a good King/Queen.  KS2 Curriculum objectives  - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the arrival of King William and the Normans in 1066, finding out about Queen Victoria’s quest for empire and learning about the modern royal family in Britain.  - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the significance of the Magna Carta in English history and about the significance of a royal heir in securing the power of a monarchy.  - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how Queen Anne helped to create Great Britain as a country.  - Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria’s quest for empire. | **Ancient Egyptians**  WALTS:  -find out about Ancient Egyptian life using artefacts.  -Explain why the river Nile was essential to the survival of Ancient Egyptians  -Mummification – create mummified tomatoes.  -Write a diary entry for Howard Carter  -Write messages using hieroglyphs  -Create a fact file about an Egyptian god.  -Write a report about daily life in Ancient Egypt.  -Comparing past to present, throughout.  **KS2 curriculum objectives :**  -Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians  - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods |  | **Romans**  WALTS:  -Understand where the Roman Empire began.  -How did the Roman invasion change Britain?  -Understand why the Romans built new roads in Britain, know where some of the main roads ran from and know how the roads were made.  -Describe who Emperor Hadrian was and explain why he built a wall.  -Write a persuasive speech (Boudicca)  -Write an explanation text about the significance of Roman soldiers.  -Write a diary entry about daily life in Roman Britain.  -Explain what the Roman Baths were and know about the different amenities they contained.  -Design an outfit for a Roman  -Why was Bath significant to the Romans? (local history study)    **KS2 curriculum objectives:**  -Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.  - Construct informed responses that involve thoughtful selection and organisation of historical information.  - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.  - Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.  - Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped.  - Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths. |  |  |

History Overview – Cycle A, B & C– Oak Class

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cycle A | 1 | 2 | 3 | 4 | 5 | 6 |
| 5  6 |  | Shang Dynasty  **WALT:**  -Explain when and where the Shang dynasty was in existence and describe features of its location.  -Describe how the social hierarchy of the Shang dynasty was organized and what life was like for different people.  -Explain some of the religious beliefs and practices from the people of the Shang Dynasty.  -Explain the discovery, purpose and significance of oracle bones.  -Examine a range of artefacts to find out about life in the Shang Dynasty.  -Explain who Fu Hao was and why the discovery of her tomb was significant.  **KS2 curriculum objectives:**  -Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information  -3. Gods and Kings Construct informed responses that involve thoughtful selection and organisation of relevant historical information  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance  -Understand how our knowledge about the past is constructed from a range of sources and that different versions of past events may exist, giving some evidence for this. | Early Islamic civilization  **WALT:**  -Find out about Baghdad’s role in the Early Islamic Civilization.  -Investigate the House of Wisdom and how it became a centre for learning.  -Explain the significant discoveries and studies lead by early Islamic scholars and evaluate the impact they made to the wider world.  -Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.  -Identify and talk about different forms of Islamic art and create my own geometric pattern.  -Identify reasons why the early Islamic civilization became a major power, know about the silk trade route and the items offered for trade, and describe the methods used by early Islamic chemists when making perfume.  KS2 curriculum objectives:  -Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. |  | Georgians and Bath  **WALT:**  -To know when the Georgian period existed in Britain and the life and impact of at least one Georgian Monarch.  -What where the Georgian inventions? What made them famous?  -What was the slave trade and what was its influence in our local area?  -What were the features of Georgian architecture?  Field trip to Bath  KS2 curriculum objectives:.  -Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. |  |
| Cycle B | 1 | 2 | 3 | 4 | 5 | 6 |
|  | Ancient Greeks  **WALT:**  -Explain how and why Empires grow.  -explain how the political system worked in Ancient Greece (and compare to other political systems).  -Learn about the past from sources including art.  -compare different city-states and recall facts about the battle of marathon.  -Find out about Ancient Greek gods and goddesses (an use this to plan my own Greek myth).  -Use a range of sources to find out about the past and present my findings. (Trojan war)  **KS2 curriculum objectives:**  **-** Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.  - Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.  - Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same?  - Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.  - Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.  - Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War. |  | Benin  **WALT:**  -Find out how the Kingdom of Benin developed.  -Describe what the people of Benin believed.  -Understand why Benin’s sculptures are surprised the people who discovered them.  -Find out how Benin’s past is recorded through a range of sources.  -Find out about the story of How Eweka came to be the Oba of the Benin Kingdom.  -Evaluate different sources of evidence about Benin and say what they can teach us about Benin culture.  - Explain how and why the kingdom of Benin became powerful and successful, and why the empire came to an end.  **KS2 curriculum objectives:**  -Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities.  -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |  | World war 2  **WALT:**  -Explain why WW2 began, know the main countries involved and order events on a time line.  -Describe how people on the home front contributed to the war effort in WW2.  -Describe the responsibilities of the armed forces during WW2.  -Describe events of the Battle of Britain and explain why it was a turning oint in the war.  -Describe what people did for entertainment during wartime Britain.  -Describe how and why WW2 events are commemorated and plan a commemorative event of my own.  **KS2 curriculum objectives:**  - Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about key events of World War II.  - Construct informed responses that involve thoughtful selection of relevant historical information by learning how people on the home front contributed to the war effort.  - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the armed forces during World War II.  - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the Battle of Britain.  - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about what people did for entertainment in wartime Britain.  - Construct informed responses that involve thoughtful selection of relevant historical information by learning how and why events from World War II are commemorated. |  |
| Cycle C | 1 | 2 | 3 | 4 | 5 | 6 |
|  | Stone age to iron age  **WALT:**  -Understand what humans needed for survival in the stone age.  -Understand what was found at Skara Brae and why it is important.  -Understand what copper mining meant to the people of the Bronze age.  -Understand how evidence about Stonehenge can give us different answers about the past.  -Understand how and why hillforts were developed in the Iron Age.  -Understand how evidence about Druids can give us different answers about the past.  **KS2 curriculum objectives:**  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms  -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. |  | Mayan civilization  **WALT:**  -Discover facts about the Maya civilization and explain who the Maya people were and when/where in the world they lived.  -Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and what they represented to the people.  -Understand how the Maya number system works.  -identify and use a range of evidence sources to help me understand more about the Maya Civilization.  -Explain the Mayan writing system, how words are constructed and what codices are.  -Describe a range of foods that were eaten by the ancient Maya and explain why certain foods were significant.  **KS2 curriculum objectives**:  -Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.  - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.  - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. |  | Leisure and entertainment  **WALT:**  -understand how cinema changed over the 20th century.  -understand how football changed over the 20th century.  -Understand how yong people’s lives were different in the 1960’s compared to today.  -Understand why holiday camps became popular in Britain.  -Understand how important television has been to British people.  -See how changes in the 20th century technology affect our lives today.  **KS2 curriculum objectives:**  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study  -Note connections, contrasts and trends over time and develop the appropriate use of historical terms  -Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |  |