

Term	Year Group					
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Now and then	Great Fire of London	Stone-Age	Celts and Romans	Ancient Greece	Aztecs
	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Sequence events in their life - Chronology of their lifetime including significant events. Sequence three or four artefacts from distinctly different periods of time - Sorting old and new toys Match objects to people of different ages - Sorting old and new toys <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives- Discussing people's favourite toys with reasons, analyse what school was like in the 1950s. They know and recount episodes from stories about the past - analyse what school was like in the 1950s. <p><u>Interpretations of history</u></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place the time studied on a timeline- GFoL- Time line of the Great Fire of London <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result- AUT GFoL- Comparison of London and fire Safety then and now Identify differences between ways of life at different times- AUT GFoL- Comparison of London and fire Safety now and then. <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Compare two versions of a past event-AUT GFoL- Diary entry of Samuel Pepys' life. <ul style="list-style-type: none"> Compare pictures or photographs of people, places or events in the past- GFoL- Comparison of London then and now. Tudor Food Compared to Food now. Discuss reliability of photos/ accounts/stories- AUT GFoL- Diary entry of Samuel Pepys' life. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place the time studied on a time line- SA and BA- When the Stone age and Bronze age was. Use dates and terms related to the study unit and passing of time - SA and BA- When the Stone age and Bronze age was. Sequence several events or artefacts - SA and BA- Tools used in the ages to sequence and compare. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied - SA and BA- How people lived; hunting, gathering tools and homes. How people's lived changed throughout the Stone Age. Compare with our life today- SA and BA- Would you rather live in your house or a Stone Age house? How is what we eat different? <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented- SA and 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand more complex terms eg BC/AD - Celts and Romans Sequence the period of study on a timeline Place events from period studied on time line –Celts and Romans Sequence the period of study on a timeline– Celts and Romans – Map of expansion of the Roman Empire. Use terms related to the period and begin to date events –Celts and Romans Sequence the period of study on a timeline <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Offer a reasonable explanation for some events –Celts and Romans – Boudicca's revolt (Why did the Celts revolt? <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied – Celts and Romans – What was living in a roundhouse like? Identify key features and events of time studied – Celts and Romans – Boudicca's revolt (Why did the Celts revolt? 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Know and sequence key events of time studied-- Ancient Greeks- ordering events through History. Use relevant terms and period labels- Ancient Greeks- ordering events through History. Make comparisons between different times in the past- Ancient Greeks- Democracy then and now, Greek Olympics then and now. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women- Ancient Greeks- differences between men and women, rich and poor, which side would you choose- Athens or Sparta? Examine causes and results of great events and the impact on people- Ancient Greeks- The beginning of democracy, the birth of the Olympics. Know key dates, characters and events of time studied- Ancient Greeks- Ordering time periods, the 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place current study on timeline in relation to other studies- M and A- ordering events through History Use relevant dates and terms - M and A- ordering events through History. Sequence up to ten events on a timeline AUT- M and A- ordering events through History. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings- M and A- Study of Mayan Gods, Mayan dancing, differences between Mayan and Aztec beliefs re chocolate. Mayan creation story. Compare beliefs and behaviour with another time studied- M and A- differences between Mayan and Aztec beliefs re chocolate. Mayan creation story. How would our lives be different without Mayans and Aztecs?

	<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)- Making judgements about toys by comparing materials they are made from. 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction- GFoL- Diary and non-fiction used throughout topic. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. GFOL- Make model of house and burn them. 	<p>BA- Looking at cave paintings, artifacts and archaeologists.</p> <ul style="list-style-type: none"> Look at representations of the period – museum, cartoons etc SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about a period - SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places. Amesbury Archer. Observe small details – artefacts, pictures etc -SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places Select and record information relevant to the study- -SA and BA- Creating a Stonehenge fact file? Begin to use the library and internet for research- SA and BA- Researching about life in the Bronze Age? 	<ul style="list-style-type: none"> Look for links and effects in time studied - Celts and Romans – Boudicca’s revolt (Taxes demanded by Romans from Celts link to why the Celts revolted?) <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Look at the evidence available - Celts and Romans – Celts expectation to pay taxes and give up land Begin to evaluate the usefulness of different sources - Celts and Romans – Boudicca’s revolt (evaluating evidence of bias in historical accounts Use text books and historical knowledge - Celts and Romans – Boudicca’s revolt/taxes/roundhouses <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event - Celts and Romans – Boudicca’s revolt Choose relevant material to present a picture of one aspect of life in time past - Celts and Romans – Instructions on how to make a Celtic Roundhouse Ask a variety of questions - Celts and Romans – Why did the Celts have to pay taxes? <ul style="list-style-type: none"> Use the library and internet for research – Celts and Romans – 	<p>beginning of democracy, the birth of the Olympics, Athens or Sparta?</p> <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction- Ancient Greeks- fiction- Percy Jackson/myths, artifacts/research for fact. Offer some reasons for different versions of events- Ancient Greeks- Greek myths, study of Greek pottery, Greek dancing- passing information down. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use evidence to build up a picture of past events- Ancient Greeks- Investigating Greek inventions, the beginning of Greek democracy Select relevant sections of information- Ancient Greeks- Ancient Greek life. <ul style="list-style-type: none"> Use the library and internet for research with increasing confidence- Ancient Greeks- Ancient Greek life. 	<ul style="list-style-type: none"> Compare an aspect of life with the same aspect in another period- M and A- differences between Mayan and Aztec beliefs re chocolate <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Confidently use the library and internet for research- M and A- Mayan and Aztec daily life research <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Recognise primary and secondary sources - M and A- Artefacts linked with Mayan dancing Use a range of sources to find out about an aspect of time past - M and A- Mayan and Aztec daily life research Bring knowledge gathered from several sources together in a fluent account - M and A- Recount of finding the Mayan ruins
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				Boudicca's revolt/taxes/roundhouses		
Spring	Home	Explorers	Rivers	Egyptians	Anglo Saxons	Rich & Poor
	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> They know and recount episodes from stories about the past - Comparing life of significant individuals from the past. <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Compare pictures or photographs of people, objects events in the past - Comparing life of significant individuals from the past. <p><u>Historical enquiry</u></p>	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result- Explorers- Differences between exploring then and now. Identify differences between ways of life at different times- Explorers- Differences between exploring then and now. <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Compare pictures or photographs of people, places or events in the past- Explorers- Compare NA and CC stories. Discuss reliability of photos/ accounts/stories- Explorers- Compare NA and CC stories 	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <p><u>Interpretations of history</u></p> <p><u>Historical enquiry</u></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand more complex terms eg BC/AD – Egyptians Place events from period studied on time line– Egyptians Use terms related to the period and begin to date events – Egyptians <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Offer a reasonable explanation for some events -Egyptians – How does the Nile aid transport and farming Identify key features and events of time studied -Ancient Egypt – How Egyptian dancing links to historic artefacts <ul style="list-style-type: none"> Look for links and effects in time studied – Ancient Egypt – How do the Egyptians’ beliefs about death and 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Know and sequence key events of time studied - AS and V- Significant events in the Anglo- Saxon and Viking time period. Use relevant terms and period labels- AS and V Significant events in the Anglo- Saxon and Viking time period. Make comparisons between different times in the past- AS and V- Beowulf- Castle trip. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women- AS and V- Anglo-Saxons v Vikings Examine causes and results of great events and the impact on people- AS and V- Study of place names in 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place current study on timeline in relation to other studies- Rich & Poor - Find the periods of British history on a timeline. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Know key dates, characters and events of time studied- Rich & Poor - Find the periods of British history on a timeline. Compare an aspect of life with the same aspect in another period- Rich & Poor - Differences in life/wealth between rich and poor compared to today <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at - Rich & Poor - Use a range of sources to

		<p><u>Historical enquiry</u></p>		<p>the afterlife compare to your own? (links to work on Canopic jars/Gods/mummification.</p> <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> • Look at the evidence available– Egyptians – Artefacts linked to Egyptian dancing. • Begin to evaluate the usefulness of different sources– Ancient Egypt – Diary Entry of Howard Carter (How do we know what happened? What evidence is there? <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event– Ancient Egypt – Diary Entry of Howard Carter (How do we know what happened? What evidence is there? • Choose relevant material to present a picture of one aspect of life in time past – Ancient Egypt – Represent learning about gods through the design of their Canopic jars <ul style="list-style-type: none"> • Use the library and internet for research– Egyptians – Decoding and recognising hieroglyphics and writing their own messages 	<p>the UK and how those name came about? Anglo-Saxon kings.</p> <ul style="list-style-type: none"> • Know key dates, characters and events of time studied- AS and V- Significant events in the Anglo- Saxon and Viking time period. • Write another explanation of a past events using evidence to support- AS and V- diary entry writing based on a Viking raid and was Alfred the Great really great? <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction- AS and V- Beowulf. • Offer some reasons for different versions of events - AS and V- Beowulf <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources- AS and V- Using artifacts and different sources to compare AS and Viking life. • Use evidence to build up a picture of past events- AS and V- Anglo-Saxon entertainment and daily life. Was Alfred the Great really great? Different sources to compare AS and V life. Castle Trip. • Select relevant sections of information- AS and V- Research daily life. • Use the library and internet for research with increasing 	<p>consider cruelty in Workhouses/Dangers in factories</p> <ul style="list-style-type: none"> • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Rich & Poor - Use a range of sources to consider issues around work houses (visit to a workhouse) • Be aware that different evidence will lead to different conclusions- Rich & Poor - How school was different for rich and poor/boys and girls <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Recognise primary and secondary sources- Rich & Poor - Visit a workhouse <ul style="list-style-type: none"> • Use a range of sources to find out about an aspect of time past - Rich & Poor - Visit a workhouse/Internet/Book and video • Suggest omissions and the means of finding out - Rich & Poor - Were poor people listened to or heard in Victorian times? Role of Oliver Twist in raising concerns? How were the poorer characters treated at the workhouse visit? • Bring knowledge gathered from several sources together in a fluent account- Rich & Poor - Use a range of sources to consider cruelty in Workhouses/Dangers in factories
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					confidence - AS and V- Research daily life	
Summer	Away	Local Heroes	WWII			
	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <p><u>Interpretations of history</u></p> <p><u>Historical enquiry</u></p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference books. Local Heroes- Chronological lives of local heroes. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result- Local Heroes- How FN changed nursing. Why was EC so important? <ul style="list-style-type: none"> Recognise how we remember important people and events- Local Heroes- How do we remember? Identify differences between ways of life at different times- Local Heroes- Why was Henry Blogg so important? Hospitals then and now. <p><u>Interpretations of history</u></p> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Local Heroes- 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Place the time studied on a time line - Norwich in the Blitz- Timeline of WW11. Use dates and terms related to the study unit and passing of time- Norwich in the Blitz- Timeline of WW11. <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Norwich in the Blitz- How lives changed for evacuees <ul style="list-style-type: none"> Compare with our life today - Norwich in the Blitz- How would I feel if I was evacuated? Identify reasons for and results of people's actions - Norwich in the Blitz- Why the Blitz happened? How our local area was affected by WW11. Understand why people may have wanted to do something - Norwich in the Blitz- Why children were evacuated? <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is 	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <p><u>Interpretations of history</u></p> <p><u>Historical enquiry</u></p>	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <p><u>Interpretations of history</u></p> <p><u>Historical enquiry</u></p>	<p><u>Chronological understanding</u></p> <p><u>Range and depth of historical knowledge</u></p> <p><u>Interpretations of history</u></p> <p><u>Historical enquiry</u></p>

		<p>Why was Henry Blogg so important? Why is Norwich Cathedral so important?</p>	<p>represented -Norwich in the Blitz- People and bomb shelter visit.</p> <ul style="list-style-type: none"> • Distinguish between different sources – compare different versions of the same story. Norwich in the Blitz- Experiencing different versions of evacuees experiences. • Look at representations of the period – museum, cartoons etc- Norwich in the Blitz- Museum trip and bomb shelter visit. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places. Amesbury Archer. Norwich in the Blitz- Museum trip, bomb shelter trip, real life experiences. • Observe small details – artefacts, pictures etc- Norwich in the Blitz- pictures of children, artifacts. <ul style="list-style-type: none"> • Select and record information relevant to the study-Norwich in the Blitz- Fact file. • Begin to use the library and internet for research - Norwich in the Blitz- Fact file 			