

NATIONAL CURRICULUM HISTORY COVERAGE - KS1					
Historical Interpretations	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:				
	<ul style="list-style-type: none"> a. start to compare two versions of a past event; b. observe and use pictures, photographs and artefacts to find out about the past; c. start to use stories or accounts to distinguish between fact and fiction; d. explain that there are different types of evidence and sources that can be used to help represent the past. 				
	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 1	WHO AM I?	THE MAGIC TOYMAKER *Observe and use pictures, photographs and artefacts to find out about the past; *Explain that there are different types of evidence and sources that can be used to help represent the past.	OUR WORLD	TIME DETECTIVES *Start to compare two versions of a past event; *Observe and use pictures, photographs and artefacts to find out about the past; *Start to use stories or accounts to distinguish between fact and fiction; *Explain that there are different types of evidence and sources that can be used to help represent the past.	HOORAY! LETS GO ON HOLIDAY *Observe and use pictures, photographs and artefacts to find out about the past; *Explain that there are different types of evidence and sources that can be used to help represent the past.
Year 2	BUILDINGS *Observe and use pictures, photographs and artefacts to find out about the past; *Explain that there are different types of evidence and sources that can be used to help represent the past.		FROM A TO B *Observe and use pictures, photographs and artefacts to find out about the past; *Explain that there are different types of evidence and sources that can be used to help represent the past.	PEOPLE FROM THE PAST *Start to compare two versions of a past event; *Observe and use pictures, photographs and artefacts to find out about the past; *Start to use stories or accounts to distinguish between fact and fiction; *Explain that there are different types of evidence and sources that can be used to help represent the past.	TREASURE ISLAND

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- a. observe or handle evidence to ask simple questions about the past;
- b. observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
- c. choose and select evidence and say how it can be used to find out about the past.

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Y e a r 1	WHO AM I?	THE MAGIC TOYMAKER *Observe or handle evidence to ask simple questions about the past; *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; *Choose and select evidence and say how it can be used to find out about the past.	OUR WORLD	TIME DETECTIVES *Observe or handle evidence to ask simple questions about the past; *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; *Choose and select evidence and say how it can be used to find out about the past.	HOORAY! LETS GO ON HOLIDAY *Observe or handle evidence to ask simple questions about the past; *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; *Choose and select evidence and say how it can be used to find out about the past.
Y e a r 2	BUILDINGS *Observe or handle evidence to ask simple questions about the past; *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; *Choose and select evidence and say how it can be used to find out about the past.		FROM A TO B *Observe or handle evidence to ask simple questions about the past; *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; *Choose and select evidence and say how it can be used to find out about the past.	PEOPLE FROM THE PAST *Observe or handle evidence to ask simple questions about the past; *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; *Choose and select evidence and say how it can be used to find out about the past.	TREASURE ISLAND

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:

- a. sequence artefacts and events that are close together in time;
- b. order dates from earliest to latest on simple timelines;
- c. sequence pictures from different periods;
- d. describe memories and changes that have happened in their own lives;
- e. 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.

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Chronological Understanding	WHO AM I?	THE MAGIC TOYMAKER *Sequence artefacts and events that are close together in time; *Order dates from earliest to latest on simple timelines; *Sequence pictures from different periods; *Describe memories and changes that have happened in their own lives; *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.	OUR WORLD	TIME DETECTIVES *Sequence artefacts and events that are close together in time; *Order dates from earliest to latest on simple timelines; *Sequence pictures from different periods; *Describe memories and changes that have happened in their own lives; *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.	HOORAY! LETS GO ON HOLIDAY *Sequence artefacts and events that are close together in time; *Order dates from earliest to latest on simple timelines; *Sequence pictures from different periods; *Describe memories and changes that have happened in their own lives; *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.
	BUILDINGS		FROM A TO B	PEOPLE FROM THE PAST	TREASURE ISLAND
	*Sequence artefacts and events that are close together in time; *Order dates from earliest to latest on simple timelines; *Sequence pictures from different periods; *Describe memories and changes that have happened in their own lives; *Use words and phrases such as: old, new, earliest, latest,		*Sequence artefacts and events that are close together in time; *Order dates from earliest to latest on simple timelines; *Sequence pictures from different periods; *Describe memories and changes that have happened in their own lives;	*Sequence artefacts and events that are close together in time; *Order dates from earliest to latest on simple timelines; *Sequence pictures from different periods;	

		<p>past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>*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.</p>	<p>*Describe memories and changes that have happened in their own lives; *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.</p>	
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>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:</p> <ol style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 				
	<p>Autumn 1</p> <p>WHO AM I?</p>	<p>Autumn 2</p> <p>THE MAGIC TOYMAKER</p> <p>*Recognise some similarities and differences between the past and the present; *Identify similarities and differences between ways of life in different periods;</p>	<p>Spring</p> <p>OUR WORLD</p>	<p>Summer 1</p> <p>TIME DETECTIVES</p> <p>*Recognise some similarities and differences between the past and the present; *Identify similarities and differences between ways of life in different periods; *Know and recount episodes from stories and significant events in history;</p>	<p>Summer 2</p> <p>HOORAY! LETS GO ON HOLIDAY</p> <p>*Recognise some similarities and differences between the past and the present; *Identify similarities and differences between ways of life in different periods;</p>

					<ul style="list-style-type: none"> *Understand that there are reasons why people in the past acted as they did; *Describe significant individuals from the past. 	
Year 2	BUILDINGS <ul style="list-style-type: none"> *Recognise some similarities and differences between the past and the present; *Identify similarities and differences between ways of life in different periods; 		FROM A TO B <ul style="list-style-type: none"> *Recognise some similarities and differences between the past and the present; *Identify similarities and differences between ways of life in different periods; 		PEOPLE FROM THE PAST <ul style="list-style-type: none"> *Recognise some similarities and differences between the past and the present; *Identify similarities and differences between ways of life in different periods; *Know and recount episodes from stories and significant events in history; *Understand that there are reasons why people in the past acted as they did; *Describe significant individuals from the past. 	TREASURE ISLAND

Presenting, Organising and Communicating	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can: <ol style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 					
		Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
	Year 1	WHO AM I?	THE MAGIC TOYMAKER <ul style="list-style-type: none"> *Talk, write and draw about things from the past; *Use drama/role play to communicate their knowledge about the past. 	OUR WORLD	TIME DETECTIVES <ul style="list-style-type: none"> *Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; *Talk, write and draw about things 	HOORAY! LETS GO ON HOLIDAY <ul style="list-style-type: none"> *Talk, write and draw about things from the past; *Use drama/role play to communicate their knowledge

					from the past; *Use historical vocabulary to retell simple stories about the past; *Use drama/role play to communicate their knowledge about the past.	about the past.
Y e a r 2	<p align="center">BUILDINGS</p> <p>*Talk, write and draw about things from the past; *Use drama/role play to communicate their knowledge about the past.</p>		<p align="center">FROM A TO B</p> <p>*Talk, write and draw about things from the past; *Use drama/role play to communicate their knowledge about the past.</p>		<p align="center">PEOPLE FROM THE PAST</p> <p>*Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; *Talk, write and draw about things from the past; *Use historical vocabulary to retell simple stories about the past; *Use drama/role play to communicate their knowledge about the past.</p>	<p align="center">TREASURE ISLAND</p>

KS2 HISTORY - LKS2

KS2 History National Curriculum

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- a. look at more than two versions of the same event or story in history and identify differences;
- b. investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Historical Interpretations

	Autumn 1	Autumn 2	Spring		Summer
Year 3	FOOTPRINTS FROM THE PAST *Look at more than two versions of the same event or story in history and identify differences; *Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	DO YOU LIVE AROUND HERE?	TEMPLES TOMBS AND TREASURES *Look at more than two versions of the same event or story in history and identify differences; *Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different		SAVING THE WORLD
Year 4	ACTIVE PLANET		CHOCOLATE	EXPLORERS AND ADVENTURERS *Look at more than two versions of the same event or story in history and identify differences; *Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	SCAVENGERS AND SETTLERS *Look at more than two versions of the same event or story in history and identify differences; *Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different

UKS2

KS2 History National Curriculum

Children should understand how our knowledge of the past is constructed from a range of sources.

Children can:

- a. find and analyse a wide range of evidence about the past;
- b. use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;
- c. consider different ways of checking the accuracy of interpretations of the past;
- d. start to understand the difference between primary and secondary evidence and the impact of this on reliability;
- e. show an awareness of the concept of propaganda;
- f. know that people in the past represent events or ideas in a way that may be to persuade others;
- g. begin to evaluate the usefulness of different sources.

Historical Interpretations

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Y e a r 5	<p>AD 900</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; *Consider different ways of checking the accuracy of interpretations of the past; *Start to understand the difference between primary and secondary evidence and the impact of this on reliability; *Begin to evaluate the usefulness of different sources. 	<p>THE GREAT THE BOLD AND THE BRAVE</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; *Consider different ways of checking the accuracy of interpretations of the past; *Start to understand the difference between primary and secondary evidence and the impact of this on reliability; *Begin to evaluate the usefulness of different sources. 	<p>MISSION TO MARS</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; 	<p>WEATHER & CLIMATE</p>	<p>GOING GLOBAL</p>

Y e a r 6	<p style="text-align: center;">TIME TUNNEL</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; *Consider different ways of checking the accuracy of interpretations of the past; *Start to understand the difference between primary and secondary evidence and the impact of this on reliability; *Show an awareness of the concept of propaganda; *Know that people in the past represent events or ideas in a way that may be to persuade others; *Begin to evaluate the usefulness of different sources. 	<p style="text-align: center;">MYTHS AND LEGENDS</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Consider different ways of checking the accuracy of interpretations of the past; 	<p style="text-align: center;">WHAT A WONDERFUL WORLD</p>
-----------------------	--	---	--

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:

- a. use a range of sources to find out about the past;
- b. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;
- c. gather more detail from sources such as maps to build up a clearer picture of the past;
- d. regularly address and sometimes devise own questions to find answers about the past;
- e. begin to undertake their own research.

Historical Investigations

	Autumn 1	Autumn 2	Spring		Summer
Year 3	<p>FOOTPRINTS FROM THE PAST</p> <p>*Use a range of sources to find out about the past;</p> <p>*Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>*Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>*Regularly address and sometimes devise own questions to find answers about the past;</p> <p>*Begin to undertake their own research.</p>	<p>DO YOU LIVE AROUND HERE?</p> <p>*Gather more detail from sources such as maps to build up a clearer picture of the past;</p>	<p>TEMPLES TOMBS AND TREASURES</p> <p>*Use a range of sources to find out about the past;</p> <p>*Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>*Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>*Regularly address and sometimes devise own questions to find answers about the past;</p> <p>*Begin to undertake their own research.</p>		<p>SAVING THE WORLD</p>
Year 4	<p>ACTIVE PLANET</p>		<p>CHOCOLATE</p>	<p>EXPLORERS AND ADVENTURERS</p> <p>*Use a range of sources to find out about the past;</p> <p>*Construct informed</p>	<p>SCAVENGERS AND SETTLERS</p> <p>*Use a range of sources to find out about the past;</p> <p>*Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>*Gather more detail from sources such as maps to build up a</p>

				<p>responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>*Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>*Regularly address and sometimes devise own questions to find answers about the past;</p> <p>*Begin to undertake their own research.</p>	<p>clearer picture of the past;</p> <p>*Regularly address and sometimes devise own questions to find answers about the past;</p> <p>*Begin to undertake their own research.</p>
--	--	--	--	---	---

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:

- a. recognise when they are using primary and secondary sources of information to investigate the past;
- b. 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;
- c. select relevant sections of information to address historically valid questions and construct detailed, informed responses;
- d. investigate their own lines of enquiry by posing historically valid questions to answer

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 5	<p>AD900</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; *Consider different ways of checking the accuracy of interpretations of the past; *Start to understand the difference between primary and secondary evidence and the impact of this on reliability; *Begin to evaluate the usefulness of different sources. 	<p>THE GREAT THE BOLD AND THE BRAVE</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; *Consider different ways of checking the accuracy of interpretations of the past; *Start to understand the difference between primary and secondary evidence and the impact of this on reliability; *Begin to evaluate the usefulness of different sources. 	<p>MISSION TO MARS</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; 	<p>WEATHER & CLIMATE</p>	<p>GOING GLOBAL</p>
Year 6	<p>TIME TUNNEL</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; *Consider different ways of checking the accuracy of interpretations of the past; *Start to understand the difference between primary and secondary evidence and the impact of this on reliability; *Show an awareness of the concept of propaganda; *Know that people in the past represent events or ideas in a way that may be to 		<p>MYTHS AND LEGENDS</p> <ul style="list-style-type: none"> *Find and analyse a wide range of evidence about the past; *Consider different ways of checking the accuracy of interpretations of the past; 	<p>WHAT A WONDERFUL WORLD</p>	



	<p>persuade others; *Begin to evaluate the usefulness of different sources.</p>		

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:

- a. 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;
- b. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Chronological Understanding

	Autumn 1	Autumn 2	Spring	Summer
Year 3	<p>FOOTPRINTS FROM THE PAST</p> <p>*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;</p> <p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>DO YOU LIVE AROUND HERE?</p>	<p>TEMPLES TOMBS AND TREASURES</p> <p>*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;</p> <p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>SAVING THE WORLD</p>
Year 4	<p>ACTIVE PLANET</p> <p>*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;</p> <p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>		<p>CHOCOLATE</p> <p>*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;</p>	<p>EXPLORERS AND ADVENTURERS</p>
				<p>SCAVENGERS AND SETTLERS</p> <p>*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;</p> <p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>

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:

- a. order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- b. accurately use dates and terms to describe historical events;
- c. understand and describe in some detail the main changes to an aspect in a period in history;
- d. understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 5	<p>AD 900</p> <p>*Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>*Accurately use dates and terms to describe historical events;</p> <p>*Understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>*Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>THE GREAT THE BOLD AND THE BRAVE</p> <p>*Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>*Accurately use dates and terms to describe historical events;</p> <p>*Understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>*Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>MISSION TO MARS</p> <p>*Accurately use dates and terms to describe historical events;</p>	<p>WEATHER & CLIMATE</p>	<p>GOING GLOBAL</p>
Year 6	<p>TIME TUNNEL</p> <p>*Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>*Accurately use dates and terms to describe historical events;</p> <p>*Understand and describe in some detail the main changes to an aspect in a period in history;</p>		<p>MYTHS AND LEGENDS</p>	<p>WHAT A WONDERFUL WORLD</p>	

KS2 History National Curriculum

Children should note connections, contrasts and trends over time.

Children can:

- a. note key changes over a period of time and be able to give reasons for those changes;
- b. find out about the everyday lives of people in time studied compared with our life today;
- c. explain how people and events in the past have influenced life today;
- d. identify key features, aspects and events of the time studied;
- e. describe connections and contrasts between aspects of history, people, events and artefacts studied.

	Autumn 1	Autumn 2	Spring		Summer
Year 3	FOOTPRINTS FROM THE PAST *Note key changes over a period of time and be able to give reasons for those changes; *Find out about the everyday lives of people in time studied compared with our life today; *Identify key features, aspects and events of the time studied; *Describe connections and contrasts between aspects of history, people, events and artefacts studied.	DO YOU LIVE AROUND HERE? *Note key changes over a period of time and be able to give reasons for those changes;	TEMPLES TOMBS AND TREASURES *Note key changes over a period of time and be able to give reasons for those changes; *Find out about the everyday lives of people in time studied compared with our life today; *Identify key features, aspects and events of the time studied; *Describe connections and contrasts between aspects of history, people, events and artefacts studied.		SAVING THE WORLD *Note key changes over a period of time and be able to give reasons for those changes; *Explain how people and events in the past have influenced life today;
Year 4	ACTIVE PLANET		CHOCOLATE	EXPLORERS AND ADVENTURERS *Note key changes over a period of time and be able to give reasons for those changes; *Find out about the everyday lives of people in time	SCAVENGERS AND SETTLERS *Note key changes over a period of time and be able to give reasons for those changes; *Find out about the everyday lives of people in time studied compared with our life today; *Identify key features, aspects and events of the time studied; *Describe connections and contrasts between aspects of history, people, events and artefacts studied.

				studied compared with our life today; *Identify key features, aspects and events of the time studied; *Describe connections and contrasts between aspects of history, people, events and artefacts studied.	

Knowledge and Understanding of Events, People and Changes in the Past	KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can:				
	a. identify and note connections, contrasts and trends over time in the everyday lives of people; b. use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c. examine causes and results of great events and the impact these had on people; d. describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.				
		Autumn 1	Autumn 2	Spring	Summer 1
Year 5	AD 900	THE GREAT THE BOLD AND THE BRAVE	MISSION TO MARS	WEATHER & CLIMATE	GOING GLOBAL
	*Identify and note connections, contrasts and trends over time in the everyday lives of people; *Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; *Examine causes and results of great events and the impact these had on people; *Describe the key features of	*Identify and note connections, contrasts and trends over time in the everyday lives of people; *Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; *Examine causes and results	*Examine causes and results of great events and the impact these had on people;		

	the past, including attitudes, beliefs and the everyday lives of men, women and children.	of great events and the impact these had on people; *Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.		
Year 6	<p align="center">TIME TUNNEL</p> <p>*Identify and note connections, contrasts and trends over time in the everyday lives of people; *Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; *Examine causes and results of great events and the impact these had on people; * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>		<p>MYTHS AND LEGENDS</p>	<p>WHAT A WONDERFUL WORLD</p>

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Children can:

- a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
- b 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;
- c start to present ideas based on their own research about a studied period.

	Autumn 1	Autumn 2	Spring	Summer
Year 3	<p>FOOTPRINTS FROM THE PAST</p> <p>*Present, communicate and organise ideas about</p>	<p>DO YOU LIVE AROUND HERE?</p>	<p>TEMPLES TOMBS AND TREASURES</p> <p>*Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; *Present, communicate and organise ideas about the past using models,</p>	<p>SAVING THE WORLD</p>

		the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; *Start to present ideas based on their own research about a studied period.		drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;		
Year 4		ACTIVE PLANET *Start to present ideas based on their own research about a studied period.	CHOCOLATE *Start to present ideas based on their own research about a studied period.	EXPLORERS AND ADVENTURERS *Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; *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;	SCAVENGERS AND SETTLERS *Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; *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;	

KS2 History National Curriculum

Pupils should develop the appropriate use of historical terms.

Children can:

- a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;
- b 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;
- c plan and present a self-directed project or research about the studied period.

	Autumn 1	Autumn 2	Spring	Summer	
Year 5	<p>AD 900</p> <p>*Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>*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;</p>	<p>THE GREAT THE BOLD AND THE BRAVE</p> <p>*Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>*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;</p>	<p>MISSION TO MARS</p> <p>*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;</p>	WEATHER & CLIMATE	GOING GLOBAL
Year 6	<p>TIME TUNNEL</p> <p>*Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>* plan and present a self-directed project or research about the studied period.</p>		<p>MYTHS AND LEGENDS</p> <p>*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;</p>	WHAT A WONDERFUL WORLD	