

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]	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 – Florence Nightingale	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 - Christopher Columbus	Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality
2	Changes within Living Memory Birth of Prince George (Royal Family)	Changes within Living Memory Queens Diamond Jubilee (Royal Family)	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 – Mary Seacole	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- Queen Victoria	A local history study	A local history study
3	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient China	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient China	Britain's settlement by Anglo-Saxons and Scots	Britain's settlement by Anglo-Saxons and Scots	Crime and punishment from the Anglo-Saxons to the present A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond	A Local History Leisure and Entertainment in 20 Century

					1066	
4	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Indus Valley	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Indus Valley
5	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age
6	Battle of Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	First Railways/ Brunel A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Tudors	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Tudors	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	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

History Skills Ladder

Key Stage 1

- ✓ develop an awareness of the past, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework
- ✓ identify similarities and differences between ways of life in different periods
- ✓ use a wide vocabulary of everyday historical terms
- ✓ ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- ✓ understand some of the ways in which we find out about the past and identify different ways in which it is represented
- ✓ 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 Edith Cavell]
- ✓ significant historical events, people and places in their own locality

Lower Key Stage 2

- ✓ understand how our knowledge of the past is constructed from a range of sources
- ✓ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ✓ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ✓ **The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient China / Indus Valley**
- ✓ **Crime and punishment from the Anglo-Saxons to the present**
- ✓ **Britain's settlement by Anglo-Saxons and Scots**
- ✓ **A local history study - Leisure and Entertainment in 20th Century**
- ✓ **The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt**
- ✓ **The Roman Empire and its impact on Britain**

Upper Key Stage 2

- ✓ 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
- ✓ address and 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
- ✓ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ✓ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- ✓ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past

have been constructed

- ✓ gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
- ✓ to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time
- ✓ **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
- ✓ **Ancient Greece - a study of Greek life and achievements and their influence on the western world**
- ✓ **Changes in Britain from the Stone Age to the Iron Age**
- ✓ **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain**
- ✓ **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - First Railways / Brunel**
- ✓ **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Tudors**
- ✓ **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**
- ✓ **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**