



History: EYFS

Birth – 3 Year Olds

3 – 4 Year Olds

Reception

Children begin to make sense of their own life-story and family's history.

- Children are encouraged to retell what their parents tell them about their life story and family.

I can comment on images of familiar situations in the past.

- I can explore pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- I can visit a local area that has historical importance.
- I can explore images of familiar situations in the past, such as homes, schools and transport.
- I can begin to organise events using basic chronology, recognising that things happened before they were born.

I can compare and contrast characters from stories, including figures from the past.



History: Year 1

Within Living Memory

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

How am I making history?

To develop an understanding of personal chronology.

- **CU:** I can order three photographs on a simple timeline.
- **CU:** I can use vocabulary such as past, present and memory.
- **KI:** I can discuss similarities and differences.

To learn more about my history.

- **KI:** I can talk about three memories.
- **CU:** I can place one memory on a timeline.
- **KI:** I can explain why memories are special, for example, an event or occasion.

To explore how we remember events.

- **KI:** I can recall four events celebrated throughout the year.
 - **KI:** I know three ways in which I celebrate my birthday.
- CHALLENGE:** I can begin to recognise similarities and differences between how people celebrate events.

To find out what childhood was like for our parents and grandparents.

- **HE:** I can ask questions about the past.
- **KI:** I can compare the past to today.

To compare childhood now with childhood in the past.

- **KI:** I can think of one similarity between childhood now and childhood in the past.
- **KI:** I can think of one difference between childhood now and childhood in the past.

To identify that some things change and some things stay the same.

- **KI:** I can use relevant vocabulary to describe what I have found out.
 - **KI:** I can think of three ideas about myself to add to the time capsule.
- CHALLENGE:** I can discuss possible changes in the future.

Beyond Living Memory

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)

How have toys changed?

To discuss a favourite toy.

- **KI:** I can explain what my favourite toy is and why.
- **CU:** I can recall my past when talking about my favourite toy.
- **KI:** I know why toys are special.
- **CU:** I can use words relating to time (old, new, now, long ago, then, before, after).

To find out what toys our parents and grandparents played with.

- **HE:** I can ask questions about the past.
- **KI:** I can compare the past to today.

To investigate what toys were like up to 100 years ago.

- **HE/CU:** I can sort and sequence artefacts from different time periods.
- **CU:** I can use words relating to the passing of time.
- **HE:** I can ask and answer questions about artefacts.

To compare toys from the past with modern toys.

- **KI:** I can identify similar toys from different periods.
- **KI:** I can identify differences between toys.

To investigate how teddy bears have changed over time.

- **HE:** I can identify changes between teddy bears from now and 100 years ago.
 - **HE:** I can identify similarities between teddy bears from now and 100 years ago.
- CHALLENGE:** I can explain why teddy bears have been a popular toy for over 100 years.

To know how toys have changed over time.

- **KI:** I can identify toys that children play with now.
 - **HE:** I can identify toys that children played with in the past.
- CHALLENGE:** I can describe ways in which some toys have changed over time.



History: Year 1

Lives of Significant People

Local History

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

Significant historical events, people and places in their own locality

How have explorers changed the world?

To know what an explorer is by learning about some explorers.

- **KI:** I can explain what explorers do.
- **KI:** I can recall the names of famous explorers and their achievements.
- **KI:** I can name equipment or transport that an explorer would need.
- **CU:** I can explain that 'beyond living memory' is more than 100 years ago.

To recognise the achievements of different explorers using photographs.

- **KI:** I can recognise how transport for voyages has changed.
- **KI:** I can name important explorers.
- **KI:** I can explain some achievements of explorers.
- **KI:** I can identify where explorers travelled.

To understand how to record events on a timeline by ordering explorers.

- **HE:** I can select important events from a historical story.
- **CU:** I can place events in the correct order from past to present on a timeline.
- **KI:** I can retell a historical story.

To use photographs to find out about the past.

- **HE:** I can describe what I can see in a photograph.
 - **HE:** I can ask some questions about a photograph.
- CHALLENGE:** I can look for hidden clues (inferences).

To recognise changes and similarities (continuities) over time.

- **KI:** I can remember information about past and present-day explorations.
 - **HE:** I can compare images from different time periods.
- CHALLENGE:** I can compare events in the past and present.

To describe the significance of some people and events within history.

- **KI:** I can explain what makes a person or event significant.
- CHALLENGE:** I can describe how an explorer changed events or people's ideas.
- **KI:** I can present significant people and events using a coat of arms.



History: Year 2

Within Living Memory

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Beyond Living Memory

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)

What is a monarch?

To explore monarchy by finding out about King Charles III.

- **KI:** I can recognise what a monarch is.
- **KI:** I can recall who rules the UK.
- **KI:** I can identify some of the monarch's duties.

To explain why coronations by acting out the ceremony.

- **KI:** I can identify steps in the coronation ceremony.
- **KI:** I can explain the use of special objects in a coronation.

To discover how William the Conqueror became king by exploring the Bayeux Tapestry.

- **HE:** I can use sources to find out about the past.
- **KI:** I can recall that the monarchy was different in the past.

To explore how William the Conqueror ruled by investigating Norman Castles.

- **KI:** I can name the two types of castle built by the Normans.

CHALLENGE: I can recognise similarities and differences between Norman castles.

To analyse how effective castles were by exploring their features.

- **CU:** I can sequence castles on a timeline.
- **CU:** I can describe how castles have changed over time.
- **KI:** I can identify the features of a castle.

To evaluate how the monarchy has changed.

- **KI:** I can describe what kind of monarch William the Conqueror was.
 - **KI:** I can recognise that the monarchy has changed.
- CHALLENGE:** I can compare the monarchy in the past to the monarchy today.



History: Year 2

Lives of Significant People

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

How did we learn to fly?

To explore the story of the Wright brothers.

- **CU:** I can sequence events using a comic strip.
- **KI:** I can recount events using sources
- **KI:** I can identify important events.

To develop an understanding of historical significance.

- **KI:** I know that a significant person or event can be someone or something that changed the lives of others.
 - **KI:** I can explain why some events are more significant than others.
- CHALLENGE:** I can give some reasons why events or people are significant.

To investigate Bessie Coleman is significant.

- **KI:** I can describe the impact of the first flight.
- **HE:** I can use sources to find out about Bessie Coleman.
- **HE:** I can ask questions about the events of her life.

To develop an understanding of primary sources.

- **HE:** I know that a primary source is an object from the time of the event.
- **HE:** I can use a primary source to find out more about the past.

To investigate why we remember the Moon landing.

- **HE:** I can ask three questions about events in the past.
 - **KI:** I can explain why an event in the past is significant.
- CHALLENGE:** I can describe the impact of the moon landing on future space explorations.

To place events on a timeline.

- **CU:** I can sequence five events correctly on a timeline.
 - **KI:** I can recall one change and something that has stayed the same in the history of flight.
- CHALLENGE:** I can say which events were significant in the history of flight.
- **KI:** I can explain that changes happen because of new technology.

Local History

Significant historical events, people and places in their own locality

How was school different in the past?

To find out how schools have changed over time.

- **CU:** I can correctly place four photographs on a timeline.
- **KI:** I can recognise similarities and differences between schools.
- **KI:** I know that schools change over time.

To investigate what school was like in the past.

- **HE:** I can ask questions about the past.
- **HE:** I can compare schools in the past with schools today.

To investigate what schools were like in the 1900s.

- **HE:** I can make some inferences from historical information.
- **HE:** I know how we can find out about schools in the past.

To compare a modern classroom with a classroom 100 years ago.

- **KI:** I can recognise features of modern classrooms.
- **KI:** I can recognise features of classrooms 100 years ago.
- **KI:** I can think of similarities and differences between classrooms now and in the past.

To compare three periods of time.

- **KI:** I can find two differences for each period of time.
 - **KI:** I can find two similarities for each period of time.
- CHALLENGE:** I can compare schools today with schools from two periods of time.

To express a personal response to history.

- **KI:** I can explain whether I would have preferred to go to school in the past or not.
- **KI:** I can use facts that I have learnt about schools in the past to make a decision.



History: Year 3

Chronology (Stone Age to 1066)

To include:

- **Stone Age to Iron Age;**
- **Romans;**
- **Anglo-Saxons;**
- **Vikings**

To include:

- **Stone Age to Iron Age;**
- **Romans;**
- **Anglo-Saxons;**
- **Vikings**

Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

To recognise the chronology and significance of prehistory.

- **CU:** I know that the prehistoric period began millions of years ago.
- **CU:** I can recognise that the Stone Age lasted for most of human history.
- **CU:** I can locate BC and AD on a timeline and explain how history is divided into periods.

To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.

- **HE:** I can use evidence to make observations about Stone Age houses.
- **HE:** I can explain my observations.

CHALLENGE: I can explain the limitations of archaeological evidence.

To use archaeological evidence to investigate the Bronze Age.

- **HE:** I can use evidence to make deductions about the life of a Bronze Age man.
- **HE:** I can ask my own questions about archaeological evidence.

CHALLENGE: I can evaluate the limitations of archaeological evidence.

To use deductions to explain how bronze transformed prehistoric life.

- **KI:** I can describe how bronze arrived in Britain.
- **KI:** I can explain how some aspects of life were changed by bronze.
- **KI:** I can identify similarities and differences between the Stone Age and Bronze Age.

To understand the importance of trade during the Iron Age.

- **KI:** I can explain how trade increased during the Iron Age.
- **KI:** I can identify which items were exchanged during the Iron Age.
- **KI:** I can explain why coins were introduced.

To compare settlements in the Neolithic and Iron Age by exploring continuity and change.

- **HE:** I can use secondary sources to compare settlements.
- **CU:** I can identify changes and continuities between Neolithic and Stone Age settlements.
- **CU:** I can explain in which prehistoric period I would prefer to have lived in.

What was it like to live in Ancient Rome?

To investigate life in Ancient Rome by looking at its buildings.

- **KI:** I can identify where Ancient Rome was located.
- **KI:** I can find out about Ancient Rome by exploring its buildings.
- **KI:** I can explain what was important to people in Ancient Rome.

To explore the causes of the Roman invasion in Britain.

- **KI:** I can explain the meaning of the words 'empire', 'invasion' and 'settlement'.
- **CU:** I can discuss the chronology of the Roman invasion.

CHALLENGE: I can analyse the different reasons of the Roman invasion in Britain.

To investigate the different responses to the Roman invasion using a range of sources.

- **KI:** I can explain how the Celts responded to the Roman invasion.
- **HE:** I can use this knowledge in a debate.
- **HE:** I can decide whether evidence is a primary of secondary source.

To explore how the Roman army was so successful using a range of sources.

- **KI:** I can explain why the Romans needed a powerful army.
- **HE:** I can recognise the importance of some Roman army formations.
- **KI:** I can explain how the Roman army's structure, discipline and equipment made it so successful.

To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.

- **KI:** I can explain why Hadrian's Wall was built.
- **HE:** I can describe the significance of Vindolanda in the history of the Roman Empire.
- **HE:** I can use artefacts to make deductions about the lives of Roman soldiers in Britain.



History: Year 3

Ancient Civilisations (Approximately 3000 years ago)

Cover each of and then choose one to look at in depth:

- **Ancient Egypt**
- Ancient Sumer
- Indus Valley
- Shang Dynasty

What was important to ancient Egyptians?

To develop questioning skills using sources about ancient civilisations.

- **KI:** I can explain what 'ancient' means.
- **KI:** I can explain when and where the early civilisations appeared.
- **HE:** I can use archaeological sources to ask questions about the early civilisations.

CHALLENGE: I can identify other events that happened at the same time as the ancient Egyptian civilisation.

To explain the significance of the River Nile to ancient Egyptian civilisation.

- **KI:** I can describe when ancient Egyptians lived.
- **KI:** I can identify Egypt's location and its key geographical features.
- **KI:** I can explain why the River Nile was important to ancient Egyptians.

To evaluate the importance of ancient Egyptian hieroglyphics.

- **KI:** I can describe what the Rosetta Stone is and why it is important.
- **CU:** I can identify how hieroglyphics changed over time.

CHALLENGE: I can create a timeline about hieroglyphics.

To use a range of sources to explain the importance of gods and goddesses in ancient Egypt.

- **KI:** I can explain why gods and goddesses were important to ancient Egyptians.
- **HE:** I can ask questions about sources.
- **HE:** I can identify what sources suggest about ancient Egyptian religious beliefs.

To investigate beliefs about the afterlife in ancient Egypt.

- **HE:** I can explain which sources are used to discover Egyptian beliefs.
- **HE:** I can identify the meaning of symbols from Egyptian papyrus.
- **KI:** I can explain some Egyptian beliefs about the afterlife.

To evaluate continuity and change by identifying what happened to the Pharaohs when they died.

- **KI:** I can identify significant aspects of ancient Egyptian beliefs.
- **KI:** I can explain ancient Egyptian beliefs.

CHALLENGE: I can assess a video for strengths and areas for development.



History: Year 4

Beyond 1066

An aspect of theme that takes pupils beyond 1066

An aspect of theme that takes pupils beyond 1066, for example:

- the changing power of Monarchs, using case studies such as John, Anne and Victoria;
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century;
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history including the present day;

a significant turning point in British history, e.g. the first railways or the Battle of Britain.

How have children's lives changed?

To identify the continuities and changes to children's lives using a range of sources.

- HE:** I can make observations from sources.
- HE:** I can make deductions from sources.
- CU:** I can identify what has continued and changed in children's lives.

To investigate why Tudor children worked and what working conditions were like.

- KI:** I can identify the jobs Tudor children had.
- KI:** I can discuss the reasons Tudor children needed to work.
- HE:** I can create questions about the working conditions of Tudor children.

To research and record the working conditions of Victorian children using reports and images.

- KI:** I can describe the working conditions some Victorian children experienced.
- HE:** I can record information from sources about Victorian children.
- CU:** I can compare the working conditions Tudor and Victorian children experienced.
- To evaluate Lord Shaftesbury's significance to children's lives.**
- KI:** I can explain what 'historically significant' means.
- KI:** I can identify the changes Lord Shaftesbury made to improve the lives of children.

CHALLENGE - HE: I can evaluate the impact of his work on the lives of children.

- To explore the changes in children's leisure time using a range of sources.**
- HE:** I can use primary and secondary sources to identify children's leisure activities.
- CU:** I can compare leisure activities from different periods.
- CU:** I can explain the reasons for changing leisure activities.
- To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.**

- KI:** I can identify some historical diseases and their symptoms.

CHALLENGE - HE: I can analyse how effective treatments for diseases were.

- HE:** I can explain why some treatments worked and others did not.

Chronology (Stone Age to 1066)

To include:

- Stone Age to Iron Age;
- Romans;**
- Anglo-Saxons;
- Vikings

What was it like to live in Ancient Rome?

To investigate life in Ancient Rome by looking at its buildings.

- KI:** I can identify where Ancient Rome was located.
- KI:** I can find out about Ancient Rome by exploring its buildings.
- KI:** I can explain what was important to people in Ancient Rome.

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- KI:** I can explain how the Celts responded to the Roman invasion.
- HE:** I can use this knowledge in a debate.
- HE:** I can decide whether evidence is a primary or secondary source.
- To explore how the Roman army was so successful using a range of sources.**
- KI:** I can explain why the Romans needed a powerful army.
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To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.

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- HE:** I can describe the significance of Vindolanda in the history of the Roman Empire.
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History: Year 4

Ancient Civilisations (Approximately 3000 years ago)	Civilisations from 1000 Years Ago	Ancient Greece
Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	Choose one of: • Maya Civilisation • Islamic Civilisations • Benin Civilisations	Greek life and influence on the Western world
	How did the achievements of the Maya civilisation influence their society and beyond? To explore the challenges faced by the ancient Maya when settling in the rainforest. • KI: I can describe when and where the ancient Maya lived. • CU: I can discuss the advantages and challenges of settling in the rainforest. CHALLENGE - CU: I can consider which developments helped overcome these challenges. To infer how the ancient Maya valued and used cacao by exploring historical artefacts. • KI: I can identify some of the food that the ancient Maya ate. • HE: I can explore some historical sources to find out how cacao was used. • CU: I can discuss how the use of cacao by ancient civilisations has impacted the world we live in today. To describe the role of Maya gods and goddesses by studying images and scenarios. • KI: I can name some Maya gods and goddesses. • KI: I can identify the characteristics of some Maya gods and goddesses. • CU: I can discuss the impact some beliefs had on ancient Maya life. To develop recording skills through exploration of ancient Maya inventions. • KI: I can describe some inventions of the ancient Maya. • CU: I can discuss how some inventions were connected to their beliefs. • HE: I can ask questions to categorise an invention. To make deductions about an ancient Maya city by exploring remains. • KI: I can use remains to identify the features of an ancient Maya city. • HE: I can infer how some features were used. • HE: I can plan a city from the ancient Maya period. To evaluate historians' claims on the decline of the ancient Maya cities. • KI: I can describe claims made about the decline of the ancient Maya cities. • HE: I can discuss what I think was the main cause for the decline of the ancient Maya cities. CHALLENGE - I can begin to evaluate a claim.	



History: Year 5

Chronology (Stone Age to 1066)	Beyond 1066	Local Study
<i>To include:</i> - Stone Age to Iron Age; - Romans; - Anglo-Saxons; Vikings	<i>An aspect of theme that takes pupils beyond 1066</i> <i>An aspect of theme that takes pupils beyond 1066, for example:</i> - the changing power of Monarchs, using case studies such as John, Anne and Victoria; - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history including the present day; <i>a significant turning point in British history, e.g. the first railways or the Battle of Britain.</i>	<i>A local study linked to one of the periods of time studied under chronology; or a local study that could extend beyond 1066</i>
Were the Vikings raiders, traders or something else? To explain when and why the Vikings came to Britain. KI: I understand there are many reasons for migration to Britain. CU: I can sequence events. KI: I can identify where the Vikings came from. To evaluate the validity of a source. HE: I can identify primary and secondary sources. HE: I can deduce information from a source. HE: I can identify whether a source is one-sided. HE: I can use evidence to support my reasoning. To explore the features of Viking longboats. KI: I can describe the parts of a Viking longboat. KI: I can design and create a Viking longboat. KI: I can identify a longboat's most important features. To examine why trading was important to the Vikings. KI: I can describe what the Vikings traded. KI: I can identify some Viking trading routes. KI: I can explain whether the Vikings were traders or raiders. HE: I can use evidence to justify my opinion. To extract and interpret information from many sources. CU: I can name important events in the Anglo-Saxon and Viking struggle for Britain. KI: I can explain the meaning of cause and consequence. CHALLENGE: I can suggest the impact of events. To extract and interpret information from many sources. HE: I can make observations about artefacts. HE: I can deduce information about Viking life from sources. CHALLENGE: I can write a conclusion for an enquiry.	What was life like in Tudor England? To interpret the character of Henry VIII using portraits and written sources. HE: I can extract information from different sources. HE: I can explain my interpretation of Henry VIII using evidence. CHALLENGE: I can identify the bias of sources of evidence. To explore why Henry VIII had many wives using secondary sources. HE: I can make deductions about Henry VIII's wives. HE: I can use evidence to support my deductions. HE: I can evaluate Henry VIII's marriage requirements in the context of the Tudor times. To make deductions about power and punishment using a range of sources. HE: I can extract information about Henry VIII and Anne Boleyn from sources. HE: I can discuss Henry VIII's absolute power. HE: I can make connections between power, crime and punishment in Tudor England. To explore the use of propaganda by a Tudor monarch. HE: I can describe why royal progresses are considered propaganda. HE: I can investigate the reliability of primary sources. CHALLENGE: I can write an eyewitness account of Elizabeth I's royal progress using primary sources. To make deductions about people in Tudor England using inventories. HE: I can describe what an inventory is HE: I can interpret the wealth of a Tudor person using an inventory. CHALLENGE: I can use evidence to support my interpretations. To create a realistic inventory for a person from the Tudor times. KI: I can explain how inventories are useful to historians. KI: I can suggest the items John Blanke would have possessed using historical sources. KI: I can use my knowledge of inventories to create an inventory for John Blanke.	



History: Year 5

Ancient Ancients (Approximately 3000 years ago)

Civilisations from 1000 Years Ago

Ancient Greece

Cover each of and then choose one to look at in depth:

- Ancient Egypt
- Ancient Sumer
- Indus Valley
- Shang Dynasty

Choose one of:

- Maya Civilisation
- Islamic Civilisations
- Benin Civilisations

Greek life and influence on the Western world

What is the legacy of the ancient Greek civilisation?

To explain where and when the ancient Greeks lived.

- **KI:** I can describe the features of Greece.
- **CU:** I can identify the key periods in the ancient Greek civilisation.
- **CU:** I can identify other events that happened at the same time as the ancient Greek civilisation.

To identify ancient Greek beliefs by exploring their gods and goddesses.

- **HE:** I can make inferences about Greek gods from a primary source.
- **KI:** I can research a Greek god.
- **KI:** I can explain the importance of gods to the ancient Greeks.

To use a range of secondary sources to identify similarities and differences between Athens and Sparta.

- **KI:** I can explain how the city-states developed.
- **HE:** I can identify similarities and differences between Athens and Sparta.
- **HE:** I can explain which city-state I would live in and why.

To recognise how Athenian democracy worked by participating in a debate.

- **KI:** I can identify the different types of democracy.
- **KI:** I can compare democracy in Athens and modern Britain.
- **KI:** I can explain how Athenian democracy worked.

To use research to explore the significance of the ancient Greek philosophers.

- **KI:** I can explain what philosophy is.
- **HE:** I can participate in philosophical discussions.
- **CHALLENGE:** I can explain the significance of ancient Greek philosophers.

To evaluate the legacy of the ancient Greek civilisation.

- **KI:** I can identify the Greek letters that appear in the modern alphabet.
- **KI:** I can identify Greek legacies and explain their impact.
- **CHALLENGE:** I can select the most significant legacies and explain my reasoning.



History: Year 6

Chronology (Stone Age to 1066)	Beyond 1066	Local Study
To include: - Stone Age to Iron Age; - Romans; - Anglo-Saxons; - Vikings	An aspect of theme that takes pupils beyond 1066, for example: - the changing power of Monarchs, using case studies such as John, Anne and Victoria; - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history including the present day; - a significant turning point in British history, e.g. the first railways or the Battle of Britain.	A local study linked to one of the periods of time studied under chronology; or a local study that could extend beyond 1066
	What was the impact of World War Two on British people? To identify the causes of World War 2 using a timeline. - CU: I can sequence events leading to World War 2 on a timeline. - KI: I can match the cause of an event to its consequence. CHALLENGE: I can explain what appeasement is. To explore the impact of the Battle of Britain on the Royal Air Force using oral histories. - KI: I can explain what happened in the Battle of Britain. - HE: I can describe the possible feelings of the aircrew. - HE: I can record information from oral histories. To make inferences about the Blitz using photographs. - KI: I can recall where and when the Blitz happened. - HE: I can use the details in a photograph to make deductions about the Blitz. CHALLENGE: I can describe the impact of bombing campaigns on people's lives in 1940. To investigate evacuation experiences using oral and printed records. - HE: I can make deductions about evacuation from different sources. - HE: I can compare the different experiences children had. - HE: I can evaluate the reliability of sources when answering a specific question. To investigate the impact of World War 2 on women's lives using visual and written sources. - HE: I can use Wartime posters to make deductions about women's jobs in WW2. - HE: I can describe how the experiences of women compared before, during and after WW2. CHALLENGE: I can explain which sources are more useful to answer the enquiry question. To explore the lives of migrants after World War 2 through podcasts, posters and photographs. - KI: I can discuss the reasons some people migrated to Britain during and after WW2. - HE: I can made deductions about their experiences from different sources. - HE: I can present my learning about the Windrush generation through a blog.	What does the census tell us about the people living in our local area? To explore the purpose and creation of a census. - KI: I can describe what a census is and what it is used for. - HE: I can extract information from a census. CHALLENGE: I can collect information for a class census. To create questions about Victorian children using a range of sources. - HE: I can use a range of sources to build on my knowledge of Victorian labour. - HE: I can use sources to develop my questioning skills. CHALLENGE: I can consider the limitations of Victorian censuses. To explore the jobs available in the past using the census. - HE: I can extract information about jobs form the census. - HE: I can compare the jobs available in the past and now. - HE: I can infer the type of job a Victorian person may have done. To make inferences about women's lives in the 1900's using the census. - KI: I can describe what suffrage means. - KI: I can extract information about women from different censuses of the same year. - HE: I can use primary sources to make a visual timeline about women's suffrage in Britain. To investigate how the census changed by following the life of Evelyn Dove. - HE: I can use the census to verify facts in a secondary source. - KI: I can recognise that the census captures only a snapshot of a person's life. - KI: I can identify the changes between the 1991 and 1921 census. To conduct an enquiry about my local area using the census. - HE: I can choose an enquiry question - HE: I can plan my enquiry CHALLENGE: I can use the census to find answers to my enquiry question.



History: Year 6

Ancient Ancients (3000 years ago)	Civilisations from 1000 Years Ago	Transition Unit
Cover each of and then choose one to look at in depth: - Ancient Egypt - Ancient Sumer - Indus Valley - Shang Dynasty	Choose one of: - Maya Civilisation - Islamic Civilisations - Benin Civilisations	Comparing and making connections between different contexts in the past. Describing the links between main events, similarities and changes within and across different periods/studied.
		What was the Sikh Empire? To explain how the Sikh Empire was established using a timeline and map. - KI: I can locate the Punjab on a map of South Asia. - CHALLENGE: KI - I can describe what the region was like before the Sikh Empire. - CU: I can organise the causes of the Sikh Empire on a timeline To describe the impact of Sikh beliefs on society during the Sikh Empire. - KI: I can summarise what life was like for many Sikhs before the Sikh Empire. - KI: I can identify some Sikh beliefs. - HE: I can recognise some Sikh beliefs reflected in Ranjit Singh's reforms. To recognise the significance of Lahore in the Sikh Empire. - KI: I understand what global trade means. - HE: I can explain why Lahore was important in global trade networks during the Sikh Empire. - KI: I can identify what was exchanged in trading routes. To evaluate the historical significance of Ranjit Singh - HE: I can recognise that historians use criteria to evaluate historical significance. - KI: I can make deductions about Ranjit Singh's impact using sources. - I can use one of the 'five Rs' to explain why Ranjit Singh is historically significant. To analyse different interpretations of the Sikh Empire. - HE: I can identify interpretations of the Sikh empire. - HE: I can discuss the factors that may influence these interpretations. - KI/HE: I can explain why there are different interpretations. To compare the achievements of Ranjit Singh and Sophia Duleep Singh. - KI: I can describe what happened after Ranjit Singh's death. - HE: I can infer who Sophia Duleep Singh was and what she achieved. - HE: I can compare the challenges they faced and their achievements.