Term1/2	T1 - Super Me	A Toy Story	Pudding to Pepys	Changing Ages	Walk like an Egyptian	We'll Meet Again	Who let the Gods out?
	T2 - Celebrations						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum context	Understanding the world  ELG: Past and Present	Changes within living memory	Events beyond living memory that are significant nationally or globally	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A study of Greek life and achievements and their influence on the Western world

KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms (By end of KS)  KS2: Develop the appropriate use of historical terms (By end of KS)	ent – Now Calend re Chang erday Church week Castle	dar Diversity M ge Explorer M ch Global P e Invasion P uest Invention F des King/ Queen P	Museum Tom Parliament Yea Past Wee Peasant Bef	sterday Agricumorrow Ancie ar Archa eek Bronz efore Chron cer Colon Civilis	ulture Heresy ent Hunter-gathe aeology Iron Age ze Age Monastery nology Myths and Le ny Pharoah sation Pope ocracy Prehistoric eror Rebellion re Revolt	Stone Age rer Torture	Emigrant Republic Causation Continuity Immigrant Interpretation Migration Primary evidence Secondary evidence Use terms related to the time period studied
--	---	---	---	---	---	--------------------------	--

Chronological knowledge	Talk about the lives of	Develop an awareness of	Develop an awareness of	Develop a chronologically	Develop a chronologically	Develop a chronologically	Develop a chronologically
and understanding	the people around	the past	the past	secure knowledge and	secure knowledge and	secure knowledge and	secure knowledge and
	them and their roles in	Recognise the difference	Sequence events within	understanding of British	understanding of world	understanding of British	understanding of world
		between past and present	the range of study	history	history	history	history
	society	in their own and others'	,	Place time studied on a	Place events in a time	Place events studied	Place events and periods
	Basis to make some of	lives.	Know where the people	timeline	period on a timeline in	alongside other events	of history correctly on a
	Begin to make sense of		and events they study fit		the correct order	from other periods in	timeline that span as wide
	their own life-story and	Know where the people	within a chronological	Establish clear narratives		history correctly on a time	time period in history
	family's history	and events they study fit	framework	within and across the		line	,
		within a chronological	Identify differences	periods they study			Note connections,
	Know some similarities	framework	between ways of life at	Find out and compare the		Establish clear narratives	contrasts and trends over
	and differences	Identify when someone	different times and where	lives of people and events		within and across the	time
	between things in the	lived or when something	these fit in history	in history		periods they study	Analyse links and
	past and now, drawing	happened or what period	·			Study aspects of different	contrasts with and across
	on their experiences	something is from		Note connections,		societies through history	different periods of time
	and what has been			contrasts and trends over		including men and	
	read in class			time		women/ rich and poor	
				Identify links and			
	Discuss how the			contrasts with and across			
	children have changed			different periods of time			
	over time						
	over time						
	Understand the past						
	through settings,						
	characters and events						
	encountered in books						
	read in class and						
	storytelling.						
	Jeon yeeming.						
	Compare and contrast						
	characters from stories,						
	including figures from						
	the past						
	tile hast						

Historical enquiry	Identify similarities and	Ask and answer	Address and devise	Understand how our	Address and devise	Understand how our
	differences between	questions	historically valid	knowledge of the past is	historically valid	knowledge of the past is
	ways of life in different	Ask and answer	questions	constructed from a range	questions	constructed from a range
	periods	appropriate questions	Pose and answer simple	of sources	Answer historical	of sources
	Find answers to simple	about the period of study	historical questions giving	Understand the types of	questions that require	Identify and evaluate
	questions about the past		simple reasons	historical evidence	research to answer	primary and secondary
	from multiple sources of			available and explain why	ensuring points are	evidence giving reasons
	information.	Use parts of stories and	Construct informed	we have more from	proved with some	why each is good or bad
		other sources to show	responses that involve	certain periods in history	evidence	historical evidence
		that they know and	thoughtful selection and			
		understand key features	organisation of relevant	Construct informed		Construct informed
		of events	historical information	responses that involve	Understand that	responses that involve
		Use a source to answer	Organise their knowledge	thoughtful selection and	different versions of past	thoughtful selection and
		questions about the past	on a period of history,	organisation of relevant	events may exist giving	organisation of relevant
			person or pace to help	historical information	some reasons for this	historical information
		Understand some of the	them answer questions	Consider the usefulness	Explain why two sources	Use their knowledge and
		ways in which we find		of the knowledge that	could show different	a range of sources to
		out about the past		have and filter this to	things about the same	respond to historical
		Use and ask questions of		enable them to answer	event, person or place	questions accurately
		pictures, artefacts and		questions accurately		providing evidence
		texts to find out about			Construct informed	
		what happened in the			responses that involve	
		past			thoughtful selection and	
					organisation of relevant	
					historical information	
					Use their knowledge to	
					answer questions	
					supporting their response	
					with some evidence	



Concept question This is the assessment at the end of the learning journey.	How have we changed since we were babies?	Have children always played in the same way?	Some people believe that the Great Fire of London was a good thing – do you agree?	How did life in Britain change between the early Stone Age and the Iron Age?	Many people think of Ancient Egypt as fascinating. Why?	How did leadership in World War II impact on civilian lives?	What impact have the ancient Greeks had on our civilisation today?

	Similarities and	Identify connections in	Describe how a historical	Explain how civilisations	Explain how and why	Explain and give reason	Analyse how some
Key concepts	differences	their own lives	event was caused and	change over time	civilisations can exist at	for causes of a historical	civilisations impacted
			what happened as result		the same time in history	event and the resulting	other civilisations and
Cause and Consequence	Develop an early	Identify things that are		Compare how lives were		consequences	periods in history
Civilisations	understanding of cause	the same and different	Explore how things have	similar and different	Explain how leadership		
Connections	and consequence –	between their lives and	changed between a	between two periods in	impacts on people's	Evaluate how the	Analyse and compare
Leadership	changes over time	the lives of people in	period in history and the	history	everyday lives	qualities of a leader	how leadership of
Similarities and		history	present, giving simple			impact on events in	different cultures,
differences			reasons			history	societies and groups have
			Identify how one period				an impact on the daily lives of people
			in history has				lives of people
			connections with others				Investigate how several
			connections with others				periods in history are
							connected together and
							the reasons for this using
							evidence
							evidence

Terms 3/4	We're Going on a Bear Hunt	Amazing Discoveries	Under the Microscope	When in Rome	Raiders and Traders	Rainforest Realms	Earth and Space, the final frontier
	YR	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum context	Understanding the world	Changes within living memory  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	The 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	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	Britain's settlement by Anglo-Saxons  The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	A non-European society that provides contrast with British history	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
Historical vocabulary KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms (By end of KS)  KS2: Develop the appropriate use of historical terms (By end of KS)	· · · · · · · · · · · · · · · · · · ·	Artefact Discovery Calendar Diversity Change Explorer Church Global Castle Invasion Conquest Invention Crusades King/ Quee Decade Local	Long ago Day Monarchy Yesterday Museum Tomorrow Parliament Year Past Week Peasant Before n Present After Traitor	BC/ AD Gods/God Agriculture Heresy Ancient Hunter-ga Archaeology Iron Age Bronze Age Monaster Chronology Myths and Colony Pope Democracy Prehistor Emperor Rebellion Empire Revolt Execution Settler	Stone Age therer Torture  y d Legends ic	Emigrant Republic Causation Continuity Immigrant Interpretation Migration Primary evidence Secondary evidence Use terms related to the t	ime period studied
Chronological knowledge and understanding	Talk about the lives of the people around them and their roles in society	Know where the people and events they study fit within a chronological framework Identify when someone lived or when something	Know where the people and events they study fit within a chronological framework Identify differences between ways of life	Develop a chronologically secure knowledge and understanding of World history Place time studied on a timeline	Develop a chronologically secure knowledge and understanding of British history Place events in a time period on a timeline in the correct order	Develop a chronologically secure knowledge and understanding of World history Place events studied alongside other events	Develop a chronologically secure knowledge and understanding of World history Place events and periods of history correctly on a

	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  Understand the past through settings, characters and events encountered in books read in class and storytelling.	happened or what period something is from	at different times and where these fit in history	Note connections, contrasts and trends over time Identify links and contrasts with and across different periods of time	Establish clear narratives within and across the periods they study Find out and compare some of the characteristics of the earliest civilisations	from other periods in history correctly on a time line	timeline that span as wide time period in history  Note connections, contrasts and trends over time  Analyse links and contrasts within and across different periods of time
Historical enquiry		Use parts of stories and other sources to show that they know and understand key features of events Listen to stories and look at artefacts before explaining a historical event  Understand some of the ways in which we find out about the past Use pictures, artefacts and texts to find out about what happened in the past	Ask and answer questions Ask and answer appropriate questions about the period of study  Use parts of stories and other sources to show that they know and understand key features of events Listen to stories and look at artefacts before explaining a historical event, accurately	Understand that different versions of past events may exist giving some reasons for this Understand and explain why people view events in different ways  Understand how our knowledge of the past is constructed from a range of sources  Explore different sources of historical evidence identifying what it tells us about the past	Address and devise historically valid questions Answer historical questions giving reasons and using evidence  Pose questions about events, people and places in history  Construct informed responses that involve thoughtful selection and organisation of relevant historical information Consider the usefulness of the knowledge that have and filer this to enable them to answer questions accurately	Construct informed responses that involve thoughtful selection and organisation of relevant historical information Use their knowledge to answer questions supporting their response with some evidence Understand how our knowledge of the past is constructed from a range of sources Identify when a source is from the time in history and when it is not and what information this gives us	Address and devise historically valid questions Answer extended historical questions that require them to research and draw on their own knowledge  Pose questions which deepen their knowledge and link their ideas  Understand that different versions of past events may exist giving some reasons for this Evaluate a variety or primary and secondary evidence to build a clear picture of the past  Understand bias
		Key Concepts –	the broadest and abst	ract concepts that transfer a	cross the subject		
Key concept question		How were adventures of Columbus and Armstrong	What are the similarities and difference between	What was the impact of the Roman invasion on British lives?	What were the similarities and differences between Anglo-Saxon and Viking life?	What were the causes of the end of the ancient Mayan civilisation?	What impact did the space race have on the world today?

This is the assessment at	similar and different?	Florence Nightingale,				
the end of the learning		Mary Seacole and				
journey.		Edith Cavell?				
Key concepts	Identify a basic reason why	Describe how a	Explain the causes of the	Explain how periods in	Explain and give reason	Investigate and analyse
Cause and Consequence	something changed based	historical event was	events within a period of	history are linked together	for causes of a historical	in detail the range of
Civilisations	on an event or person in	caused and what	history and some of the	even when they are	event and the resulting	causes for events in
Connections	history	happened as a result	immediate impacts it had	hundreds or years apart	consequences	history, giving reasons
Leadership						
Similarities and	Identify things that are the	Describe the	Identify what a leader does	Compare how lives were	Explain how one	Discuss the
differences	same and different	similarities and	and compare how this looks	similar and different	civilisation can impact	consequences on the
	between the lives of people	differences between	during different periods in	between two different	another	modern world of these
	in history	key historical figures	history	periods in history giving		events
		within periods of		simple reasons	Describe the similarities	
		history giving reasons			and differences between	Identify and describe
		for this with			and within periods of	different types of leaders
		supporting evidence			history giving reasons for	from different periods in
		0			this with supporting	history
					evidence	,

Terms 5/6	Beside the Seaside	Who's the King of the Castle?	War and Peace	Postcards from the Seaside	Tudor Rose	Brilliant Building and Lovely Landscapes	It's a Smugglers Life for me
Local study		A study of Hastings and Pevensey Castles and their surrounding landscapes including plants.	A local study of the Battle of Hastings; the site of Battle Abbey and its surrounding landscape including animal's habitats. significant events, people, places in the locality	How are seaside towns similar and different today to how they were during Victorian times?	A study of Michelham Priory and its significance in the changes that happened in Britain during the Tudor period.	A study of a the De la Warr Pavilion/Local Building Understanding our local landscape including Seven Sisters /Cuckmere Haven	A study of Smuggling in the local area and how smuggling has changed over time.
	YR	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum context	Understanding the world	Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality  Events beyond living memory that are significant nationally or globally	A local history study  A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A local history study  A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A local history study	A local history study
Historical vocabulary KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms (By end of KS)  KS2: Develop the appropriate use of historical terms (By end of KS)	Past Present – Now Future Yesterday Last week Last year	Calendar Diversity Change Explorer Church Global Castle Invasion Conquest Invention	Long ago Day Monarchy Yesterday Museum Tomorrow Parliament Year Past Week Peasant Before Present After Traitor	BC/ AD Gods/Go Agriculture Heresy Ancient Hunter-g Archaeology Iron Age Bronze Age Monaste Chronology Myths ar Colony Pope Democracy Prehisto Empire Revolt Execution Settler	Stone Age gatherer Torture Era ery Victorians and Legends Resort Seaside oric Industrial Revolution	Emigrant Republic Causation Continuity Immigrant Interpretation Migration Primary evidence Secondary evidence Use terms related to the tir	ne period studied
Chronological knowledge and understanding	Talk about the lives of the people around them and their roles in society  Organise and discuss events from before the children were born	Develop an awareness of the past Recognise the difference between past and present in their own and others' lives.  Know where the people and events they study fit within a chronological framework	Develop an awareness of the past Sequence events within the range of study  Know where the people and events they study fit within a chronological framework Identify differences between ways of life at	Develop a chronologically secure knowledge and understanding of local history Place time studied on a timeline  Establish clear narratives within and across the periods they study	Develop a chronologically secure knowledge and understanding of local history Place events in a time period on a timeline in the correct order  Note connections, contrasts and trends over time	Develop a chronologically secure knowledge and understanding of local history Place events studied alongside other events from other periods in history correctly on a time line	Develop a chronologically secure knowledge and understanding of local history Place events and periods of history correctly on a timeline that span as wide time period in history

and between past on the and read Under through the character encoursed.	w some similarities differences ween things in the tand now, drawing their experiences what has been d in class lerstand the past ough settings, racters and events ountered in books d in class and sytelling.	something these fit in history what period	Find out and compare the lives of people and events in history	Explain links and contrasts within and across different periods of time	Note connections, contrasts and trends over time Explain and give reasons for links and contrasts with and across different periods of time	Establish clear narratives within and across the periods they study Explain and compare beliefs; behaviours and characteristics of societies and people through history  Note connections, contrasts and trends over time  Analyse links and contrasts within and across different periods of time
Historical enquiry	Ask and answ questions Ask and answ questions aborder sources that they know understand know of events Listen to storn at artefacts border event  Understand so ways in whice out about the Use pictures, and texts to fabout what he the past	other sources to show that they know and understand key features of events Listen to stories and look at artefacts before explaining a historical event, accurately  lies and look effore ways of life in different periods Explore how things have changed between a period in history and the present giving simple reasons  other sources to show that they know and understand key features of events  Listen to stories and look at artefacts before explaining a historical event, accurately  Identify similarities and differences between ways of life in different periods  Explore how things have changed between a period in history and the present giving simple reasons  Understand some of the that they know and understand key features of events  Listen to stories and look at artefacts before explaining a historical event, accurately	historically valid questions Pose and answer simple historical questions giving simple reasons  Construct informed responses that involve thoughtful selection and organisation of relevant historical information Organise their knowledge on a period of history, person or pace to help them answer questions	Understand that different versions of past events may exist giving some reasons for this Understand and explain why people view events in different ways giving reasons for this  Understand how our knowledge of the past is constructed from a range of sources Understand and explain the types of historical evidence available and why we have more from certain periods in history	Address and devise historically valid questions Answer historical questions that require research to answer ensuring points are proved with some evidence  Pose questions to enable them to build on their knowledge  Construct informed responses that involve thoughtful selection and organisation of relevant historical information Use their knowledge to answer questions supporting their response with some evidence  Understand how our knowledge of the past is constructed from a range of sources	Understand how our knowledge of the past is constructed from a range of sources Identify and evaluate primary and secondary evidence giving reasons why each is good or bad historical evidence  Understand that different versions of past events may exist giving some reasons for this Look at a variety or primary and secondary evidence to build a clear picture  Understand bias

		Voy Concents	the broadest and obstract	t concepts that transfer ac	roce the cubicet	Identify when a source is from the time in history and when it is not and what information this gives us  Evaluate sources	
Key concept question This is the assessment at the end of the learning journey.	How has the seaside changed over time?	Why do kings and queens live in castles?	How did William lead his team to victory?	During the Victorian era how did life in seaside towns change?	What was the impact on Michelham Priory as a result of the dissolution of the Monasteries?	Convince me that the (insert local building) has always been important in (insert town name)	True or False? Smuggling is always wrong. Explain your answer.
Key concepts Cause and Consequence Civilisations Connections Leadership Similarities and differences  Changes over time		Identify things that are the same and different between the lives of people in history  Identify people who are leaders in history	Identify the characteristics of a civilisation  Explore how things have changed between a period in history and the present, giving simple reasons  Identify how a leader can influence their people.	Explain the causes of the events within a period of history and some of the immediate impacts it had  Compare how lives were similar and different between two periods in history  Explain how one period in history is connected to the next	Explain the causes of events in several periods in history and the impacts they had both long and short term  Explain how leadership impacts on peoples everyday lives	Investigate how a person, place or event has connections across history  Explain and compare the similarities and differences between and within periods of history giving reasons for this with supporting evidence	Investigate and analyse in detail the range of causes for events in history, giving reasons  Analyse the consequences on the modern world of these events  Analyse how the similarities and differences between and within periods of history happen and how they shape things within the modern world