



History

EYFS

Past and Present ELG –

Talk about the lives of the people around them and their roles in society. 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.

Speaking ELG –

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.

Year 1

How I am making History	Toys in the past and present	Explorers
<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand significant historical events, people and places in their own locality.</p> <p>Children will 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.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, between short- and long-term timescales.</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will 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.</p> <p>Children will 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.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, between short- and long-term timescales.</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand events beyond living memory that are significant nationally or globally .</p> <p>Children will understand 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.</p> <p>Children will 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.</p> <p>Children will know and understand significant aspects of the history of the wider world: achievements and follies of mankind .</p> <p>Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and</p>

			<p>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.</p> <p>Children will 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</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.</p>
Year 2	Schools in the past and present	Flight	Monarchs
	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand significant historical events, people and places in their own locality.</p> <p>Children will 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.</p> <p>Children will 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</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand vents beyond living memory that are significant nationally or globally.</p> <p>Children will understand 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.</p> <p>Children will 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.</p>	<p>Children will understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Children will understand vents beyond living memory that are significant nationally or globally.</p> <p>Children will understand significant historical events, people and places in their own locality.</p> <p>Children will 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.</p> <p>Children will know and understand significant aspects of the history of the wider world: the</p>

	<p>historically-valid questions and create their own structured accounts.</p> <p>Children will 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</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p>	<p>Children will know and understand significant aspects of the history of the wider world: achievements and follies of mankind</p> <p>Children 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.</p> <p>Children will 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.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p>	<p>nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Children will 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.</p> <p>Children will 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</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p>
Year 3	British history: Stone Age, Bronze Age and Iron Age	British history: Romans in Britain	Ancient Egypt
	<p>Children will understand the changes in Britain from the Stone Age to the Iron Age.</p> <p>Children will 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.</p>	<p>Children will understand the Roman Empire and its impact on Britain.</p> <p>Children will 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.</p>	<p>Children will understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and</p>

	<p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between short- and long-term timescales.</p> <p>Children will 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.</p> <p>Children will 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</p>	<p>Children will 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.</p> <p>Children will 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.</p> <p>Children will 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.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’.</p> <p>Children will 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</p>	<p>interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, religious and social history; and between short- and long-term timescales.</p> <p>Children will 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</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’.</p> <p>Children will 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.</p>
<p>Year 4</p>	<p>British history: Anglo-Saxons</p>	<p>Comparision of Mayan and Anglo-Saxon civilisation</p>	<p>Changes to children’s lives</p>
	<p>Children will study Britain’s settlement by Anglo-Saxons and Scots.</p>	<p>Children will study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p>	<p>Children will study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Children will understand the methods of historical enquiry, including how evidence is</p>

	<p>Children will study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Children will 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.</p> <p>Children will 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.</p> <p>Children will 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.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will 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.</p>	<p>Children will 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.</p> <p>Children will 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.</p> <p>Children will 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.</p> <p>Children will 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</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children will 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.</p>	<p>used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political and social history; and between short- and long-term timescales.</p> <p>Children will 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.</p> <p>Children will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Children will 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.</p>
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Year 5

Comparison of Mayan and Anglo-Saxon civilisation (2024-2025 curriculum)

Children will study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.

Children will 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.

Children will 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.

Children will 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.

Children will 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

Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

Ancient Greeks

Children will study of Greek life and achievements and their influence on the western world.

Children will 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.

Children will 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.

Children will 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

Children will gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’

Children will 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.

British history: Tudors

Children will study a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.

Children will 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.

Children will study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

Children will 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.

Children will 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.

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<p>Year 6</p>	<p>British history: Impact of WW2</p>	<p>Census in our local area</p>	<p>Unheard histories: Who should go on the banknote?</p>
	<p>Children will study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Children will 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.</p> <p>Children will 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.</p>	<p>Children will study local history.</p> <p>Children will 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.</p> <p>Children will 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.</p> <p>Children will 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</p>	<p>Children will study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Children will 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.</p> <p>Children will 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.</p>

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