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Unit	Historical Figures 	Progress and Change 	Settlement 	Movement of People 	Invasion/Conflict 	Religion and Beliefs 	
Autumn 1 Marvellous Me Autumn 2 Hibernating Hedgehog Spring 1 Happy Me, Healthy Me Spring 2 Animal Stories Summer 1 Let's Get Growing Summer 2 Our Wonderful World	-To know that we have a King that is the head of our country -To know that Queen Elizabeth II was the ruler of our country in the past but the ruler of our country now is King Charles III	-To know how seasons change throughout the year -To know how I have changed since I was born -To know how Teddy Bears have changed between 'then' and 'now' -To know how equipment used by firefighters have changed over time. -To identify changes in life cycles of a butterfly, sunflower and chicken (then and now).	-To describe what my house looks like now -To know that homes/houses have changed over time (past to now)	-To know where I live now -To know who I have in my community who can help me			-To use photos to note differences and similarities
Chronology	-Children will sequence events according to past and now -To know that some things have happened in the past -To use the vocabulary past and now						

Year 1	Substantive Concepts and Knowledge						Disciplinary Knowledge
Unit	Historical Figures 	Progress and Change 	Settlement 	Movement of People 	Invasion/Conflict 	Religion and Beliefs 	
<p>Autumn 2 What does it take to be a great explorer?</p> <p>Spring 2 Who is the greatest history maker?</p> <p>Summer 1 Why was Charles sent to prison?</p>	<p>-To know who Christopher Columbus is and what he achieved -To know who Neil Armstrong is and what he achieved -To know who Amy Johnson is and what she achieved -To know who Raulph Fiennes is and what he achieved</p> <p>-To know how the following individuals made history during their lifetime (Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Elizabeth I, Grace O'Malley)</p>	<p>-To know who Christopher Columbus is and what he achieved -To know who Neil Armstrong is and what he achieved -To know who Amy Johnson is and what she achieved (women) To know who Raulph Fiennes is and what he achieved -To suggest reasons to help explain why the achievements of these explorers was so significant</p> <p>-To know that some people did something so significant that they will be remembered for a long time.</p> <p>-To know how methods of communication have changed in Britain during the time of WWI and today -To know ways in which the lives of everyday people changed in Britain during WWI. -To know how animals were used in WWI and compare to how animals are used today.</p>	<p>-To know who Christopher Columbus is and what he achieved -To know why Christopher Columbus did what he did</p> <p>-To know ways in which the lives of everyday people changed in Britain during WWI (evacuees)</p>	<p>-To know who Christopher Columbus is and what he achieved -To know why Christopher Columbus did what he did -To know ways in which the lives of everyday people changed in Britain during WWI (evacuees)</p>	<p>-To know that there was a World War. -To know ways in which the lives of everyday people changed in Britain during WWI (evacuees)</p>		<p>-To use sources to find out about different events and people -To know what a source is</p>
Chronology	<p>-To be able to sequent events using the terms beyond living memory and within living memory -To sequence events according to beyond living memory and within living memory</p>						







Year 2	Substantive Concepts and Knowledge						Disciplinary Knowledge
Unit	Historical Figures 	Progress and Change 	Settlement 	Movement of People 	Invasion/Conflict 	Religion and Beliefs 	-To begin to describe the differences between primary and secondary historical evidence. -To know that artefacts and evidence can be used to interpret the past
<p>Autumn 2 Why do we know so much about where Sappho used to live?</p> <p>Spring 2 How do our toys compare with those of children in the 1960s?</p> <p>Summer 2 Why is the history of my locality significant?</p>	<ul style="list-style-type: none"> -To know why Lord Nelson was admired and respected -To know who Sir Francis Drake was -To know who Queen Elizabeth I was -To know what Tim Berners-Lee invented in 1989. 	<ul style="list-style-type: none"> -To identify similarities and differences between toys of the 1960s and toys of today. -To describe and explain the cause of the major change to toys and games since the 1960s -To know what Tim Berners-Lee invented in 1989. -To explain how the invention of the internet has affected toys, games and other aspects of life 	<ul style="list-style-type: none"> -To be able to recognise and describe how the lives of the rich and poor were different in Pompeii. 	<ul style="list-style-type: none"> -To know what happened in Pompeii 79AD 	<ul style="list-style-type: none"> -To be able to describe the Battle of Trafalgar -To describe the Spanish Armada -To explain some of the ways in which WWI affected people in their own locality -To describe in simple terms why Britain went to war with Germany in 1914 		<ul style="list-style-type: none"> -To know that artefacts and evidence can be used to interpret the past -To know what a primary source is. -To know what a secondary source is. -To be able to use evidence to describe events that occurred in the past -To use primary evidence to gain knowledge about the 1960s -To begin to understand that some sources are more reliable than others, e.g. paintings and letters
Chronology	<ul style="list-style-type: none"> -To know that historians divide up time such as BC and AD -To know that timelines help us to put things in order -To begin to know that a decade is 10 years, a century is 100 years and that a millennium is 1000 years 						

Year 3	Substantive Concepts and Knowledge						Disciplinary Knowledge
Unit	Historical Figure 	Progress and Change 	Settlement 	Migration 	Invasion 	Religion and Beliefs 	-To explain how archaeologists use a variety of artefacts to try and understand how ancient Britons lived during the Stone Age - To recognise the difference between historical fact and historical supposition -Using artefacts to describe their likely use -To suggest possible purpose of the stone monuments at Merrivale
<p>Autumn How did the lives of ancient Britons change during the Stone Age?</p> <p>Spring 2 What is the secret of the standing stones? (Bronze Age Britain)</p> <p>Summer 2 How do artefacts help us understand the lives of people in Iron Age Britain?</p>	<p>-To know who Boudica was. -To know why Boudica fought the Romans when they invaded Britain at the end of the Iron Age.</p>	<p>-To know and identify the changes to the way people lived during the stone age period -To know and describe some of the important ways in which life for ancient Britons changed during the Stone Age -To be able to explain the progress in the way that people lived compared to the Stone Age -To explain the purpose of monuments both historically and modern day -To understand the impact of the way people farmed who lived in the Iron Age</p>	<p>-To know about that the ways of life which are typically associated with the stone age period -To know and identify the changes to the way people lived during the stone age period -To know that Stone Age Britain is a period of prehistory which began when the first modern humans arrived in Britain -To suggest reasons for the presence of a small group of people from the Stone Age on a beach. -To describe the likely features of Stone Age summer and winter camps and offer reasons why they were required -To know how people may have lived during the Bronze Age -To be able to explain the progress in the way that people lived compared to the Stone Age -To know how people may have lived during the Iron Age -To be able to describe the main features of an Iron Age Round House. -To know the purpose of some Iron Age artefacts -To be able to describe the common features of an Iron Age Hill Fort</p>	<p>-To know that the impact of farming on the movement of people</p>	<p>-To know why Boudica fought the Romans when they invaded Britain at the end of the Iron Age. -To know there was often conflict during the Iron Age -To identify that the way farming evolved may have led to conflict between tribes and the invasion of the Celts</p>	<p>-To know the importance of Iron Age stagers and know why they were used by people over 200 years ago -To know why so many precious items from the Iron Age have been found under water</p>	







Chronology	<ul style="list-style-type: none"> -To know that Stone Age Britain is a period of prehistory which began when the first modern humans arrived in Britain -To know that historians divide up time such as BC and AD -To know that the Stone Age, Bronze Age and Iron Age happened over a very long period of time -To know the order of the Stone Age, Bronze Age and iron Age
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Year 4	Substantive Concepts and Knowledge						Disciplinary Knowledge
Unit	Historical Figure 	Progress and Change 	Settlement 	Migration 	Invasion 	Religion and Beliefs 	-To know why historians know so much about how Roman towns were designed and built.
<p>Autumn 2 How did the arrival of Romans change Britain?</p> <p>Spring 2 Who were the Anglo Saxons and how do we know what was important to them?</p> <p>Summer 2 What did the Vikings want and how did Alfred stop them getting it?</p>	<ul style="list-style-type: none"> -To know why 'Vikings' is not, in fact, the correct name for the people and explain who the attackers really were -To know who 'Alfred The Great' was and evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' (legacy) 	<ul style="list-style-type: none"> -To know what the lives were like of the high-status and wealthy Romans in Britain -To understand that one of the greatest changes that occurred in Roman – occupied Britain was in the places where people lived (rural to urban) -To evaluate the advantages and disadvantages of living in rural environment compared with occupying the existing towns -To recognise and describe how converting to Christianity changed the lives of people in Britain. 	<ul style="list-style-type: none"> -To be able to identify and describe the key features of the layout of typical Roman towns in Britain -To understand that one of the greatest changes that occurred in Roman – occupied Britain was in the places where people lived -To evaluate the advantages and disadvantages of living in rural environment compared with occupying the existing towns -To explain how the lives of Anglo-Saxons changed after Ethelbert met Augustine. -To know the motivation behind the invasion of the Viking Norseman (temperate climate and fertile land). -To identify and describe the distribution of those areas of Britain settled by Viking Norsemen -To compare and contrast the homes of Viking Norsemen with those of 	<ul style="list-style-type: none"> -To know why the Romans invaded Britain in AD 43 -To understand that one of the greatest changes that occurred in Roman – occupied Britain was in the places where people lived -To know why the Romans left Britain -To know why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain -To evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns -To know the motivation behind the invasion of the Viking Norseman (temperate climate and fertile land). -To know the reasons why the Viking Norsemen came to Britain and the impact they had. -To identify and describe the distribution of those 	<ul style="list-style-type: none"> -To know why the Romans invaded Britain in AD 43 -To know why in AD 122 emperor Hadrian built a wide long wall stretching across northern England -To compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle -To know the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings' -To know the reasons why the Viking Norsemen came to Britain and the impact they had. -To know the motivation behind the invasion of the Viking Norseman (temperate climate and fertile land). -To identify and describe the design features of a longship and explain why it was an ideal 	<ul style="list-style-type: none"> -Identify and describe a number of Anglo-Saxon gods. -To know why the beliefs and religious practices of the Anglo-Saxons were called pagan -To know why Britain converted to Christianity following the visit of Augustine -To recognise and describe how converting to Christianity changed the lives of people in Britain. -To know what might have happened at an Anglo-Saxon Ship Burial 	<ul style="list-style-type: none"> -To explain the difference between historical evidence and legends and folklore. -To be able to explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain - To interpret primary sources of historical evidence to describe the physical appearance of Boudica -To interpret primary and secondary sources of evidence to gain an understanding -To explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with

			Anglo-Saxons and suggest reasons for the similarities and differences observed	areas of Britain settled by Viking Norsemen	vessel for Viking raiding parties along the coast of Britain -To describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066		horns and that the outlaw Robin Hood really existed -To use evidence to reach a judgement as to whether Saxon King Alfred was justifiably 'great'
Chronology	<ul style="list-style-type: none"> -To know that some events in Britain were concurrent (existed at the same time) -To know the sequence of time in relation to the Romans, Saxons and Vikings -To understand that when plotting BC dates, the smaller the number, the more recent the event 						

Year 5	Substantive Concepts and Knowledge						Disciplinary Knowledge
Unit	Historical Figure 	Progress and Change 	Settlement 	Migration 	Invasion 	Religion and Beliefs 	-To know why historians know so much about the ancient Maya society. -To use primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning -To infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments -To describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899 - To explain why our understanding of the Shang people as a whole is a very limited one -Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976 -To compare and contrast working
<p>Autumn 2 Why did the ancient Maya change their way of life?</p> <p>Spring 2 Why is the history of York also the history of England?</p> <p>Summer 2 How did a pile of dragon bones help solve an ancient Chinese mystery?</p>	<p>-To know about the first and last rulers of the Shang (King Cheng Tang and Di Xin of the Shang Dynasty) and compare their rule -To reach a judgment about why Queen Elizabeth I was such an effective leader. -To know what Lady Burdett Couetts did in our local area</p>	<p>-To identify, describe and provide reasons to explain the occupations of modern Maya people -To understand the likely cause of the gradual abandonment of the Maya jungle cities -To compare and contrast the lives of people in different sections of Shang society - To explain why our understanding of the Shang people as a whole is a very limited one -To know how the discovery of the Saxon sword in Wareham allowed historians to understand more about the ancient Kingdom of Wessex. To know why there are walls surrounding Wareham -To know how the Church during Norman times was able to raise funds to build York Minster -To know the differences between the working conditions in the Rowntree factory in York with those of most other Victorian factories -To explain how the arrival of railways and the</p>	<p>-To know who the Maya are and where they lived/live. -To know the purpose of the ancient Maya city of Chichen. -To identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like. -To describe the purpose of the lost jungle cities of the Maya -To understand the purpose of the ancient Maya city of Chichen Itza -To describe the system of terraced farming used by the Maya in mountainous areas -To understand the purpose of a range of ancient Maya artefacts -To know how the discovery of the Saxon sword in Wareham allowed historians to understand more about the ancient Kingdom of Wessex. -To know why there are walls surrounding Wareham</p>	<p>-To understand the likely cause of the gradual abandonment of the Maya jungle cities -To know how the discovery of the Saxon sword in Wareham allowed historians to understand more about the ancient Kingdom of Wessex. To know why there are walls surrounding Wareham</p>	<p>-To know how the discovery of the Saxon sword in Wareham allowed historians to understand more about the ancient Kingdom of Wessex. To know why there are walls surrounding Wareham</p>	<p>-To explain the social and religious importance of the Maya ball game pok-a-tok; -To know how the Church during Norman times was able to raise funds to build York Minster</p>	

		<p>steam engine led to building large manufacturing factories in the city.</p>	<p>-To know about the different role of people at the time of Shang (Most Shang were commoners or ordinary people) -To know about the way of life of some of the people who live in the time of the Shang</p>				<p>conditions in Rowntree factory in York with those of most other Victorian factories of the time and reach a judgement that explains the differences -To use primary sources to make judgements about the history of the local area</p>
Chronology	<p>-To know that Shang was a very ancient civilisation (while Shang kings ruled in China, the pharaohs were ruling in Ancient Egypt, and in Britain Bronze Age people had recently finished Stonehenge) -To know that some events around the world were concurrent (existed at the same time)</p>						

Year 6	Substantive Concepts and Knowledge						Disciplinary Knowledge
Unit	Historical Figure 	Progress and Change 	Settlement 	Migration 	Invasion 	Religion and Beliefs 	-To use a range of sources to be able to make a judgement as to why Britain won the Battle of Britain -To evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was -To evaluate and reach a judgment about why Britain won the Battle of Britain -To evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusion -Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision -To interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared -Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war
<p>Autumn 2 Why was winning the Battle of Britain so important? Spring 2 The story of the Trojan horse- fact, myth or legend? Summer 2 Why did Britain once rule the largest empire the world has ever seen?</p>	<p>-To know why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940</p>	<p>-To Identify the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant</p>	<p>-To know that at the time of Ancient Greece there were many inter-city wars – neighbouring kingdoms struggled for diminishing quantities of fertile land and natural resources as the population grew rapidly and prospered. -To know why Britain wanted an empire -To describe the extent of the British Empire in 1921 -To explain what it meant to be a colony of the British Empire -Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation.</p>	<p>-To know that at the time of Ancient Greece there were many inter-city wars – neighbouring kingdoms struggled for diminishing quantities of fertile land and natural resources as the population grew rapidly and prospered. -To know why Britain wanted an empire -To describe the extent of the British Empire in 1921 -To explain what it meant to be a colony of the British Empire</p>	<p>- To know why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940 - To know the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgement as to which of these they feel were most significant - To know how serious was the risk of invasion by Nazi Germany in June 1940 -To predict their challenges that Hitler faced in order to invade Britain. -To know the main events in the siege of the city of Troy during the Trojan War in Ancient Greece -To know that at the time of Ancient Greece there were many inter-city wars – neighbouring kingdoms struggled for diminishing quantities of fertile land and natural resources as the population grew rapidly and prospered. -To know the causes and effects of the Falkland Islands war with Argentina in 1982</p>		

							with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views
Chronology	-Use timelines to sequence changes in events and international events. -To use the words cause, consequence and sequence						