



History	Term		Term		Term	
EYFS	3-4 years		Reception		Early Learning Goal (ELG)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Understanding the world ■ Show interest in different occupations		 Understanding the world Talk about members of their immediate family and community. Name and describe people who are familiar to them. 		Understanding the world Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
Skill Progression	Understanding the wo	e sense of their own life-story	the past. Compare and c	d nages of familiar situations in ontrast characters from stories, s from the past.	them and their Understand the	lives of the people around roles in society. Past through settings, events encountered in books
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	Lives of significant individuals & Events beyond living memory: Enquiry: Who is the greatest history maker?		Events beyond living memory: Enquiry: How do we know so much about what happened in the Great Fire of London? What pupils will know:		Changes within Living Memory & Lives of significant individuals: Enquiry: How do our toys and games compare with those of children in the 1960s?	





What the pupils will know: Who Guido (Guy) Fawkes was and what he attempted to do in 1605 Why Guy Fawkes and his conspirators planned to blow up parament How this failed attempted is commemorated each year fire on the city significant person in history Why Guy Fawkes can be considered a primary and secondary significant person in history What Malala Yousdrail, Margaret How the fire to who samuel Pepsy was O'Malley and in their life time How the accomplishments of these people compare with each other How the accomplishments of history sand games today on the fire accomplishments of these people control the fire aperson when it comes Why the Malar perspective means when it comes The main actions that were to some of the main action the fire against and in their life time How the most significant control the fire. How the most significant control the fire. The main actions that were taken to control the fire. Why some of the imilant was and significant control of the popular toys and games and inference of the significant control of the most significant control of the popular toys and games today of the service of the significant control of the most significant control of the most significant control of the most significant control of the service of the significant control the fire and the significant control of the significant control the significant control of the significant control of the significant control of the significant control th			
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	'history maker'		Tim Berners-Lee in
means when it comes level of progress will:	What perspective	Pupils making a good	1989 led to a great
	means when it comes	level of progress will:	





to judging people	Identify and describe the	change in toys and	
and events in history	probable cause of the	games	
·	Great Fire of London in	What the term	
Pupils making a	1666	'continuity and change'	
good level of	Describe what living	means in history	
progress will:	conditions in London	Some of the significant	
Identify and describe	were like for most people	memories and	
who Guido (Guy)	in 1666	experiences of adults	
Fawkes was and what	Suggest reasons why	alive today who lived	
he attempted to do	these conditions enabled	through the 1960s	
in 1605	the fire to spread so		
Suggest reasons why	quickly		
Guy Fawkes and his	Describe and sequence		
conspirators planned	some of the main events		
to blow up	that occurred during the		
Parliament	fire		
Describe how this	Describe the main effects		
failed attempt is	of the fire on the city		
commemorated each	Describe the distinction		
year	between primary and		
Suggest reasons why	secondary sources of		
Guy Fawkes can be	evidence of the fire		
considered a	Suggest reasons why		
significant person in	some sources of evidence		
history	of the fire are more		
Describe what	reliable and trustworthy		
Malala Yousafzai,	than others		
Margaret Thatcher,	Describe who Samuel		
Hatshepsut, Marie	Pepys was and why his		
Curie, Grace	diary is an important		
O'Malley and	source of primary		
Elizabeth I are	evidence of the fire		
remembered in	Describe the main		
history for as 'history	actions that were taken		
makers'	to control the fire		
Compare and	Suggest reasons why the		
contrast the	fire took so long to		
	extinguish		





	accomplishments of	Suggest reasons as to	
	these people	what might have been	
	Select in their view	done to control the fire	
	the most historically	earlier	
	significant and		
	suggest reasons for		
	their choice		
Skill	Constructing the	Constructing the Past -	Constructing the Past -
Progression	Past - Know where	Pupils study historical	Know where people
J	people and events fit	periods some of which	and events fit within a
	within a	they will study later.	chronological
	chronological	Know and recount	framework.
	framework.	episodes from stories	Can briefly describe
	Can briefly describe	about the past.	features of particular
	features of particular	Identify difference	themes, events and
	themes, events and	between ways of life at	people from family,
	people from family,	different times.	local, national and
	local, national and		global history.
	global history.	Sequencing the Past –	Identify difference
	Know and recount	Develop awareness of	between ways of life at
	episodes from stories	the past, using common	different times.
	about the past.	words and phrases	
	Identify difference	relating to the passing of	Sequencing the Past
	between ways of life	time.	Know where people
	at different times.	Can understand time	and events fit within a
		securely and use a wide	chronological
	Planning and	range of term terms.	framework.
	Carrying out		Sequence artefacts for
	Historical Enquiry	Cause and Effect –	different periods of
	Ask and answer	Choose and use parts of	time and match
	questions.	stories and other sources	artefacts to the people
	Choose and use parts	to show that they know	of different ages.
	of stories and other	and understand key	
	sources to show that	features of events.	
	they know and	Can identify a few	
	understand key	relevant causes and	
	features of events.		





	Use a wide		effects for some of the			
	vocabulary of		main events covered.			
	everyday events.		Significance and			
	Can plan questions		Interpretation –			
	and produce answers		Understand some of the			
	to a few historical		ways in which they find			
	enquiries using		out about the past and			
	historical		identify different ways in			
	terminology.		which it is represented.			
			Compare different			
			versions of events from			
			the past.			
			Planning and Carrying			
			out Historical Enquiry			
			Ask and answer			
			questions.			
			Choose and use parts of			
			stories and other sources			
			to show that they know			
			and understand key			
			features of events.			
			Can plan questions and			
			produce answers to a few			
			historical enquiries using			
			historical terminology.			
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and	Natural elements	Civilisation	Environmental	Discoveries	Culture
	Invasion					
Knowledge	Events beyond Living		Events beyond living		Changes in living	
	Memory:		memory & Significant		memory & Events	
			Individual & Significant		beyond living memory	
	Enquiry: Why were		local events		& Lives of Significant	
	the animals in WWI				People:	
l	so important?	1		1	1	1





	Enquiry: Why is the	Enquiry: What does it
What the pupils will	history of my locality	take to be a great
know:	significant?	explorer?
When the First World		
War happened and	What the pupils will	
where the Western	know:	What the pupils will
Front was in Europe		know:
The countries that	An historically significant	
made up the Allies	place:	What an explorer does
The countries that		both in the past and in
made up the Central	Who Britain was fighting	modern times
Powers	during the Napoleonic	The achievements of
Some of the ways	War 1803-1815	Ranulph Fiennes and
that life changed for	What happened at the	why he is recognised as
people living in	Battle of Trafalgar in	the world's greatest
Britain during the	1805	living explorer
war	The achievements of Lord	The accomplishments
The main methods of	Horatio Nelson	of Amy Johnson
communication in	Why Dartmoor Prison	Why Amy Johnson's
Britain at the time of	was built during the	achievements were
the First World War	Napoleonic wars	particularly remarkable
and how they	The living conditions of	given the expectations
compare with today	the men who were	of women in society at
Why messenger	imprisoned there	that time
pigeons were so		What Christopher
important to the	An historically significant	Columbus succeeded
Allies during the First	event:	in doing during his
World War	What was discovered by	expeditions?
How horses were	archaeologist Arthur	Why Christopher
used during the First	Ogilvy in	Columbus was able to
World War and why	Kents Cavern in Torquay	accomplish what he
they were so	in 1927	did
significant to the war	Why this artefact is so	Who Neil Armstrong
effort	important	was and what he
The ways in which	Who Neanderthals were	achieved in 1969
many other animals	What the life of	What the 'space race'
were used as part of	Neanderthals living	was during the 1960s
the war effort	around Kents Cavern	





How animals are	might have been like	The particular
used in a variety of	40,000 years ago	challenges that will be
roles today in the		faced by explorers to
military and in rescue	An historically significant	Mars
and support services	person	The personal qualities
	Why Francis Drake was	that most explorers
Pupils making a good	very important to Queen	must have in order to
level of progress	Elizabeth I	succeed
will:	How Francis Drake	
	managed to	A pupil making a good
	circumnavigate the world	progress will:
	1577-1580	
	Why King Phillip of Spain	Describe what an
	sent the Spanish Armada	explorer does both in
	to invade England in	the past and in modern
	1588	times
	The actions that Francis	Describe the
	Drake took that	achievements of
	contributed to	Ranulph Fiennes and
	defeating the Spanish	suggest reasons for
	Armada	why he is recognised as
		the world's greatest
	A pupil making a good	living explorer
	progress will:	Describe the
		accomplishments of
	An historically significant	Amy Johnson
	place:	Suggest reasons why
	Describe why Britain	Amy Johnson's
	went to war with	achievements were
	Napoleon 1 in 1803	particularly remarkable
	Describe what happened	given the expectations
	at the Battle of Trafalgar	of women by society at
	in 1805	that time
	Explain why Lord Horatio	Describe some of the
	Nelson became a national	achievements of
	hero after the battle	Christopher Columbus
		during his expeditions





Describe what happened	Suggest some reasons
at the Battle of Waterloo	why Christopher
in 1815	Columbus was able to
Explain why the Duke of	accomplish so much
	·
Wellington became a	Describe who Neil
national hero after the	Armstrong was and
battle	what he achieved in
Explain why Dartmoor	1969
Prison was built during	Recognise and
the Napoleonic wars	describe some of the
Describe the living	particular challenges
conditions of the men	that will be faced by
who were imprisoned	explorers to Mars in
there	the future
An historically significant	Compare and contrast
event:	explorers from
Describe what was	different times in the
discovered by	past and identify some
archaeologist Arthur	of the personal
Ogilvy in Kents Cavern in	qualities they have in
Torquay in 1927	common
Explain why this artefact	
is so important	
Describe who	
Neanderthals were	
Describe and suggest	
reasons for the kind of	
life Neanderthals would	
have lived around Kents	
Cavern 40,000 years ago	
An historically significant	
person	
Describe why Francis	
Drake was very important	
to Queen Elizabeth I	
Describe how Francis	
Drake managed to	





		circumnavigate the world 1577-1580 Explain why King Phillip of Spain sent the Spanish Armada to invade England in 1588 Describe the actions that Francis Drake took that contributed to defeating the Spanish Armada		
Skill	Significance and	Significance and	Change and	
Progression	Interpretation –	Interpretation -	Development - Identify	
	Understand some of	Understand some of the	similarities and	
	the ways in which	ways in which they find	differences between	
	they find out about	out about the past and	ways of life in different	
	the past and identify	identify different ways in	periods.	
	different ways in	which it is represented.	Study changes within	
	which it is	Compare different	living memory.	
	represented.	pictures/ photographs of	Can identify	
	Can identify a range	people and events in the	independently a range	
	of significant aspects	past.	of similarities,	
	of a theme , society,	Can identify a range of	differences and	
	period or person and	significant aspects of a	changes within a	
	offer some	theme, society, period or	specific time period .	
	comments on why	person and offer some		
	they have selected	comments on why they	Using Sources as	
	these aspects.	have selected these	Evidence -	
		aspects.	Understand some of	
	Constructing the		the ways in which they	
	Past – Know where	Constructing the Past –	find out about the past	
	people and events fit	Know where people and	and identify different	
	within a	events fit within a	ways in which it is	
	chronological	chronological framework.	represented	
	framework.			





Can briefly describe features of particular themes, events and people from family, local, national and global history

Planning and Carrying out **Historical Enquiry** Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand kev features of events. Can plan questions and produce answers to a few historical enquiries using historical terminology.

Can briefly describe features of particular themes, events and people from family, local, national and global history

Planning and Carrying out Historical Enquiry - Ask and answer questions.
Use a wide vocabulary of everyday events.
Can plan questions and produce answers to a few historical enquiries using historical terminology.

Cause and Effect - Study the lives of significant individuals who contributed to national and international achievements. Can identify a few relevant causes and effects for some of the main events covered. Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions.

Observe and handles sources of evidence to answer questions about the past on the basis of simple observations.

Sequencing the Past -Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. Can sequence independently on an annotated timeline a number of objects or events related to particular themes. events, periods, societies and people. Can understand time securely and use a wider range of time terms.





					Cause and Effect - Study the lives of significant individuals who contributed to national and international achievements. Can identify a few relevant causes and effects for some of the main events covered.	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	Enquiry: Why are castles so important to the Normans? Pupils will know: Who William Duke of Normandy and the Normans were. Why William invaded England in 1066. Why the Bayeux Tapestry is such an important historical artefact and source for the invasion.		Changes in Britain from the Strong age to the Iron age: Enquiry: How did life change for Ancient Britons during the Stone Age? Pupils will know: How time is divided into 'history', 'prehistory' and 'deep time'. Why the Stone Age is part of 'prehistory'. The three periods and dates of the Stone Age in Britain. How archaeologists use artefacts to understand		Changes in Britain: Stone Age to Iron Age Enquiry: How do artefacts help us to understand the lives of people in Iron Age Britain? Pupils will know: That the Iron Age followed the Bronze Age. How iron was smelted and made into tools and weapons. How iron was a much more useful metal than bronze. What an Iron Age tribe	





The features of
Motte and Bailey
castles.

How Norman castles changed after William gained control of England.

The purpose of Norman stone castles.

Why Hereward the Wake presented a threat to Norman rule in England. How society was organised in medieval times – knights, nobles, commoners and serfs.

Why a relatively small number of Normans were able to subdue and rule England for three hundred years.

Why Norman castles today are such a popular tourist and visitor attraction.

Why most Ancient Britons were hunter gatherers. The difference between

Stone Age winter and summer camps.
Why in the New Stone Age Ancient Britons began to build permanent settlements. How and why life for Ancient Britons changed from the Old to New Stone Age.

Pupils make a good level of progress will:

Describe and explain how time is divided up into 'history', 'prehistory' and 'deep time'.

Explain why the Stone Age is part of 'prehistory' rather than considered 'history'.

Identify and describe in chronological order the three periods and dates of the Stone Age in Britain.

Describe and explain how archaeologists use artefacts to understand life in Stone Age Britain. Explain why most Ancient Britons in the Old Why Iron Age Britain was often a violent time.

The purpose and features of Iron Age hill forts.

Why so many hill forts were built in Britain during the Iron Age. The features of a typical Iron Age roundhouse. The significance of artefacts discovered in roundhouses and hill forts.

What a votive offering

is.
Why Iron Age tribes
may have made so

many votive offerings.

Pupils make a good

level of progress will:

Know that the Iron Age followed the Bronze Age.

Describe and explain how iron was smelted and made into tools and weapons.

Explain why iron was a much more useful metal than bronze. **Describe** what an Iron

Age tribe was.





Pupils that have	Stone Age were hunter	Understand why Iron
made good progress	gatherers.	Age Britain was often a
will:	Compare and contrast	violent time.
Explain who William	the difference between	Identify, describe and
Duke of Normandy	Stone Age winter and	explain the purpose
and the Normans	summer camps.	and features of Iron
were.	Explain why in the New	Age hill forts.
Understand why	Stone Age Ancient	Explain why so many
William invaded	Britons began to build	hill forts were built in
England in 1066.	permanent settlements.	Britain during the Iron
Explain why the	Understand how and	Age.
Bayeux Tapestry is	why life for Ancient	Identify, describe and
such an important	Britons changed from the	explain the features of
historical artefact	Old to New Stone Age	a typical Iron Age
and source about the		roundhouse.
Norman invasion of		Understand the
England.		significance of
Identify, locate and		artefacts discovered in
describe the features		roundhouses and hill
of Motte and Bailey		forts.
castles.		Explain what a votive
Explain how Norman		offering is.
castles changed after		Understand why Iron
William gained		Age tribes may have
control of England.		made so many votive
Explain and reach a		offerings.
judgement about the		
different purposes of		
Norman stone		
castles.		
Explain why		
Hereward the Wake		
presented a threat to		
Norman rule in		
England.		
Describe and explain		
how society was		
organised in		





	1. 1	Т			
	medieval times –				
	knights, nobles,				
	commoners and				
	serfs.				
	Understand why a				
	relatively small				
	number of Normans				
	were able to subdue				
	and rule England for				
	three hundred				
	years.				
	Explain why Norman				
	castles today are				
	such a popular				
	tourist and visitor				
	attraction.				
Skill	Cause and Effect -		Constructing the Past	Change and	
Progression	Address and devise		Develop chronologically	Development	
	historically valid		secure knowledge and	Address and devise	
	questions about		understanding of British,	historically valid	
	cause.		local and world history.	questions about	
	Can comment on the		Establish clear narratives	change, similarity and	
	importance of causes		within and across the	difference.	
	and effects for some		periods they study.	Note connections,	
	of the key events and		Understand overview and	contrasts and trends	
	developments.		depth.	over time.	
			Can identify	Can make	
			details from	valid	
	Constructing the		local, national	statements	
	Past: Develop		and global	about the	
	chronologically		history to	main	
	secure knowledge		demonstrate	similarities,	
	and understanding of		some overall	differences	
	British, local and		awareness of	and changes	
	world history.		themes,	occurring.	
	,		societies, events		
			and people.		





Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					different sources of evidence.	
	Use evidence to reconstruct life in the time studied.				accounts. • Evaluate the usefulness of	
	wanted to do something.				differences in a number of	
	Understand why people may have				on a range of possible reasons for	
	Identify reasons for a result of people's actions.				themes or periods are significant. • Can comment	
	overall awareness of themes, societies, events and people.				why some aspects of historical accounts,	
	Can identify details from local, national and global history to demonstrate some		something. Use evidence reconstruct li in the time studied.		Understand how our knowledge of the past is constructed from a range of sources. • Can explain	
	Establish clear narratives within and across the periods they study. Understand overview and depth.		 Identify reason for a result of people's action Understand with the people may have a decided as to do 	ons. vhy ave	Significance and Interpretation - Address and devise historically valid questions about significance.	





Knowledge	The Roman impact	The achievements of	Britain's settlement by	
	on Britain:	early civilisations	Anglo-Saxons and	
		, , , , , , , , , , , , , , , , , , , ,	Scots	
	Enquiry: How did the	Enquiry: What happened		
	arrival of the	to the boy behind the	Enquiry: Who were	
	Romans change	golden mask?	the Anglo-Saxons and	
	Britain?		how do we know what	
		Pupils will know:	was important to	
	Pupils will know:		them?	
		The chronology of the		
	What an empire is.	Ancient Egyptian	Pupils will know:	
	Modern day	civilisation from 6000 BC		
	countries that were	to 332 BC	What happened in	
	once part of the	What a Pharaoh was and	Rome in AD 410 that	
	Roman Empire.	the role they played in	convinced the Romans	
	Why Claudius	Ancient Egyptian society	to leave Britain.	
	invaded Britain in AD	The religious beliefs of	Who the Anglo Saxons	
	43.	Ancient Egyptians	were and where they	
	Who Boudica was	The importance of a	came from.	
	and why she was	number of gods in the	Why the Anglo Saxons	
	such a threat to the	lives of Ancient	settled in England after	
	Roman settlement of	Egyptians, particularly	the Romans began to	
	Britain.	Ma'at	leave.	
	The lifestyle of many	The importance of the	Why the Anglo Saxons	
	high-status Romans	Book of the Dead	chose to live in villages	
	living in Britain.	The significance of the	rather than towns left	
	Why the Romans	Valley of Kings to	behind by the	
	constructed	Pharaohs	Romans.	
	Hadrian's Wall in	When Tutankhamun	Why the Anglo Saxons	
	AD122.	became Pharoah and	were referred to as	
	How and why the	when he died	'pagan'.	
	Romans designed	The role that Horemheb	Why England began to	
	and built many towns	and Ay played in	convert to Christianity	
	in Britain.	Tutankhamun's life as	after the arrival of	
	What a gladiator was	Pharoah	Constantine in AD 597.	
	and why gladiatorial	Who Howard Carter was	How ordinary people	
	games were	and his work as an	were affected by	
	organised in Britain.	archaeologist		





Why so much evidence remains today in Britain of the Roman occupation.
Why most Romans eventually left Britain and returned to Rome.

Pupils making good progress will: **Explain** what an empire is. **Identify and locate** those modern day countries that were once part of the Roman Empire. **Understand** why Claudius invaded Britain in AD 43. Describe who Boudica was and **explain** why she was such a threat to the Roman settlement of Britain. Identify and describe the lifestyle of many

high status Romans

Romans constructed Hadrian's Wall in

Describe how and

why the Romans

living in Britain.

Explain why the

AD122.

The significance of the discovery of the tomb of Tutankhamun in 1922 The range of artefacts that the tomb contained What these artefacts suggest about the life and beliefs of Pharaohs Why ensuring that a Pharoah entered Afterlife was so important to ordinary people in Ancient Egypt Why the cause of Tutankhamun's death remains a mystery What the possible causes of his death may have been based on the evidence available

Pupils making good progress will:

Draw a timeline and

describe the main events of the Ancient Egyptian civilisation from 6000 BC to 332 BC

Explain what a Pharaoh was and the role they played in Ancient Egyptian society

Explain the religious beliefs of Ancient Egyptians

Understand the importance of a number

England's conversion to Christianity. Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.

Pupils making good progress will:

Explain what happened in Rome in AD 410 that convinced the Romans to leave Britain.

Understand who the Anglo Saxons were and where they came from.

Describe and explain why the Anglo Saxons settled in England after the Romans began to leave.

Explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.

Understand why the Anglo Saxons were referred to as 'pagan'.

Describe and explain why England began to convert to Christianity after the arrival of Constantine in AD 597.





designed and built	of gods in the lives of	Explain and reach a
many towns in	Ancient Egyptians and	judgement regarding
Britain.	reach a judgment	how ordinary people
Explain what a	regarding why Ma'at may	were affected by
gladiator was and	have been the most	England's conversion
why gladiatorial	important	to Christianity.
games were	Describe and explain the	Explain why Sutton
organised in Britain.	importance of the Book	Hoo is one of the most
Understand why so	of the Dead	important
much evidence	Understand the	archaeological sites
remains today in	significance of the Valley	ever discovered in
Britain of the Roman	of Kings to Pharaohs	Britain.
occupation.	Identify along their	
Explain why most	timeline when	
Romans eventually	Tutankhamun became	
left Britain and	Pharoah and when he	
returned to Rome.	died	
	Evaluate the role that	
	Horemheb and Ay played	
	in Tutankhamun's life as	
	Pharoah	
	Explain who Howard	
	Carter was and his work	
	as an archaeologist	
	Evaluate the significance	
	of the discovery of the	
	tomb of Tutankhamun in	
	1922	
	Identify, observe and	
	describe the range of	
	artefacts that the tomb	
	contained	
	Reach an informed	
	judgement regarding	
	what these artefacts	
	suggest about the life	
	and beliefs of Pharaohs	





	T	T		I	1	
			nderstand why			
			suring that a Pharoah			
			tered Afterlife was so			
			portant to ordinary			
		I →	ople in Ancient Egypt			
			plain why the cause of			
		Tu	tankhamun's death			
		rei	mains a mystery			
		Ev	aluate the possible			
		ca	uses of his death may			
		ha	ve been based on the			
		ev	idence available and			
			ach a judgement about			
		wh	nich they feel most			
		like	ely, justifying their			
		vie	ews			
Skill	Sequencing the	Us	ing Sources as		Planning and carrying	
Progression	Past - Develop	Ev	idence - Understand		out Historical Enquiry -	
	chronologically	ho	w our knowledge of		Construct informed	
	secure knowledge	the	e past is constructed		responses that involve	
	and understanding of	fro	om a range of sources.		thoughtful selection	
	the Roman empire in	Ca	ın recognise possible		and organisation.	
	Britain.	use	es of a range of sources		Develop appropriate	
	Can sequence a	for	r answering historical		use of historical terms.	
	number of the most	en	quiries.		Can devise	
	significant events,	Ве	gin to use the library		independently a range	
	objects, themes,	an	d internet to research a		of historically valid	
	societies, periods and	spo	ecific enquiry.		questions for a series	
	people using some	Us	se sources of evidence		of different types of	
	dates, period labels	to	build up a picture of a		enquiry and answer	
	and terms.	pa	st event.		them with	
	Place events from the				substantiated	
	period studies on a	Ca	use and Effect -		responses.	
	timeline.	Ad	ldress and devise			
	Use terms related to	his	storically valid			
	the period and begin		estions about cause.		Cause and Effect -	
	to date events.				Address and devise	





	Can comment on the	historically valid	
Significance and	importance of causes and	questions about	
Interpretation -	effects for some of the	cause.	
Address and devise	key events and	Can comment on the	
historically valid	developments.	importance of causes	
questions about		and effects for some of	
significance.	Sequencing the Past -	the key events and	
Understand how our	Develop chronologically	developments.	
knowledge of the	secure knowledge and		
past is constructed	understanding of the		
from a range of	Roman empire in Britain.		
sources.	Can sequence a number		
Can explain why	of the most		
some aspects of	significant events,		
historical accounts,	objects, themes,		
themes or periods are	societies, periods and		
significant.	people using some dates,		
Can comment on a	period labels and terms.		
range of possible	Place events from the		
reasons for	period studies on a		
differences in a	timeline.		
number of accounts.	Use terms related to the		
Evaluate the	period and begin to date		
usefulness of	events.		
different sources of			
evidence.			
Using Sources as			
Evidence -			
Understand how our			
knowledge of the			
past is constructed			
from a range of			
sources.			
Can recognise			
possible uses of a			
range of sources for			





	answering historical enquiries. Begin to use the library and internet to research a specific enquiry. Use sources of evidence to build up a picture of a past event. Cause and Effect - Address and devise historically valid questions about cause. Can comment on the importance of causes and effects for some of the key events and					
Year 5	developments. Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	British Settlements: Anglo Saxons / Vikings / Scots Enquiry question: What did the Vikings want and how did		A local history study: Study over Time on Locality Enquiry: Why is the history of York also the 'History of England'?		Non-European Study: Mayan Civilization Enquiry: Why did ancient Maya change their way of life?	
	Alfred stop them from getting it?		(Even though it focuses on York the history of		Pupils will learn:	



compared with

Saxon homes.

The difference

legend.

between a myth and

resisted invasion and

How Anglo Saxons

occupation by Norsemen.

traditional Anglo

Windmill Hill Academy History Knowledge and Skills Organiser



	Launceston will be	-
Pupils will learn:	included)	(
		1
Who the so called	Pupils will learn:	(
'Vikings' actually		-
were and where their	The location of the	ı
original homelands	modern day city of York.	(
can be found today.	That York has been	-
The significance of	affected by historical	1
the Viking attack on	events for many	(
Lindisfarne in 793.	thousands of years.	,
How England in	Why York was an	١
Anglo Saxon times	important city of the	١
was made up of	Roman Empire.	į
several separate	What the purpose of	•
kingdoms.	Roman 'head pots' in	I
The motives of the	York might have been.	:
Norsemen who	Why the Oshere Anglo	ı
invaded Britain in the	Saxon helmet found in	(
eighth and ninth	York is such an important	-
centuries.	artefact.	(
The area of modern	Why Northumbria was a	ć
day Britain once	powerful Anglo Saxon	•
occupied and settled	kingdom.	į
by Norsemen.	Why and how the	8
How Norse	Normans built the	١
settlements	Cathedral of St Peter.	1

Why the Battle of

Marston Moor was one

of the most important

ever fought in Britain.

Some of the changes that

What the Industrial

occurred in York as a

result of the Industrial

Revolution was.

Revolution.

The location of the countries and cities of the modern day region of Central America The way of life of modern Maya people of Central America The natural features of the environment and climate of Central America Who the ancient Maya were and some of their achievements The features and purpose of the structures of the ruined Maya city of Chichen Iltza The purpose of a range of ancient Maya artefacts from the city The social and religious importance of the ball game pok-a-tok How the ancient Maya farmed using mountain terraces The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time





Why King Alfred of Wessex has the title 'Great'.

Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.

Pupils making good progress will:

Explain who the so called 'Vikings' actually were and where their original homelands can be found today.

Understand the significance of the Viking attack on Lindisfarne in 793. Identify, locate and

describe how
England in Anglo
Saxon times was
made up of several
separate kingdoms.
Explain the motives
of the Norsemen
who invaded Britain
in the eighth and

Identify, locate and describe the area of modern day Britain once occupied and

ninth centuries.

Pupils making good progress will:

Identify, locate and describe the location of the modern day city of York.

Understand that York has been affected by historical events for many thousands of years.

Explain why York was an important city of the Roman Empire.

Reach and informed judgement based on evidence at to what the purpose of Roman 'head pots' in York might have been.

Reach an informed judgement based on evidence as to why the Oshere Anglo Saxon helmet found in York is such an important artefact.

Explain why Northumbria was a powerful Anglo Saxon kingdom.

Understand why and how the Normans built the Cathedral of St Peter and evaluate the impact of its construction on the people of York, justifying their views.

Pupils making good progress will:

Identify and locate the countries and cities of the modern day region of Central America Describe and explain the way of life of modern Maya people of Central America Describe and explain the natural features of the environment and climate of Central America **Explain** who the ancient Maya were and evaluate some of their achievements Reach an informed judgement based on evidence of the features and purpose

ruined Maya city of
Chichen Iltza
Hypothesise about the
purpose of a range of
ancient Maya artefacts
from the city and
justify their views
Explain the likely social
and religious
importance of the ball
game pok-a-tok

of the structures of the





settled by	Explain why the Battle	of Ex	xplain how the
Norsemen.	Marston Moor was one	ar	ncient Maya farmed
Explain how Norse	of the most important	us	sing mountain
settlements	ever fought in Britain.	te	erraces
compared with	Explain what the	Ev	valuate the range of
traditional Anglo	Industrial Revolution w	as lik	kely causes of the
Saxon homes.	and some important	gr	radual abandonment
Explain the	ways it changed society	of	f the ancient Maya
difference between a	in Britain in the 18 th an	d ju	ingle cities between
myth and legend.	19 th centuries.	A	D 900-1100
Describe and explain	Understand some of the	e Re	each an informed
how Anglo Saxons	changes that occurred	n ju	udgement regarding
resisted invasion and	York as a result of the	th	ne most significant
occupation by	Industrial Revolution.	fa	actors and justify
Norsemen.		th	neir views
Reach a judgement			
as to why King Alfred			
of Wessex has the			
title 'Great'.			
Explain why William			
of Normandy invaded			
England in 1066			
ending the Anglo			
Saxon period.			





Skill	Sequencing the	Change and	Using Sources as	
Progression	past - Develop	Development - Address	Evidence - Understand	
	chronologically	and devise historically	how our knowledge of	
	secure knowledge	valid questions about	the past is constructed	
	and understanding of	change, similarity and	from a range of	
	British, local and	difference.	sources.	
	world history.	Note connections,	Can comment with	
	Can sequence with	contrasts and trends over	confidence on the	
	independence the key	time.	value of a range of	
	events,	Can compare similarities,	different types of	
	objects, themes,	differences and changes	sources for enquiries,	
	societies and people	within and across History,	including extended	
	covered using date,	e.g. in terms of	enquiries.	
	period labels and	importance, progress or	Select relevant sections	
	terms.	the type and nature of	of information using	
		the change.	research with	
	Cause and effect -		increasing confidence	
	Address and devise	Using Sources as	to answer a line of	
	historically valid	Evidence - Understand	enquiry.	
	questions about	how our knowledge of		
	cause.	the past is constructed		
	Can explain the role	from a range of sources.		
	and significance of	Identify primary and		
	different causes and	secondary sources of		
	effects of a range of	information.		
	events and	Can comment with		
	developments.	confidence on the value		
		of a range of different		
		types of sources for		
		enquiries, including		
		extended enquiries.		





Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and	Natural elements	Civilisation	Environmental	Discoveries	Culture
	Invasion					
Knowledge	Study of aspect/		Study of an aspect in		Ancient Greece	
	themes of British		British History: changing			
	History: WW2 (1939		power of the Monarchs		Enquiry: The story of	
	– 1945)				the Trojan Horse- fact,	
			Enquiry: Who were		myth or legend?	
	Enquiry question:		Elizabeth's sea dogs and			
	Why was winning		why was Phillp so angry?		Pupils will know:	
	the Battle of Britain					
	so important?		Pupils will know:		What the term	
					'civilisation' means	
	The pupils will know:		Why Elizabeth I became		Why Greece 2500	
	Why Adolf Hitler		Queen of England in 1558		years ago became one	
	came to power in		and who her mother and		of the most important	
	Nazi Germany		father were		places in the ancient	
	Why Britain entered		Why she had not become		world	
	into war with Nazi		Queen after the death of		The area of the	
	Germany in 1939		her father Henry VIII		modern world that was	
	Which countries		Why her half-sister		once part of the	
	were allies of Britain		Queen Mary had left		empire of Ancient	
	in the war		England with a huge debt		Greece	
	Why Nazi Germany		for Elizabeth I to inherit		The major	
	invaded and		when she died		achievements of the	
	occupied most of		Why these debts made		Ancient Greece	
	Western Europe by		Elizabeth very vulnerable		civilisation	
	1940		as Queen of England		What a city state is and	
	Why Britain faced the		Who Phillip II of Spain		why there were so	
	threat of invasion by		was		many in Ancient	
	Nazi Germany in		Why Spain had built a		Greece	
	1940		huge empire around the		Why the city of Sparta	
	Why Nazi Germany		world during the 1500s		and Troy began a war	
	needed to defeat the		What the so called 'New		that lasted ten years	
	Royal Air Force		World' was and why it		Why Greek armies laid	
	before considering		was so important to		siege to Troy	
			Phillip II			





beginning an invasion
The main events of the Battle of Britain How and why Britain defeated Nazi Germany in the Battle of Britain
The significance of this victory in terms of the final outcome of the Second World War

Pupils that have made good progress will:

Explain who Adolf Hitler was and why he came to power in Nazi Germany **Explain** why Britain entered into war with Nazi Germany in 1939 Identify and explain which countries were allies of Britain in the Second World War **Explain** how and why Nazi Germany invaded and occupied most of Western Europe by 1940 **Understand** why

Britain faced the

How Elizabeth I went about quickly increasing the wealth of England as soon as she became Queen What a privateer and letter of marque was How Elizabeth I encouraged seafarers to become privateers Why the actions of English privateers angered Phillip II What the Spanish Armada was and what Phillip II hoped it would succeed in doing How and why the Spanish Armada was defeated in 1588

Pupils making a good level of progress will: Explain why Elizabeth I became Queen of England in 1558 and who her mother and father were **Understand** why she had not become Queen after the death of her father Henry VIII **Explain** why her halfsister Queen Mary had left England with a huge debt for Elizabeth I to inherit when she died

What the so called 'trojan horse' was believed to have been The story of the trojan horse
The difference between a myth and legend
Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend

Pupils that have made good progress will:

Understand what the term 'civilisation' means **Explain** why Greece 2500 years ago became one of the most important places in the ancient world Identify, locate and observe the area of the modern world that was once part of the empire of Ancient Greece **Understand** the major achievements of the Ancient Greece civilisation **Explain** what a city state is and reach an

informed judgement





threat of invasion by	Empathise why these	as to why there were
Nazi Germany in	debts made Elizabeth	so many in Ancient
1940	very vulnerable as Queen	Greece
Reach an informed	of England	Explain why the city of
judgement about	Describe who Phillip II of	Sparta and Troy began
why Nazi Germany	Spain was	a war that lasted ten
needed to defeat the	Evaluate and reach an	years
Royal Air Force	informed judgement as	Understand why Greek
before considering	to why Spain had built a	armies decided to lay
beginning an	huge empire around the	siege to Troy
invasion	world during the 1500s	Explain what the so
Describe and explain	Explain what the so	called 'trojan horse'
the main events of	called 'New World' was	was believed to have
the Battle of Britain	and why it was so	been
Evaluate a range of	important to Phillip II	Describe the story of
evidence and reach a	Understand how	the trojan horse
judgement about	Elizabeth I went about	Explain the difference
how and why Britain	quickly increasing the	between a myth and
defeated Nazi	wealth of England as	legend
Germany in the	soon as she became	Evaluate a range of
Battle of Britain and	Queen	evidence and reach an
justify their views	Explain what a privateer	informed judgement
Understand the	and letter of marque was	as to whether they feel
significance of this	Reach an informed	the story of the trojan
victory in terms of	judgement about how	horse at the siege of
the final outcome of	Elizabeth I encouraged	Troy was factual or a
the Second World	seafarers to become	myth or legend,
War	privateers	justifying their views
	Understand why the	
	actions of English	
	privateers angered Phillip	
	II	
	Explain what the Spanish	
	Armada was and what	
	Phillip II hoped it would	
	succeed in doing	
	Evaluate a range of	
	sources and reach an	





		informed judgement		
		regarding how and why		
		the Spanish Armada was		
		defeated in 1588 and		
		justify their views		
		justify their views		
Skill	Constructing the	Significance and	Planning and carrying	
Progression	Past - Establish clear	Interpretation - Address	out Historical Enquiry -	
	narratives within and	and devise historically	Construct informed	
	across the periods	valid questions about	responses that involve	
	they study.	significance. Understand	thoughtful selection	
	Can	how our knowledge of	and organisation.	
	provide overviews of	the past is constructed	Develop appropriate	
	the most significant	from a range of sources.	use of historical terms.	
	features of	Can explain reasons why	Can reach a valid and	
	different themes,	particular aspects of a	substantiated	
	individuals, societies	historical event ,	conclusion to an	
	and events covered.	development, society or	independently planned	
	Examine causes and	person were of particular	and investigated	
	results of great	significance.	enquiry with	
	events and the	Can explain how and why	suggestions for	
	impact on people.	it is possible to have	development or	
	Compare an aspect	different interpretations	improvement.	
	of life with the same	of the same event or	•	
	aspect in another	person.	Change and	
	period.	Link sources and work out	Development -	
	Find out about	how conclusions were	Address and devise	
	beliefs, behaviour	arrived.	historically valid	
	and characteristics of	Aware that different	questions about	
	people, recognising	evidence may lead to	change, similarity and	
	that not everyone	different conclusions.	difference.	
	shares the same		Note connections,	
	views and feelings.	Cause and effect -	contrasts and trends	
	Know key	Address and devise	over time.	
	dates characters and	historically valid	Can compare	
	events of time	questions about cause.	similarities, differences	
	studied.		and changes within	





	Can explain the role of	nd	and across History, e.g.	
Using Sources as	significance of differe	nt	in terms of importance,	
Evidence -	causes and effects of	а	progress or the type	
Understand how our	range of events and		and nature of the	
knowledge of the	developments.		change.	
past is constructed				
from a range of				
sources.				
Can comment with				
confidence on the				
value of a range of				
different types of				
sources for enquiries,				
including extended				
enquiries.				
Select relevant				
sections of				
information using				
research with				
increasing confidence				
to answer a line of				
enquiry.				