

Subject: *History*

		Term 1	Term 2	Term 3	
		Elements of strand addressed	Elements of strand addressed	Elements of strand addressed	
		Childhood Then & Now(Autumn 1)	The UK (Spring 1)	Seas and Coasts	
Year 1	A1	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			
	A4	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	Explorers (Spring 2)		
	A6	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	A1	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	
	WA1	To provide children with an understanding of history from their immediate locality and surrounding areas, including both people and heritage sites (for example – but not limited to Castle Green, Heritage trail, wool production, museum, Bell Square)	A4	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	
	WA2	Provide children with the opportunity to engage and interact with local history wherever possible	A6	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	
	H1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	H2	events beyond living memory that are significant nationally or globally	
	H3	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	H3	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	
			Fire of London (Autumn 2)		
	A1	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			
	A4	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			
A5	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				
A6	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				
H2	events beyond living memory that are significant nationally or globally				

Subject: *History*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
	Kings & Queens		Our Wonderful World		On Safari	
A1	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					
A3	<ul style="list-style-type: none"> ((A3) gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 					Our Local Area
A4	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				WA1	(WA1)To provide children with an understanding of history from their immediate locality and surrounding areas, including both people and heritage sites (for example – but not limited to Castle Green, Heritage trail, wool production, museum, Bell Square etc)
H1	(H1) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life				WA2	(WA2)Provide children with the opportunity to engage and
H3	H3) 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]					
H4	H4) significant historical events, people and places in their own locality					
WA1	WA1)To provide children with an understanding of history from their immediate locality and surrounding areas, including both people and heritage sites (for example – but not limited to Castle Green, Heritage trail, wool production, museum, Bell Square etc)					
WA2	WA2)Provide children with the opportunity to engage and interact with local history wherever possible					
	War and Remembrance					
A1	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					
A4	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					
HA2	(H2) events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]					
H3	H3) 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]					
WA3	(WA3)To give children the chance to learn about their own history (family trees)					

Year 2

Subject: *History*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
	Ancient Egypt		Boimes		Water	
Year 4	A1	(A1) 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			A4	<ul style="list-style-type: none"> (A4) 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
	A2	<ul style="list-style-type: none"> (A2) 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 			WA1	<ul style="list-style-type: none"> (WA1)To provide children with an understanding of history from their immediate locality and surrounding areas, including both people and heritage sites (for example – but not limited to Castle Green, Heritage trail, wool production, museum, Bell Square etc)
	A4	<ul style="list-style-type: none"> (A4) 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 			WA2	<ul style="list-style-type: none"> Provide children with the opportunity to engage and interact with local history wherever possible
	A6	<ul style="list-style-type: none"> (A6) 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 			H5	<ul style="list-style-type: none"> (H5) a local history study
	H7	<ul style="list-style-type: none"> (H7) achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 				

Subject: *History*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
	Vikings & Anglo-Saxon		Ancient Greece		Geographical Skills	
Year 5	A1	(A1) 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	A3	<ul style="list-style-type: none"> ((A3) gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 	WA1	<ul style="list-style-type: none"> (WA1)To provide children with an understanding of history from their immediate locality and surrounding areas, including both people and heritage sites (for example – but not limited to Castle Green, Heritage trail, wool production, museum, Bell Square etc)
	A3	<ul style="list-style-type: none"> ((A3) gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ 	A4	<ul style="list-style-type: none"> (A4) 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 	WA2	<ul style="list-style-type: none"> (WA2)Provide children with the opportunity to engage and interact with local history wherever possible
	A4	<ul style="list-style-type: none"> (A4) 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 	A5	<ul style="list-style-type: none"> (A5) 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 	H5	<ul style="list-style-type: none"> (H5) a local history study
	A5	<ul style="list-style-type: none"> (A5) 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 	H8	<ul style="list-style-type: none"> (H8) Ancient Greece – a study of Greek life and achievements and their influence on the western world 		
	H3	<ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxon and Scotts 				
	H4	<ul style="list-style-type: none"> (H4) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 				

Subject: *History*

Term 1		Term 2		Term 3	
Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Mountains		Changing Britain		IoW	
		A1	(A1) 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		
		A3	<ul style="list-style-type: none"> ((A3) gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and 		
		A4	<ul style="list-style-type: none"> (A4) 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 		
		A5	<ul style="list-style-type: none"> (A5) 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 		
		WA3	<ul style="list-style-type: none"> (WA3)To give children the chance to learn about their 		
		H6	<ul style="list-style-type: none"> (H6) a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 		

Year 6