Dunnington Primary School

History Long Term Plan

History Long Term Plan

Intent:

The long term plan for history reflects the requirements of the National Curriculum for Key Stage 1 and 2.

We aim to provide children with a broad study of history that gives them a solid basis of knowledge on which to build as they move through our school and beyond. We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. We want our History curriculum to support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others.

Our ambition is for our History curriculum to:

- support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.
- develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

We want our children to to leave primary school with a good working knowledge of a range of historical periods, as well as a skillset that enables them to find out more about life in the past. To prepare pupils for their future learning in History, our topics introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

We have chosen to teach the geography curriculum using Kapow Geography as our main foundation. Kapow Primary's History scheme of work is aligned with our intent in enabling pupils to meet the end of Key stage attainment targets in the National curriculum in a range of interesting and engaging ways. The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, and the strands of Topic Knowledge, Chronological Awareness and Historical Inquiry are interwoven throughout. The History units create enriching learning experiences which allow the children to investigate history as historians do, and 'History in Action' videos support this by explaining the careers and work of those in history and heritage-related fields.

For EYFS, activities allow pupils to work towards the 'Understanding the world' Development matters statements, while also covering foundational knowledge that will support them in their further history learning in Key stage 1. History is taught as a discrete subject so that children will further

develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a ‘mental timeline’ they can refer to throughout their learning in Key stage 2.

The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2, allowing knowledge of these key concepts to grow. Lessons are designed to be varied, engaging and hands-on, with activities that enable children to develop their knowledge of concepts and chronology, as well as their knowledge of the context being studied.

Impact

Over time children develop a broad subject knowledge of historical periods, and can increasingly make links between what they have learnt. The impact of the scheme is monitored through both formative and summative assessment opportunities. Teachers assess understanding regularly against the learning intention, and the Kapow scheme also provides resources to support teachers in assessing pupils. Retrieval activities and questioning are used to check and secure knowledge, and each unit provides a ‘skill catcher’ and knowledge assessment quiz which can be used at the end of the unit.

Having undertaken our scheme of work, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. Children will be shaped into enquiring learners, who ask questions and can make suggestions about where to find the evidence to answer the question. They will become increasingly critical and analytical thinkers who are able to make informed and balanced judgements based upon their knowledge of the past.

History Long Term Plan – Overview

History is taught in half termly blocks, alternating with Geography

EYFS Cycle A and B	How I've changed Families and communities People who help us Black History Month	Bonfire Night Remembrance Day Christmas and toys in the past and now	People who help us Our school in the past and now	People who help us Months of the year Transport through time	Family Tree Kings and Queens Past and present	Dinosaurs/Fossils Mary Anning Seaside in the past and now

Cycle A – KS1 and KS2

	Autumn Term	Spring Term	Summer Term
Year 1 and 2	**How am I making History?**	**How have toys changed?**	**How did we learn to fly?**
Year 3 and 4	**Would you prefer to live in the Stone, Bronze or Iron age?**	**How hard was it to invade and settle in Britain?**	**How have children's lives changed?**
Year 5 and 6	**Were the Vikings raiders, traders, or something else?**	**What was life like in Tudor England?**	**What was the Impact of World War 2 on Britain and its people?**

Cycle B – KS1 and KS2

	Autumn Term	Spring Term	Summer Term
Year 1 and 2	**What is History?**	**How is school different from the past?**	**What is a monarch?**
Year 3 and 4	**Why did the Romans settle in Britain?**	**What did the Ancient Egyptians believe?**	**How did the achievements of the Ancient Maya affect society and beyond?**
Year 5 and 6	**What does the census tell us about the local area?**	**What did the Greeks ever do for us?**	**What was the Sikh Empire?**

Blue Class – History Long Term Plan – Cycle A

	How am I making history?	How have toys changed?	How did we learn to fly?
Enquiry Question	Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, we will investigate chronology. Beginning to look at a simple timeline extending back to before we were born.	Sequencing toys into a physical timeline, we will investigate artefacts from the past and begin to pose questions. We will learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	Developing our knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.
National Curriculum Links	Maths: Measurement Art and design English: Spoken language	RSE & PSHE Art and design English: Spoken language Maths: Measurement British values: Mutual respect	English: Spoken language Maths: Measurement British values: Mutual respect
Possible Visit/Enrichment Opportunity	Local library/archive to view local news from the past/local history.	Teddy Bear Museum (Stratford) or visitor to school	Local Air Cadets visit – what do cadets do?
Possible End Product	Create a labelled display with pictures of artefacts and images from the past with short explanations and comparisons.	Create a 'teddy bear timeline' or toy timeline	Write or tell a story from what we have learned – to tohers in the group using stick puppets – eg. Amelia Erhart.

Yellow Class – History Long Term Plan – Cycle A

	Would you prefer to live in the Stone, Bronze or Iron Age?	How hard was it to invade & settle in Britain?	How have children's lives changed?
Enquiry Question	Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.
National Curriculum Links	English Spoken language Develop understanding through speculating, hypothesising, imagining and exploring ideas. Geography Human geography, including trade links.	Geography: Human and physical geography Design and technology: Make English: Spoken language	English: Spoken language, Reading comprehension, Writing PSHE & C and British Values Science: Working scientifically
Possible Visit/Enrichment Opportunity	Local Iron Age Fort, or museum offering sessions.	Viking or Anglo Saxon museum or visitor.	Barnardo's visiting speaker or visit to workhouse museum or similar.
Possible End Product	Create a diorama with explanation	Create maps showing the Kingdoms of Britain prior to the Norman invasion or act out the story of one of the key characters.	Persuasive letter regarding the plight of children or Rights of the Child

Green Class – History Long Term Plan – Cycle A			
	Were the Vikings raiders, traders or something else?	**What was life like in Tudor England?**	**What was the impact of World War 2 on the people of Britain?**
Enquiry Question	Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.	Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.	Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.
National Curriculum Links	Geography: Human and physical geography, Geographical skills and fieldwork. Maths: Ratio. English: Spoken language.	English: Spoken language, Writing – composition.	English: Spoken language; Writing. Geography: Locational knowledge; Geographical skills and fieldwork.
Possible Visit/Enrichment Opportunity	Almonry Museum visit.	Elizabethan houses - Stratford	Stratford Armouries Churchill Exhibition Hartlebury Castle – Evacuee Experience/Make do and mend
Possible End Product	Create a portfolio of evidence of the Viking's importance and achievements.	Create contrasting inventories of two people living in the Tudor period. Create a labelled plan of a Tudor home or a diorama.	Diary account of evacuee or Windrush migrant Presentation board – roles in WW2 (Women)

Blue Class – History Long Term Plan – Cycle B			
	What is history?	**How is school different in the past?**	**What is a monarch?**
Enquiry Question	Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, we will investigate chronology. Beginning to look at a simple timeline extending back to before we were born. Exploring what holidays were like in the past through asking questions and examining photographs.	Understanding that although our school has been in the local area for a long time, it has not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.	Finding out the role of a monarch, we will compare the monarchy today with the monarchy in the past. We will investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.
National Curriculum Links	Maths: Measurement Art and design English: Spoken language	English: maintain attention and participate actively in conversation Geography: use maps Art and design: use art to share ideas Mathematics recognise and use language relating to dates, including days of the week, weeks, months and years	Art and design English: Spoken language Design and technology: Make RE: Ceremonies
Possible Visit/Enrichment Opportunity	Local oral history project visitor Seaside town with Historical features	Immersive schoolroom experience – St.John's House Museum, Warwickshire. Hartlebury Castle - schoolroom	Kenilworth Castle (Norman)
Possible End Product	Create a seaside scene – children to focus on different periods of time Diary of a day at the seaside comparison – Victorian and late 20th C, present day.	Draw and describe – school day in the past - Postcard from the past / time travel pod.	Castles timeline – map the changes Recount of a visit to a Norman Castle

Yellow Class – History Long Term Plan – Cycle B

	Why did the Romans settle in Britain?	What did the Ancient Egyptians believe?	How did the achievements of the Ancient Maya affect their society and beyond?
Enquiry Question	Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.	Explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Observe and analyse artefacts, to scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.
National Curriculum Links	Art and design Geography - locations Physical education English – Spoken language	Geography: Human and physical geography, Geographical skills and fieldwork Religion and worldviews English: Spoken language	English: Spoken language Design and technology: Cooking and nutrition Geography: Human and physical geography, Geographical skills and fieldwork Religion and worldviews
Possible Visit/Enrichment Opportunity	Alcester Roman Museum	Birmingham Museum and Art Gallery workshop – Lifer and Death in Ancient Egypt	Cadbury World Mayan talk
Possible End Product	Create a presentation on the legacy of the Romans within local area using maps	Make a recorded video Create a news report about finding an Egyptian artefact	Written account of time traveller who landed in the Mayan civilisation Write or perform a debate about how the Mayan period ended

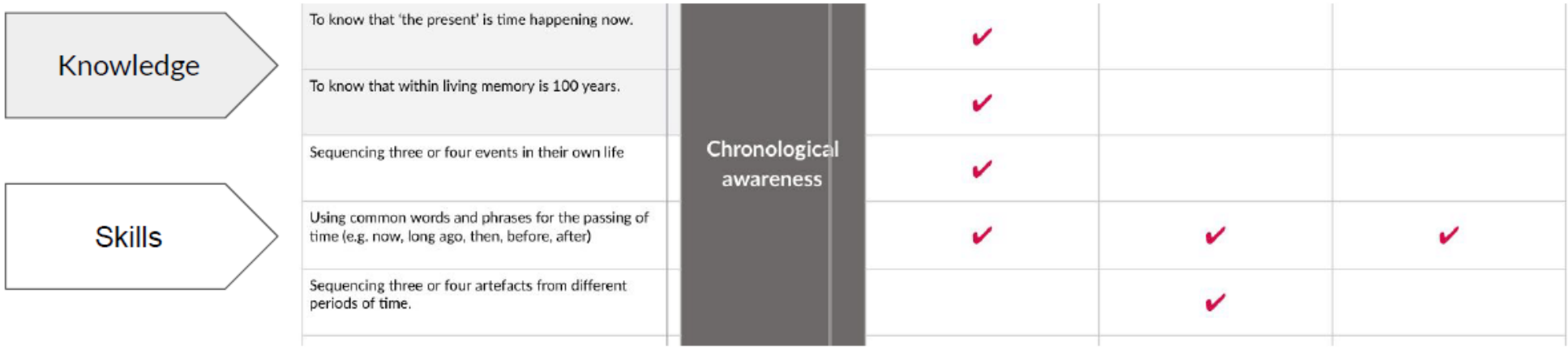
Green Class – History Long Term Plan – Cycle B			
	What does the census tell us about our local area?	**What did the Greeks ever do for us?**	**The Sikh Empire**
Enquiry Question	Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.	Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.	Exploring how the Sikh Empire was unified by Maharaja Ranjit Singh and the values and belief system of the Sikhs.
National Curriculum Links	English: Spoken language, Reading comprehension Geography: Geographical skills and fieldwork	Geography: Human and physical geography, Geographical skills and fieldwork Maths: Ratio and proportion English: Spoken language British values: Democracy, rule of law	English: Reading comprehension, Spoken language. British values: Mutual respect, Tolerance of those with different faiths and beliefs. Religious Education: Sikhism Geography: Human geography
Possible Visit/Enrichment Opportunity	Use of National Archives website Visiting speaker – archivist or library historian	Ashmolean Museum, Oxford Council chambers/court house	GGNP Gurdwara Coventry or speaker from the above.
Possible End Product	Present findings to Census inquiry using: Story, a social media entry, a timeline, a Venn diagram or a mixture of these. Or Create a time capsule	Presentation or debate about key question – What did the Greeks do for us? Written argument or speech.	Present understanding of significance and legacy of the Sikh empire and its leaders – poster presentation, PowerPoint or oral speaking activity/video.

Progression Mapping

Introduction

The History Progression of skills and knowledge — mixed-age shows the knowledge and skills taught in the Kapow Primary History curriculum for mixed-age settings and which of the units work towards these statements.

Component knowledge statements are shown in grey and composite skills are shown in white.



Topic knowledge is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or 'fingertip knowledge as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their Chronological awareness and understanding of Substantive concepts in different contexts.

Year 1/2		Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
To know that a timeline shows the order events in the past happened.	Chronological awareness	✔	✔	✔	✔	✔	✔
To know that we start by looking at 'now' on a timeline then look back.		✔	✔	✔	✔	✔	✔
To know that 'the past' is events that have already happened.		✔	✔	✔	✔	✔	✔
To know that 'the present' is time happening now.		✔	✔	✔	✔	✔	✔
To know that within living memory is 100 years.		✔	✔	✔	✔	✔	✔
To know a decade is ten years.						✔	✔
To know that beyond living memory is more than 100 years ago.				✔		✔	✔
To know that events in history may last different amounts of time.							✔
Sequencing up to four artefacts on a timeline.			✔				
Sequencing up to six photographs, focusing on the intervals between events.		✔	✔	✔		✔	
Sequencing up to six events on a timeline.		✔		✔	✔		✔
Beginning to recognise how long each event lasted.				✔			✔
Knowing where people/events studied fit into a chronological framework.				✔		✔	✔
Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)		✔	✔	✔	✔	✔	✔

Year 1/2	Disciplinary concepts:	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
To know that people change as they grow older.	Change and continuity	✔			✔		
To know that throughout someone's lifetime, some things will change and some things will stay the same.		✔	✔			✔	✔
To know that everyday objects have changed over time.			✔				
To know that daily life has changed over time but that there are some similarities to life today.						✔	
To know that everyday objects have changed as new materials have been invented.	Cause and consequence		✔				
To know that changes may come about because of improvements in technology.				✔		✔	
To know that there are similarities and differences between their lives today and their lives in the past.	Similarities and differences	✔			✔		
To know some similarities and differences between the past and their own lives.		✔	✔		✔	✔	
To know that people celebrate special events in different ways.		✔					
To know that people spend their holidays in different ways.					✔		
To know that everyday objects have similarities and differences with those used for the same purpose in the past.			✔			✔	
To know that there are explanations for similarities and differences between children's lives now and in the past.			✔			✔	

Year 1/2	Disciplinary concepts:	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
To know that some people and events are considered more 'special' or significant than others.	Historical significance	✔			✔		✔
To know that some events are more significant than others.				✔			✔
To know the impact of a historical event on society.				✔			✔
To know that 'historically significant' people are those who changed many people's lives.				✔			✔
To know that photographs can tell us about the past.	Sources of evidence	✔		✔	✔	✔	✔
To know that we can find out about the past by asking people who were there.		✔	✔		✔	✔	
To know that artefacts can tell us about the past.			✔				
To know that we remember some (but not all) of the events that we have lived through.		✔	✔		✔		
To know that we can find out about how places have changed by looking at maps.	Sources of evidence					✔	
To know that historians use evidence from sources to find out more about the past.				✔		✔	✔
To know that the past can be represented in photographs.	Historical interpretations	✔	✔	✔	✔	✔	✔
To know that the past is represented in different ways.		✔	✔	✔	✔	✔	✔

Year 1/2	Disciplinary concepts:	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
Being aware that some things have changed and some have stayed the same in their own lives.	Change and continuity	✔	✔		✔		
Describing simple changes and ideas/objects that remain the same.		✔	✔		✔	✔	
Understanding that some things change while other items remain the same and some are new.		✔	✔		✔	✔	
Recognising some things which have changed/stayed the same as the past.		✔	✔	✔	✔	✔	✔
Identifying simple reasons for changes.		✔	✔	✔	✔	✔	✔
Asking questions about why people did things, why events happened and what happened as a result.	Cause and consequence		✔	✔			✔
Recognising why people did things, why events happened and what happened as a result.				✔			✔
Beginning to look for similarities and differences over time in their own lives.	Similarities and differences	✔	✔		✔		
Identifying similarities and difference between ways of life at different times.		✔	✔	✔	✔	✔	✔
Finding out about people, events and beliefs in society.				✔		✔	✔
Making comparisons with their own lives.		✔	✔	✔	✔	✔	

Year 1/2	Disciplinary concepts:	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
Recalling special events in their own lives.	Historical significance	✔	✔		✔		
Discussing who was important in a historical event.				✔			✔
Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Sources of evidence	✔	✔	✔	✔	✔	✔
Making simple observations about a source or artefact.		✔	✔	✔	✔	✔	✔
Using sources to show an understanding of historical concepts (see above).		✔	✔	✔	✔	✔	✔
Identifying a primary source.				✔			
Recognising different ways in which the past is represented (including eye-witness accounts).	Historical interpretations	✔	✔	✔	✔	✔	✔
Comparing pictures or photographs of people or events in the past.		✔	✔	✔	✔	✔	✔
Developing their own interpretations from artefacts, photographs and written sources.		✔	✔	✔	✔	✔	✔

Year 1/2	Historical enquiry	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
Asking questions about sources of evidence (e.g. artefacts).	Posing historical questions	✔	✔	✔	✔	✔	✔
Asking a range of questions about stories, events and people.		✔	✔	✔	✔	✔	✔
Understanding the importance of historically-valid questions.				✔		✔	✔
Understanding how we use books and sources to find out about the past.	Gathering, organising and evaluating evidence			✔		✔	✔
Using a source to answer questions about the past.		✔	✔	✔	✔	✔	✔
Evaluating the usefulness of sources to a historical enquiry.				✔		✔	✔
Selecting information from a source to answer a question.				✔		✔	✔
Identifying a primary source.				✔			

Year 1/2	Historical enquiry	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
Interpreting evidence by making simple deductions .	Interpreting findings, analysing and making connections	✔	✔	✔	✔	✔	✔
Making simple inferences and deductions from sources of evidence.			✔	✔		✔	✔
Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).		✔	✔	✔	✔	✔	✔
Making links and connections across a unit of study.		✔	✔	✔	✔	✔	✔
Selecting and using sections of sources to illustrate and support answers.							✔
Making simple conclusions about a question using evidence to support.	Evaluating and drawing conclusions		✔	✔		✔	✔
Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).	Communicating findings	✔	✔	✔	✔	✔	✔
Using relevant vocabulary in answers.		✔	✔	✔	✔	✔	✔
Describing past events and people by drawing or writing.		✔	✔	✔	✔	✔	✔
Expressing a personal response to a historical story or event through discussion, drawing our writing.				✔		✔	

Year 1/2	Substantive concepts:	Cycle A			Cycle B		
		How am I making history?	How have toys changed?	How did we learn to fly?	What is history?	How was school different in the past?	What is a monarch?
To know some inventions that still influence their own lives today.	Achievements and follies of mankind		✔	✔		✔	
To know some achievements and discoveries of significant individuals.				✔			
To know and begin to identify achievements and inventions that still influence their own lives today.			✔	✔		✔	
To know the legacy and contribution of the inventions.			✔	✔		✔	
To be aware of the achievements of significant individuals.				✔			✔
To know that a monarch in the UK is a king or queen.	Power (monarchy, government and empire)						✔
To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.							✔
To know that Britain was organised into kingdoms and these were governed by monarchs.							✔

Lower key stage 2		Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
To know that history is divided into periods of history e.g. ancient times, middle ages and modern.	Chronological awareness	✔	✔		✔		✔
To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.		✔	✔				
To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.		✔	✔	✔		✔	
To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.		✔	✔				
To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.		✔					✔
To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.		✔					
To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.				✔			
To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.					✔		
To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.					✔		

Lower key stage 2		Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	HHow did the achievements of the Ancient Maya influence their society and beyond?
Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.	Chronological awareness	✔		✔		✔	✔
Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.		✔	✔	✔	✔	✔	✔
Using dates to work out the interval between periods of time and the duration of historical events or periods.		✔	✔	✔	✔	✔	
Using BC/AD/Century.		✔	✔	✔	✔	✔	✔
Sequencing eight to ten artefacts, historical pictures or events.					✔		✔
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.		✔	✔	✔	✔	✔	✔
Placing the time studied on a timeline.		✔	✔	✔	✔	✔	✔
Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.		✔	✔	✔	✔	✔	✔
Noticing connections over a period of time.		✔	✔	✔	✔	✔	✔
Making a simple individual timeline.			✔	✔	✔	✔	✔

Lower key stage 2	Disciplinary concepts:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
To know that change can be brought about by advancements in transport and travel.	Change and continuity	✔					
To know that change can be brought about by advancements in materials.		✔	✔				✔
To know that change can be brought about by advancements in trade		✔				✔	✔
To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	Cause and consequence		✔		✔		✔
To know that advancements in science and technology can be the cause of change.					✔		✔
To know that significant archaeological findings are those which change how we see the past.	Historical significance	✔		✔		✔	✔
To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.				✔	✔	✔	✔
To know that archaeological evidence can be used to find out about the past.	Sources of evidence	✔	✔			✔	✔
To know that we can make inferences and deductions using images from the past.		✔	✔	✔	✔	✔	✔
To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.	Historical interpretations	✔				✔	✔
To know that assumptions made by historians can change in the light of new evidence.		✔			✔	✔	✔

Lower key stage 2	Disciplinary concepts:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
Identifying reasons for change and reasons for continuities.	Change and continuity	✔		✔	✔		
Identifying what the situation was like before the change occurred.		✔	✔	✔	✔		✔
Comparing different periods of history and identifying changes and continuity.		✔	✔	✔	✔		✔
Describing the changes and continuity between different periods of history.		✔	✔	✔	✔		✔
Identifying the links between different societies.		✔	✔	✔		✔	✔
Identifying the consequences of events and the actions of people.	Cause and consequence		✔	✔	✔	✔	✔
Identifying reasons for historical events, situations and changes.		✔	✔	✔	✔	✔	✔
Identifying similarities and differences between periods of history.	Similarities and differences	✔	✔	✔	✔		✔
Explaining similarities and differences between daily lives of people in the past and today.		✔	✔	✔	✔		✔
Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.		✔	✔	✔			✔

Lower key stage 2	Disciplinary concepts:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
Recalling some important people and events.	Historical significance		✔	✔	✔		✔
Identifying who is important in historical sources and accounts.			✔	✔	✔		
Using a range of sources to find out about a period.	Sources of evidence	✔	✔	✔	✔	✔	✔
Using evidence to build up a picture of a past event.		✔	✔	✔	✔	✔	✔
Observing the small details when using artefacts and pictures.		✔	✔	✔	✔	✔	✔
Identifying sources which are influenced by the personal beliefs of the author.					✔		
Identifying and giving reasons for different ways in which the past is represented.	Historical interpretations			✔	✔		✔
Identifying the differences between different sources and giving reasons for the ways in which the past is represented.			✔		✔		
Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.		✔	✔	✔		✔	✔
Evaluating the usefulness of different sources.		✔	✔	✔	✔		

Lower key stage 2	Historical enquiry	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
Understanding how historical enquiry questions are structured.	Posing historical questions			✔	✔	✔	
Creating historically-valid questions across a range of time periods, cultures and groups of people.				✔	✔	✔	✔
Asking questions about the main features of everyday life in periods studied, e.g. how did people live.		✔	✔	✔	✔		✔
Creating questions for different types of historical enquiry.					✔		
Asking questions about the bias of historical evidence.			✔	✔	✔	✔	
Using a range of sources to construct knowledge of the past.	Gathering, organising and evaluating evidence	✔	✔	✔	✔		✔
Defining the terms 'source' and 'evidence'.			✔	✔	✔		
Extracting the appropriate information from a historical source.		✔	✔	✔	✔	✔	✔
Selecting and recording relevant information from a range of sources to answer a question.			✔		✔		✔

Lower key stage 2	Historical enquiry	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
Identifying primary and secondary sources.	Gathering, organising and evaluating evidence (continued...)	✔	✔	✔	✔	✔	
Identifying the bias of a source.				✔	✔		
Comparing and contrasting different historical sources.				✔	✔		✔
Understanding that there are different ways to interpret evidence.	Interpreting findings, analysing and making connections		✔	✔		✔	✔
Interpreting evidence in different ways.		✔				✔	✔
Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.		✔	✔	✔	✔	✔	✔
Making links and connections across a period of time, cultures or groups.		✔	✔	✔	✔	✔	✔
Asking the question "How do we know?"		✔	✔	✔	✔	✔	✔

Lower key stage 2	Historical enquiry	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
Understanding that there may be multiple conclusions to a historical enquiry question.	Evaluating and drawing conclusions			✔	✔	✔	✔
Reaching conclusions that are substantiated by historical evidence.		✔	✔	✔	✔	✔	✔
Recognising similarities and differences between past events and today.					✔	✔	✔
Communicating knowledge and understanding through discussion, debates, drama, art and writing.	Communicating findings		✔	✔	✔	✔	✔
Constructing answers using evidence to substantiate findings.		✔	✔	✔	✔	✔	✔
Identifying weaknesses in historical accounts and arguments.		✔	✔	✔			✔
Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.				✔	✔	✔	✔
Creating a structured response or narrative to answer a historical enquiry.		✔	✔	✔	✔	✔	✔
Describing past events orally or in writing, recognising similarities and differences with today.		✔			✔		✔

Lower key stage 2	Substantive concepts:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
To understand the development of groups, kingdom and monarchy in Britain.	Power (monarchy, government and empire)	✔		✔			
To know who became the first ruler of the whole of England.				✔			
To understand the expansion of empires and how they were controlled across a large empire.			✔				
To understand that societal hierarchies and structures existed including aristocracy and peasantry.			✔	✔		✔	
To understand some reasons why empires fall/collapse.			✔				
To know that there were different reasons for invading Britain.	Invasion, settlement and migration		✔	✔			
To understand that there are varied reasons for coming to Britain.		✔	✔	✔			
To know that there are different reasons for migration.				✔			
To know that settlement created tensions and problems.			✔	✔			
To understand the impact of settlers on the existing population.			✔	✔			
To understand the earliest settlements in Britain.		✔	✔	✔			
To know that settlements changed over time.		✔		✔			✔

Lower key stage 2	Substantive concepts:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
To understand how invaders and settlers influence the culture of the existing population.	Civilisation (social and cultural)	✔	✔	✔			
To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.		✔	✔	✔	✔	✔	✔
To know that education existed in some cultures, times and groups.					✔		✔
To know that communities traded with each other and over the English Channel in the Prehistoric Period.	Trade	✔	✔	✔			
To understand that trade began as the exchange of goods.		✔	✔				✔
To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.		✔	✔				
To understand that the Roman invasion led to a great increase in British trade with the outside world.			✔				
To understand that trade develops in different times and ways in different civilisations.							
To understand that the traders were the rich members of society.		✔	✔				

Lower key stage 2	Substantive concepts:	Year 3/4 Cycle A			Year 3/4 Cycle B		
		British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	British history 3: How hard was it to invade and settle in Britain?	How have children's lives changed?	What did the ancient Egyptians believe?	How did the achievements of the Ancient Maya influence their society and beyond?
To understand that there are different beliefs in different cultures, times and groups.	Beliefs		✔	✔		✔	✔
To know about paganism and and the introduction of Christianity in Britain.			✔	✔			
To know how Christianity spread.				✔			
To compare the beliefs in different cultures, times and groups.				✔		✔	✔
To be able to identify achievements and inventions that still influence our lives today from Roman times.	Achievements and follies of mankind		✔				
To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.				✔			
To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.						✔	✔

Upper key stage 2		Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)	Chronological awareness					✔		✔
To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.			✔			✔		✔
To understand that historical periods have characteristics that distinguish them.		✔	✔	✔		✔		
To understand how to work out durations of periods and events.			✔	✔		✔		✔
To understand how to represent a scale on a timeline.		✔		✔		✔		✔
To understand how to create their own timeline selecting significant events.		✔		✔				✔

Upper key stage 2		Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.	Chronological awareness		✔	✔	✔	✔		
Putting dates in the correct century.		✔	✔				✔	✔
Using the terms AD and BC in their work.		✔	✔			✔		
Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age		✔			✔	✔		
Developing a chronologically secure understanding of British, local and world history across the periods studied.		✔	✔	✔		✔		✔
Placing the time, period of history and context on a timeline.		✔	✔	✔		✔		
Relating current study on timeline to other periods of history studied.		✔	✔		✔	✔		
Comparing and making connections between different contexts in the past.			✔	✔	✔	✔	✔	✔

Upper key stage 2	Disciplinary concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
To know that change can be brought about by conflict.	Change and continuity	✔		✔				
To know that change can be traced using the census.					✔			
To know that members of society standing up for their rights can be the cause of change.	Cause and consequence			✔	✔	✔	✔	
To know how historians select criteria for significance and that this changes.	Historical significance						✔	✔
To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.	Sources of evidence				✔			
To understand the types of information that can be extracted from the census.					✔			
To understand that inventories are useful sources of evidence to find out about people from the past.			✔					
To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.					✔			
To understand how to compare different census extracts by analysing the entries in individual columns.					✔			
To know that the most reliable sources are primary sources which were created for official purposes.					✔			

Upper key stage 2	Disciplinary concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.	Historical interpretations	✔	✔	✔		✔		
To understand that there are different interpretations of historical figures and events.			✔	✔		✔	✔	✔
Making links between events and changes within and across different time periods / societies.	Change and continuity	✔	✔	✔		✔	✔	
Identifying the reasons for changes and continuity.			✔	✔				
Describing the links between main events, similarities and changes within and across different periods/studied.			✔	✔		✔	✔	
Describing the links between different societies.			✔			✔		
Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.			✔	✔		✔		
Analysing and presenting the reasons for changes and continuity.			✔	✔		✔		
Giving reasons for historical events, the results of historical events, situations and changes.	Cause and consequence			✔		✔	✔	
Starting to analyse and explain the reasons for, and results of historical events, situations and change.			✔	✔		✔	✔	

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Upper key stage 2	Disciplinary concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
							Choose one of:	
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote?	What was the Sikh Empire?
Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Similarities and differences	✔	✔	✔		✔	✔	
Making links with different time periods studied.			✔	✔		✔	✔	
Describing change throughout time.			✔	✔	✔	✔	✔	
Identifying significant people and events across different time periods.	Historical significance		✔	✔		✔	✔	
Comparing significant people and events across different time periods.		✔		✔		✔	✔	
Explain the significance of events, people and developments.				✔		✔	✔	✔
Recognising primary and secondary sources.	Sources of evidence	✔	✔	✔	✔	✔		
Using a range of sources to find out about a particular aspect of the past.		✔	✔	✔	✔	✔	✔	✔

Upper key stage 2	Disciplinary concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.	Sources of evidence	✔	✔	✔				
Describing how secondary sources are influenced by the beliefs, cultures and time of the author.						✔	✔	✔
Comparing accounts of events from different sources.	Historical interpretations			✔		✔	✔	✔
Suggesting explanations for different versions of events.		✔		✔				
Evaluating the usefulness of historical sources.			✔	✔	✔	✔	✔	
Identifying how conclusions have been arrived at by linking sources.		✔			✔			
Developing strategies for checking the accuracy of evidence.			✔	✔				
Addressing and devising historically valid questions.					✔	✔	✔	
Understanding that different evidence creates different conclusions.		✔		✔		✔		✔
Evaluating the interpretations made by historians.						✔	✔	✔

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Upper key stage 2	Historical enquiry	Year 5/6 Cycle A			Year 5/6 Cycle B			
							Choose one of:	
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote?	What was the Sikh Empire?
Planning a historical enquiry.	Posing historical questions	✔	✔		✔		✔	
Suggesting the evidence needed to carry out the enquiry.		✔		✔	✔		✔	
Identifying methods to use to carry out the research.			✔	✔	✔	✔	✔	
Asking historical questions of increasing difficulty e.g. who governed, how and with what results?			✔	✔			✔	✔
Creating a hypothesis to base an enquiry on.		✔	✔	✔			✔	
Asking questions about the interpretations, viewpoints and perspectives held by others.		✔		✔		✔	✔	✔
Using different sources to make and substantiate historical claims.	Gathering, organising and evaluating evidence	✔	✔	✔		✔	✔	
Developing an awareness of the variety of historical evidence in different periods of time.			✔	✔	✔	✔	✔	
Distinguishing between fact and opinion.			✔			✔	✔	

Upper key stage 2	Historical enquiry	Year 5/6 Cycle A			Year 5/6 Cycle B			
							Choose one of:	
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote?	What was the Sikh Empire?
Recognising 'gaps' in evidence.	Gathering, organising and evaluating evidence (continued...)	✔	✔	✔	✔	✔	✔	
Identifying how sources with different perspectives can be used in a historical enquiry.		✔	✔	✔		✔	✔	✔
Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.		✔		✔			✔	
Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.			✔	✔	✔	✔	✔	
Interpreting evidence in different ways using evidence to substantiate statements.	Evaluating and drawing conclusions	✔		✔	✔		✔	✔
Making increasingly complex interpretations using more than one source of evidence.		✔		✔	✔	✔	✔	
Challenging existing interpretations of the past using interpretations of evidence.		✔						
Making connections, drawing contrasts and analysing within a period and across time.		✔	✔	✔	✔		✔	
Beginning to interpret simple statistical sources.					✔			

Upper key stage 2	Historical enquiry	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
Reaching conclusions which are increasingly complex and substantiated by a range of sources.	Evaluating and drawing conclusions (continued...)	✔		✔	✔		✔	✔
Evaluating conclusions and identifying ways to improve conclusions.		✔						
Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.	Communicating findings	✔	✔	✔	✔		✔	✔
Showing written and oral evidence of continuity and change as well as indicting simple causation.				✔	✔		✔	
Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.		✔	✔	✔	✔		✔	
Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.		✔	✔	✔	✔	✔	✔	
Constructing explanations for past events using cause and effect.				✔		✔		✔
Using evidence to support and illustrate claims.		✔		✔	✔	✔	✔	✔

Upper key stage 2	Substantive concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
							Choose one of:	
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote?	What was the Sikh Empire?
To understand how the monarchy exercised absolute power.	Power (monarchy, government and empire)		✔				✔	✔
To understand the process of democracy and parliament in Britain.				✔		✔	✔	
To understand that different empires have different reasons for their expansion.		✔				✔		
To understand that there are changes in the nature of society.		✔		✔		✔	✔	
To know that there are different reasons for the decline of different empires.		✔		✔		✔		

Upper key stage 2	Substantive concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
To understand there are increasingly complex reasons for migrants coming to Britain.	Invasion, settlement and migration	✔	✔	✔				
To understand that migrants come from different parts of the world.		✔		✔				
To know about the diverse experiences of the different groups coming to Britain over time.		✔		✔				
To be aware of the different beliefs that different cultures, times and groups hold.	Beliefs	✔	✔			✔	✔	✔
To understand the changing nature of religion in Britain and its impact.			✔					
To be aware of how different societies practise and demonstrate their beliefs.		✔	✔			✔		
To be able to identify the impact of beliefs on society.			✔			✔	✔	✔

Upper key stage 2	Substantive concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
To understand the changes and reasons for the organisation of society in Britain.	Civilisation (social and cultural)	✔	✔	✔	✔		✔	
To understand how society is organised in different cultures, times and groups.			✔	✔		✔	✔	
To be able to compare development and role of education in societies.					✔	✔	✔	
To be able to compare education in different cultures, times and groups.				✔		✔		
To understand the changing role of women and men in Britain.				✔	✔		✔	
To understand that there are differences between early and later civilisations.						✔		

Upper key stage 2	Substantive concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
							Choose one of:	
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote?	What was the Sikh Empire?
To know that trade routes from Britain expanded across the world .	Trade	✔	✔					
To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals.			✔			✔		
To understand that the expansion of trade routes increased the variety of goods available.		✔						
To understand that the methods of trading developed from in person to boats, trains and planes.		✔						
To understand the development of global trade.		✔					✔	✔
To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.		✔						

Upper key stage 2	Substantive concepts:	Year 5/6 Cycle A			Year 5/6 Cycle B			
		British history 4: Were the Vikings raiders, traders or settlers?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?	What can the census tell us about local areas?	What did the Greeks ever do for us?	Choose one of: Unheard histories: Who should go on the banknote?	Choose one of: What was the Sikh Empire?
To understand that people in the past were as inventive and sophisticated in thinking as people today.	Achievements and follies of mankind	✔	✔	✔		✔	✔	
To know that new and sophisticated technologies were advanced which allowed cities to develop.				✔		✔		
To understand the impact of war on local communities.		✔		✔				
To know some of the impacts of war on daily lives.		✔		✔				
To be able to identify the achievements of civilisations and explain why these achievements were so important.		✔				✔	✔	✔
To be able to compare the achievements of different civilisations and groups.						✔	✔	