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	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Main Themes-	What is History? - What	*The Great Fire of London	Why is the history of our	Romans- What did they do	It's all Greek to Us!-	Wars through the Ages
/ tataiiii	Marvellous me	changes have happened	*Remembrance Day	local area important?	for us?	Ancient Greece	NC ref- a study of an aspect or
	Our families	in my lifetime?	NC ref- Events Beyond Living	NC ref- a local history study	(Links to local history)	NC ref- a study of an aspect or	theme in British history that
		NC ref changes within living	Memory that are significant	Investigate and Interpret the Past	NC ref- the Roman Empire and its	theme in British history that	extends pupils' chronological
	*Talk about	memory. Where appropriate,	nationally or globally	*Use evidence to ask questions and	impact on Britain	extends pupils' chronological	knowledge beyond 1066
	members of their	these should be used to reveal	Investigate and Interpret the Past	find answers to questions about	Investigate and Interpret the Past	knowledge beyond 1066	Investigate and Interpret the Past
	immediate family	aspects of change in national life	*Observe or handle evidence to	the past.	*Use evidence to ask questions and	*Ancient Greece – a study of	*Use sources of evidence to
	,	Investigate and Interpret the Past	ask questions and find answers to	*Use more than one source of	find answers to questions about	Greek life and achievements and	deduce information about the
	and community.	*Observe or handle evidence to	questions about the past.	evidence for historical enquiry in	the past.	their influence on the western	past.
	*Name and describe	ask questions and find answers to	*Ask questions such as: What was	order to gain a more accurate	*Suggest suitable sources of	<u>world</u>	*Select suitable sources of
	people who are	questions about the past.	it like for people? What happened?	understanding of history.	evidence for historical enquiries.	Investigate and Interpret the Past	evidence, giving reasons for
	familiar to them.	*Ask questions such as: What was	How long ago?	*Describe different accounts of a	*Use more than one source of	*Use sources of evidence to	choices.
	*Compare and	it like for people? What happened?	*Identify some of the different	historical event, explaining some of	evidence for historical enquiry in	deduce information about the	*Use sources of information to
	contrast characters	How long ago?	ways the past has been	the reasons why the accounts may	order to gain a more accurate	past.	form testable hypotheses about
	from stories,	Build and overview of World History	represented.	differ.	understanding of history.	*Use sources of information to	the past.
	including figures	*Describe historical events.	*Use artefacts, pictures, stories,	*Describe changes that have	*Describe different accounts of a	form testable hypotheses about	*Seek out and analyse a wide range of evidence in order to
	from the past.	*Recognise that there are reasons	online sources and databases to	happened in the locality of the	historical event, explaining some of	the past.	justify claims about the past.
	from the past.	why people in the past acted as	find out about the past. Build and Overview of World History	school throughout history.	the reasons why the accounts may	*Seek out and analyse a wide	*Show an awareness of the
		they did. Understand Chronology	*Describe historical events.	*Describe the social, ethnic,	differ.	range of evidence in order to justify claims about the past.	concept of propaganda and how
		*Label timelines with words or	* Describe significant people from	cultural	*Suggest causes and	*Understand that no single source	historians must understand the
		phrases such as: past, present,	the past beyond their lifetime.	or religious diversity of past	consequences of some of the main	of evidence gives the full answer	social context of evidence
		older and newer.	Understand Chronology.	society.	events and changes in history. Build and Overview of World History	to questions about the past.	studied.
		*Recount changes that have	*Place events and artefacts in	*Describe the characteristic	*Describe changes that have	Build and Overview of World History	*Understand that no single source
		occurred in their own lives.	order on a timeline.	features of the past, including	happened in the locality of the	*Give a broad overview of life in	of evidence gives the full answer
		Communicate Historically	*Label timelines with words or	ideas, beliefs, attitudes and	school throughout history.	Britain and some major events	to questions about the past.
		*Use words and phrases such as:	phrases such as: past, present,	experiences of men, women and	*Give a broad overview of life in	from the rest of the world.	*Refine lines of enquiry as
		a long time ago	older and newer.	children.	Britain: from ancient to medieval	*Compare some of the times	appropriate.
		recently	*Use dates where appropriate.	Understand Chronology.	times.	studied with those of the other	Build and Overview of World History
		when my parents/carers were	*Recount changes that have	*Understand the concept of	*Describe the social, ethnic,	areas of interest around the world.	*Give a broad overview of life in
		children	occurred in their own lives and	change over time, representing	cultural or religious diversity of	*Describe the social, ethnic,	Britain and some major events
		 years, decades and centuries to 	beyond	this, along with evidence, on a	past society.	cultural or religious diversity of	from the rest of the world.
		describe the passing of time.	Communicate Historically	timeline.	*Describe the characteristic	past society.	*Compare some of the times
			*Use words and phrases such as: a	*Use dates and terms to describe	features of the past, including	*Describe the characteristic	studied with those of the other
		Guy Fawkes- Gunpowder	long time ago, recently,	events.	ideas, beliefs, attitudes and	features of the past, including	areas of interest around the world.
		Plot	when my parents/carers/	Communicate Historically	experiences of men, women and	ideas, beliefs, attitudes and	*Describe the social, ethnic,
		NC ref- Events Beyond Living	grandparents were children, years,	*Use appropriate historical	children.	experiences of men, women	cultural or religious diversity of
		Memory that are significant	decades and centuries to describe	vocabulary to communicate,	Understand Chronology.	Understand Chronology.	past society.
		nationally or globally	the passing of time.	including:	*Place events, artefacts and	*Describe the main changes in a	*Describe the characteristic
		*Describe historical events.	*Show an understanding of	• dates• time period• era	historical figures on a timeline	period of history (using terms	features of the past.
		*Recognise that there are reasons	concepts such as:	• change• chronology.	using dates.	such as: social, religious, political,	Understand Chronology.
		why people in the past acted as	nation and a nation's history, significance, society, influence	*Use literacy, numeracy and	*Understand the concept of	technological and cultural).	*Describe the main changes in a
		they did.	significance, society, influence	computing skills to a good standard in order to communicate	change over time, representing	*Understand the concepts of	period of history (using terms
		, ,		information about the past.	this, along with evidence, on a	continuity and change over time,	such as: social, religious, political,
				information about the past.	timeline.	representing them, along with	technological and cultural).
					*Use dates and terms to describe	evidence, on a timeline.	*Understand the concepts of
					events.	*Use dates and terms accurately in	continuity and change over time,
					Communicate Historically	describing events.	representing them, along with
					*Use appropriate historical	Communicate Historically *Use appropriate historical	evidence, on a timeline.
					vocabulary to communicate, including:	vocabulary to communicate,	*Use dates and terms accurately in describing events.
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				dates time period era change chronology. Wse literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	including: • dates• time period• era • chronology• continuity • change• century• decade• legacy. *Use original ways to present information and ideas.	Communicate Historically *Use appropriate historical vocabulary to communicate, including: • dates• time period• era • chronology• continuity • change• century• decade • legacy. *Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. *Use original ways to present information and ideas.
Main Themes * Our World *Cities- London and Liverpool- The Naughty bus *Transport *Comment on images of familiar situations in the past- transport ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	Neil Armstrong NC ref- the lives of significant individuals in the past who have contributed to national and international achievements Investigate and Interpret the Past *Use artefacts, pictures, stories, online sources and databases to find out about the past. Build and overview of World History *Describe historical events. *Describe significant people from the past Understand Chronology * Place events and artefacts in order on a timeline. Communicate Historically *Use words and phrases such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time.	Spreading the Word! How Technology and Communication have changed over time. NC ref- 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 Investigate and Interpret the Past *Observe or handle evidence to ask questions and find answers to questions about the past. *Ask questions such as: What was it like for people? What happened? How long ago? *Identify some of the different ways the past has been represented. *Use artefacts, pictures, stories, online sources and databases to find out about the past. Build and Overview of World History *Describe historical events. * Describe significant people from the past beyond their lifetime. *Recognise that there are reasons why people in the past acted as they did. Understand Chronology. *Use dates where appropriate. * Place events and artefacts in order on a timeline. Communicate Historically *Use words and phrases such as: achievement/ sustained/ discoveries/centuries/ influential:	Stone Age/ Bronze Age/ Iron Age NC ref changes in Britain from the Stone Age to the Iron Age Investigate and Interpret the Past *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Suggest causes and consequences of some of the main events and changes in history. Build and Overview of World History *Give a broad overview of life in Britain: from ancient to medieval times. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology. *Place events, artefacts and historical figures on a timeline using dates. *Use dates and terms to describe events. Communicate Historically *Use appropriate historical vocabulary to communicate, including: • dates• time period• era • change• chronology. *Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Anglo-Saxons NC ref- Britain's settlement by Anglo-Saxons and Scots Investigate and Interpret the Past *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. *Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. *Suggest causes and consequences of some of the main events and changes in history. *Give a broad overview of World History *Give a broad overview of life in Britain: from ancient to medieval times. *Compare some of the times studied with those of other areas of interest around the world. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology. *Understand Chronology. *Understand the concept of change over time, representing this, along with evidence, on a timeline. *Use dates and terms to describe	Ancient Benin NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *a non-European society that provides contrasts with British history -Benin (West Africa) c. AD 900-1300. Investigate and Interpret the Past *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Use sources of information to form testable hypotheses about the past. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. Build and Overview of World History *Compare some of the times studied with those of the other areas of interest around the world. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology. *Describe the main changes in a	World War II focus- links to local area and Liverpool NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Investigate and Interpret the Past *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. *Refine lines of enquiry as appropriate. Build and Overview of World History *Identify continuity and change in the history of the locality of the school. *Compare some of the times studied with those of the other areas of interest around the world. *Describe the characteristic features of the past. Understand Chronology. *Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). *Identify periods of rapid change in history and contrast them with times of relatively little change.





					events.	period of history (using terms	*Understand the concepts of
					Communicate Historically	such as: social, religious, political,	continuity and change over time,
					*Use appropriate historical	technological and cultural).	representing them, along with
					vocabulary to communicate,	*Understand the concepts of	evidence, on a timeline.
					including:	continuity and change over time,	*Use dates and terms accurately in
					• dates• time period• era	representing them, along with	describing events.
					change • chronology.	evidence, on a timeline.	Communicate Historically
					*Use literacy, numeracy and	*Use dates and terms accurately in	*Use appropriate historical
					computing skills to a good	describing events.	vocabulary to communicate,
					standard in order to communicate	Communicate Historically	including:
					information about the past.	*Use appropriate historical	• dates• time period• era
					I morniation about the past.	vocabulary to communicate,	• chronology• continuity
						including:	• change • century • decade
						• dates• time period• era	• legacy.
						• chronology• continuity	*Use literacy, numeracy and
						• change • century • decade	computing skills to an exceptional
						• legacy.	standard in order to communicate
						*Use literacy, numeracy and	information about the past.
						computing skills to a high	*Use original ways to present
						standard in order to communicate	information and ideas.
						information about the past.	illorillation and ideas.
_	Main Thomas	Cross Darling History of	Lord Loverbulms	Ancient Civiliantiens	The Wilsings!	'	The History of Liverney
Summer	Main Themes-	Grace Darling- History of	Lord Leverhulme-	Ancient Civilisations-	The Vikings!	The History and growth of	The History of Liverpool
	Farming and	lifeboats	Sunlight Soap	Ancient Egypt- Depth	(Links to local history)	Port Sunlight- Local/	and its river.
	<u>Food</u>	(Link to Local Lifeboats at	NC ref- significant historical	<u>Study</u>	NC ref- the Viking and Anglo-	<u>Victorians</u>	NC ref- a local history study
		New Brighton)	events, people and places in their	NC ref- a study of an aspect or	Saxon struggle for the Kingdom of	NC ref- a local history study	Investigate and Interpret the Past
	Comment on images	NC ref- the lives of significant	own locality.	theme in British history that	England to the time of Edward the	Investigate and Interpret the Past	*Use sources of evidence to
	of familiar situations	individuals in the past who have	Investigate and Interpret the Past	extends pupils' chronological	Confessor	*Use sources of evidence to	deduce information about the
	in the past- farming	contributed to national and	*Observe or handle evidence to	knowledge beyond 1066	Investigate and Interpret the Past	deduce information about the	past.
	the past ranning	international achievements	ask questions and find answers to	*the achievements of the earliest	*Use evidence to ask questions and	past.	*Select suitable sources of
	FI C. Kaassaasaa	NC ref- the lives of significant	questions about the past.	civilizations – an overview of	find answers to questions about	*Use sources of information to	evidence, giving reasons for
	ELG: Know some	individuals in the past who have	*Ask questions such as: What was	where and when the first	the past.	form testable hypotheses about	choices.
	similarities and	contributed to national and	it like for people? What happened?	civilizations appeared and a depth	*Use more than one source of	the past.	*Use sources of information to
	differences between	international achievements	How long ago?	study of Ancient Egypt	evidence for historical enquiry in	*Seek out and analyse a wide	form testable hypotheses about
	things in the past		*Use artefacts, pictures, stories,	Investigate and Interpret the Past	order to gain a more accurate	range of evidence in order to	the past.
	and now, drawing	Build an Overview of World History	online sources and databases to	*Use evidence to ask questions and	understanding of history.	justify claims about the past.	*Refine lines of enquiry as
	on their experiences	*Describe significant people from	find out about the past. Build and Overview of World	find answers to questions about	*Describe different accounts of a	*Understand that no single source	appropriate.
	and what has been	the past.	History	the past.	historical event, explaining some of	of evidence gives the full answer	Build and Overview of World History *Identify continuity and change in
		*Recognise that there are reasons	*Describe historical events.	*Use more than one source of	the reasons why the accounts may	to questions about the past.	the history of the locality of the
	read in class.	why people in the past acted as	* Describe significant people from	evidence for historical enquiry in	differ.	*Refine lines of enquiry as	school.
	 Understand the 	they did.	the past beyond their lifetime.	order to gain a more accurate	*Suggest causes and	appropriate.	*Describe the social, ethnic,
	past through	Understand Chronology.	Understand Chronology.	understanding of history.	consequences of some of the main	Build and Overview of World History	
	settings, characters	*Place events and artefacts in	*Use dates where appropriate.	*Describe different accounts of a	events and changes in history.	*Identify continuity and change in	cultural or religious diversity of
	and events	order on a timeline.	* Place events and artefacts in	historical event, explaining some of	Build and Overview of World History	the history of the locality of the	past society.
	encountered in	*Use dates where appropriate.	order on a timeline.	the reasons why the accounts may	*Describe changes that have	school.	*Describe the characteristic
	books read in class	Communicate Historically	Communicate Historically	differ.	happened in the locality of the	*Give a broad overview of life in	features of the past, including
		*Use words and phrases such as:	*Use words and phrases such as:	*Suggest causes and	school throughout history.	Britain and some major events	ideas, beliefs, attitudes and
	and storytelling.	a long time ago, recently, years,	achievement/ development/	consequences of some of the main	*Compare some of the times	from the rest of the world.	experiences of men, women and
		decades and centuries to describe	rights/workforce/ influential:	events and changes in history.	studied with those of other areas	*Describe the characteristic	children.
		the passing of time.	5 .2,	Build and Overview of World History	of interest around the world.	features of the past, including	Understand Chronology. *Describe the main changes in a
		*Show an understanding of		*Compare some of the times	*Describe the social, ethnic,	ideas, beliefs, attitudes and	<u> </u>
		concepts such as:		studied with those of other areas	cultural or religious diversity of	experiences of men, women and	period of history (using terms
		nation and a nation's history,		of interest around the world.	past society.	children.	such as: social, religious, political,
		monarchy, society, heroines		*Describe the social, ethnic,	*Describe the characteristic	Understand Chronology.	technological and cultural).
				cultural	features of the past, including	*Describe the main changes in a	*Identify periods of rapid change in
				or religious diversity of past	ideas, beliefs, attitudes and	period of history (using terms	history and contrast them with





society.	experiences of men, women and	such as: social, religious, political,	times of relatively little change.
*Describe the characteristic	children.	technological and cultural).	*Understand the concepts of
features of the past, including	Understand Chronology.	*Identify periods of rapid change in	continuity and change over time,
ideas, beliefs, attitudes and	*Place events, artefacts and	history and contrast them with	representing them, along with
experiences of men, women and	historical figures on a timeline	times of relatively little change.	evidence, on a timeline.
children.	using dates.	*Use dates and terms accurately in	Communicate Historically
Understand Chronology.	*Understand the concept of	describing events.	*Use appropriate historical
*Place events, artefacts and	change over time, representing	Communicate Historically	vocabulary to communicate,
historical figures on a timeline	this, along with evidence, on a	*Use appropriate historical	including:
using dates.	timeline.	vocabulary to communicate,	 dates • time period • era
*Use dates and terms to describe	*Use dates and terms to describe	including:	 chronology continuity
events.	events.	• dates• time period• era	 change century decade
Communicate Historically	Communicate Historically	 chronology continuity 	• legacy.
*Use appropriate historical	*Use appropriate historical	 change • century • decade 	*Use literacy, numeracy and
vocabulary to communicate,	vocabulary to communicate,	• legacy.	computing skills to an exceptional
including:	including:	*Use literacy, numeracy and	standard in order to communicate
• dates• time period• era	 dates • time period • era 	computing skills to an exceptional	information about the past.
• change• chronology.	 change chronology. 	standard in order to communicate	*Use original ways to present
*Use literacy, numeracy and	*Use literacy, numeracy and	information about the past.	information and ideas.
computing skills to a good	computing skills to a good	*Use original ways to present	
standard in order to communicate	standard in order to communicate	information and ideas.	
information about the past.	information about the past.		