



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements



### History Units 2024-2025

	Autumn	Spring	Summer			
<b>EYFS</b>	<p><b>Growing: How we have changed from birth to now</b> Discuss parents, grandparents and other relatives.</p>	<p><b>Bonfire Night – Tell the story of Guy Fawkes.</b> Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Traditions (Christmas) Recall their Christmas/ other people's celebrations including New Year.</b></p> <p><b>Timeline of birth years and Chinese Zodiac animals</b></p>	<p><b>Space: First man on the moon.</b></p>	<p><b>Summer</b> Discuss the different memories that the children have of Summer and holidays</p>	<p><b>Time vocabulary - recount of school trip.</b></p>
	<p><b>My Family</b> Display/ book, collecting photographs, drawing and writing. Discuss parents, grandparents and other relatives.</p>	<p><b>Focus on the poem, 'The Night Before Christmas' and discuss the difference in time and the terms from the past sash, coup, etc</b></p>	<p><b>Police Officer visit- compare police uniform/transport from the past. Shows interest in different occupations and ways of life. Compare police uniform/transport from the past.</b></p>	<p><b>Experiences of Easter.</b></p>	<p><b>Memories of Reception.</b> Remembers and talks about significant events in their own experience.</p>	<p><b>Growing in the past = horse and cart, combine harvester, etc. Compare the self-picking of food items to the use of machinery.</b></p>
<b>Year 1</b>	<p><b>How were our grandparents' toys different to ours?</b> <b>Toys – Past and Present.</b> <i>Changes within living history – revealing aspects of national life.</i> Begin to identify the differences between old and new objects using words and phrases like 'old', 'new' and 'a long time ago'.</p>	<p><b>How can we compare Queen Victoria and Queen Elizabeth II?</b> <b>Queen Victoria and Queen Elizabeth II.</b> <i>The lives of significant individuals in the past.</i> Begin to identify significant individuals from the past and sequence events within their lives.</p>	<p><b>What do we know about the Great Fire of London?</b> <b>The Great Fire of London:</b> <i>Events beyond living memory that are significant national or globally.</i> Recount some interesting facts from an historical event.</p>			
<b>Year 2</b>	<p><b>Why do we celebrate Bonfire Night? King James I, Guy Fawkes and the Gunpowder Plot.</b> <i>Events beyond living memory that are significant.</i> Recognise that we celebrate certain events because of what happened many years ago and begin to empathise with people in the past.</p>	<p><b>Who are the famous people that have made an impact on the world?</b> <b>Lives of Significant Individuals.</b> <i>The lives of significant individuals in the past.</i> Recount the lives of significant people from Britain and the wider world comparing their achievements explaining why they behaved the way they did.</p>	<p><b>How did the local area change during the Victorian Era?</b> <b>The Victorians</b> <i>Significant historical events, people and places in their own locality.</i> Research a period of time and start to understand that life was different for people in the past with a particular focus on how the local area has changed since then.</p>			
<b>Year 3</b>	<p><b>Who first lived in Britain? Stone Age to Iron Age</b> <i>Changes in Britain from the Stone Age to the Iron Age to 1066.</i> Begin to recognise that Britain has been inhabited by many different groups over time and to use various sources to piece information about the past together.</p>	<p><b>What did the Ancient Greeks give the world?</b> <b>Ancient Greeks: Ancient Civilisations</b> Research an ancient civilisation and, using a variety of sources, discuss how that civilisation has influenced the development of the modern world.</p>	<p><b>How and why has Widnes changed over the last 500 years?</b> <b>Industry</b> <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i> <i>Research an aspect of history significant to the locality exploring how it has changed over time and its lasting legacy on the local area. Focus on bridges, people of Widnes and why they work here.</i></p>			
<b>Year 4</b>	<p><b>Who were the Romans and why were they so powerful? The Romans.</b> <i>The Roman Empire and its impact on Britain.</i> Start to explain the impact of the Roman civilisation on Britain identifying how their legacy is seen across the country today.</p>	<p><b>How has technology changed our lives over the last 100 years?</b> <b>Technology through the 20<sup>th</sup> and 21<sup>st</sup> Centuries: Theme in British History beyond 1066</b> <i>Explain and give varied examples of how life was similar and different in the past identifying and noting connections, contrasts and trends over time in the everyday lives of people.</i></p>	<p><b>How advanced were the civilizations around 3000 years ago?</b> <b>Ancient Egyptians</b> <i>Achievements of the Earliest Civilisations</i> Continue to describe connections and contrasts between aspects of history, people, events and artefacts studied comparing to other units studied and modern day.</p>			
<b>Year 5</b>	<p><b>What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England?</b> <b>Anglo-Saxons and Vikings</b> Understand the groups that occupied England using a range of primary and secondary sources to find out about the past and how these have been interpreted.</p>	<p><b>How did the events of 1066 change Britain?</b> <b>The Norman Invasion: A study of an aspect or theme in British history that extends beyond 1066</b> Continue to develop an understanding of British history explaining a series of directly related events that happened on the lead up to a historical event.</p>	<p><b>Who were the Mayans and what have we learnt from them? Mayan Civilization - Non-European Society</b> Continue to appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.</p>			



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<b>Year 6</b>	<p>What was the impact of the wars on Liverpool? <b>World War I and II: Local study: Linked to post 1066</b> Identify the impact of both World Wars nationally and regionally examining in more detail the short and long term causes of events being studied.</p>	<p>Who were the Tudors and how did they change Britain? <b>The Tudors:</b> <i>A theme in British history that extends pupils' chronology beyond 1066</i> Make comparisons between historical periods; explaining things that have changed and things which have stayed the same appreciating that significant events have helped shaped the country that we live in today.</p>	<p>How has crime and punishment changed through the ages? <b>Crime and Punishment - A theme in British history that extends pupils' chronology beyond 1066</b> Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p>
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# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Purpose and Aims

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- 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
- 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
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study



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## History Curriculum Map and Statutory Requirements

### EYFS

#### History Knowledge and Skills

##### Understanding the World – Reception

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

##### Understanding the World – ELG Past and Present

- Talk about the lives of people around them and their roles in society.
- 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.

UTW- History	Growing: How we have changed from birth to now Bring in baby photo Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	Bonfire Night – Tell the story of Guy Fawkes. Compare and contrast characters from stories, including figures from the past.	Traditions (Christmas) Recall their Christmas/ other people's celebrations including New Year.  Timeline of birth years and Chinese Zodiac animals.	Space: First man on the moon	Summer Discuss the different memories that the children have of Summer and holidays they might have been on or experiences they have had.	Time vocabulary - recount of school trip.
	My Family Display/ book, collecting photographs, drawing and writing. Discuss parents, grandparents and other relatives.	Christmas Enjoys joining in with family customs and routines. Focus on the poem, 'The Night Before Christmas' and discuss the difference in time and the terms from the past sash, coup, etc	Police Officer visit- compare police uniform/transport from the past. Shows interest in different occupations and ways of life.	Experiences of Easter = living memory	Memories of Reception Remembers and talks about significant events in their own experience.	Growing in the past = horse and cart, combine harvester, etc. Compare the self-picking of food items to the use of machinery and why this might be used.



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements



### EYFS Prior Knowledge and Skills

#### EYFS Understanding the World

- **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

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- **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### History Knowledge and Skills – Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

#### **Pupils will be taught about:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- Significant historical events, people and places in their own locality.





# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Year 1

Changes within living History – revealing aspects of national life <i>How were our grandparents' toys different to ours?</i>			How can we compare Queen Victoria and Queen Elizabeth II? <i>Queen Victoria and Queen Elizabeth II</i>			Events beyond living memory that are significant national or globally <i>What do we know about the Great Fire of London?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>Put up to three objects in chronological order (recent history)</li> <li>Use words and phrases like: 'old', 'new' and 'a long time ago'</li> <li>Tell me about things that happened when they were little</li> <li>Know that some objects belonged to the past</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that some famous people have helped our lives be better today</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about old and new objects</li> <li>Spot old and new objects in a picture</li> <li>Answer questions using an artefact/ photograph provided</li> <li>Give a plausible explanation about what an object was used for in the past</li> </ul>	<ul style="list-style-type: none"> <li>Can they put up to three objects in chronological order (recent history)?</li> <li>Can they use words and phrases like: 'old', 'new' and 'a long time ago'?</li> <li>Can they tell me about things that happened when they were little?</li> <li>Can they recognise that a story that is read to them happened a long time ago?</li> <li>Do they know that some objects belonged to the past?</li> <li>Can they retell a familiar story set in the past?</li> <li>Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>Do they appreciate that some famous people have helped our lives be better today?</li> </ul>	<ul style="list-style-type: none"> <li>Can they ask and answer questions about old and new objects?</li> <li>Can they spot old and new things in a picture?</li> <li>Can they answer questions using an artefact/ photograph provided?</li> <li>Can they give a plausible explanation about what an object was used for in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Put up to three objects in chronological order</li> <li>Use words and phrases like: 'old', 'new' and 'a long time ago'</li> <li>Recognise that a story that is read to them happened a long time ago.</li> <li>Know that some objects belonged to the past.</li> <li>Retell a familiar story set in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recount some interesting facts from an historical event, such as where the 'Fire of London' started</li> <li>Give examples of things that are different in their life from that of their grandparents when they were young.</li> <li>Explain why Britain has a special history by naming some famous events and some famous people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main differences between old and new objects.</li> <li>Answer questions using a range of artefacts/ photographs provided.</li> <li>Give a plausible explanation about what an object was used for in the past.</li> <li>Research about a famous event that happened in Britain.</li> </ul>
<b>Challenge</b>			<b>Challenge</b>			<b>Challenge</b>		
<ul style="list-style-type: none"> <li>Use words and phrases like: 'very old', 'when mummy and daddy were little'</li> <li>Use the words 'before' and 'after' correctly</li> <li>Say why they think a story was set in the past</li> </ul>	<ul style="list-style-type: none"> <li>Explain why certain objects were different in the past, eg, iron, music systems, televisions</li> <li>Explain differences between past and present in their life and that of other children from a different time in history</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify the main differences between old and new objects</li> <li>Answer questions using a range of artefacts/ photographs provided</li> <li>Identify objects from the past, such as vinyl records</li> </ul>	<ul style="list-style-type: none"> <li>Can they sequence a set of objects in chronological order and give reasons for their order?</li> <li>Can they sequence events about the life of a famous person?</li> <li>Can they try to work out how long ago an event happened?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain why someone in the past acted in the way they did?</li> <li>Can they explain what is meant by a democracy and why it is a good thing?</li> </ul>	<ul style="list-style-type: none"> <li>Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>Can they explain why eye-witness accounts may vary?</li> <li>Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</li> </ul>	<ul style="list-style-type: none"> <li>Put up to five objects/events in chronological order (recent history)</li> <li>Use words and phrases like: 'very old', 'a long time ago',</li> <li>Use the words 'before' and 'after' correctly</li> <li>Say why they think a story was set in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why certain objects were different in the past, eg, iron, music systems, televisions</li> <li>Tell us about an important historical event that happened in the past</li> <li>Explain differences between past and present in their life and that of other children from a different time in history.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify the main differences between old and new objects</li> <li>Answer questions using a range of artefacts/ photographs provided</li> <li>Identify objects from the past, such as vinyl records</li> <li>Find out more about a famous person from the past and carry out some research on him or her.</li> </ul>

**Key Stage 1 National Curriculum Requirements**

- Pupils should be taught about:**
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Year 2

#### Year 1 Prior Knowledge and Skills

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| <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Put up to three objects in chronological order (recent history)</li> <li>Use words and phrases like: 'old', 'new' and 'a long time ago'</li> <li>Tell me about things that happened when they were little</li> <li>Know that some objects belonged to the past</li> <li>Appreciate that some famous people have helped our lives be better today</li> <li>Understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> <li>Appreciate that some famous people have helped our lives be better today</li> </ul> | <ul style="list-style-type: none"> <li>Ask and answer questions about old and new objects</li> <li>Spot old and new objects in a picture</li> <li>Answer questions using an artefact/ photograph provided</li> <li>Give a plausible explanation about what an object was used for in the past</li> <li>Recognise that a story that is read to them happened a long time ago</li> <li>Know that some objects belonged to the past</li> <li>Retell a familiar story set in the past</li> <li>Explain how they have changed since they were born</li> </ul> |
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#### Year 2 History Knowledge and Skills

Events beyond living memory that are significant nationally or globally & The lives of significant individuals in the past who have contributed to national and international achievements. <i>Why do we celebrate Bonfire Night?</i>			Significant people from Britain or abroad <i>Who are the famous people that have made an impact on the world?</i>			Changes and events beyond living memory that are significant nationally or globally & History in the Locality <i>Who were the Victorians?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>Use the words 'past' and 'present' correctly</li> <li>Use a range of appropriate words and phrases to describe the past</li> </ul>	<ul style="list-style-type: none"> <li>Explain why Britain has a special history by naming some famous events and some famous people</li> <li>Appreciate that some famous people have helped our lives be better today.</li> <li>Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</li> <li>Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</li> <li>Explain what is meant by a parliament.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions by using a specific source, such as an information book</li> <li>Research about a famous event that happens in Britain and why it has been happening for some time</li> <li>Ask and answer questions about old and new objects.</li> <li>Spot old and new things in a picture.</li> <li>Answer questions using an artefact/ photograph provided.</li> <li>Give a plausible explanation about what an object was used for in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases like: 'before I was born', 'when I was younger'</li> <li>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>Use the words 'past' and 'present' correctly</li> <li>Use a range of appropriate words and phrases to describe the past</li> <li>Sequence a set of events in chronological order and give reasons for their order</li> </ul>	<ul style="list-style-type: none"> <li>Recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later</li> <li>Recount some interesting facts from an historical event</li> </ul>	<ul style="list-style-type: none"> <li>Find out something about the past by talking to an older person</li> <li>Answer questions by using a specific source, such as an information book</li> <li>Research the life of a famous non-Briton from the past using different resources to help them.</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>Use the words 'past' and 'present' correctly</li> <li>Use a range of appropriate words and phrases to describe the past</li> </ul>	<ul style="list-style-type: none"> <li>Recount some interesting facts from an historical event</li> <li>Explain why Britain has a special history by naming some famous events and some famous people</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions by using a specific source, such as an information book</li> <li>Research about a famous event that happens in Britain and why it has been happening for some time</li> </ul>
Challenge			Challenge			Challenge		
<ul style="list-style-type: none"> <li>Sequence a set of events in chronological order and give reasons for their order</li> <li>Sequence a set of objects in chronological order and give reasons for their order</li> <li>Sequence events about their own life</li> <li>Try to work out how long ago an event happened</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of things that are different in their life from that of a long time ago.</li> <li>Know who will succeed the queen and how the succession works in a specific period of history</li> </ul>	<ul style="list-style-type: none"> <li>Say at least two ways they can find out about the past, for example using books and the internet</li> <li>Explain why eye-witness accounts may vary</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a set of objects in chronological order and give reasons for their order</li> <li>Sequence events about the life of a famous person</li> <li>Try to work out how long ago an event happened</li> </ul>	<ul style="list-style-type: none"> <li>Explain why someone in the past acted in the way they did</li> <li>Explain what is meant by a democracy and why it is a good thing</li> </ul>	<ul style="list-style-type: none"> <li>Say at least two ways they can find out about the past, for example using books and the internet</li> <li>Explain why eye-witness accounts may vary</li> <li>Research about a famous event that happens somewhere else in the world and why it has been happening for some time</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a set of events in chronological order and give reasons for their order</li> <li>Sequence a set of objects in chronological order and give reasons for their order</li> <li>Sequence events about their own life</li> <li>Try to work out how long ago an event happened</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of things that are different in their life from that of a long time ago in a specific period of history</li> </ul>	<ul style="list-style-type: none"> <li>Say at least two ways they can find out about the past, for example using books and the internet</li> <li>Explain why eye-witness accounts may vary</li> </ul>

**Key Stage 1 National Curriculum Requirements. Pupils should be taught about;**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality.



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Year 3

#### Key Stage 1 Prior Knowledge and Skills

- Pupils;
- have an awareness of the past, using common words and phrases relating to the passing of time.
  - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
    - use a wide vocabulary of everyday historical terms.
  - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
  - understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
  - Understand 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]
    - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to comparing 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]
  - Know about significant historical events, people and places in their own locality.

#### History Knowledge and Skills – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. History 190

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

##### Pupils will be taught about:

- **Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory)**

This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture

- **The Roman Empire and its impact on Britain Examples (non-statutory)**

This could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- **Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory)**

This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne History 191

- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)**

This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066

- **A local history study Examples (non-statutory)**

A depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)**

The changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.

- **The 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

- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world History 192

- **A non-European society that provides contrasts with British history** – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.





# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Year 3 History Knowledge and Skills

Stone Age to 1066 <i>Who first lived in Britain?</i>			Ancient Civilisations <i>What did the Ancient Greeks give the world?</i>			British Theme & A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <i>How did industry change Widnes?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>Describe events from the past using dates when things happened.</li> <li>Describe events and periods using the words: ancient and century.</li> <li>Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>Use their mathematical knowledge to work out how long ago events would have happened.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Britain has been invaded by several different groups over time.</li> <li>Realise that invaders in the past would have fought fiercely, using hand to hand combat.</li> <li>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li> </ul>	<ul style="list-style-type: none"> <li>Use various sources of evidence to answer questions.</li> <li>Use various sources to piece together information about a period in history.</li> <li>Research a specific event from the past.</li> <li>Use their 'information finding' skills in writing to help them write about historical information?</li> </ul>	<ul style="list-style-type: none"> <li>Describe events from the past using dates when things happened.</li> <li>Describe events and periods using the words: ancient and century.</li> <li>Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>Use their mathematical knowledge to work out how long ago events would have happened.</li> </ul>	<ul style="list-style-type: none"> <li>Realise that invaders in the past would have fought fiercely, using hand to hand combat.</li> <li>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li> <li>Suggest why certain events happened as they did in history.</li> <li>Suggest why certain people acted as they did in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use various sources of evidence to answer questions.</li> <li>Use various sources to piece together information about a period in history.</li> <li>Research a specific event from the past.</li> <li>Use their 'information finding' skills in writing to help them write about historical information.</li> <li>, through research, identify similarities and differences between given periods in history.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events from the past using dates when things happened.</li> <li>Use a timeline within a specific period in history to set out the order events may have happened.</li> <li>Use their mathematical knowledge to work out how long ago events would have happened.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why certain events happened as they did in history.</li> <li>Suggest why certain people acted as they did in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use various sources of evidence to answer questions.</li> <li>Use various sources to piece together information about a period in history.</li> <li>Research a specific event from the past.</li> <li>Use their 'information finding' skills in writing to help them write about historical information.</li> <li>Through research, identify similarities and differences between given periods in history.</li> </ul>
<b>Challenge</b>			<b>Challenge</b>			<b>Challenge</b>		
<ul style="list-style-type: none"> <li>Set out on a timeline, within a given period, what special events took place.</li> </ul>	<ul style="list-style-type: none"> <li>Have an appreciation that wars start for specific reasons and can last for a very long time.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use more than one source of information to bring together a conclusion about an historical event.</li> <li>Use specific search engines on the internet to help them find information more rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>Set out on a timeline, within a given period, what special events took place.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that war/s would inevitably have brought much distress and bloodshed.</li> <li>Have an appreciation that wars start for specific reasons and can last for a very long time.</li> <li>Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use more than one source of information to bring together a conclusion about an historical event.</li> <li>Use specific search engines on the internet to help them find information more rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>Set out on a timeline, within a given period, what special events took place.</li> <li>Begin to use more than one source of information to bring together a conclusion about an historical event.</li> <li>Use specific search engines on the internet to help them find information more rapidly.</li> </ul>		

**Key Stage 2 National Curriculum Requirements.**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements



### Year 4

#### Year 3 Prior Knowledge and Skills

- Pupils;
- describe events and periods using the words: BC, AD and decade?
  - describe events from the past using dates when things happened?
  - describe events and periods using the words: ancient and century?
  - use a timeline within a specific time in history to set out the order things may have happened?
  - use their mathematical knowledge to work out how long ago events would have happened?
  - appreciate that the early Brits would not have communicated as we do or have eaten as we do?
  - begin to picture what life would have been like for the early settlers?
  - recognise that Britain has been invaded by several different groups over time?
  - realise that invaders in the past would have fought fiercely, using hand to hand combat?
  - suggest why certain events happened as they did in history?
  - suggest why certain people acted as they did in history?
  - recognise the part that archaeologists have had in helping us understand more about what happened in the past?
  - use various sources of evidence to answer questions?
  - use various sources to piece together information about a period in history?
  - research a specific event from the past?
  - use their 'information finding' skills in writing to help them write about historical information?
  - , through research, identify similarities and differences between given periods in history?

#### Year 4 History Knowledge and Skills

The Roman Empire and its impact on Britain <i>Who were the Romans and why were they so powerful?</i>			Theme in British History beyond 1066 <i>How has electricity changed our lives over the last 100 years?</i>			Achievements of the Earliest Civilisations <i>How advanced were the civilizations around 3000 years ago?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>• Plot recent history on a timeline using centuries</li> <li>• Place periods of history on a timeline showing periods of time</li> <li>• Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how events from the past have helped shape our lives</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Research two versions of an event and say how they differ</li> <li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>• Give more than one reason to support an historical argument</li> <li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events from the past using dates when things happened</li> <li>• Describe events and periods using the words: ancient and century</li> <li>• Use a timeline within a specific time in history to set out the order things may have happened</li> <li>• Use their mathematical knowledge to work out how long ago events would have happened</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Britain has been invaded by several different groups over time</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> </ul>	<ul style="list-style-type: none"> <li>• Use various sources of evidence to answer questions</li> <li>• Use various sources to piece together information about a period in history</li> <li>• Research a specific event from the past</li> <li>• Use their 'information finding' skills in writing to help them write about historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events and periods using the words: BC AD and decade</li> <li>• Plot recent history on a timeline using centuries</li> <li>• Place periods of history on a timeline showing periods of time</li> <li>• Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how events from the past have helped shape our lives</li> <li>• Recognise how lives in the past are different from ours</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Research two versions of an event and say how they differ</li> <li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>• Give more than one reason to support an historical argument</li> <li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> </ul>
Challenge			Challenge			Challenge		
<ul style="list-style-type: none"> <li>• Set out on a timeline, within a given period, what special events took place</li> </ul>	<ul style="list-style-type: none"> <li>• Have an appreciation that wars start for specific reasons and can last for a very long time</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use more than one source of information to bring together a conclusion about an historical event</li> <li>• Use specific search engines on the internet to help them find information more rapidly</li> </ul>	<ul style="list-style-type: none"> <li>• Use their mathematical skills to help them work out the time differences between certain major events in history</li> <li>• Begin to build up a picture of what main events happened in Britain/ the world during different centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that the food people ate was different because of the availability of different sources of food</li> <li>• Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period</li> <li>• Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education</li> </ul>	<ul style="list-style-type: none"> <li>• Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so</li> </ul>	<ul style="list-style-type: none"> <li>• Use their mathematical skills to help them work out the time differences between certain major events in history</li> <li>• Begin to build up a picture of what main events happened in Britain/ the world during different centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that the food people ate was different because of the availability of different sources of food</li> <li>• Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period</li> <li>• Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education</li> </ul>	<ul style="list-style-type: none"> <li>• Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so</li> </ul>

**Key Stage 2 National Curriculum Requirements.**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Year 5

#### Year 4 Prior Knowledge and Skills

- Pupils;
- plot recent history on a timeline using centuries?
  - place periods of history on a timeline showing periods of time?
  - use their mathematical skills to round up time differences into centuries and decades?
  - explain how events from the past have helped shape our lives?
  - appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
  - know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- recognise that the lives of wealthy people were very different from those of poor people?
  - appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
  - research two versions of an event and say how they differ?
  - research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
  - give more than one reason to support an historical argument?
  - communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

#### Year 5 History Knowledge and Skills

Britain's settlement by Anglo Saxons and the Vikings <i>What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England?</i>			The Norman Invasion <i>How did the events of 1066 change Britain?</i>			Non-European Society <i>Who were the Mayans and what have we learnt from them?</i>		
Chronological Understanding	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> <li>• Use dates and historical language in their work</li> <li>• Draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.</li> <li>• Use their mathematical skills to work exact time scales and differences as need be</li> </ul>	<ul style="list-style-type: none"> <li>• Plot recent history on a timeline using centuries</li> <li>• Place periods of history on a timeline showing periods of time</li> <li>• Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how events from the past have helped shape our lives</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Research two versions of an event and say how they differ</li> <li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>• Give more than one reason to support an historical argument</li> <li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how events from the past have helped shape our lives</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people</li> <li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Research two versions of an event and say how they differ</li> <li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>• Give more than one reason to support an historical argument</li> <li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> </ul>	<ul style="list-style-type: none"> <li>• Say where a period of history fits on a timeline</li> <li>• Place a specific event on a timeline by decade</li> <li>• Place features of historical events and people from past societies and periods in a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> <li>• Describe features of historical events and people from past societies and periods they have studied</li> <li>• Recognise and describe differences and similarities/ changes and continuity between different periods of history</li> </ul>	<ul style="list-style-type: none"> <li>• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>• Identify and explain their understanding of propaganda</li> </ul>
<b>Challenge</b>			<b>Challenge</b>			<b>Challenge</b>		
<ul style="list-style-type: none"> <li>• Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest relationships between causes in history.</li> <li>• Trace the main events that define Britain's journey from a mono to a multi-cultural society.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest why there may be different interpretations of events.</li> <li>• Suggest why certain events, people and changes might be seen as more significant than others.</li> <li>• Pose and answer their own historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest relationships between causes in history.</li> <li>• Trace the main events that define Britain's journey from a mono to a multi-cultural society.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest why there may be different interpretations of events.</li> <li>• Suggest why certain events, people and changes might be seen as more significant than others.</li> <li>• Pose and answer their own historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest relationships between causes in history</li> <li>• Trace the main events that define Britain's journey from a mono to a multi-cultural society</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest why there may be different interpretations of events</li> <li>• Suggest why certain events, people and changes might be seen as more significant than others</li> <li>• Pose and answer their own historical questions</li> </ul>

**Key Stage 2 National Curriculum Requirements.**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



# Lunt's Heath Primary School

## History Curriculum Map and Statutory Requirements

### Year 6

#### Year 5 Prior Knowledge and Skills

- Pupils;
- use dates and historical language in their work
  - draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.
  - use their mathematical skills to work exact time scales and differences as need be
  - they describe historical events from the different period/s they are studying/have studied?
  - they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- they explain the role that Britain has had in spreading Christian values across the world?
  - appreciate that significant events in history have helped shape the country we have today?
  - have a good understanding as to how crime and punishment has changes over the years?
  - they test out a hypothesis in order to answer a question?
  - they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

#### Year 6 History Knowledge and Skills

A theme in British history that extends pupils' chronology beyond 1066 <i>What was the impact of the wars on Liverpool?</i>			A theme in British history that extends pupils' chronology beyond 1066 <i>How did the Tudors change the way we worshipped?</i>			Crime and Punishment <i>How has crime and punishment changed through the ages?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Historical Enquiry	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Chronological Understanding	Knowledge and Interpretation
<ul style="list-style-type: none"> <li>• Use dates and historical language in their work.</li> <li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> <li>• Use their mathematical skills to work exact time scales and differences as need be.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and historical language in their work</li> <li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> <li>• Use their mathematical skills to work exact time scales and differences as need be</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events from the different period/s they are studying/have studied</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Begin to appreciate that how we make decisions has been through a parliament for some time</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> <li>• Have a good understanding as to how crime and punishment has changed over the years</li> </ul>	<ul style="list-style-type: none"> <li>• Test out a hypothesis in order to answer a question</li> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events from the different period/s they are studying/have studied</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>• Appreciate that significant events in history have helped shape the country we have today</li> </ul>	<ul style="list-style-type: none"> <li>• Test out a hypothesis in order to answer a question</li> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> </ul>	<ul style="list-style-type: none"> <li>• Use dates and historical language in their work.</li> <li>• Draw a timeline with different time periods outlined which show a range of information, such as, periods of history.</li> <li>• Use their mathematical skills to work exact time scales and differences as need be.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events from the different period/s they are studying/have studied.</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li> <li>• Appreciate that significant events in history have helped shape the country we have today.</li> </ul>	<ul style="list-style-type: none"> <li>• Test out a hypothesis in order to answer a question.</li> <li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li> </ul>
<b>Challenge</b>			<b>Challenge</b>			<b>Challenge</b>		
<ul style="list-style-type: none"> <li>• Create timelines which outline the development of specific features, such as events in World War 2, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at</li> </ul>	Research the life of one person who has had an influence on our life today			<ul style="list-style-type: none"> <li>• Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at.</li> </ul>	<ul style="list-style-type: none"> <li>• Research the life of one person who has had an influence on our life today.</li> </ul>

**Key Stage 2 National Curriculum Requirements.**  
 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.