St John's Catholic Primary School	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding	Compare and contrast characters from stories, including figures from the past.	Pupils should know where the people and events they study fit within a chronological framework. How should we remember Pocahontas? The Great Fire of London Travel and transport	Pupils 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. How should we remember Pocahontas? The Great Fire of London Travel and transport	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 – Prehistoric Britain, The Shang Dynasty, Ancient Greece Use dates and terms related to the study unit and passing of time Historical vocabulary.	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 – Roman Britain, Anglo Saxons, Vikings Use terms related to the period and begin to date events.	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 – Benin Kingdom, Medieval monarchs, Changing Britain (1960+) Use relevant terms and period labels.	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 – Industrial revolution (Victorians), Civil rights (America 1950+), Twentieth century conflict Use relevant period labels, dates and terms. Place current study on timeline in relation to other studies, reflecting back on all key areas studied.

Range and depth of	Pupils should	Pupils should	Note trends over	Note contrasts over	Note connections,	Note connections,
historical knowledge	develop an	develop an	time and develop the	time and develop the	contrasts and trends	contrasts and trends
	awareness of the	awareness of the	appropriate use of	appropriate use of	over time and	over time and
	past, using common	past, using common	historical terms -	historical terms -	develop the	develop the
	words and phrases	words and phrases	Prehistoric L2: What	Roman L5: Which	appropriate use of	appropriate use of
	relating to the	relating to the	tools did early	factors were most	historical terms.	historical terms.
	passing of time.	passing of time.	humans use? L3:	important in the fall		
			What was life like in	of the Roman	Contrasts –	Contrasts - Civil
	Pupils should use a	Pupils should use a	a Stone Age	Empire?	Benin L2: What was	Rights L5: What is
	wide vocabulary of	wide vocabulary of	settlement? L6: What		life like for the Edo	the Black Lives
	everyday historical	everyday historical	were the major	The Roman Empire	people in the Benin	Matter movement
	terms.	terms.	differences between	and its impact on	Kingdom? Medieval	and why is it needed?
			the different eras of	Britain.	L4: What are the	
	Pupils should be	Pupils should be	the Stone Age?		features of a great	Connections –
	taught about changes	taught about changes		Britain's settlement	medieval monarch?	Civil Rights – L1:
	within living memory.	within living memory.	Changes in Britain	by Anglo-Saxons and	L6: Who do you think	What was the United
	(Travel and	Where appropriate,	from the Stone Age	Scots.	was the greatest	States of America like
	Transport)	these should be used	to the Iron Age.		medieval monarch?	in the 1950s?
		to reveal aspects of		A local history study		
	Pupils should be	change in national	The achievements of	- How historically	Connections –	Trends –
	taught about events	life. (Travel and	the earliest	significant is	Benin L4: What was	Industrial L2: What
	beyond living	Transport)	civilizations – an	Banbury?	the transatlantic	were living and
	memory that are		overview of where	-	slave trade?	working conditions
	significant nationally	Pupils should be	and when the first			like during the
	or globally.	taught about events	civilizations appeared		Trends –	Industrial
		beyond living	and a depth study of		Medieval L4: What	Revolution?
	Pupils should be	memory that are	The Shang Dynasty		are the features of a	C20th Conflict L2:
	taught about the	significant nationally			great medieval	Why were so many
	lives of significant	or globally.	Ancient Greece – a		monarch? KQ1; L5:	lives lost on the
	individuals in the	U <i>Y</i>	study of Greek life		How did power	Western Front?
	past who have	Pupils should be	and achievements		change throughout	
	contributed to	taught about the	and their influence		the medieval period?	A local history study
	national and	lives of significant	on the western world		•	– How historically
	international	individuals in the			A study of an aspect	significant is
	achievements. (How	past who have	A local history study		or theme in British	Banbury?
	should we	, contributed to	– How historically		history that extends	•
	remember	national and	significant is		pupils' chronological	
	Pocahontas?)	international	Banbury?		knowledge beyond	
	·······,	achievements. (How	,		1066 – Medieval	
		should we			Monarchs	

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	Some should be used	remember				
	to compare aspects	Pocahontas?)			A non-European	
	of life in different				society that provides	
	periods (The Great	Some should be used			contrasts with British	
	Fire of London,	to compare aspects			history – Benin	
	Travel and	of life in different			Kingdom	
	Transport)	periods (The Great				
		Fire of London,			A local history study	
	Pupils should be	Travel and			 How historically 	
	taught about	Transport)			significant is	
	significant historical				Banbury?	
	events, people and	Pupils should be				
	places in their own	taught about				
	locality. (Where do	significant historical				
	we live? – Banbury,	events, people and				
	King Charles III)	places in their own				
		locality. (Where do				
	How should we	we live? – Banbury,				
	remember	King Charles III)				
	Pocahontas?					
	The Great Fire of	How should we				
	London	remember				
	Travel and transport	Pocahontas?				
		The Great Fire of				
		London				
		Travel and transport				
Interpretations of history	Pupils are beginning	Pupils understand	Pupils use a range of	Pupils use a range of	Pupils use a range of	Pupils use a range of
	to recognise	some of the ways in	sources to construct	sources to construct	sources to construct	sources to construct
	some of the ways in	which we find out	responses that	informed responses	informed responses	informed responses
	which	about the past and	involve selection and	that involve selection	that involve selection	that involve selection
	we find out about the	identify different	organisation of	and organisation of	and organisation of	and organisation of
	past.	ways	relevant historical	relevant historical	relevant historical	relevant historical
	•	in which it is	information.	information.	information.	information.
		represented.				
			They are beginning to	They understand	They understand	They understand
	How should we		understand how our	how our knowledge	how our knowledge	how our knowledge
	remember	How should we	knowledge of the	of the past is	of the past is	of the past is
	Pocahontas?	remember	past is constructed	constructed from a	constructed from a	constructed from a
	The Great Fire of	Pocahontas?	from sources.	range of sources.	range of sources and	range of sources and

			The Great Fire of London	Shang Dynasty	Anglo Saxons Vikings	understand primary and secondary sources and how reliability of sources impacts the validity of the source. Benin Kingdom	understanding of primary and secondary sources to question the reliability and validity of the sources they are presented with. Civil rights 20TH Century conflict
Historical Enquiry	Comments on images of familiar situations in the past. Whole school annual focus on Remembrance	Pupils 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. How should we remember Pocahontas? The Great Fire of London Travel and transport Whole school annual focus on Remembrance	Pupils 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. How should we remember Pocahontas? The Great Fire of London Travel and transport Whole school annual focus on Remembrance	Pupils address and devise historically valid questions about change - Prehistoric L2: What tools did early humans use? L3: What was life like in a Stone Age settlement? L6: What were the major differences between the different eras of the Stone Age? Pupils address and devise historically valid questions about cause - Prehistoric L1: What was life like during the Ice Age? Shang L3: How did the Shang Dynasty end? Pupils address and devise historically valid questions about significance - Shang	Pupils address and devise historically valid questions about change – Roman L3: How did Britain change under the Romans? L4: Can you plan your own Roman town? L6: Life for most Britons didn't change much when the Romans came to Britain. Do you agree? Anglo L1: How did control of Britain change following the Roman withdrawal? L6: How did the Anglo-Saxons and Scots change life in Britain? Pupils address and devise historically valid questions about cause – Roman L1: How did the Roman Empire	Pupils address and devise historically valid questions about change – Medieval L5: How did power change throughout the medieval period? Pupils address and devise historically valid questions about similarity/difference - Benin L2: What was life like for the Edo people in the Benin Kingdom? Medieval L3: Which King was worse, John or Richard? Pupils address and devise historically valid questions about significance – Benin L4: What was the transatlantic slave trade? L6: What was the greatest	Pupils address and devise historically valid questions about change - Industrial L1: What were the main features of Victorian society? L3: How successful were political acts at making Victorian Britain fairer? L4: What was it like for children working during the Industrial Revolution? L5: How did the Industrial Revolution change Feltham? L6: What advantages and disadvantages did the Industrial Revolution have for working-class people? Civil Rights L4: Why did 3,200 people march from Selma to Montgomery? C20th Conflict : Why were

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		L3: How did the	become so	achievement of the	so many lives lost on
		Shang Dynasty end?	successful? L5: Which	Benin Kingdom?	the Western Front?
		Greece L4: How has	factors were most	Medieval L5: How	
		Ancient Greece	important in the fall	did power change	Pupils address and
		influenced our lives?	of the Roman	throughout the	devise historically
		L6: Why have so	Empire?	medieval period?	valid questions about
		many ideas from			cause - Industrial L2:
		Ancient Greece	Pupils address and	Whole school annual	What were living and
		lasted so long?	devise historically	focus on	working conditions
			valid questions about	Remembrance	like during the
			similarity/difference -		Industrial
		Whole school annual	Vikings L5: What		Revolution? Civil
		focus on	were the similarities		Rights L4: Why did
		Remembrance	and differences		3,200 people march
			between Norse and		from Selma to
			Anglo-Saxon beliefs?		Montgomery? L5:
			C C		What is the Black
			Pupils address and		Lives Matter
			devise historically		movement
			valid questions about		and why is it needed?
			significance –		20thC Conflict L1:
			Vikings L3: Why did		What were the
			Alfred sign a treaty		different causes of
			with Guthrum?		the First World War?
					L4: How did Hitler
			Whole school annual		
			focus on		-
			Remembrance		
					World War? L6:
					Could the Second
					World War have
					been avoided?
					Pupils address and
					-
					-
			Whole school annual		L4: How did Hitler rise to power? L5: What caused the Second World War? L6: Could the Second

			Matter movement and why is it needed?
			Pupils address and devise historically valid questions about significance – Civil Rights L6: Non- violent protest is not enough. Do you agree?
			Whole school annual focus on
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT 	Recall, select and organise historinformation Communicate their knowledge understanding	structured work, making appropriate use of