

	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.	<p>Pupils should know where the people and events they study fit within a chronological framework.</p> <p><b>How should we remember Pocahontas?</b>  <b>The Great Fire of London</b>  <b>Travel and transport</b></p>	<p>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.</p> <p><b>How should we remember Pocahontas?</b>  <b>The Great Fire of London</b>  <b>Travel and transport</b></p>	<p>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 – <b>Prehistoric Britain, The Shang Dynasty, Ancient Greece</b></p> <p>Use dates and terms related to the study unit and passing of time Historical vocabulary.</p>	<p>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 – <b>Roman Britain, Anglo Saxons, Vikings</b></p> <p>Use terms related to the period and begin to date events.</p>	<p>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 – <b>Benin Kingdom, Medieval monarchs, Changing Britain (1960+)</b></p> <p>Use relevant terms and period labels.</p>	<p>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 – <b>Industrial revolution (Victorians), Civil rights (America 1950+), Twentieth century conflict</b></p> <p>Use relevant period labels, dates and terms.</p> <p>Place current study on timeline in relation to other studies, reflecting back on all key areas studied.</p>

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

			<b>The Great Fire of London</b>	<b>Shang Dynasty</b>	<b>Anglo Saxons Vikings</b>	understand primary and secondary sources and how reliability of sources impacts the validity of the source. <b>Benin Kingdom</b>	understanding of primary and secondary sources to question the reliability and validity of the sources they are presented with. <b>Civil rights</b> <b>20<sup>TH</sup> Century conflict</b>
Historical Enquiry	Comments on images of familiar situations in the past.  <b>Whole school annual focus on Remembrance</b>	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.  <b>How should we remember Pocahontas? The Great Fire of London Travel and transport Whole school annual focus on Remembrance</b>	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.  <b>How should we remember Pocahontas? The Great Fire of London Travel and transport Whole school annual focus on Remembrance</b>	Pupils address and devise historically valid questions about change - <b>Prehistoric</b> 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 - <b>Prehistoric</b> L1: What was life like during the Ice Age? <b>Shang</b> L3: How did the Shang Dynasty end?  Pupils address and devise historically valid questions about significance – <b>Shang</b>	Pupils address and devise historically valid questions about change – <b>Roman</b> 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? <b>Anglo</b> 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 – <b>Roman</b> L1: How did the Roman Empire	Pupils address and devise historically valid questions about change – <b>Medieval</b> L5: How did power change throughout the medieval period?  Pupils address and devise historically valid questions about similarity/difference - <b>Benin</b> L2: What was life like for the Edo people in the Benin Kingdom? <b>Medieval</b> L3: Which King was worse, John or Richard?  Pupils address and devise historically valid questions about significance – <b>Benin</b> 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? <b>Civil Rights</b> L4: Why did 3,200 people march from Selma to Montgomery? <b>C20th Conflict</b> : Why were

				<p>L3: How did the Shang Dynasty end?  <b>Greece</b> L4: How has Ancient Greece influenced our lives?  L6: Why have so many ideas from Ancient Greece lasted so long?</p> <p><b>Whole school annual focus on Remembrance</b></p>	<p>become so successful? L5: Which factors were most important in the fall of the Roman Empire?</p> <p>Pupils address and devise historically valid questions about similarity/difference - <b>Vikings</b> L5: What were the similarities and differences between Norse and Anglo-Saxon beliefs?</p> <p>Pupils address and devise historically valid questions about significance – <b>Vikings</b> L3: Why did Alfred sign a treaty with Guthrum?</p> <p><b>Whole school annual focus on Remembrance</b></p>	<p>achievement of the Benin Kingdom?  <b>Medieval</b> L5: How did power change throughout the medieval period?</p> <p><b>Whole school annual focus on Remembrance</b></p>	<p>so many lives lost on the Western Front?</p> <p>Pupils address and devise historically valid questions about cause - <b>Industrial</b> L2: What were living and working conditions like during the Industrial Revolution? <b>Civil Rights</b> L4: Why did 3,200 people march from Selma to Montgomery? L5: What is the Black Lives Matter movement and why is it needed? <b>20thC Conflict</b> L1: What were the different causes of the First World War? L4: How did Hitler rise to power? L5: What caused the Second World War? L6: Could the Second World War have been avoided?</p> <p>Pupils address and devise historically valid questions about similarity/difference - <b>Civil Rights</b> L5: What is the Black Lives</p>
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Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> <li>• Discussion....</li> <li>• Drawing pictures...</li> <li>• Drama/role play..</li> <li>• Making models.....</li> <li>• Writing..</li> <li>• Using ICT</li> </ul>			Recall, select and organise historical information Communicate their knowledge and understanding		Select and organise information to produce structured work, making appropriate use of dates and terms	