



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Autumn 1Topic: me and my family Remembers and talk about significant events and experiences in my own life.Recognises and describe special times or events for my family or friendsSequencing own life, baby to now.How the seasons change over time.Identify changes over time (what couldn't you do as a baby but can do now?)ELGs: Talk about the lives of the 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.	Autumn 2Topic: Winter Wonderland Remembers and talk about significant events and experiences in my own life.Recognises and describe special times or events for my family or friendsRecall significant people from the past (Rosa Parks).Ordering Christmas story.Sequencing Stick ManHow the seasons change over time.Read stories that introduce a sense of time and people from the past- Bonfire Night (Guy Fawkes), Where The Poppies Now Grow (Remembrance/ WW1),ELGs: Talk about the lives of the 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.	Spring 1   Topic: Aliens   Compare and Contrast figures   from the past David   Attenborough, Rosa Parks, Ada   Lovelace.   Comment on images of familiar   situations in the past.   Enjoy reading books to find out   about the past.   How the seasons change over   time.   ELGs: Talk about the lives of   the 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.	Spring 2Topic: People who help usTalk about I talk about peoplein my community and theirroles.Compare and contrast old/newemergency vehiclesCompare and contrastcharacters from stories,including figures from thepast.Order the story of EasterHow the seasons change overtime.ELGs: Talk about the lives ofthe people around them andtheir roles in society;Know some similarities anddifferences between things inthe past and now, drawing ontheir experiences and what hasbeen read in class;Understand the past throughsettings, characters and eventsencountered in books read inclass and storytelling.	Summer 1Topic: On the farmTalk about the lives of thepeople around them and theirroles in society.Know some similarities anddifferences between things inthe past and now, drawing ontheir experiences and what hasbeen read in class.On the Farm- compare andcontrast farm machinery.Understand the past throughsettings, characters and eventsencountered in books read inclass and storytelling.How the seasons change overtime.ELGs: Talk about the lives ofthe people around them andtheir roles in society;Know some similarities anddifferences between things inthe past and now, drawing ontheir experiences and what hasbeen read in class;Understand the past throughsettings, characters and eventsencountered in books read inclass and storytelling.	Summer 2   Topic: Seaside/water   Talk about the lives of the 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.   How the seasons change over time.   ELGs: Talk about the lives of the 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;   Understand the past through settings, characters and events encountered in books read in class;





Year 1	Topic: Travel and transport	Topic: Toys from the past	Topic: Castles and the Battle
year 1	Who was Amelia Earhart?	What toys did your	of Hastings
	Recall and tell stories about	grandparents play with	Who was the first King of
	the past e.g. through	when they were little?	England?
	roleplay.	Identify simple differences	Recall and tell stories about
	Recall information about	between past and present in	the past e.g. through roleplay.
	significant people from the	own and other people's lives.	Know some things happened
	past.	Can you sort the toys into	to other people in the past.
	Recount parts of stories and	old and new?	
	memories about the past.	Categorise simple events or	Describe simple details from
	What did you do, last year,	objects into groups (e.g. then	historical events.
	last week and yesterday?	and now).	
	Use simple language related		Recall information about
	to time e.g. old, new, days,	Use simple language related	significant people from the
	months, years, today,	to time e.g. old, new, days,	past.
	tomorrow, yesterday	months, years, today,	What happened at The Battle
		tomorrow, yesterday.	of Hastings?
		How have toys changed	Write a simple story about the
		over time?	past.
		Sequence pictures from	
		familiar stories and events	Recall and tell stories about
		on a simple timeline	the past e.g. through roleplay.
		(timeline with an equidistant	Describe simple details from
		scale provided and with	historical events.
		simple headings and dates	
		already written on it).	Recall information about
		Identify simple changes over	significant people from the
		time.	past.
		Say when my birthday is.	Recount parts of stories and
			memories about the past.
			What are the parts of a castle
			and were they used for?
			Independently, find answers to
			simple questions about the
			past from sources of
			information e.g. pictures,
			artefacts and stories.
			How can we find out about
			Nottingham Castle?
			Independently, find answers to
			simple questions about the
			past from sources of





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			information e.g. pictures,	
			artefacts and stories.	
			How has Nottingham Castle	
			changed over time?	
			Sequence pictures from	
			familiar stories and events on a	
			simple timeline (timeline with	
			an equidistant scale provided	
			and with simple headings and	
			dates already written on it).	
			Identify simple changes over	
			time.	
			Use simple language related to	
			time e.g. old, new, days,	
			months, years, today,	
			tomorrow, yesterday.	
Year 2	Topic: The Great Fire of	Topic: The Victorians (linked		
5	London	<u>to Lady Bay).</u>		
	What happened in 1666?	What am I?		
	Ask and answer questions	Identify and describe simple		
	such as: what was it like for	differences between the past		
	a? What happened in the	and present in different		
	past?, how long ago	societies.		
	didhappen?, using sources	What do I want to know about		
	given to them (books,	Victorians?		
	pictures, artefacts).	Ask and answer questions such		
	What did we learn from	as: what was it like for a?		
	Samuel Pepys?	What happened in the past?,		
	Identify and describe simple	how long ago didhappen?,		
	differences between the past	using sources given to them		
	and present in different	(books, pictures, artefacts).		
	societies.	Who were the Victorians?		
		Recount main points from a		
	Identify important facts and	significant event in history.		
	information about significant			
	people from the past.	Identify important facts and		
		information about significant		
	How long did London burn	people from the past.		
	for?			
	Recount main points from a	Identify and describe simple		
	significant event in history.	differences between the past		
	Why did the fire spread?	and present in different		
		societies.		





With support, begin to	Are Lady Bay houses like	
reason or speculate (give a	Victorian houses?(Local	
cause or explanation) about	Study)	
why some people in the past	Identify and describe simple	
acted as they did.	differences between the past	
Draw labelled diagrams and	and present in different	
write about them to identify	societies.	
people, events and objects	Categorise simple events or	
from the past.	objects into groups (e.g. then	
Will London burn again?	and now) and <b>talk</b> about	
Identify and describe simple	differences.	
differences between the past	What does a Victorian house	
and present in different	look like inside?	
societies.	Write stories and recounts	
Use simple historical	about the past including simple	
vocabulary e.g. recently,	facts.	
later, past, present, a long		
time ago.	Draw labelled diagrams and	
Can I find Pudding Lane on a	write about them to identify	
map?	people, events and objects	
Draw labelled diagrams and	from the past.	
write about them to identify	How has doing the washing	
people, events and objects	changed?	
from the past.	Compare and contrast changes	
Identify important facts and	in stories and own life over	
information about significant	time.	
people from the past.	Identify and describe simple	
How has a London changed	differences between the past	
on a map since 1666?	and present in different	
Compare and contrast	societies.	
changes in stories and own	Write stories and recounts	
life over time.	about the past including simple	
Identify and describe simple	facts.	
differences between the past	What were Victorian schools	
and present in different	like?	
societies.	Compare and contrast changes	
Categorise simple events or	in stories and own life over	
objects into groups (e.g. then	time.	
and now) and talk about	Identify and describe simple	
differences.	differences between the past	
	and present in different	
	societies.	
	societies	I





			What did the Victorians		
			invent?		
			Categorise simple events or		
			objects into groups (e.g. then		
			and now) and <b>talk</b> about		
			differences.		
			What was invented first?		
			Sequence pictures and		
			sentences from familiar stories		
			and events on a timeline and,		
			with support, write some dates		
			or headings on to it (timeline		
			with an equidistant scale		
			provided and with some blank		
			spaces for children to write in –		
			other dates and information		
			already written on).		
			Write own date of birth.		
			write own date of birth.		
21	Topic: Howard Carter	Topic: Tomb raiders (Egypt)		Topic: Stone Age.	
Year 3	(Egypt).	How did Tutankhamen die?		How can an equidistant	
	What does an archaeologist	Look at two versions of the		timeline help us understand	
	do for a job?	same event and		when the Stoneage was?	
	Ask a range of questions	summarise simple		With support, create a simple	
	about the past.	differences or similarities.		timeline with sentences or	
	about the past.	differences of similarities.		pictures (timeline with	
	Independently collect	Ack a range of questions			
		Ask a range of questions		equidistant scale provided.	
	information about the past	about the past.		Write headings, dates and	
	from printed sources,	Compared and a last accuracy of		information independently).	
	pictures, photos, artefacts,	Suggest and select sources of			
	historic buildings and music.	evidence that could help to		Begin to <b>create</b> own line with	
	Discuss different ways of	answer a question. Use them		an equidistant scale alongside	
	presenting information for	to answer question.		a modelled example.	
	different purposes.	What happens during the			
	What can we tell about the	mummification process?		Understand that a timeline can	
	past by looking at artefacts?	Begin to <b>identify</b> ways in		be divided into BC and AD	
	Ask a range of questions	which communities from		Use historical vocabulary e.g.	
	about the past.	different time periods had		century, decade, chronology,	
		diverse religions, ethics,		date.	
	Suggest and select sources	cultures and social		Begin to give examples of how	
	of evidence that could help	attitudes).		the current time period being	
	to answer a question. Use			studied compares to those	
				already covered.	





them to an	swer the Use historic	al vocabulary	What were the main threats	
question.	e.g. century,	decade,	and assets for hunter-	
Present fin	dings about the chronology,	date).	gatherers?	
past using s	speaking, writing, Independent	ly collect	Ask a range of questions about	
computing	and drawing information	about the past	the past.	
skills.	from printed	sources,		
How does	Ancient Egyptian pictures, pho	otos, artefacts,	Independently collect	
writing con	npare to the way historic build	lings and music.	information about the past	
we write?	Begin to <b>ide</b>	ntify ways in	from printed sources, pictures,	
Begin to give	ve examples of which comm	unities from	photos, artefacts, historic	
how the cu	rrent time period different tim	e periods had	buildings and music.	
being studi	ed <b>compares</b> to diverse relig	ons, ethics,		
those alrea	dy covered. cultures and	social attitudes.	Independently explain why	
		ngs about the	some people in the past acted	
past using s	speaking, writing, past using sp	0	as they did.	
computing	and drawing Who were t	ne Egyptian	Present findings about the	
skills.	gods?		past using speaking, writing,	
When did A	Ancient Egypt Independent	A second s	computing and drawing skills.	
happen?		about the past		
With suppo	ort, create a from printed	sources,	Use dates and terms with	
simple time	the second se	otos, artefacts,	increasing accuracy.	
sentences of		lings and music.	What kinds of homes did early	
		e understanding	people live in?	
scale provid			Demonstrate understanding of	
headings, d		hanged during a	how items or ways of living	
information	n independently). given time p		have changed during a given	
	houses and s		time period (e.g. houses and	
		of life, beliefs.)	settlements, clothes, way of	
an equidist		al vocabulary	life, beliefs.)	
alongside a	<b>U</b>			
example.	chronology,		Begin to give examples of how	
	Why is the F	liver Nile	the current time period being	
	d that a timeline important?	1	studied compares to those	
		e understanding	already covered.	
AD	of how item		What is flint and why was it	
		hanged during a	important?	
e.g. century			Ask a range of questions about	
chronology	-		the past.	
		of life, beliefs.)	Concept and calent as we as f	
discover in		ly <b>explain</b> why	Suggest and select sources of	
	ntly <b>explain</b> why some people		evidence that could help to	
	le in the past acted as the	γ αια.	answer a question. Use them	
acted as the	ey ala.		to answer the question.	





	Ask a range of questions		Hee historical vesslovlary a g
	Ask a range of questions		Use historical vocabulary e.g.
Independently collect	about the past.		century, decade, chronology,
information about the pas			date.
from printed sources,	of evidence that could help		What was the Stoneage diet?
pictures, photos, artefacts			Begin to <b>identify</b> ways in which
historic buildings and mus			communities from different
Begin to <b>identify</b> ways in	question.		time periods had diverse
which communities from	Begin to give examples of		religions, ethics, cultures and
different time periods had			social attitudes.
diverse religions, ethics,	being studied <b>compares</b> to		Discuss different ways of
cultures and social attitude			presenting information for
	What was life like for		different purposes.
	Ancient Egyptian people?		
	Begin to give examples of		
	how the current time period		
	being studied compares to		
	those already covered.		
	Demonstrate understanding		
	of how items or ways of		
	living have changed during a		
	given time period (e.g.		
	houses and settlements,		
	clothes, way of life, beliefs.)		
	Ask a range of questions		
	about the past.		
	Independently <b>collect</b>		
	information about the past		
	from printed sources,		
	pictures, photos, artefacts,		
	historic buildings and music.		
	Present findings about the		
	past using speaking, writing,		
	computing and drawing		
	skills.		
	Use historical vocabulary		
	e.g. century, decade,		
	chronology, date.		
	What was the Ancient		
	Egyptian way of life?		
	Discuss different ways of		
	presenting information for		
	different purposes.		
		1	1





		Due sout fin die es als sut the			
		Present findings about the			
		past using speaking, writing,			
		computing and drawing skills.			
		Demonstrate understanding			
		of how items or ways of			
		living have changed during a			
		given time period (e.g.			
		houses and settlements,			
		clothes, way of life, beliefs.)			
		Independently <b>explain</b> why			
		some people in the past			
		acted as they did.			
		Ask a range of questions			
		about the past.			
		Suggest and select sources			
		of evidence that could help			
		to answer a question. Use			
		them to answer the			
		question.			
		Independently collect			
		information about the past			
		from printed sources,			
		pictures, photos, artefacts,			
		historic buildings and music.			
Year 4	Topic: William Conquer and	Topic: Early law makers	Topic: Roman Britain		
<i>y w y y y y y y y y y y</i>	the Normans (British history	(British history beyond 1066)	When did the Romans invade		
	beyond 1066)	What is the Magna Carta and	Britain?		
	Who was William the	why is it so important even	Create own timeline. Draw a		
	Conqueror?	today?	line with equidistant intervals		
	Present findings about the	Demonstrate understanding	of time. Include headings, dates		
	past using speaking, writing,	of how ways of living have	and information		
	computing and drawing.	changed since the Magna	(independently).		
	Begin to consider structure in their work.	Carta to modern times. Offer simple explanations for	Use dates and terms		
	in their work.	change.	accurately.		
	Use dates and terms	What is the Domesday Book	Use historical vocabulary e.g.		
	accurately.	and how was our country	century (including 19 <sup>th</sup> /20 <sup>th</sup>		
			etc), decade, BC, AD,		
		1		1	1





Use historical vocabulary	ruled before the first	chronology, date.	
	parliament?	chionology, date.	
e.g. century (including 19 <sup>th</sup> /20 <sup>th</sup> etc), decade, BC,	Demonstrate understanding	How was a	
	of the difference between	Roman legionary better	
AD, chronology, date.	primary and secondary	equipped to fight than a Celt	
Discuss the most appropriate	sources of evidence.	warrior?	
way to present information	sources of evidence.	With support, synthesise using	
for an audience. Begin to	Ask a range of questions	a range of sources e.g. use two	
choose the best method.	about the past.	different sources of evidence to	
choose the best method.	Which events led up to the	answer a historical question – a	
Independently collect	first British Parliament being	very simple written discussion.	
information about the past	created?	very simple written discussion.	
from printed sources,	Present findings about the	Demonstrate understanding of	
pictures, photos, artefacts,	past using speaking and	the difference between primary	
historic buildings and music.	computing.	and secondary sources of	
Can we create a timeline to	Children to consider the	evidence.	
show the Normans and other	structure of their work.	evidence.	
key events?	Create own timeline.	Independently <b>collect</b>	
Create own timeline.	Independently draw a line	information about the past	
Draw a line with equidistant	with equidistant scale	from printed sources, pictures,	
intervals of time. Include	alongside or from a modelled	photos, artefacts, historic	
headings, dates and	example. Write headings,	buildings and music.	
information (independently).	dates and information	What were the key factors in	
Use dates and terms	independently.	the defeat of the Celt?	
accurately.	Begin to <b>select</b> own scale and	Present findings about the past	
,	draw a line to work with.	using Clips. Begin to consider	
Use historical vocabulary	Use historical vocabulary	structure in the presentation.	
e.g. century (including	e.g. century (including		
19 <sup>th</sup> /20 <sup>th</sup> etc), decade, BC,	19 <sup>th</sup> /20 <sup>th</sup> etc), decade, BC,	Summarise two versions of the	
AD, chronology, date.	AD, chronology, date.	same event and attempt to	
How did castles change	Who makes our laws today	explain simple similarities or	
during Norman times?	and who upholds them?	differences.	
Demonstrate understanding	Use dates and terms	How did the Romans become	
of how items or ways of living	accurately when talking	settlers?	
have changed during a given	about a topic).	Demonstrate understanding of	
time period (e.g. houses and		how ways of living have	
settlements, clothes, way of	Use historical vocabulary	changed during a given time	
life, beliefs.). Offer simple	e.g. century (including	period.	
explanations for change.	19 <sup>th</sup> /20 <sup>th</sup> etc), decade, BC,	Demonstrate understanding of	
Present findings about the	AD, chronology, date.	the difference between primary	
past using speaking, writing,		and secondary sources of	
computing and drawing.	Present findings about the	evidence.	
	past using writing.		





Begin to consider structure	Independently collect	Independently collect	
in their work.	information about the past	information about the past	
Identify ways in which	from printed sources,	from printed sources, pictures,	
communities from different	pictures, photos, artefacts,	photos, artefacts, historic	
time periods had diverse	historic buildings and music.	buildings and music.	
religions, ethics, cultures and	Discuss the most appropriate	What have we learnt about daily	
social attitudes.	way to present information	life in Roman Britain?	
Where were Norman castles	for an audience. Begin to	Identify ways in which	
built?	choose the best method.	communities from different	
Understand how ways of		time periods had diverse	
living have changed during a	What were punishments like	religions, ethics, cultures and	
given time period.	at the time of the Magna	social attitudes.	
Independently collect	Carta?	Independently collect	
information about the past	Identify ways in which	information about the past	
from printed sources,	communities had diverse	from printed sources, pictures,	
pictures, photos, artefacts,	religions, ethics, cultures and	photos, artefacts, historic	
historic buildings and music.	social attitudes.	buildings and music.	
What was it like to live in a	Independently collect	Ask a range of questions about	
Norman castle?	information about the past	the past.	
Identify ways in which	from printed sources,	Present findings about the	
communities from different	pictures, photos, artefacts,	past using speaking, writing,	
time periods had diverse	historic buildings and music.	computing and drawing. Begin	
religions, ethics, cultures and		to consider structure in their	
social attitudes.		work.	
Demonstrate understanding			
of the difference between			
primary and secondary			
sources of evidence.			
Ask a range of questions			
about the past.			
Independently collect			
information about the past			
from printed sources,			
pictures, photos, artefacts,			
historic buildings and music.			
What did it take to become a			
knight?			
Identify ways in which			
communities from different			
time periods had diverse			





	religions, ethics, cultures and social attitudes. <b>Demonstrate understanding</b> of the difference between primary and secondary sources of evidence. <b>How did the feudal system</b> <b>work?</b> Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.				
Year 5		Topic: World War Two and	Topic: The English Civil War		Topic: Ancient Greece.
		the effects on Lady Bay What evidence is there that	(Nottinghamshire). What caused the English Civil		How did the Greeks create and empire?
		WWII affected Lady Bay?	War?		Identify ways in which
		Demonstrate understanding	Apply knowledge of timelines		communities from different
		of how items or ways of living	by creating their own. Select		time periods had diverse
		have changed during a given	equidistant intervals of time		religions, ethics, cultures and
		time period (e.g. houses and	along a scale and draw their		social attitudes. Compare
		settlements, clothes, way of	line (examples might be		across the time periods
		life, beliefs.). Offer simple	discussed first). Independently		studied.
		explanations for change and	write headings and record		Select equidistant intervals of
		the resulting consequences.	simple information or dates in		time along a scale and draw
		What were 1930s homes like?	their own words.		their line (examples might be
		Demonstrate understanding	Apply understanding of		discussed first). Independently
		of how items or ways of living	sources and events to realise		write headings and record
		have changed during a given	that there is often not a single		simple information or dates in
		time period (e.g. houses and	answer to a historical question. Use dates and terms accurately		their own words).
		settlements, clothes, way of life, beliefs.). Offer simple	within work.		Apply knowledge of timelines
		explanations for change and	WITHIN WOLK.		by constructing their own,
		the resulting consequences.	Use historical vocabulary e.g.		developing the scale and
		the resulting consequences.	century, decade, era, period,		labelling independently.
		<b>Identify</b> ways in which	social, religious, political,		Use dates and terms accurately
		communities from different	technological and cultural.		within work.
		time periods had diverse	Who were the Roundheads and		
		religions, ethics, cultures and	Cavaliers?		Use historical vocabulary e.g.
		social attitudes. Compare	Identify ways in which		century, decade, era, period,
		across the time periods	communities from different		social, religious, political,
		studied.	time periods had diverse		technological and cultural.
			religions, ethics, cultures and		What is democracy?





When were the second world	social attitudes. <b>Compare</b>	Identify ways in which
war years?	across the time periods	communities from different
Apply knowledge of	studied.)	time periods had diverse
timelines by creating their	Know that people can	religions, ethics, cultures and
own. Select equidistant	represent events or ideas in	social attitudes. Compare
intervals of time along a	ways that persuade others.	across the time periods
scale and draw their line	Use historical vocabulary	studied.
(examples might be	related to the period.	Begin to <b>empathise</b>
discussed first).	Begin to <b>empathise</b>	(understand how people from
Independently write	(understand how people from	the past thought, felt and
headings and record simple	the past thought, felt and made	made decisions) and use this to
information or dates in their	decisions) and use this to <b>reach</b>	reach informed conclusions
own words.	informed conclusions about	about why there are
Use dates and terms	why there are similarities or	similarities or differences.
accurately within work.	differences.	Why are Greek vases so
	Why was Charles I put on trial?	important to archaeologists and
Use historical vocabulary	Identify ways in which	historians?
e.g. century, decade, era,	communities from different	With support, begin to
period, social, religious,	time periods had diverse	hypothesise e.g. make a
political, technological and	religions, ethics, cultures and	statement about an event from
cultural.	social attitudes. Compare	the past and use books,
What were the differences	across the time periods	pictures or artefacts to test
between Nottingham and	studied.	and evaluate their hypothesis
Amsterdam in WWII?	Apply understanding of	(attempt to prove/disprove).
Summarise different	sources and events to realise	Demonstrate understanding of
versions of the same event.	that there is often not a single	how items or ways of living
Begin to <b>empathise</b>	answer to a historical question.	have changed during a given
(understand how people	Use dates and terms accurately	time period (e.g. houses and
from the past thought, felt	within work.	settlements, clothes, way of
and made decisions) and use		life, beliefs.). Offer simple
this to <b>reach informed</b>	Choose the most appropriate	explanations for change and the
conclusions about why there	way to present information to	resulting consequences
are similarities or	an audience.	What was a Spartan existence?
differences.		Identify ways in which
Demonstrate understanding	Use historical vocabulary e.g.	communities from different
of how items or ways of	century, decade, era, period,	time periods had diverse
living have changed during a	social, religious, political,	religions, ethics, cultures and
given time period (e.g.	technological and cultural.	social attitudes. Compare
houses and settlements,	Why was Charles II restored to	across the time periods
clothes, way of life, beliefs.).	the throne?	studied.
Offer simple explanations	With support, begin to	Begin to <b>empathise</b>
for change and the resulting	<b>hypothesise</b> e.g. make a	(understand how people from
consequences.	statement about an event from	the past thought, felt and made





	the past and use books,	decisions) and use this to <b>reach</b>
Identify ways in w		informed conclusions about
communities from		why there are similarities or
time periods had		differences
religions, ethics, c		
social attitudes. C		Know that people can
across the time pe		represent events or ideas in
studied.	is not often a single answer to a	ways that persuade others –
How did families to	<b>y to</b> historical question.	bias.
protect themselve		Which gods did the Greek's
Nottingham Blitz?	plague effective?	believe in?
Demonstrate und	lerstanding With support, begin to	Ildentify ways in which
of how items or w	ays of hypothesise e.g. make a	communities from different
living have change	ad during a statement about an event from	time periods had diverse
given time period	(e.g. the past and use books,	religions, ethics, cultures and
houses and settle	ments, pictures or artefacts to test and	social attitudes. Compare
clothes, way of life	e, beliefs.). evaluate their hypothesis	across the time periods
Offer simple <b>expla</b>	anations (attempt to prove/disprove).	studied.
for change and the	e resulting	With support, begin to
consequences.	Identify ways in which	hypothesise e.g. make a
With support, <b>pre</b>	sent communities from different	statement about an event from
structured and org	ganised time periods had diverse	the past and use books,
findings about the	e past and religions, ethics, cultures and	pictures or artefacts to <b>test</b>
consider planning	their social attitudes. Compare	and evaluate their hypothesis
summaries first.	across the time periods	(attempt to prove/disprove).
What was it like to	be an studied.	
evacuee?	Why was the Great Fire a good	How do we find out about the
With support, beg		distant past?
hypothesise e.g. r		Apply understanding of
statement about a	5	sources and events to realise
from the past and		that there is often not a single
pictures or artefac		answer to a historical question.
and evaluate thei		With support, present
hypothesis (attem		structured and organised
prove/disprove).	Choose the most appropriate	findings about the past and
	way to present information to	consider planning their
Apply understand	•	summaries first.
sources and event		
that there is often		Choose the most appropriate
single answer to a		way to present information to
question.	have changed during a given	an audience.
Use historical voc		
e.g. century, deca	de, era, settlements, clothes, way of	





	period, social, religious,	life, beliefs.). Offer simple		
	political, technological and	explanations for change and the		
	cultural.	resulting consequences		
Year 6	Topic: The Ancient Maya.		Topic: Anglo-Saxons and Vikings.	
year o	Did the Maya ball game influence the modern game of		What was life like as an Anglo-	
	basketball?		Saxon?	
	Make reasoned judgements about how events or changes in		Begin to independently	
	the past may affect life today. Give evidence to back up		hypothesise about an event in	
	opinion.		the past and use sources to <b>test</b>	
	How long did the Maya empire reign?		and <b>evaluate</b> their hypothesis.	
	Apply knowledge of timelines by creating their own.		Make reasoned judgements	
	Independently select equidistant intervals of time along a		from this.	
	scale, write headings and record simple information or dates		Select the most appropriate	
	in their own words.		source of evidence for	
	Use historical vocabulary e.g. century, decade, era, period,		particular tasks.	
	social, religious, political, technological and cultural,		Use historical vocabulary e.g.	
	continuity and change.		century, decade, era, period, social, religious, political,	
			technological and cultural,	
	Use dates and terms accurately within work.		continuity and change.	
	What would a Maya city have looked like?		What happened when the	
	Begin to independently <b>hypothesise</b> about an event and use		Vikings invaded England?	
	sources to <b>test</b> their hypothesis.		Critique different versions of	
	Identify ways in which communities from different time		the same event and <b>make</b>	
	periods had diverse social attitudes. <b>Compare</b> across the time		reasoned judgements about	
	period studied.		why they might be represented	
	Choose an appropriate way to present information and		in different ways. Justify their	
	combine methods (e.g. written explanation and charts or		opinion.	
	labelled diagrams).			
	How did the Maya number system work and is it different to		Evaluate the usefulness and	
	today?		accurateness of different	
	Identify ways in which communities from different time		sources of evidence.	
	periods had diverse cultures. What can be learned about Maya gods?		Independently, <b>present</b>	
	Consider and evaluate the usefulness and accurateness of		information in an organised and	
	different sources of evidence.		clearly structured way.	
	Demonstrate understanding of how ways of living have		Change on appropriate way to	
	changed.		<b>Choose</b> an appropriate way to	
	Independently <b>present information</b> in an organised and clearly		present information and combine methods (e.g. written	
	structured way.		explanation and charts or	
	Why did the Maya empire decline?		labelled diagrams).	
			iaucileu ulagi allisj.	





Critique different versions of the same event and make	Know and understand that	
reasoned judgements about why they might be represented in	some evidence is propaganda,	
different ways. Justify their opinion.	opinion or misinformation and	
Demonstrate understanding of how way of life changed during	that this affects interpretations	
a given time period. Offer simple explanations for change and	of history.	
the resulting consequences.	How did England change	
	between 793 and 866AD?	
Maya museum which covers all historical areas.	Apply knowledge of timelines	
	by creating their own.	
	Independently <b>select</b>	
	equidistant intervals of time	
	along a scale, write headings	
	and record simple information	
	or dates in their own words.	
	Demonstrate understanding of	
	how items or ways of living	
	have changed during a given	
	time period (e.g. houses and	
	settlements, clothes, way of	
	life, beliefs.).	
	Independently, <b>present</b>	
	information in an organised and	
	clearly structured way.	
	Use dates and terms accurately	
	within work.	
	Choose an appropriate way to	
	present information and	
	combine methods (e.g. written	
	explanation and charts or	
	labelled diagrams).	
	Use historical vocabulary e.g.	
	century, decade, era, period,	
	social, religious, political,	
	technological and cultural,	
	continuity and change.	
	Why was Alfred the Great so	
	great?	
	U	





Lady Bay

Lady Bay Primary School Subject Overview for History

Choose an appr	
present informa	
combine metho	
Demonstrate ur	
how items or w	ays of living
have changed d	luring a given
time period (e.g	
settlements, clo	
life, beliefs.). Of	
	r change and the
resulting conse	
After the Danela	
did the Anglo-Sa	
	y different lives?
<b>Identify</b> ways in	
communities fro	
time periods ha	
religions, ethics	
social attitudes.	
across the time	period studied.
Demonstrate u	
how items or w	
have changed d	
time period – o	
explanations for	r change and
differences.	
Begin to indepe	
hypothesise abo	
	e sources to <b>test</b>
and <b>evaluate</b> th	
Make reasoned	judgements
from this.	
Use historical v	
century, decade	
social, religious	
technological a	nd cultural,
continuity and	change.
Why did England	
become one co	
Demonstrate ur	
how ways of livi	
now ways of liv	ing changed





	during a given time period. Offer simple <b>explanations</b> for change.	
	Make <b>reasoned judgements</b> about how events or changes in the past may affect life today. <b>Give evidence</b> to back up opinions.	