

# History: Key Stage 1

|             | Beyond Living Memory  | Within Living Memory   | Lives of Significant People   | Local History  |
|-------------|---|--|---|--|
|             | <i>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).</i>   | <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>   | <i>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.</i> | <i>Significant historical events, people and places in their own locality.</i> |
| <b>EYFS</b> | <p><b>Early Learning Goal</b><br/> <b>Children talk about past and present events in their own lives and in the lives of family members.</b><br/>           They know that other children don't always enjoy the same things, and are sensitive to this.<br/>           They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> |  |   |  |
| <b>Y1</b>   | <p>Know that children's lives today are different to those of children a long time ago. <b>(Toys)</b></p> <p>Know about an event or events that happened long ago, even before their grandparents were born. <b>(The Great Fire of London)</b></p>  | <p>Know what a number of older objects were used for. <b>(Toys)</b></p> <p>Organise a number of artefacts by age. <b>(Toys)</b></p> <p>Know toys their grandparents played with were different to their own. <b>(Toys)</b></p> <p><b>Know the main differences between their school days and that of their grandparents?</b></p> | <p>Name a famous person from the past and explain why they are famous. <b>(Great Explorers)</b></p>   | <p><b>Covered in Year 2</b></p>  |

## History: Key Stage 1

|           | <b>Beyond Living Memory</b>   | <b>Within Living Memory</b>  | <b>Lives of Significant People</b>   | <b>Local History</b>   |
|-----------|---|--|--|--|
|           | <i>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).</i>   | <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i> | <i>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.</i>                                  | <i>Significant historical events, people and places in their own locality.</i>   |
| <b>Y2</b> | <p>Know what we use today instead of a number of older given artefacts. <b>(Travel and Transport)</b></p> <p>Know about an event or events that happened long ago, even before their grandparents were born. <b>(Travel and Transport/Kings and Queens)</b></p> | <b>Covered in Year 1</b>   | <p>Name a famous person from the past and explain why they are famous. <b>(Kings &amp; Queens)</b></p> <p>Know about a famous person from outside of the UK and explain why they are famous. <b>(Travel and Transport)</b></p> | <p>Know the name of a famous person, or a famous place, close to where they live. <b>(Stoke-on-Trent)</b></p> <p>Know how the local area is different to the way it used to be a long time ago. <b>(Stoke-on-Trent)</b></p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) <b>(Stoke-on-Trent)</b></p> |

## History: Key Stage 2

|           | <b>Chronology (Stone age to 1066)</b>  | <b>Ancient Ancients (approx. 3000 years ago)</b>   | <b>Historical Enquiry skills</b>   |
|-----------|--|--|--|
|           | <p><i>To include:</i></p> <ul style="list-style-type: none"> <li>• <b>Stone age to Iron Age</b></li> <li>• <b>Romans</b></li> <li>• <i>Anglo-Saxons</i></li> <li>• <i>Vikings</i></li> </ul>   | <p><i>Cover each of and then choose one to look at in depth:</i></p> <ul style="list-style-type: none"> <li>• <b>Ancient Egypt</b></li> <li>• <i>Ancient Sumer</i></li> <li>• <i>Indus Valley</i></li> <li>• <i>Shang Dynasty</i></li> </ul> | <p><i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.</i></p>  |
| <b>Y3</b> | <p>Know how Britain changed between the beginning of the stone age and the iron age. <b>(Stone Age to Iron Age)</b></p> <p>Know the main differences between the stone, bronze and iron ages. <b>(Stone Age to Iron Age)</b></p> <p>Know what is meant by 'hunter-gatherers'. <b>(Stone Age to Iron Age)</b></p> <p>Know how Britain changed from the Iron Age to the end of the Roman occupation. <b>(Romans)</b></p> <p>Know how the Roman occupation of Britain helped to advance British society. <b>(Romans)</b></p> <p>Know how there was resistance to the Roman occupation and know about Boudicca. <b>(Romans)</b></p> <p>Know about at least one famous Roman emperor. <b>(Romans)</b></p> | <p>Know about the key features of Ancient Egypt. <b>(Ancient Egypt)</b></p> <p>Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. <b>(Ancient Egypt)</b></p>            | <ul style="list-style-type: none"> <li>• Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>• Research what it was like for children in a given period of history and present findings to an audience.</li> </ul> |

# History: Key Stage 2

|    | Chronology (Stone age to 1066)  | Local Study  | Historical Enquiry skills  |
|----|---|--|--|
|    | <p><i>To include:</i></p> <ul style="list-style-type: none"> <li>• Stone age to Iron Age</li> <li>• Romans</li> <li>• <b>Anglo-Saxons</b></li> <li>• <b>Vikings</b></li> </ul>  | <ul style="list-style-type: none"> <li>• A local study linked to one of the periods of time studies under chronology; or</li> <li>• A local study that could extend beyond 1066.</li> </ul>  | <p><i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.</i></p>  |
| Y4 | <p>Know how Britain changed between the end of the Roman occupation and 1066. <b>(Anglo-Saxons)</b></p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country. <b>(Anglo-Saxons)</b></p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms. <b>(Anglo-Saxons)</b></p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. <b>(Anglo-Saxons)</b></p> <p>Use a timeline to show when the Anglo-Saxons were in England. <b>(Anglo-Saxons)</b></p> <p>Know where the Vikings originated from and show this on a map. <b>(Vikings)</b></p> <p>Know that the Vikings and Anglo-Saxons were often in conflict. <b>(Vikings)</b></p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons. <b>(Vikings)</b></p> | <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. <b>(The Potteries)</b></p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time. <b>(The Potteries)</b></p> | <ul style="list-style-type: none"> <li>• Research to find answers to specific historical questions about their locality.</li> <li>• Know how their locality has been shaped by what happened in the past.</li> <li>• Know how historic items and artefacts have been used to help build up a picture of life in the past.</li> <li>• Know about the impact that one period of history had on the world.</li> </ul> |

## History: Key Stage 2

|    | Ancient Ancients (approx. 3000 years ago)  | Ancient Greece  | Beyond 1066  |
|----|--|---|--|
|    | <p><i>Cover each of and then choose one to look at in depth:</i></p> <ul style="list-style-type: none"> <li>• <b>Ancient Egypt</b></li> <li>• <b>Ancient Sumer</b></li> <li>• <b>Indus Valley</b></li> <li>• <b>Shang Dynasty</b></li> </ul>   | <p><i>Greek life and influence on the Western world.</i></p>  | <p><i>An aspect or theme that takes pupils beyond 1066.</i></p>  |
| Y5 | <p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago. <b>(Early Civilizations)</b></p> <p>Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. <b>(Early Civilizations)</b></p> | <p>Know some of the main characteristics of the Athenians and the Spartans. <b>(Ancient Greece)</b></p> <p>Know about and can talk about the struggled between the Athenians and the Spartans. <b>(Ancient Greece)</b></p> <p>Know about the influence the gods had on Ancient Greece. <b>(Ancient Greece)</b></p> <p>Know about the link between the Ancient Greeks and the modern Olympics. <b>(Ancient Greece)</b></p> <p>Know at least five sports from the Ancient Greek Olympics. <b>(Ancient Greece)</b></p> | <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. <b>(World War One)</b></p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework. <b>(World War One)</b></p> <p>Know how Britain has had a major influence on the world. <b>(World War One)</b></p> |

## History: Key Stage 2

|    | Local Study   | Historical Enquiry Skills   |
|----|---|---|
|    | <ul style="list-style-type: none"> <li>• A local study linked to one of the periods of time studies under chronology; or</li> <li>• A local study that could extend beyond 1066.</li> </ul> | <p><i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.</i></p>   |
| Y5 | <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period. <b>(World War One)</b></p>                            | <p>Describe events from the past using dates when things happened.</p> <p>Know how an event(s) from the past has shaped our life today.</p> <p>Draw an accurate timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Know how Britain has had a major influence on the world. <b>(Only covered in WW1)</b></p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p> |

## History: Key Stage 2

|    | Civilizations from 1000 years ago   | Beyond 1066  | Local Study   |
|----|---|--|---|
|    | <p>Choose one of:</p> <ul style="list-style-type: none"> <li>• <b>Mayans</b></li> <li>• <b>Islamic Civilizations</b></li> <li>• <b>Benin Civilization</b></li> </ul>  | <p><i>An aspect or theme that takes pupils beyond 1066.</i></p>  | <ul style="list-style-type: none"> <li>• <i>A local study linked to one of the periods of time studies under chronology; or</i></li> <li>• <i>A local study that could extend beyond 1066.</i></li> </ul> |
| Y6 | <p>Know about the impact that <b>one</b> of the following ancient societies had on the world: the Mayan civilization and the Islamic civilization. <b>(Mayan Civ &amp; Early Islamic Civ.)</b></p> <p style="background-color: green; color: black; padding: 2px;"><b>[Switch Mayan topic to a topic about the British Empire/Slavery – developing ideas for 2021-22 Y6 topic]</b></p> <p>Know why they were considered an advanced society in relation to that period of time in Europe. <b>(Mayan Civ &amp; Early Islamic Civ.)</b></p> | <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. <b>(WW2)</b></p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework. <b>(WW2)</b></p> <p>Know how Britain has had a major influence on the world. <b>(WW2)</b></p> | <p>Know about a period of history that has strong connections to their locality and understand the issue associated with the period. <b>(WW2)</b></p>   |

# History: Key Stage 2

## Historical Enquiry skills

*Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.*

Y6

Research in order to find similarities and differences between two or more periods of history.

Know how to place features of historical events and people from the past societies and periods in a chronological framework.

Know about the main events from a period of history, explaining the order of events and what happened.

Know that many of the early civilizations gave much to the world.