

Key Stage 1

Pupils should:

- Develop 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. They should
- 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.

Autumn	Spring	Summer
Year 1	Year 1	Year 1
<p><i>Ourselves and our local area (take aspects from ‘Where do I live?’</i></p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p><i>Intrepid Explorers: Columbus and Neil Armstrong</i></p> <p>‘some should be used to compare aspects of life in different time periods’</p> <ul style="list-style-type: none"> • chronology- how these characters fit in with today and any other historical characters that the children know • similarities and differences between between way of life with a special focus on travel. • Vocabulary of relevant historical terms • Ask and answer questions, choosing and using stories and other sources to show their understanding, 	<p><i>Amazing places around the world (which places?)</i></p> <ul style="list-style-type: none"> ▪ name and locate the world’s seven continents and five oceans ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

<ul style="list-style-type: none"> ▪ language: urban, rural, city, town. ▪ changes within living memory. (toys) Where appropriate, these should be used to reveal aspects of change in national life <p>Daily theme across the key stage: identify seasonal and daily weather patterns in the United Kingdom.</p>	<ul style="list-style-type: none"> • Know some of the ways we find out about the past- link these to on-going teaching ie draw out sources re: Columbus and Armstrong. <p>At the farm</p> <ul style="list-style-type: none"> • Look at the Plan Bee resource • Know what a farm is and different types of farms understanding their importance. • Know the words: city, town, village, farm, rural, soil. • Know the four seasons of the year and what happens during those four seasons. • Know the four points of the compass and use them • Know basic symbols on a map. <p>Daily theme across the key stage: identify seasonal and daily weather patterns in the United Kingdom.</p>	<ul style="list-style-type: none"> ▪ key human features, including: city, town, village, factory, farm, house, port, harbour <p>Daily theme across the key stage: identify seasonal and daily weather patterns in the United Kingdom.</p> <p style="text-align: center;"><i>Castles</i></p> <ul style="list-style-type: none"> ▪ Warwick Castle: significant historical events, people and places in their own locality.
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Year 2	Year 2	Year 2
<p data-bbox="394 288 607 323" style="text-align: center;"><i>Near and far</i></p> <ul style="list-style-type: none"> <li data-bbox="208 368 748 619">▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <li data-bbox="208 667 792 917">▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <li data-bbox="208 949 775 1200">▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <li data-bbox="208 1232 779 1305">▪ use basic geographical vocabulary to refer to: town, house, office, shop 	<p data-bbox="1043 288 1189 323" style="text-align: center;"><i>Habitats</i></p> <p data-bbox="869 727 1368 801" style="text-align: center;"><i>Significant people: Florence Nightingale and Mary Seacole</i></p> <p data-bbox="853 858 1384 932">NB: ‘some should be used to compare aspects of life in different time periods’</p> <ul style="list-style-type: none"> <li data-bbox="824 975 1413 1070">• chronology: how this fits in to the present day and other historical periods studied or known to develop an awareness of the past. <li data-bbox="824 1078 1413 1110">• Vocabulary of relevant historical terms. <li data-bbox="824 1118 1413 1192">• Similarities and differences between life then and now. <li data-bbox="824 1200 1413 1305">• Ask and answer questions, choosing and using stories and other sources to show their understanding, 	<p data-bbox="1574 288 1899 323" style="text-align: center;"><i>Hot and cold places</i></p> <ul style="list-style-type: none"> <li data-bbox="1442 379 2033 596">• the location of hot and cold areas of the world in relation to the Equator and the North and South Poles- could you not do the Plan Bee resource on Artic Adventures but would need to draw out the Equator <p data-bbox="1451 679 2024 801" style="text-align: center;"><i>Communication: then and now (William Caxton and Tim Berners-Lee)</i></p> <p data-bbox="1469 887 2007 960">NB: ‘some should be used to compare aspects of life in different time periods’</p>

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya)

Guy Fawkes and the Gunpowder plot

- events beyond living memory that are significant nationally or globally
- chronology: how do these times fit in to develop an awareness of the past. Make reference also to Y1 learning;
- vocabulary of relevant historical language: comment words and phrases linked to passage of time and other relevant language;
- understand the narrative: religious division as the cause, parliament, James 1, etc
- FBv: parliament, respect and tolerance of other faiths,

- Equality issues: the way race affected the way the two were perceived by the Victorians.
- Know some of the ways we find out about the past- link these to on-going teaching ie draw out sources re: Victorians with specific reference to the lives of the two characters.

Daily theme across the key stage:
identify seasonal and daily weather patterns in the United Kingdom.

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<ul style="list-style-type: none"> • Answer, and sometimes ask, questions drawing on the story to show their understanding • Know some ways of how we find out about the past: Coughton Court visit. <p>Daily theme across the key stage: identify seasonal and daily weather patterns in the United Kingdom.</p>		
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Key Stage 2

	Autumn	Spring	Summer
Year 3	<p>Ancient Egypt:</p> <ul style="list-style-type: none"> ▪ achievements – locate on a map, ▪ significance of the R Nile ▪ different groups/roles in society ▪ gods and goddesses ▪ life after death ▪ pyramids and tombs 	<p>Early Britons: Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ▪ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪ Bronze Age religion, technology and travel, for example, Stonehenge 	<p>Roman Briton</p> <ul style="list-style-type: none"> ▪ Julius Caesar’s attempted invasion in 55-54 BC ▪ BC and AD ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian’s Wall

	<ul style="list-style-type: none"> ▪ inventions and other achievements ▪ <i>Chronology: when did this happen?</i> <i>Comparison to other previously studied time periods.</i> ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> ▪ <i>Going through the study, draw out examples/evidence of</i> 	<ul style="list-style-type: none"> ▪ Iron Age hill forts: tribal kingdoms, farming, art and culture ▪ <i>Chronology: recent times, previous studied historical characters and how the Stone and Iron ages fit into chronological understanding.</i> ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Differences, eg, modern technology (broadband, TV, car and lorries) v Stone& Iron age technology.</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> 	<ul style="list-style-type: none"> ▪ British resistance, for example, Boudica ▪ 'Romanisation' of Britain ▪ <i>Chronology: recent times, previous studied historical characters and how the Romans fits into chronological understanding.</i> ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> ▪ <i>Going through the study, draw out examples/evidence of how we know these things happened</i>
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	<p><i>how we know these things happened (ie Rosetta Stone and hieroglyphics).</i></p> <p>The River Nile:</p> <ul style="list-style-type: none"> ▪ locate the world's countries (Egypt), using maps ▪ describe and understand key aspects of: ▪ physical geography: rivers, source, mouth, journey along the Nile using geographical language ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> ▪ <i>Going through the study, draw out examples/evidence of how we know these things happened</i> <p>Volcanoes (Plan Bee resource):</p> <ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ mountains and volcanoes ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Oceans</p>
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	<ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		
Year 4	<p>Anglo-Saxons and the Scots</p> <ul style="list-style-type: none"> ▪ 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 ▪ <i>Chronology: recent times, previous studied historical characters/periods and how</i> 	<p>Vikings: Ruthless killers or peaceful settlers?</p> <ul style="list-style-type: none"> ▪ 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 ▪ Know the narrative ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Chronology: recent times, previous studied historical characters/periods and how the</i> 	<p>Our local area: past and present</p> <ul style="list-style-type: none"> ▪ Aston Hall ▪ The development of Victorian Birmingham and urbanisation- its impact on Aston ▪ Domestic life including a visit to the Back to Backs ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;

	<p><i>the Anglo-Saxons fit into their chronological understanding.</i></p> <ul style="list-style-type: none"> ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> ▪ <i>Going through the study, draw out examples/evidence of how we know these things happened</i> <p>The Rainforest:</p> <ul style="list-style-type: none"> ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. 	<p><i>Vikings fit into chronological understanding.</i></p> <ul style="list-style-type: none"> ▪ <i>Differences</i> ▪ <i>Similarities</i> ▪ <i>Consider connections, change, causes of events and significance</i> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> ▪ <i>Going through the study, draw out examples/evidence of how we know these things happened</i> <p>Our European Neighbours (Plan Bee resource as a guide):</p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key 	<ul style="list-style-type: none"> ▪ human geography, including: types of settlement and land use, economic activity ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
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	<ul style="list-style-type: none"> ▪ describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Year 5	<p>Ancient Greece-</p> <ul style="list-style-type: none"> ▪ what they achieved and their influence 	<p>The changing role of women (Plan Bee resource as a guide)</p>	Fair trade

	<ul style="list-style-type: none"> ▪ locate on a map and time line ▪ AD & BC ▪ Climate & physical features ▪ Organisation of Greek society (i.e. masters, slaves, city states and democracy) ▪ Army, navy and why these were important to the Greeks ▪ Myths and gods: sources ▪ Olympics: sources ▪ <i>Chronology: recent times, previous studied historical characters and how the Ancient Greeks fit into chronological understanding.</i> ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Differences, eg, modern technology (broadband, TV, car and lorries) v Stone& Iron age technology.</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> 	<ul style="list-style-type: none"> ▪ <i>Know and use with accuracy, relevant historical vocabulary</i> ▪ <i>Chronology: related characters and events to one another chronologically, to now, and to any other periods studied.</i> ▪ <i>Differences & similarities</i> ▪ <i>Consider connections, change, causes of events and significance</i> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> ▪ <i>Respond to, and sometimes devise, valid questions about change, cause, similarity and difference, and significance.</i> ▪ <i>Fundamental British values links, and concept of equality</i> ▪ <i>Going through the study, draw out examples/evidence of how we know these things happened</i> <p>Scandinavia (see Plan Bee)</p>	<p>China</p>
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	<ul style="list-style-type: none"> ▪ <i>Produce written and other responses showing an understanding of historical information and analysis</i> ▪ <i>Going through the study, draw out examples/evidence of how we know these things happened</i> ▪ <i>FBv: democracy but was it fair that women could not vote?</i> <p>Extreme earth</p>	<ul style="list-style-type: none"> • KS2 - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • KS2 - identify the position and significance of latitude, longitude, Arctic Circle • KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom with a region in a European country • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
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Year 6	<p>Benin or Mayans:</p> <ul style="list-style-type: none"> a society that contrasts with British history <p>South America</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian 	<p>History of crime and punishment</p> <p>Investigating coasts</p> <ul style="list-style-type: none"> KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Significant British event: WW2</p> <p>Mountains</p> <ul style="list-style-type: none"> KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	<p>and time zones (including day and night)</p> <ul style="list-style-type: none">▪ describe and understand key aspects of:<ul style="list-style-type: none">▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water▪ use maps, atlases, globes and digital/computer mapping		
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	to locate countries and describe features studied		
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