

Year 1 Key Skills Cycle A	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater depth
Autumn Great fire of London	Happened in the past. Took place in London. It spread quickly because houses were made from wood. Samuel Pepys wrote a diary about the fire Houses now are made from brick. They didn't have fire engines in the past.	Use the terms PAST, THEN and NOW. - know that the Great fire of London happened in the past.	Compare historical periods using terms then and now and identify the changes. <ul style="list-style-type: none"> Compare the fire service vehicles/ uniform/ fire extinguishing methods from past to now Identify the changes in vehicles/ uniform/ fire extinguishing methods. Can begin to use sources to understand a period in time, event or person. <ul style="list-style-type: none"> Explain how fire service equipment has changed over time. 	Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. GFOL <ul style="list-style-type: none"> Know the causes of the fire (narrow streets/Lack of fire service/thatched roofs) Know who Samuel Pepys was and that he wrote a diary 	Can consider more than one factor that has affected an event or action. GFOL <ul style="list-style-type: none"> Consider what might have happened if the fire had not been put out. Can begin to use sources to understand a period in time, event or person. Compare how fire service equipment has changed over time.
Spring History of trains	Know what a Steam Train was. Know why people used a train in the past. Know who George Stephenson was	Use the terms PAST, THEN and NOW. - Know trains from the past and trains used now. Sequence simple pictures within their own experiences. <ul style="list-style-type: none"> Sequence pictures of trains in time order 	Compare historical periods using terms then and now and identify the changes. <ul style="list-style-type: none"> Know when the first train was. Know why the first train was used. Know how it changed people's lives. Compare first trains to modern trains e.g. bullet train/pendolino to steam trains. Can begin to use sources to understand a period in time, event or person. Understand why trains have changed over time.	Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. <ul style="list-style-type: none"> Know who George Stephenson was. 	Can consider more than one factor that has affected an event or action. Look at pictures of trains from different time periods; which one is an older train, and which one is a modern train? How do you know? Can begin to use sources to understand a period in time, event or person. Consider why we have updated trains from steam to electric. Think about speed.
Summer Queen Elizabeth / William the Conqueror	Know who William the conqueror was. Know who Queen Elizabeth II was.	Use the terms PAST, THEN and NOW. <ul style="list-style-type: none"> Know monarchs from the past and now Sequence simple pictures within their own experiences. <ul style="list-style-type: none"> Sequence pictures of monarchs in time order. 	Compare historical periods using terms then and now and identify the changes. <ul style="list-style-type: none"> Know why the role of the monarch changed. Can begin to use sources to understand a period in time, event or person. <ul style="list-style-type: none"> Understand the role of a Monarch in the past and in modern times. 	Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. <ul style="list-style-type: none"> Know who was William the Conqueror. Know why was William the Conqueror was important. Know who was Queen Elizabeth. Know why Queen Elizabeth was important. Can consider more than one factor that has affected an event or action. <ul style="list-style-type: none"> Explain how the role of a monarch has changed from then to now. 	Can consider more than one factor that has affected an event or action. Queen Elizabeth/William the Conqueror Consider whether the role of monarch was better in the past or today and why. Can begin to use sources to understand a period in time, event or person. Compare pictures of different monarchs and explain how they are different or similar.
Year 1 Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Toys	Name 3 toys from the past. Know the term Modern.	Sequence simple pictures within their own experiences. -Recognise which toy is old and which is modern. Begin to use appropriately terminology such as past, then and now. -Compare modern toys to toys from the past (Victorian/ early 20 th century/ modern 20 th century).	Compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. -Know how toys have changed over time from Victorian era to now. Can begin to use sources to understand a period in time, event or person. -Can use sources to give reasons for their ideas.	Can consider more than one factor that has affected an event or action. <u>Toys</u> -Explain why toys have changed overtime. Can consider more than one factor that has affected an event or action. Know that toys have changed over time and how (materials, technology, who made them and variety).	Can consider more than one factor that has affected an event or action. -Explain why children are more likely to play inside in modern times. Can begin to use sources to understand a period in time, event or person. -Be able to sort toys into different time eras and explain how they know.

		-Know that teddy bears materials are different in past to present.			
Spring Florence Nightingale	Know who Florence Nightingale was. Know who Mary Seacole was. Know what hospitals were like in the	Sequence simple pictures within their own experiences. -Compare pictures of modern hospitals and Crimean war hospitals. Pupils can begin to use appropriately terminology such as past, then and now. -Know what was happening in the past when Florence Nightingale and Mary Seacole were alive. -Know that hospitals then are different to hospitals now.	Compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. -Know how hospitals have changed between now and the Crimean war. -Know that hospitals have become cleaner, the beds have improved, and the food has got better. Can begin to use sources to understand a period in time, event or person. -Can use sources to give reasons for their ideas.	Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. -Know how and why Florence Nightingale worked to change hospitals and how they are different now. -Know how Mary Seacole worked to change hospitals and the role of a nurse. Can consider more than one factor that has affected an event or action. -Understand how the hospitals were improved.	Can consider more than one factor that has affected an event or action. -Explain how Mary Seacole improved hospitals and why this was important. Can begin to use sources to understand a period in time, event or person. -Can use sources to make conclusions about Florence Nightingale.
Summer History of Milton Keynes	Know who Sir William Pritchard was. Know what Linford manor was used for. Know a fact about St Andrews Church.	Pupils can sequence simple pictures within their own experiences. -Order pictures of William Pritchard through time. Pupils can begin to use appropriate terminology such as past, then and now. -Explain what Linford manor was like then compared to now.	Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. -Explain how local transport has changed between the past and now Can begin to use sources to understand a period in time, event or person. -Can use sources to give reasons for their ideas.	Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. - Know that the brick kilns in Great Linford contributed to the jobs that many people in the village had. Can consider more than one factor that has affected an event or action. - Know that William Pritchard was important for his building work in Great Linford as well as other achievements.	Can consider more than one factor that has affected an event or action. -Explain the reasons for the changes to Linford Manor. Can begin to use sources to understand a period in time, event or person. - Use pictures to understand what life was like at Linford Manor in the past.

Year 2 History Key Skills Cycle A	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Great fire of London	Happened in 1666 Started in Pudding Lane. It spread quickly because houses were made of wood and they were close together. Samuel Pepys' diary was used as a source of evidence. Houses now are made from brick and streets are widened because of the fire. They put out fires using buckets of water from the River Thames.	Recognise that dates are used to identify when events happened in the past. <ul style="list-style-type: none"> Know the date of the fire Begins to use historical terms such as chronological, source.	Pupils can draw simple conclusions and deduce information on the past from pictures and information. <ul style="list-style-type: none"> Know why we need the fire services. Know why written sources are important. E.g. Samuel Pepys' diary, newspapers. Pupils are beginning to give simple reasons why changes occurred in the past. <ul style="list-style-type: none"> Compare fire services then and now (Fdn link – People who help us). Explain causes of the fire. 	Pupils can give more than one effect of an event and give simple explanations. <ul style="list-style-type: none"> Explain the effects of the fire on London. Can begin to support conclusions drawn from sources with evidence from the source. <ul style="list-style-type: none"> Support conclusions with evidence from a picture. 	Can begin to support conclusions drawn from sources with evidence from the source. Can compare pictures of fire service equipment and explain how and why these have changed through time. Begins to use historical terms such as chronological, source. Explain the importance of Samuel Pepys' diary as an historical source. Explain what we have learnt about the great fire of London from the diary.
Spring History of trains	Know the first steam train was in 1807. Know reasons why people used a train in the Victorian era. Know who George Stephenson was.	Pupils can identify similarities and differences between their lives and events studied. <ul style="list-style-type: none"> Explain why they would use a train now. Recognise that dates are used to identify when events happened in the past. <ul style="list-style-type: none"> Order trains by date. Begins to use historical terms such as chronological, source.	Pupils are beginning to give simple reasons why changes occurred in the past. History of Trains <ul style="list-style-type: none"> Know what the first train was like. Know why the train was invented. Compare first trains to modern trains e.g. bullet train/pendolino to steam trains. 	Pupils can give more than one effect of an event and give simple explanations. <ul style="list-style-type: none"> Explain how the train changed people's lives. Can begin to support conclusions drawn from sources with evidence from the source. Use sources to explain their thoughts.	Can begin to support conclusions drawn from sources with evidence from the source. Use sources to draw conclusions about trains now and then.

					Begins to use historical terms such as chronological, source. Explain why trains have changed through time.
Summer Queen Elizabeth / William the Conqueror	Know who William the conqueror was. Know who Queen Elizabeth was. Know what the role of a monarch is.	Recognise that dates are used to identify when events happened in the past. <ul style="list-style-type: none"> Order monarchs by date. Begins to use historical terms such as chronological, source.	Pupils are beginning to give simple reasons why changes occurred in the past. <ul style="list-style-type: none"> Know how the role of a monarch has changed. 	Pupils can give more than one effect of an event and give simple explanations. <ul style="list-style-type: none"> Explain how William the conqueror changed British monarchy. Can begin to support conclusions drawn from sources with evidence from the source <ul style="list-style-type: none"> Use sources to support their ideas. 	Can begin to support conclusions drawn from sources with evidence from the source. Use sources to draw conclusions about the sort of Monarch each of them would have been. Begins to use historical terms such as chronological, source. Can order pictures of different monarchs explaining how they know the order.
Year 2 History Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Toys	Name 3 toys from the Victorian era. Know how toys have changed over time. Know how different technologies have affected toys.	Pupils can identify similarities and differences between their lives and events studied. -Compare modern toys to Victorian/ early 20 th century/ modern 20 th century toys. Recognise that dates are used to identify when events happened in the past. -Know the year that some toys studied were first made and that this is before the year we are in.	Pupils can draw simple conclusions and deduce information on the past from pictures and information. -Recognise old and modern versions of the same toy from pictures and explain how they made their choice. -Know modern toys are different from older toys because of changes in technology/ availability of materials etc. Pupils are beginning to give simple reasons why changes occurred in the past. -Know why we do not still play with some of toys made in the Victorian era/ early 20 th century/ late 20 th century.	Pupils can give more than one effect of an event and give simple explanations. -Know how the availability of new materials/ technology/ transport changed the toys that children can play with.	Can begin to support conclusions drawn from sources with evidence from the source. -Can sort toys into those that would have been more/less expensive and explain how they know. Begins to use historical terms such as chronological, source. -Can sort sources showing the same toy from different periods into time order and explain how they know.
Spring Florence Nightingale	Know who Florence Nightingale and Mary Seacole were. Know what hospitals were like in the past and present. Know what changes Mary and Florence made to hospitals.	Pupils can identify similarities and differences between their lives and events studied. -Compare modern and Crimean hospitals – both similarities and differences. Recognise that dates are used to identify when events happened in the past. -Know when Florence and Mary Seacole were born and the years that they went to Crimea.	Pupils can draw simple conclusions and deduce information on the past from pictures and information. -Use pictures and writing about the events to deduce information about the condition of the hospitals and what FN/MS did to help. -Know a variety of things that FN did to improve the hospitals based on written and picture information. Pupils are beginning to give simple reasons why changes occurred in the past. -Explain why Florence changed the way hospitals were run in relation to the needs of the soldiers and condition of the hospitals. -Explain why Mary Seacole could not work with Florence and what she did instead.	Pupils can give more than one effect of an event and give simple explanations. -Know what was wrong with the Crimean hospitals and what Florence did to improve specific problems. -Explain how things changed for the injured soldiers in Crimea and link to specific changes that Florence made. -Explain how Mary Seacole’s plans had to change because of Florence’s attitude towards her and what she did instead. Can begin to support conclusions drawn from sources with evidence from the source. Identify changes Florence made to hospitals and relate them to solutions for the problem of soldiers dying.	Can begin to support conclusions drawn from sources with evidence from the source. -Draw conclusions of what sort of person FN was based on a range of sources.
Summer History of Milton Keynes	Know who Sir William Pritchard was. Know some uses of Linford Manor. Know three facts about St Andrews Church.	Pupils can identify similarities and differences between their lives and events studied. <ul style="list-style-type: none"> Know how Linford Manor was used in the past compared to now. Recognise that dates are used to identify when events happened in the past.	Pupils can draw simple conclusions and deduce information on the past from pictures and information. <ul style="list-style-type: none"> Use pictures to support conclusions about Linford Manor in the past. Pupils are beginning to give simple reasons why changes occurred in the past.	Pupils can give more than one effect of an event and give simple explanations. <ul style="list-style-type: none"> Can explain the effects of a brick kiln being built. 	Can begin to support conclusions drawn from sources with evidence from the source. Can sort images of Great Linford into time order and explain how they know.

		-Know the year Linford Manor was built	- Explain why Linford Manor has changed over time.		
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Year 3 History Key Skills Cycle A	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Stone Age- Iron Age	<p>Know that the Stone Age was followed by the Bronze Age and Iron Age.</p> <p>Know that Skara Brae was a Stone Age settlement</p> <p>Know that weapons were made of stone and bone during the stone age.</p> <p>Know that bronze tools were brought over from Europe starting Bronze Age.</p> <p>Know that tools made during the Bronze Age made people’s lives better.</p> <p>Know that Stonehenge is believed to have been constructed during this period.</p>	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p> <ul style="list-style-type: none"> Have chronological awareness of different Stone Age periods followed by Bronze Age and Iron Age State what makes them the same and different. 	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p> <ul style="list-style-type: none"> Know about the settlement of Skara Brae. Know the weapons that were created and used from the Stone Age to Iron Age. <p>Can use evidence from both photographic and written sources to support conclusions.</p> <p>Use sources to draw conclusions about Neolithic life and weapons from these periods.</p>	<p>Pupils can give reasons for and results of the main events and changes.</p> <ul style="list-style-type: none"> Know how the period started. <p>Pupils can describe and explain simple concepts such as cause and effect.</p> <ul style="list-style-type: none"> Know the impact of bronze on people’s lives. Understand why Iron Age hill forts were made. 	<p>Can use evidence from both photographic and written sources to support conclusions.</p> <p>Can draw conclusions or answer questions using different sources.</p> <p>Can begin to identify one or more causes or effects of an action or event.</p> <p>Can use their knowledge to answer questions or suggest their own answers to historical questions.</p>
Spring Mayan	<p>Know that the Ancient Maya lived in South America.</p> <p>Know that corn was an important part of society.</p> <p>Know that the Ancient Mayan society was structured in a hierarchy.</p> <p>Know what some Mayan buildings looked like and what they were used for.</p> <p>Know that religious figures and gods were important in Ancient Mayan society.</p> <p>Know some games the Ancient Mayans used to play and compare these to modern leisure activities.</p> <p>Know some foods that were important to the Ancient Mayans and compare these to a Stone Age diet.</p>	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p> <ul style="list-style-type: none"> Know who the Mayans were, where they lived and how the jungle affected their lives and homes. Compare this to the way that the environment affected Stone Age people. 	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p> <ul style="list-style-type: none"> Know that corn was an important food source for the Ancient Mayans and know their impact on modern food (e.g. chocolate). Know some of the theories as to why the Ancient Mayans disappeared as a major civilisation. 	<p>Pupils can describe and explain simple concepts such as cause and effect.</p> <ul style="list-style-type: none"> Know how the jungle would have affected the way that the Ancient Mayans lived (clothes, building materials, food sources etc.) 	<p>Can use evidence from both photographic and written sources to support conclusions.</p> <p>Use sources to draw conclusions as to how the Mayans lived.</p> <p>Can begin to identify one or more causes or effects of an action or event.</p> <p>Understand and explain the reasons which led to the disappearance of the Mayan civilisation.</p>
Summer Canals	<p>Know when canals began to be built and used.</p> <p>Know that canals were used in the Industrial Revolution to transport building materials and trading goods.</p> <p>Know that the first canal was Bridgewater in Manchester.</p>	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p> <ul style="list-style-type: none"> Know the use of canals through time e.g. Romans (farming) to Middle Ages (transport building materials) to Industrial Revolution (transport building materials as well as trading goods) 	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p> <ul style="list-style-type: none"> Know the chronology of canals (what/when/why were they used in the past and present) 	<p>Pupils can give reasons for and results of the main events and changes.</p> <ul style="list-style-type: none"> Know the positive and negative impacts on the industry. Understand why canals declined. (Link to trains) <p>Pupils can describe and explain simple concepts such as cause and effect.</p> <p>Know the uses of canals during the Industrial Revolution e.g. First canal – Bridgewater in Manchester – Duke of Bridgewater and James Brindley</p>	<p>Can use evidence from both photographic and written sources to support conclusions.</p> <p>Can compare canal boats through time and explain the changes.</p> <p>Can begin to identify one or more causes or effects of an action or event.</p> <p>Can explain what canals are used for today and why.</p>
Year 3 History Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth

Autumn Romans	Know when the Romans ruled Britain Know who Boudicca was. Know 3 changes the Romans made to Britain.	Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods. -Know when the Roman Empire ruled Britain.	Pupils have knowledge and understanding of some of the main events, people and changes from the past. -Know about the Roman invasion of Britain. -Know who Boudicca was and how she tried to defend Britain against the Romans. -Know how the Romans changed Britain (e.g. religion, roads, sewers, parts of a town).	Pupils can give reasons for and results of the main events and changes. -Know why the Romans invaded Britain. -Know why Boudicca chose to lead the uprising and what happened to her after she failed -Know which Roman inventions we still hold on to today and why. Pupils can describe and explain simple concepts such as cause and effect. -Know that Boudicca rose up because the Romans had stolen her land. -Know that Romans built sewers to improve hygiene and health	Can use evidence from both photographic and written sources to support conclusions. -Can use sources to explain the legacy of the Roman Empire. Can begin to identify one or more causes or effects of an action or event. -Understand the importance of Britain helping the Gauls and how this impacted the Roman's decision to invade Britain.
Spring Saxons	Know when the Saxons came to Britain. Know that there were seven Anglo-Saxon kingdoms Name 3 things the Saxons needed in a settlement	Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods. -Know that the Anglo-Saxons came to Britain as the Roman Empire was losing power and withdrawing. -Know how Anglo-Saxon Britain was different from Roman Britain (settlements, beliefs etc.)	Pupils have knowledge and understanding of some of the main events, people and changes from the past. -Know why the Anglo-Saxons came to Britain. -Know who some of the significant Anglo-Saxon kings were and why they were important. -Know what the Anglo-Saxons believed and how this has impacted modern celebrations. Can use evidence from both photographic and written sources to support conclusions. -Can use sources to support or oppose ideas about the Saxons.	Pupils can give reasons for and results of the main events and changes. -Know why the Saxons came to Britain and how they chose their settlements. -Know how Anglo-Saxons changed Britain (e.g. beliefs and celebrations, ruling structure) -Can begin to identify one or more causes or effects of an action or event. Pupils can describe and explain simple concepts such as cause and effect. -Know that Saxons lived in resource rich areas. -Know the Anglo Saxons had different kingdoms ruled by different people.	Can use evidence from both photographic and written sources to support conclusions. Can link sources which support each other about how the Saxons lived. Can begin to identify one or more causes or effects of an action or event. -Can explain the effect of Saxon Britain being ruled as separate kingdoms rather than one.
Summer Vikings	Know when the Vikings invaded Britain. Can give two reasons why the Vikings invaded Britain. Know that the Battle of Hastings took place in 1066.	Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods. -Know when the Viking invasions of Britain started and when this was in relation to the Romans and Saxons. -Know that the Vikings were in Britain at the same time as the Saxons. -Identify differences in organisation of armies/ invasions between these three periods and why there were differences.	Pupils have knowledge and understanding of some of the main events, people and changes from the past. - Know who Alfred the Great was and his role. -Explain the invasion of the monasteries. -Understand the key events of Battle of Hastings	Pupils can give reasons for and results of the main events and changes. -know that the Vikings invaded Britain for food, riches and slaves. - Know that Vikings raided monasteries such as Lindisfarne because they had no defences. -Know how Danegeld stopped the monastery raids. -Know the why the Battle of Hastings happened. Pupils can describe and explain simple concepts such as cause and effect. -Know why the Vikings invaded. -Know the impact that raids had on Saxons. -Know the impact of King Harold's death on Britain. - Can begin to identify one or more causes or effects of an action or event.	Can use evidence from both photographic and written sources to support conclusions. -Can use sources to draw conclusions about how organised the Viking raids were. Can begin to identify one or more causes or effects of an action or event. -Can consider how might things have changed in Britain if Alfred the Great had not fought the Vikings?

Year 4 History Key Skills Cycle A	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Stone Age- Iron Age	Know when the Stone Age began and ended. Know when the Iron Age began. Know that Skara Brae was a Stone Age settlement and historians used this as a source to find out life about them. Know that weapons were made from stone and bone and became more sophisticated as time went on.	Pupils can describe and compare different periods from the past. <ul style="list-style-type: none"> Know the chronology of different Stone Age periods followed by Bronze Age and Iron Age. Know periods changed due to bronze being introduced from other countries 	Pupils can explain some of the main events and give reasons for, and results of, the changes. Can make connections between local, regional, national and international history <ul style="list-style-type: none"> Understand what settlements tell us about where people from the Stone Age lived 	Pupils can understand more complex, abstract concepts. <ul style="list-style-type: none"> Understand why these periods started and to understand what each period means e.g. Meso means new. Understand why Iron Age hill forts were made 	Can identify primary and secondary sources reasoning the pros and cons of either. Pupils understand the term bias and how this affects historical sources. Can explain why historians have different ideas about the task when looking at the same evidence.

	<p>Know that bronze tools were brought over from Europe starting the Bronze Age. Know that bronze changed lives as farming could be done quicker and allowed trade to begin/creating a hierarchy. Know that Stonehenge was possibly created to line up with the setting and rising of the sun.</p>	<p>Pupils have some awareness of how people's lives have shaped this nation.</p> <ul style="list-style-type: none"> Use sources to help us understand Neolithic life and food gathering. 	<ul style="list-style-type: none"> Know what weapons were created and used from Stone Age to Iron Age (Using sources to understand changes in technique etc.) Know that the weapons changed from the stone to bronze and then to iron age. 		
Spring Mayan	<p>Know when the Mayan period began and ends. Know that the Mayans lived in Central America. Know that the Mayans had a hierarchical system.</p>	<p>Pupils can describe and compare different periods from the past.</p> <ul style="list-style-type: none"> Know who the Mayans were, where they lived and how this impacted their lifestyle. Understand the structure of Mayan buildings. Understand Mayan religion/culture/leisure activities. Make links between different time periods they have already studied. 	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes. Can make connections between local, regional, national and international history</p> <ul style="list-style-type: none"> Know where they lived and how this impacted their lifestyles. Understand Mayan food – importance of corn, impact on modern food. 	<p>Pupils can understand more complex, abstract concepts.</p> <ul style="list-style-type: none"> Understand the structure of Mayan society and culture (Gods and religion). Understand Mayan Leisure – understanding what/why they used ritual sacrifices. 	<p>Pupils can identify Primary and secondary sources reasoning the pros and cons of either. Use pictures of Mayan temples as they are now to explain how we learnt about life during Mayan times.</p> <p>Pupils understand the term bias and how this affects historical sources. Can compare two different ideas about the same event and why these might differ.</p>
Summer Canals	<p>Explain how canals have changed through time and why. Know that the first canal was in Bridgewater, Manchester. Know why the canal use declined.</p>	<p>Pupils have some awareness of how people's lives have shaped this nation.</p> <ul style="list-style-type: none"> Understand the chronology of canals (what/when/why were they used in the past and present) Understand early canal use e.g. Romans (farming) to Middle Ages (transport building materials) to Industrial Revolution (transport building materials as well as trading goods) 	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes. Can make connections between local, regional, national and international history</p> <ul style="list-style-type: none"> Know why they were used in the past and present Understand how local canals linked up into a nationwide network and the importance of this. 	<p>Pupils can understand more complex, abstract concepts</p> <ul style="list-style-type: none"> Understand the uses of canals during the Industrial Revolution e.g. First canal – Bridgewater in Manchester – Duke of Bridgewater and James Brindley. Know the positive and negatives on the industry. Know why the use of canals declined 	<p>Pupils can identify Primary and secondary sources reasoning the pros and cons of either. Can sort sources into primary and secondary and explain which are more useful for different purposes.</p> <p>Pupils understand the term bias and how this affects historical sources. Use different sources to prove/disprove opinions about canals.</p>
Year 4 History Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Romans	<p>Know what is meant by the Roman Empire. Know when the Roman period began. Know why Boudicca was important.</p>	<p>Pupils can describe and compare different periods from the past.</p> <p>-Compare Roman Britain to the way Britain was in the Stone Age – the similarities and differences.</p> <p>Pupils have some awareness of how people's lives have shaped this nation.</p> <p>-Know which Roman inventions are still used today and why we still use them.</p> <p>-Knows how the Romans impacted life today.</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes.</p> <p>-Know why the Romans invaded Britain.</p> <p>-Know why Boudicca chose to lead the uprising and what happened to her after she failed</p> <p>-Know which Roman inventions we still hold on to today and why.</p>	<p>Pupils can understand more complex, abstract concepts.</p> <p>-Understand what is meant by the Roman Empire.</p> <p>-Know why the Romans choose to invade Britain</p> <p>-Know how Roman religious beliefs impacted their lives.</p> <p>-Know how Roman rule in Britain ended.</p>	<p>Pupils can identify primary and secondary sources reasoning the pros and cons of either.</p> <p>-Compare pictures of Roman ruins to reconstruction photos and explain which are more useful when learning about the topic.</p> <p>Pupils understand the term bias and how this affects historical sources.</p> <p>-Compare different statements about Boudicca from opposing viewpoints and explain why they are different.</p>
Spring Saxons	<p>Know what changed in Britain when the Saxons arrived. Know the kingdoms that Anglo-Saxon was split into.</p>	<p>Pupils can describe and compare different periods from the past.</p> <p>-Compare Anglo-Saxon Britain to Roman Britain. - Knows what changed and what stayed the same.</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes.</p> <p>-Know why the Saxons came to Britain and how they chose their settlements.</p>	<p>Pupils can understand more complex, abstract concepts.</p> <p>-Know that Anglo-Saxon Britain was split into kingdoms and understand what this means.</p>	<p>Pupils can identify primary and secondary sources reasoning the pros and cons of either.</p> <p>-Use a range of sources to support their ideas.</p>

	Know the Anglo-Saxon hierarchy.	Pupils have some awareness of how people's lives have shaped this nation. -Know which Saxon beliefs have influenced modern celebrations. -Know how Anglo-Saxon terms have had an influence on modern place names.	-Know how and why Anglo-Saxons changed Britain (e.g. customs, ruling structure)	-Understand Anglo-Saxon hierarchy and what this meant for each level.	Pupils understand the term bias and how this affects historical sources. -Explain how the Anglo-Saxon Chronicles is both a useful but not completely reliable source of information about the Saxons.
Summer Vikings	Know why the Vikings invaded Britain. Know how the Battle of Hastings started. Know the outcome of the Battle of Hastings.	Pupils can describe and compare different periods from the past. -Compare Viking warfare and leadership to the Roman army and the Empire. -Compare the Viking invasion of Britain to the Romans and Saxons. Pupils have some awareness of how people's lives have shaped this nation. -Know how the struggle between the Saxons and Vikings lead to the Battle of Hastings and how this impacted on British history.	Pupils can explain some of the main events and give reasons for, and results of, the changes. -Know why the Vikings invaded Britain and why they raided monasteries. - Know how the monastery raids were stopped (Danegeld). -Know why the Battle of Hastings occurred and what this resulted in.	Pupils can understand more complex, abstract concepts. -Know that Anglo-Saxons and Vikings existed in Britain at the same time and both wanted control. -Know what is meant by a raid and why this is different to a battle. -Know that the Battle of Hastings resulted in a Norman King taking the throne and the Saxon/Viking struggle ending.	Pupils can identify primary and secondary sources reasoning the pros and cons of either. -Can explain whether primary or secondary sources are more useful/reliable for different purposes. Pupils understand the term bias and how this affects historical sources. Explain how the Anglo-Saxon accounts of the raids on the monasteries may not be entirely accurate.

Year 5 History Key Skills Cycle A	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Ancient Greeks	Know when the Ancient Greek period was. Know what Ancient Greek democracy was. Know two discoveries in Ancient Greek medicine.	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. <ul style="list-style-type: none"> • Can compare when Ancient Greece was in relation to previously studied eras. • Know that Ancient Greeks used democracy to govern. (Link to Modern British values/ PSHE). • Know the influence of Ancient Greece on modern medicine. 	Pupils can understand why some civilisations have been successful and why others have not. <ul style="list-style-type: none"> • Know who the Ancient Greeks were and how they lived. (Link to Roman Empire) • Know the impact of discoveries in medicine on modern life. • Know how democracy worked in Ancient Greece (Link to Modern British values/ PSHE). 	Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. <ul style="list-style-type: none"> • Know what the Battle of Marathon was and why the Persians wanted to invade the Empire. • Compare Ancient Greek/ modern daily life. 	Pupils begin to understand why events might be recorded or explained differently. Compare sources about the Battle of Marathon and understand why accounts might differ. Begin to understand 'historical empathy'; they can begin to understand the difference in past perspective and present perspective. Understand how slavery was thought of in Ancient Greek times compared to today. Pupils can evaluate sources and identify those that are useful to the task. Evaluate how useful Greek pottery is in learning about the Ancient Greeks.
Spring WW2	Know that WW2 occurred between 1939-1945	Pupils can describe significant features from time periods and know how Britain has	Pupils can understand why some civilisations have been successful and why others have not.	Pupils understand historical concepts and use them to make connections, draw contrasts,	Pupils begin to understand why events might be recorded or explained differently.

	Name the allied and axis forces. Know 3 reasons for why WW2 began.	influenced and been influenced by the wider world. <ul style="list-style-type: none"> Know who the allied and axis forces were. Know how the Blitz impacted Britain. Know how the evacuation impacted Britain. Know why Britain won the war. 	<ul style="list-style-type: none"> Know why Germany invaded other countries. Discuss Roman/Greek empires. Know why Germany lost the war. 	analyse trends and ask questions about the past. <ul style="list-style-type: none"> Know that WW1 began because of economic depression, rise of fascism, history and growth of anti-Semitism. Know how the roles of Men and Women differed during the war to before the war. 	Understand the role of propaganda on both sides. Begin to understand 'historical empathy'; they can begin to understand the difference in past perspective and present perspective. Understand conscription and how this was used during WW2 and how this might be thought of today. Pupils can evaluate sources and identify those that are useful to the task. Compare British and Nazi sources about the same events and explain why it is important to use both when evaluating them.
Summer Bletchley Park	Explain who Alan Turing was. Know why code breaking was important. Understand why the road names in Bletchley link to code breaking.	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. <ul style="list-style-type: none"> Understand use of Bletchley Park during WWII (discuss Blitz/evacuation) Know who Alan Turing was and how his code-breaking helped Britain win the war. Discuss how street names around Bletchley are related to code breaking. 		Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. <ul style="list-style-type: none"> Know the early history of the manor house, discuss Sir Herbert Leon. Compare code breaking technology then and now. 	Pupils begin to understand why events might be recorded or explained differently. Compare how the women and men of Bletchley Park have been remembered differently. Begin to understand 'historical empathy'; they can begin to understand the difference in past perspective and present perspective. Give reasons why men and women were given different roles at Bletchley Park and compare to how this might be different today. Pupils can evaluate sources and identify those that are useful to the task. Explain why there isn't much source information about Bletchley Park from during the war.
Year 5 History Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Shang Dynasty	Know that the Shang people were the first to use writing. Know the hierarchy levels for the Shang Dynasty Know how Oracle Bones were used.	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. -Know that other civilisations at this time did not record their history in writing. -Describe social hierarchy and religious beliefs in the era.	Pupils can understand why some civilisations have been successful and why others have not. -Know that the Shang Dynasty was successful and why it has only recently been learnt about despite this.	Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. -Compare Kings from different eras of the dynasty – similarities and differences. -Use Oracle bones as sources to find out more about this era.	Pupils begin to understand why events might be recorded or explained differently. -Explain why the existence of the Shang Dynasty was only discovered in the last hundred years even though it was active at the same time as the Stone Age in Britain. Begin to understand 'historical empathy'; they can begin to understand the difference in past perspective and present perspective. -Explain why religious beliefs in China have changed from Shang Dynasty to now. Pupils can evaluate sources and identify those that are useful to the task. -Compare sources about how the Shang Dynasty ends and how they might differ.
Spring Benin	Know how the Kingdom of Benin ended Know the hierarchy of Benin and how society is structured. Know how Benin became a powerful society.	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.	Pupils can understand why some civilisations have been successful and why others have not. -Understand how Benin became powerful (and the evidence that it was powerful) and why it eventually lost its power (loss of control of the	Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.	Pupils begin to understand why events might be recorded or explained differently. -Explain the different types of evidence that we have to tell us about the Shang Dynasty.

		-Know how the British Empire impacted the end of the Kingdom of Benin by sending an army to invade it. -Know how Benin society was structured and how it was different to other societies studied previously.	people, divided civilisation, invasion of British Empire).	-Understand that a society's geographical location will have an impact on the way its people live. -Use sources to find out the Ogiso's dynasty and compare them to the Kings of the Shang Dynasty. -Understand the concept of the British Empire and link this to the end of the kingdom of Benin.	Begin to understand 'historical empathy'; they can begin to understand the difference in past perspective and present perspective. -Explain the actions of the British Empire in the past and how it is thought of today. Pupils can evaluate sources and identify those that are useful to the task. Compare British and African sources about Benin and what they tell us about the history of Benin.
Summer Crime and Punishment	Know some past and present crimes and punishments Understand how policing developed through time Know what treason is and how it's changed	Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. -Know that the definition of crime has changed. -Know that the definition of punishment has changed. -Understand that crime and treason has changed -Early to modern policing – role of the Met as one of the first official police forces.	Pupils can understand why some civilisations have been successful and why others have not. -Know why punishments have changed for crimes -Understand how has this been influenced by the changes in society	Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. -Know what is meant by treason and why the punishment for this has changed. -Understand that it would now often be classified as something else and why. -Know how and why policing started and understand how and why it has developed over time.	Pupils begin to understand why events might be recorded or explained differently. -Compare sources of evidence from Guy Fawkes' trial. Explain the disagreements between the source writers. Begin to understand 'historical empathy'; they can begin to understand the difference in past perspective and present perspective. -Explain the changes in perspective about crimes such as gossiping. Pupils can evaluate sources and identify those that are useful to the task. -Can evaluate sources based on the same event and explain how they give information about an aspect of crime and punishment.

Year 6 History Key Skills Cycle A	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Ancient Greeks	Know how democracy was used in Ancient Greece Know the influence the Greeks had in medicine Know why the Persians wanted to invade Athens	Pupils make appropriate use of dates and specialist terms. <ul style="list-style-type: none"> Understand the chronology of key events from Ancient Greek period. Know the difference between BCE/CE. 	Depth of factual knowledge and understanding of Britain and the wider world. -Understand the influence the Ancient Greeks had over Britain at that time. Can identify features and make links between past societies and periods. <ul style="list-style-type: none"> Discuss what we have adopted from the Greeks. Know how the discoveries in medicine impact medicine in Britain today. Know how the Greeks used democracy (Link to Modern British values/ PSHE). Relate this to Britain's use of democracy. 	Pupils use historical concepts to create their own structured accounts, including written narratives and analyses. <ul style="list-style-type: none"> Analyse different sources and accounts of the Battle of Marathon: know why the Persians wanted to invade Greece. Compare Ancient Greek/ modern daily life. 	Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. Compare written/picture source and a written statement about the source. Explain how they support/oppose each other. Begin to understand abstract terms, e.g. empire and civilisation. Explain what an empire is and the perception of empires in the past and in modern times.
Spring WW2	Know who the Allies and Axis powers were Understand the causes of the war Know the important figures of the war	Pupils make appropriate use of dates and specialist terms. <ul style="list-style-type: none"> Know the chronology of the war; when it was in history and how it is recent history. Know who the allied and axis powers were. Understand the events leading up to the war (causes) 	Depth of factual knowledge and understanding of Britain and the wider world. <ul style="list-style-type: none"> Know which countries were in the allied and axis. (Allied/Axis) Give examples of how the blitz impacted the chances of Britain winning the war. Know the impact of evacuation on Britain and people's morale. 	Pupils use historical concepts to create their own structured accounts, including written narratives and analyses. <ul style="list-style-type: none"> Know that the important figures are Hitler, Chamberlain, Churchill, Roosevelt Analyse different sources and accounts of the Blitz, evacuation etc. Give opinions and interpretations of these sources. 	Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. Use sources to explain their thinking. Begin to understand abstract terms, e.g. empire and civilisation.

		<ul style="list-style-type: none"> In relation to causes, understand the terms fascism, depression, anti-Semitism. 	<ul style="list-style-type: none"> Know the factors that led to Britain winning the war. 		Compare the German invasion of European countries to other empires they have previously studied.
Summer Bletchley Park	<p>Know how code breaking helped in the war</p> <p>Know what the Enigma machine was</p> <p>Know how Bletchley Park was used over time.</p>	<p>Pupils make appropriate use of dates and specialist terms.</p> <ul style="list-style-type: none"> Understand terms relating to code breaking and the enigma machine. Understand how the introduction of code breaking was key timing for winning the war. 	<p>Depth of factual knowledge and understanding of Britain and the wider world.</p> <ul style="list-style-type: none"> Know the early use of Bletchley Park (Sir Herbert Leon) Discuss why code breaking was so important for Britain to win the war. 	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none"> Understand the impact of code breaking on Allies' strategies Analyse sources relating to code breaking. 	<p>Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.</p> <p>Use sources that suggest that the war could not have been won without code breaking and sources that suggest it could have been.</p>
Year 6 History Key Skills Cycle B	Knowledge	Chronological awareness	Knowledge and understanding of significant aspects of history	Understand historical concepts	Greater Depth
Autumn Shang Dynasty	<p>Know where the Shang Dynasty was located and why.</p> <p>Know how Oracle Bones were used.</p> <p>Know why the Shang Dynasty ended</p>	<p>Pupils make appropriate use of dates and specialist terms.</p> <ul style="list-style-type: none"> Know dates when the Shang Dynasty was active. Use the term dynasty when learning about this period. 	<p>Depth of factual knowledge and understanding of Britain and the wider world.</p> <ul style="list-style-type: none"> Know where the Shang Dynasty was located and how this would make a difference to their lifestyle. Know that the location of the Shang Dynasty has made a difference to ease of access to sources. <p>Can identify features and make links between past societies and periods.</p> <ul style="list-style-type: none"> Compare evidence/sources from the Shang Dynasty to evidence and sources from other ancient societies (Mayans/ Stone, Bronze and Iron Age) 	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none"> Use Oracle bones as a source to understand religious beliefs within the Shang Dynasty. Know why the Shang Dynasty ended – link and compare to the end of other civilisations. 	<p>Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.</p> <p>Explain how the Shang Dynasty was more or less successful than other societies they have studied.</p> <p>Begin to understand abstract terms, e.g empire and civilisation.</p> <p>-Understand what makes a dynasty different to an Empire</p>
Spring Benin	<p>Know how the Kingdom of Benin gained and lost power.</p> <p>Know the influence of the British Empire on Benin</p> <p>Know the role of religion in Benin society</p>	<p>Pupils make appropriate use of dates and specialist terms.</p> <ul style="list-style-type: none"> Know when the Kingdom of Benin began, gained power, lost power and became part of Nigeria. Use the terms Kingdom and Empire. 	<p>Depth of factual knowledge and understanding of Britain and the wider world.</p> <ul style="list-style-type: none"> Know how Benin gained power and evidence for this. Know about Benin's ruling hierarchy. Know about the British Empire and its role in ending the Kingdom of Benin. <p>Can identify features and make links between past societies and periods.</p>	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none"> Use sources to understand the role of the Ogisos as a ruler within the dynasty. Understand how religion played a role in the society. <p>Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.</p>	<p>Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.</p> <p>Compare the role of the Oba to the Monarch in the UK.</p>

			<ul style="list-style-type: none"> Compare the Kingdom of Benin to other ancient civilisations in terms of when/ where/ hierarchy/ beliefs. 	-Use the sources to explain whether or not the role of the Oba is similar to the role of the Monarch in the UK.	
Summer Crime and Punishment	<p>Know the story of Guy Fawkes and link this to the crime of treason.</p> <p>Know how crimes and punishments have changed over time.</p> <p>Know how the police force has developed through time</p>	<p>Pupils make appropriate use of dates and specialist terms.</p> <ul style="list-style-type: none"> Know date that Guy Fawkes tried to blow up the Houses of Parliament. Know when the first police force was established in London. Know when key types of punishment were introduced/ abolished. 	<p>Depth of factual knowledge and understanding of Britain and the wider world.</p> <ul style="list-style-type: none"> Know what used to be seen as a crime and what used to be seen as acceptable punishments. Understand that attitudes towards certain groups of people and changes in the wider world impact what we see as a crime/ appropriate punishment. <p>Can identify features and make links between past societies and periods.</p> <ul style="list-style-type: none"> Know how the definition and punishment for treason changed. Know how the police force has changed from early British societies to now. 	<p>Pupils use historical concepts to create their own structured accounts, including written narratives and analyses.</p> <ul style="list-style-type: none"> Use chronology of crimes/punishments/policing to deduce how society and attitudes have changed over time. 	<p>Pupils can use their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.</p> <p>Use sources to evaluate whether punishments are more harsh today compared to in the past.</p> <p>Begin to understand abstract terms, e.g empire and civilisation.</p> <p>Explain how the perception of treason as a crime has changed over time and how the punishment for it reflects this.</p>