

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<p>Changes within living memory – revealing aspects of change in national life</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know that the toys their grandparents playing with were different to their own. • Organise a number of artefacts by age. • Know the main differences between their school days and that of their grandparents. 	<p>Significant figure of 20th Century (Neil Armstrong /Tim Peake)</p> <p>•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</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • know what the word ‘famous’ means. • Know the names of some famous people from the past. 		<p>Monarchy – Queen Elizabeth II</p> <p>•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</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what the word ‘famous’ means. • Know the names of some famous people from the past. 	
Year 2	<p>Women who changed the world. Looking at 2 significant figures of 20th Century Mary Anning, Mary Seacole, Amelia Earhart, Agent Fifi.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Develop an awareness of the past, using common words and phrases relating to the passing of time. 	<p>Great Fire of London and the Guy Fawkes.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. 		<p>Looking at our Local history – Time line of Gatwick Airport (<i>link with geography hot and cold places</i>)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • 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. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. 		
Year 3/4	<p>Ancient Egyptians</p> <p>Studies of the past</p> <ul style="list-style-type: none"> • Plot recent history on a timeline using centuries • Describe events and periods using the words: ancient and century • Recognise that the lives of wealthy people were very different from those of poor people • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. • Compare aspects of life such as achievements, society, beliefs, and architecture. 	<p>Continue Egyptians and introduce Ancient Maya</p> <p>Ancient Maya</p> <ul style="list-style-type: none"> • Plot recent history on a timeline using centuries? • Place periods of history on a timeline showing periods of time • Use their mathematical skills to round up time differences into centuries and decades • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 			<p>Ancient Greeks</p> <p>Studies of the past</p> <ul style="list-style-type: none"> • Describe events from the past using dates when things happened • Use a timeline within a specific time in history to set out the order things may have happened • Realise that invaders in the past would have fought fiercely, using hand to hand combat • Explain how events from the past have helped shape our lives • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • Research two versions of an event and say how they differ (Trojan Horse) 	

					•Give more than one reason to support an historical argument	
Year 5	<p>Tudors</p> <p>An aspect or theme that takes pupils beyond 1066</p> <p>Knowledge</p> <ul style="list-style-type: none"> •Explain the role that Britain has had in spreading Christian values across the world •Use dates and historical language in their work •Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. •Appreciate how historical artefacts have helped us understand more about British lives in the present and past 	<p>Victorians</p> <p>An aspect or theme that takes pupils beyond 1066</p> <p>Knowledge</p> <ul style="list-style-type: none"> •Appreciate that significant events in history have helped shape the country we have today •Summarise how Britain has had a major influence on world history •Make comparisons between historical periods; explaining things that have changed and things which have stayed the same •Use dates and historical language in their work •Use their mathematical skills to work out exact time scales and differences as need be 	<p>Crime and punishment throughout the ages</p> <p>An aspect or theme that takes pupils beyond 1066</p> <p>Knowledge</p> <ul style="list-style-type: none"> •Describe historical events from the different period/s they are studying/have studied •Test out a hypothesis in order to answer a question •Have a good understanding as to how crime and punishment has changed over the years •Begin to appreciate that how we make decisions has been through a Parliament for some time 			
Year 6	<p>World War II</p> <p>Aut 1 – Home front</p> <p>Aut 2 – key events in the war</p> <p>What has changed over time?</p> <p>Topical and moral issues e.g. *history of immigration/ environmental issues)</p> <p>*how changing times have affected fashion, leisure, music, technology?</p> <p>Knowledge</p> <ul style="list-style-type: none"> •Say where a period of history fits on a timeline? •Place a specific event on a timeline by decade? •Place features of historical events and people from past societies and periods in a chronological framework •Summarise the main events from a specific period in history, explaining the order in which key events happened •Summarise how Britain has had a major influence on world history •Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently •Describe features of historical events and people from past societies and periods they have studied •Recognise and describe differences and similarities/ changes and continuity between different periods of history •Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint •Identify and explain their understanding of propaganda •Describe a key event from Britain’s past using a range of evidence from different sources 				<p>Stereotypes/prejudice/racism?</p> <p>Could link to Wonder?</p> <p>Mockingbird?</p> <p>How our view towards social groups has changed over time?</p> <p>Influential characters MLK et al?</p> <p>Stand up for what we believe in.</p>	<p>Social media and advances in technology.</p> <p>Impact of social media on society. Positives and negatives of it.</p> <p>Looking at advances in technology from WW2 to current day. Imagine life without it!</p> <p>Lead into social media and current issues.</p> <p>The way we view ourselves and others – links to Charlie Makasy</p>