

History KS1				
	Within Living Memory	Beyond Living Memory	Lives of Significant People	Local History
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Events beyond living memory that are significant nationally or globally.	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	Significant historical events, people and places in their own locality.
Year 1	<p>To learn about changes within living memory.</p> <p>How Toys Have Changed.</p> <p>Children to sequence events in chronological order</p> <p>Children to recognise the difference between the past and present</p>	<p>To use a historical sources to find out about an event in the past. The Great Fire of London</p> <p>Use a range of sources to find out about the past</p> <p>Sequence the events of the Great Fire of London</p>	<p>To explain why Neil Armstrong is famous.</p> <p>Sequence the events of the first moon landing</p> <p>Use a range of sources to find out about the past</p> <p>Recognise different ways to explore the past – videos, photos, stories, adults talking about it</p>	

	<p>Use toys as artefacts to recognise the similarities and differences between them</p> <p>Listen to and understand adults talking about the past</p> <p>Ask and enquire about the past</p>	<p>Use stories to distinguish between fact and fiction</p> <p>Offer plausible explanations about events and why they happened.</p>	<p>Find answer to simple questions</p>	
Year 2		<p>To explore the life of a soldier and the significance of WWI</p> <p>Chronologically order significant events of the war</p> <p>Sequence events in order</p> <p>Use sources of information to answer</p>	<p>To know about the legacy of Queen Victoria and to be able to make comparisons with Queen Elizabeth II.</p> <p>Describe key events in the lives of the monarchs, including their coronations</p>	<p>To complete a Local History study including a significant person</p> <p>To know why Josiah Wedgwood is significant to Stone.</p> <p>Discuss the effectiveness of historical sources</p> <p>Know when Josiah Wedgwood was a significant figure in the Potteries</p>

		<p>questions: why, what, who, where</p> <p>Identify difference in ways of life</p> <p>Research the life of soldier</p> <p>Use stories to make comparisons between ways of life</p>	<p>Recall significant dates in the lives of the monarchs</p> <p>Recognise similarities and differences between photos and historical artefacts</p> <p>Compare two versions of a past event</p> <p>Compare pictures, photos, artefacts, stories of significant people of the past.</p>	<p>Describe the effectiveness of different sources of information</p> <p>Know the impact of the Pottery industry on Stoke-on-Trent</p> <p>Speak with experts to make historical enquires about the past</p>
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Key: Autumn Spring Summer

History KS2				
	Pre Roman Britain	Roman Britain	Anglo Saxons and Vikings	Beyond 1066
	To learn about changes in Britain from the Stone Age to the Iron Age.	To learn about the Roman empire and its impact on Britain.	To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	To learn about an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066
Year 3		<p>To understand the impact the Romans had on Britain</p> <p>To know about at least one Roman Emperor (Julius Caesar).</p> <p>Introduce AD and BC for the Roman empire</p> <p>Understand the difference between time periods</p> <p>Make comparisons between eras (Victorians)</p>	<p>To know about Britain's settlement by Anglo Saxons and Scot's.</p> <p>To know about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Recognise that the past can be split up into different time periods</p> <p>Compare our lives to those of the past</p>	

		<p>Observe small details within sources of information</p> <p>Know about the lives of everyday Roman people (rich and poor) and recognise how the lives of rich and poor varied</p>	<p>Select the most useful source of information for a specific purpose</p> <p>Vikings</p> <p>Use a timeline to order specific events that took place</p> <p>Sequence events</p> <p>Use a range of sources to learn about the past and distinguish between them identifying similarities and difference</p> <p>Undertake suitable research to find answers to enquiry questions</p> <p>Understand the reasons for the Vikings actions</p>	
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Year 4	<p>To develop their understanding of BC and AD</p> <p>Understand and recognise the similarities and difference between time periods – place these onto a timeline</p> <p>To know facts about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p>To know about the creation of Stonehenge.</p> <p>To name and explain key features of Iron Age culture.</p> <p>To know how Britain changed from the Stone Age to the Iron Age (Weapons, tools and homes).</p> <p>To know the main chronological order of these periods and place them on a timeline.</p> <p>Present a picture of what life would have been like using knowledge learnt</p>			<p>The World at War</p> <p>Use evidence to know when and why Britain declared war on Germany.</p> <p>Ask questions to deepen understanding</p> <p>To know why there was rationing during the war.</p> <p>To know why some children were evacuated during the war.</p> <p>To know about the battle of Britain and the Blitz.</p> <p>Explain how an event can have more than one cause</p> <p>Research two versions of the same event using</p>
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				<p>different sources of information</p> <p>Local history study – Stone</p> <p>Display findings in a variety of ways</p> <p>Make links and offer reasonable explanations</p> <p>Use evidence available to us including books from the library and experts in the community.</p>
<p>*Ancient Civilizations - To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt. – Upper Key Stage 2.</p>				