





History Curriculum Long Term Coverage

Year 1 & 2		Autumn	Spring	Summer
Cycle A		Fire! Fire! 	<i>Geography topic</i> <i>Amazing Africa</i>	By the Sea (elements of history)  *Predominantly a geography topic*
National Curriculum Statement	Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]			Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Trips/Visitors				
Cycle B		Bright Sparks! 	<i>Geography topic</i> <i>Frozen Kingdom</i>	Exciting Explorers 
National Curriculum Statement	Pupils should be taught about 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 [for example, Elizabeth I and Queen Victoria, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			Pupils should be taught about 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 [for example, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry] Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight]
Trips/Visitors				

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Chronological understanding</p>	<p>Year 1: pupils will:</p> <ul style="list-style-type: none"> • Put up to three objects in chronological order (recent history) on a time line. • Label timelines with pictures, words or phrases. • Tell others about changes that have happened in my own life since I was born. • Talk about how things have changed since my parents or grandparents were children. • Use dates to talk about people or events from the past. (when appropriate) • Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times. <p>Year 2: pupils will:</p> <ul style="list-style-type: none"> • Place events or artefacts in order on a timeline. • Label timelines with pictures, words or phrases and give reasons for their order. • Make connections between long and short term time scales. • Use dates to talk about people or events from the past (when appropriate). • Connect my new learning of historical people or events to others that I have learnt about before. • Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>Year 1: pupils will:</p> <ul style="list-style-type: none"> • Show some understanding of how people find out about the past • Show some understanding of how evidence is collected and used to make historical facts? • Ask questions such as: What was it like for people? What happened? How long ago? • Answer questions by using different sources, such as an information book or pictures • Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate <p>Year 2: pupils will:</p> <ul style="list-style-type: none"> • Understand and talk about how people find out about the past • Understanding of how evidence is collected and used to make historical facts • Ask questions such as: What was it like for people? What happened? How long ago? • Answer questions by using a specific source, such as an information book • Research the life of someone who used to live in my area using the Internet and other sources to find out about them • Research the life of a famous Briton from the past using different resources to help • Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate



History Curriculum Long Term Coverage

Knowledge and Interpretation




Year 1: pupils will:

- Answer questions using a range of artefacts/ photographs/pictures provided
- Talk about the different ways that the past is represented
- Recount some interesting facts from an historical event
- Talk about some important people from the past and how their actions changed the way we do things today
- Recognise that there are reasons why people in the past acted as they did
- Tell you how I found out about people or events in the past
- Find out more about a famous person from the past and carry out some research on them
- Find out something about the past by talking to an older person
- Recognise that some forms of evidence are more reliable than others when finding out about the past
- Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events
- Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions

Year 2: pupils will:

- Describe historical events, significant people from the past and talk about what they did
- Explain the causes of an historical event and what the consequences were
- Explain what impact that significant events from the past have had on the way we live today
- Talk about similarities and differences between two different time periods
- Explain why someone in the past acted in the way they did
- Choose and use parts of stories or other sources to show that I understand events or people from the past
- Explain why Britain has a special history by naming some famous events and some famous people
- Talk about what type of evidence is reliable when finding out about the past
- Talk about a 'nation', an aspect of its history and the impact it has had on the nation
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events
- Create my own accounts of historical people or events
- Understand and use vocabulary such as: find out, explain, reasons, events, causes,

History Curriculum Long Term Coverage

Year 3 & 4		Autumn	Spring	Summer
Cycle A		<i>Geography topic Jungle Fever!</i>	<i>Geography topic Field to Fork, Bean to Bar</i>	Raiders and Invaders 
National Curriculum Statement				<p>Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots. (eg. 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 and Lindisfarne). Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (eg. 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).</p>
Trips/Visitors				Hill End
Cycle B		Stones and Bones 	<i>Geography topic Extreme earth</i>	The Ruthless Romans 
National Curriculum Statement		<p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age (eg. Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture).</p>		<p>Pupils should be taught about the Roman Empire and its impact on Britain (eg. Julius Caesar’s attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian’s Wall; British resistance, for example, Boudica; ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity). Pupils should be taught about a local history study.</p>
Trips/Visitors		Portals to the Past workshop		Chedworth Roman Villa or North Leigh Roman Villa



History Curriculum Long Term Coverage

Progression Map

Chronological understanding

Year 3: pupils will:

- Begin to use dates and historical terms to describe events
- Begin to use a timeline within a specific time in history to set out the order things may have happened
- Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain
- Place events, artefacts and historical figures on a timeline using dates
- Begin to understand the concept of change over time, representing this, along with evidence, on a time line
- Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade

Year 4: pupils will:

- Use dates and historical terms to describe events
- Use a timeline within a specific time in history to set out the order things may have happened
- Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain
- Place events, artefacts and historical figures on a timeline using dates
- Understand the concept of change over time, representing this, along with evidence, on a time line
- Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade

Historical Enquiry

Year 3: pupils will:

- Begin to use evidence to ask questions and find answers to questions about the past
- Begin to suggest suitable sources of evidence for historical enquiry
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
- Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Begin to use research skills in finding out facts about the time period I am studying
- Begin to compare and contrast different forms of evidence in my research
- Begin to research what it was like for specific people e.g. children, during the time period I am studying

Year 4: pupils will:

- Use evidence to ask questions and find answers to questions about the past
- Suggest suitable sources of evidence for historical enquiry
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use my research skills in finding out facts about the time period I am studying
- Compare and contrast different forms of evidence
- Research what it was like for men, women and children in a given period from the past and use different forms to present my findings



History Curriculum Long Term Coverage

Knowledge and Interpretation






Year 3: pupils will:

- Begin to give reasons why certain events happened as they did in history
- Begin to talk about why certain people acted as they did in history
- Begin to explain how events from the past have helped shape our lives today
- Begin to appreciate why Britain would have been an important country to have invaded and conquered
- Begin to describe changes that have happened in the locality of the school throughout history
- Begin to compare some of the times studied with those of other areas of interest around the world
- Begin to describe the social, cultural or religious diversity of past societies
- Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children
- Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ
- Talk about the causes and consequences of some of the main events and changes in history
- Use literacy, numeracy and computing skills to communicate information about the past

Year 4: pupils will:

- Suggest why certain events happened as they did in history
- Suggest why certain people acted as they did in history
- Explain how events from the past have helped shape our lives today
- Begin to appreciate why Britain would have been an important country to have invaded and conquered?
- Describe changes that have happened in the locality of the school throughout history?
- Compare some of the times studied with those of other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past societies
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ
- Suggest causes and consequences of some of the main events and changes in history
- Use literacy, numeracy and computing skills to a good standard to communicate information about the past

History Curriculum Long Term Coverage

Year 5 & 6		Autumn	Spring	Summer
Cycle A	Incredible Oxford (elements of history)  *Predominantly a geography topic*	<i>Geography topic Swept Away</i>	Pyramids, Papyrus and Pharaohs 	
National Curriculum Statement	Pupils will be taught about a local history study. (eg. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality).		Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	
Trips/Visitors	Oxford Castle and Prison		Ashmolean Museum	
5/6 Cycle B	A Greek Odyssey 	American Adventure (elements of history)  *Predominantly a geography topic*	Keep Calm and Carry On 	
National Curriculum Statement	Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Pupils should be taught about the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.	Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (eg. a significant turning point in British history, for example, the first railways or the Battle of Britain).	
Trips/Visitors	Portals to the Past workshop			



History Curriculum Long Term Coverage

Progression Map

Chronological understanding

Year 5: pupils will:

- Use dates and historical terms more accurately in describing events
- Place features of historical events and people from past societies and periods in a chronological framework
- Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc
- Describe the main changes in a period of history (using terms such as: social, religious and cultural)
- Identify periods of rapid change in history and begin to contrast them with times of relatively little change
- Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line
- Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line
- Begin to make connections and contrasts between different time periods studied and talk about trends over time
- Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?

Year 6: pupils will:

- Use dates and historical terms accurately in describing events
- Place features of historical events and people from past societies and periods in a chronological framework
- Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
- Identify periods of rapid change in history and contrast them with times of relatively little change
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line
- Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line
- Make connections and contrasts between different time periods studied and talk about trends over time
- Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?



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Historical Enquiry

Year 5: pupils will:

- Devise historical questions about the period I am studying
- Seek out and analyse range of evidence in order to justify claims about the past
- Understand that no single source of evidence gives the full answer to questions about the past
- Test out a hypothesis in order to answer a question
- Appreciate how historical artefacts have helped us understand more about British lives in the present and past
- Use some different sources of evidence to deduce information about the past
- Select suitable sources of evidence, sometimes giving reasons for choices
- Give a reason to support an historical argument
- Identify propaganda and begin to show my understanding of it
- Refine lines of enquiry as appropriate?

Year 6: pupils will:

- Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying
- Seek out and analyse a wide range of evidence in order to justify claims about the past
- Use sources of information to form testable hypotheses about the past
- Understand that no single source of evidence gives the full answer to questions about the past
- Test out a hypothesis in order to answer a question
- Appreciate how historical artefacts have helped us understand more about British lives in the present and past
- Use a wide range of sources of evidence to deduce information about the past
- Select suitable sources of evidence, giving reasons for choices
- Give more than one reason to support an historical argument
- Identify and explain my understanding of propaganda
- Refine lines of enquiry as appropriate



History Curriculum Long Term Coverage

Knowledge and Interpretation

Year 5: pupils will:

- Answer historical questions, using information and evidence that I have carefully considered and selected
- Understand how our knowledge of the past is constructed from a range of sources
- Describe with some detail any historical events from the different period/s I am studying/have studied
- Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same
- Begin to appreciate that how we make decisions as a country has been through a Parliament for some time
- Appreciate that significant events in history have helped shape the country we have today
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied
- Give a broad overview of life in Britain and some major events from the rest of the world
- Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- Explain how some aspects of history/historical events have had an impact elsewhere in the world
- Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past

Year 6: pupils will:

- Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made
- Understand how our knowledge of the past is constructed from a range of sources
- Describe in detail any historical events from the different period/s I am studying/have studied
- Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same
- Appreciate that how we make decisions as a country has been through a Parliament for some time
- Appreciate that significant events in history have helped shape the country we have today
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- Explain how some aspects of history/historical events have had an impact elsewhere in the world
- Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past
- Use original ways to present information and ideas