


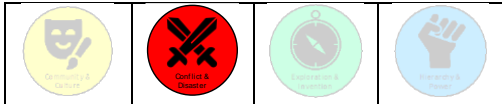









EYFS History	
Units	
Unit Titles: ???	
Contexts for learning:	
<ul style="list-style-type: none"> I can talk about the lives of people around me and in society. I can talk about similarities and differences between things in the past and now. I can talk about and understand the past through settings, characters and events encountered in books read in class and storytelling. 	
Key concepts:	
	
Relevant EYFS end points covered:	
<ul style="list-style-type: none"> recognise and describe a special time or event. speculate why things happen and give explanations about simple cause and effect. identify and describe some similarities and differences and they can observe and describe how things have changed or stayed the same in their lives sequence a few events using language relating to time 	
Progression of second-order concepts:	
<ul style="list-style-type: none"> Chronology: I can use language relating to time Chronology: I can organise events using basic chronology, recognising things happened before I was born. Similarity and difference: I can identify and describe similarities and differences between myself and others Similarity and difference: I can compare and contrast characters from stories including figures and objects from the past. Cause and consequence: I can say why things happen and give explanations Continuity and change: I can observe and describe things that have changed and stayed the same during my life. Significance: I can recognise and describe special times or events for me, my friends or family Historical enquiry: I can find out about things that have happened in my life by asking questions and looking at pictures 	

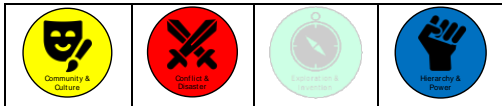

Year 1 History	
Unit 1	Unit 2
<p>Unit Title: Transport</p>	<p>Unit Title: Amy Johnson</p>
<p>Contexts for learning:</p> <ul style="list-style-type: none"> I can give examples of things that were different when my grandparents were children. 	<p>Contexts for learning:</p> <ul style="list-style-type: none"> I know about a famous historical event or person in my local area and can explain why they are famous.
<p>Key concepts:</p> 	<p>Key concepts:</p> 
<p>Relevant KS1 end points covered:</p> <ul style="list-style-type: none"> develop an awareness of the past and know where the people and events they study fit within a chronological framework. make comparisons by identifying similarities and differences between life in different historical periods show an understanding of how we know about the past describe changes in living memory using historical vocabulary 	<p>Relevant KS1 end points covered:</p> <ul style="list-style-type: none"> develop an awareness of the past and know where the people and events they study fit within a chronological framework. show an understanding of how we know about the past recall some significant people from history and events beyond living memory
<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can use words and phrases like: before, after, past, present, then and now. Chronology: I can sequence events from within my lifetime on a timeline Similarity and difference: I can describe change within living memory Similarity and difference: I can spot old and new things in pictures. Similarity and difference: I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts Continuity and change: I can explain what an object from the past might have been used for. Continuity and change: I can identify things that have changed or stayed the same during my life and from times before living memory Historical enquiry: I can research the past using a variety of secondary sources. 	<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can use words and phrases like: before, after, past, present, then and now. Cause and consequence: I can explain why a historical event happened and what happened as a result Cause and consequence: I can explain why an important person from history acted the way they did and what the impact of this was Continuity and change: I can identify things that have changed or stayed the same during my life and from times before living memory Continuity and change: I can describe changes over time in relation to one or more of the 4 key concepts Historical enquiry: I can research the past using a variety of secondary sources.

Year 2 History	
Unit 1	Unit 2
<p>Unit Title: The Great Fire of London</p>	<p>Unit Title: Florence Nightingale</p>
<p>Contexts for learning:</p> <ul style="list-style-type: none"> I can describe significant events from beyond living memory and explain cause and consequence 	<p>Contexts for learning:</p> <ul style="list-style-type: none"> I can recount and order the life of a famous historical figure I can explain why a historical figure was important and how they changed things
<p>Key concepts:</p> 	<p>Key concepts:</p> 
<p>Relevant KS1 end points covered:</p> <ul style="list-style-type: none"> develop an awareness of the past and know where the people and events they study fit within a chronological framework. make comparisons by identifying similarities and differences between life in different historical periods show an understanding of how we know about the past describe changes in living memory using historical vocabulary recall some significant people from history and events beyond living memory 	<p>Relevant KS1 end points covered:</p> <ul style="list-style-type: none"> develop an awareness of the past and know where the people and events they study fit within a chronological framework. make comparisons by identifying similarities and differences between life in different historical periods show an understanding of how we know about the past describe changes in living memory using historical vocabulary recall some significant people from history and events beyond living memory
<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can order events on a timeline from beyond my lifetime Chronology: I can sequence events that occurred during a historical period Similarity and difference: I can describe change beyond living memory Similarity and difference: I can spot old and new things in pictures. Cause and consequence: I can explain why a historical event happened and what happened as a result Cause and consequence: I can explain why an important person from history acted the way they did and what the impact of this was Significance: I can explain how historical events and people changed things Historical enquiry: I can research the past using a variety of secondary sources. 	<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can order events on a timeline from beyond my lifetime Chronology: I can sequence events that occurred during a historical period Similarity and difference: I can describe change beyond living memory Similarity and difference: I can spot old and new things in pictures. Similarity and difference: I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts Cause and consequence: I can explain why an important person from history acted the way they did and what the impact of this was Continuity and change: I can explain what an object from the past might have been used for. Continuity and change: I can identify things that have changed or stayed the same during my life and from times before living memory Continuity and change: I can describe changes over time in relation to one or more of the 4 key concepts Significance: I can explain how historical events and people changed things Historical enquiry: I can research the past using a variety of secondary sources.

Year 3 History	
Unit 1	Unit 2
<p>Unit Title: Stone Age to Iron Age</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts) I can explain how we know about life in Stone Age and Iron Age Britain 	<p>Unit Title: The Roman Invasion of Britain</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I can give an overview of the Roman Empire by 42AD and the power of its army. I can explain the impact of the Roman invasion and settlement (relating to the key concepts)
<p>Key concepts:</p> 	<p>Key concepts:</p> 
<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information 	<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information
<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I understand the difference between BC, AD, BCE and CE Chronology: I can place dates and events on a timeline for a historical period Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts Continuity and change: I can explain what changed and stayed the same in relation to at least one of the 4 key concepts Significance: I can identify historically significant people and events and their impact Historical enquiry: I can explore a range of secondary sources and can differentiate between fact and opinion. Historical enquiry: I can present the information I have learnt in a variety of ways Historical enquiry: I can use research skills to find answers to specific historical questions. Historical enquiry: I know the difference between primary and secondary sources. Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past. 	<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I understand the difference between BC, AD, BCE and CE Chronology: I can place dates and events on a timeline for a historical period Similarity and difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts Cause and consequence: I can identify and give reasons for historical events and explain the impact Cause and consequence: I can explain how a historical event impacted on at least one of the 4 key concepts Continuity and change: I can explain the links between significant events Continuity and change: I can explain what changed and stayed the same in relation to at least one of the 4 key concepts Significance: I can identify historically significant people and events and their impact Historical enquiry: I can explore a range of secondary sources and can differentiate between fact and opinion. Historical enquiry: I can present the information I have learnt in a variety of ways Historical enquiry: I can use research skills to find answers to specific historical questions. Historical enquiry: I know the difference between primary and secondary sources. Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.

Year 4 History	
Unit 1	Unit 2
<p>Unit Title: The Anglo-Saxons and Scots</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I can explain where the Anglo-Saxons came from and why they invaded Britain and describe the impact this had on life in Britain (relating to the key concepts) I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland 	<p>Unit Title: The Vikings vs. the Anglo-Saxons</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I know why the Vikings invaded Britain and why they were so successful I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.
<p>Key concepts:</p> 	<p>Key concepts:</p> 
<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information 	<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information
<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I understand the difference between BC, AD, BCE and CE Chronology: I can place dates and events on a timeline for a historical period Similarity and difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts Cause and consequence: I can identify and give reasons for historical events and explain the impact Cause and consequence: I can explain how a historical event impacted on at least one of the 4 key concepts Continuity and change: I can explain the links between significant events Continuity and change: I can explain what changed and stayed the same in relation to at least one of the 4 key concepts Significance: I can identify historically significant people and events and their impact Historical enquiry: I can explore a range of secondary sources and can differentiate between fact and opinion. Historical enquiry: I can present the information I have learnt in a variety of ways Historical enquiry: I can use research skills to find answers to specific historical questions. Historical enquiry: I know the difference between primary and secondary sources. Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past. 	<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I understand the difference between BC, AD, BCE and CE Chronology: I can place dates and events on a timeline for a historical period Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts Cause and consequence: I can identify and give reasons for historical events and explain the impact Cause and consequence: I can explain how a historical event impacted on at least one of the 4 key concepts Continuity and change: I can explain the links between significant events Continuity and change: I can explain what changed and stayed the same in relation to at least one of the 4 key concepts Significance: I can identify historically significant people and events and their impact Historical enquiry: I can explore a range of secondary sources and can differentiate between fact and opinion. Historical enquiry: I can present the information I have learnt in a variety of ways Historical enquiry: I can use research skills to find answers to specific historical questions. Historical enquiry: I know the difference between primary and secondary sources. Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.

Year 5 History	
Unit 1	Unit 2
<p>Unit Title: The Impact of Ancient Greece on British History</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts) I can give an overview of Ancient Greek culture and history. 	<p>Unit Title: The Achievements of the Earliest Civilisations</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I can give an overview of where and when the first civilisations appeared (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China) and place these on a timeline. I can explain the major achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts)
<p>Key concepts:</p> 	<p>Key concepts:</p> 
<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information 	<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information
<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can place key events from a period of history on a timeline in relation to one other period of history Chronology: I can use more accurate dates when describing and sequencing events Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race Similarity and difference: I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts Cause and consequence: I understand the impact of historical events on later periods of history. Cause and consequence: I can evaluate how a historical event impacted on one or more of the 4 key concepts Continuity and change: I can summarise the main events from a period of history, explaining the order of events and making connections between them. Continuity and change: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts Significance: I can evaluate the impact of key historical people and events Historical enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry. Historical enquiry: I can use a range of information, including my own research, to present a historical argument Historical enquiry: I understand that some sources include facts and opinions and different evidence can lead to different conclusions 	<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can place key events from a period of history on a timeline in relation to one other period of history Chronology: I can use more accurate dates when describing and sequencing events Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race Similarity and difference: I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts Continuity and change: I can summarise the main events from a period of history, explaining the order of events and making connections between them. Continuity and change: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts Significance: I can evaluate the impact of key historical people and events Historical enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry. Historical enquiry: I can use a range of information, including my own research, to present a historical argument

Year 6 History	
Unit 1	Unit 2
<p>Unit Title: World War II and Hull in the Blitz</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (e.g. the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts) I can research and complete a study about significant historical events from our local area I can explain how events from our local area had an impact beyond our region (relating to the key concepts) 	<p>Unit Title: The Mayan Civilisation</p> <p>Contexts for learning:</p> <ul style="list-style-type: none"> I can place a non-European civilisation on a time line along with major historical periods of the same time including British and European history I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)
<p>Key concepts:</p> 	<p>Key concepts:</p> 
<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information 	<p>Relevant KS2 end points covered:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of historical information
<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I can summarise and evaluate events on a timeline in relation to key concepts or themes (e.g. invaders, war, industry and technology etc...) Cause and consequence: I understand the impact of historical events on later periods of history. Cause and consequence: I can evaluate how a historical event impacted on one or more of the 4 key concepts Continuity and change: I can summarise the main events from a period of history, explaining the order of events and making connections between them. Continuity and change: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts Significance: I am aware of some pivotal events and people in modern British history Significance: I can evaluate the impact of key historical people and events Historical enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry. Historical enquiry: I can use a range of information, including my own research, to present a historical argument Historical enquiry: I understand that some sources include facts and opinions and different evidence can lead to different conclusions 	<p>Progression of second-order concepts:</p> <ul style="list-style-type: none"> Chronology: I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race Similarity and difference: I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts Continuity and change: I can summarise the main events from a period of history, explaining the order of events and making connections between them. Continuity and change: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts Historical enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry. Historical enquiry: I can use a range of information, including my own research, to present a historical argument