

Robins 2026-2027 (YEAR R and 1)

History Robins YEAR 1 UNIITS	AUTUMN		SPRING		SUMMER	
Area of Learning	Y1/2 (B): What is history?		How was school different in the past?		What is a monarch?	
Unit Outcomes	- Create a personal timeline by ordering three events correctly on a simple timeline. - Use the vocabulary ‘before’ and ‘after’ when talking about their timeline. - Recognise what is similar and different between the ‘past’ and ‘now’. - Talk about three holiday memories. - Place one holiday memory on a timeline. - Identify how people spend their holidays differently. - Describe what photographs tell us about holidays in the past. - Identify similarities and differences between holidays in the past and now. - Order photographs on a timeline. - Ask one question about holidays in the past. - Find answers to simple questions about the past. - Identify features of holidays in the past. - Describe what holidays in the past were like and compare them to now. - Find similarities and differences. - Use time vocabulary to talk about their memories. - Recognise similarities and differences between their lives now and in the past.		- Correctly order and date four photographs on a timeline and add some dates. - Ask one question about schools in the past. - Make one comparison between schools in the past and present. - Use sources to research and develop an understanding of what schools were like 100 years ago. - Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. - Recognise two similarities and two differences between schools now and schools in the past. - State whether they would have preferred to go to school in the past or not and explain why.		- Recall that a monarch is a king or queen. - Identify some of the monarch’s roles. - Explain that a king or queen is crowned in a special ceremony called a coronation. - Name some of the main steps in the coronation ceremony. - Use sources to explain how William the Conqueror became King of England. - Explain how William the Conqueror kept order and conquered England. - Explain how castles have changed over time. - Identify that the power of monarchs has changed over time. - Make comparisons between past and present monarchies.	
Year 1 Key Skills	- Sequencing three or four events in their own life. - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). - Placing events on a simple timeline. - Being aware that some things have changed and some have stayed the same in their own lives. - Describing simple changes and ideas/objects that remain the same. - Understanding that some things change while other items remain the same and some are new. - Beginning to look for similarities and differences over time in their own lives. - Recalling special events in their own lives. - Using artefacts, photographs and visits to museums to answer simple questions about the past. - Beginning to identify different ways to represent the past (e.g. photos, stories). - Making simple observations about the past from a source. - Interpreting evidence by making simple deductions. - Describing the main features of concrete evidence of the past or historical evidence. - Communicating findings through discussion and timelines with physical objects/ pictures. - Using vocabulary such as – old, new, long time ago.		- Sequencing up to six photographs, focusing on the intervals between events. - Knowing where people/events studied fit into a chronological framework. - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Identifying similarities and difference between ways of life at different times - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Making links and connections across a unit of study. - Making simple conclusions about a question using evidence to support. - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing.		- Sequencing up to six photographs, focusing on the intervals between events. - Knowing where people/events studied fit into a chronological framework. - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. - Identifying similarities and difference between ways of life at different times - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Making links and connections across a unit of study. - Making simple conclusions about a question using evidence to support. - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing.	
Year 1 Key Knowledge	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at ‘now’ on a timeline then look back. - To know that ‘the past’ is events that have already happened. - To know that ‘the present’ is time happening now. - To know that within living memory is 100 years. - To know that people change as they grow older. - To know that throughout someone’s lifetime, some things will change and some things will stay the same. - To know that there are similarities and differences between their lives today and their lives in the past. - To know that people celebrate special events in different ways. - To know that photographs can tell us about the past. - To know that we can find out about the past by asking people who were there. - To know that we remember some (but not all) of the events that we have lived through. - To know that the past can be represented in photographs.		- A decade is ten years. Beyond living memory is more than 100 years ago. - Daily life has changed over time but there are some similarities to life today. - Changes may come about because of improvements in technology. - There are explanations for similarities and differences between children’s lives now and in the past. - We can find out about how places have changed by looking at maps. - Historians use evidence from sources to find out more about the past.		- To know that beyond living memory is more than 100 years ago. - To know that events in history may last different amounts of time. - To know that some events are more significant than others. - To know the impact of a historical event on society. - To know that ‘historically significant’ people are those who changed many people’s lives. - To know that historians use evidence from sources to find out more about the past. - To know that the past is represented in different ways. - To know that a monarch is a king or queen. - To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. - To know that in the past monarchs had absolute power. - To be aware of the achievements of significant individuals.	

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Year 1 Key Vocabulary	• change • different • event • future • history • living memory • memory • past • present • similar • timeline		• beyond living memory • different • living memory • past • period • present • similar • timeline		• king • monarchy • power • queen • ruler	
RECEPTION UNIT LINK TO ABOVE	Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.				Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	
EYFS Outcomes	Development matters Comment on images of familiar situations in the past. Characteristics of effective teaching and learning Playing and exploring – Children investigate and experience things, and ‘have a go’. Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. See Statutory framework for the early years foundation stage, 2021.				Development matters Compare and contrast characters from stories, including figures from the past. Characteristics of effective teaching and learning Playing and exploring – children investigate and experience things and ‘have a go’. Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World – Past and Present Understand the past through settings, characters, and events encountered in books read in class and storytelling. See Statutory framework for the early years foundation stage, 2021.	
EYFS KEY SKILLS	• Beginning to sequence events when describing them (e.g. daily routines, events in a story). Recognising significant dates for them (birthday). • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”). • Recounting activities that happened in their past using photos as a prompt. Being aware of changes that happen throughout the year (e.g. seasons, nature). • Experiencing cause and effect in play. • Beginning to recognise similarities and differences between the past and today. • Using photographs and stories to compare the past with the present day. • Recognising that different members of the class may notice different things in photographs from the past. • 5Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.				• Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped). • Being aware of changes that happen throughout the year (e.g., seasons and nature). • Experiencing cause and effect in play. • Recalling special people in their own lives. • Using stories and non-fiction books to find out about life in the past. • Using photographs and stories to compare the past with the present day. • Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.). • Beginning to recognise similarities and differences between the past and today. • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.	

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EYFS KEY KNOWLEDGE	- To know that they started life as a baby but have since grown and changed. - To know that someone's age is the time since they were born. - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year). - To know that the environment around us changes as time passes. - To begin to know that some photographs and drawings represent the past.				- The environment around us changes as time passes. - Names of people that are significant to their own lives. - Stories and books can tell us about the past. - In fairytales, kings/queens are usually important, powerful people who rule over others. - Some interests and achievements from their own lives and the lives of their families and friends. - Some people are older than others. - Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). - Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.). - Some photographs and drawings represent the past.	
EYFSKey Vocabulary	history now past photograph then				achievement courageous horse-drawn cart king medal new old past power present queen royalty rule steam train trophy	

Swifts 2026-2027 (YEAR 2 and 3)

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Area of Learning	British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?		Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?		Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?	
Unit Outcomes	- Understand that prehistory was a long time ago. - Accurately place AD and BC on a timeline. - Identify conclusions that are certainties and possibilities based on archaeological evidence. - Explain the limitations of archaeological evidence. - Use artefacts to make deductions about the Amesbury Archer's life. - Identify gaps in their knowledge of the Bronze Age. - Explain how bronze was better than stone and how it transformed farming. - Explain how trade increased during the Iron Age and why coins were needed. - Identify changes and continuities between the Neolithic and Iron Age periods. - Explain which period they would prefer to have lived in, providing evidence for their choice.		- Explain what was important to people in Ancient Rome. - Explain the meaning of the words 'empire', 'invasion' and 'settlement'. - Analyse the different reasons for the Roman invasion of Britain. - Explain how the Celts responded to the Roman invasion. - Explain how the Roman army's structure, discipline and equipment made it so successful. - Use artefacts to make deductions about the lives of Roman soldiers in Britain. - Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.		- Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed. - Explain how missionaries spread Christianity. - Explain the threat the Vikings posed to the Anglo-Saxons. - Identify the qualities needed to be a monarch in 1066.	

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 2 Key Skills	Change and continuity • Recognising some things which have changed/stayed the same as the past. • Identifying simple reasons for changes. Cause and consequence • Asking questions about why people did things, why events happened and what happened as a result. • Recognising why people did things, why events happened and what happened as a result. Similarities and differences • Identifying similarities and difference between ways of life at different times. • Finding out about people, events and beliefs in society. Historical significance • Discussing who was important in a historical event. • Sources of evidence • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Identifying a primary source. Gathering, organising and evaluating evidence • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Identifying a primary source Interpreting findings, analysing and making connections • Making links and connections across a unit of study. • Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions • Making simple conclusions about a question using evidence to support. Communicating findings • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.		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Historical interpretations • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Developing their own interpretations from photographs and written sources. Gathering, organising and evaluating evidence • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Identifying a primary source Interpreting findings, analysing and making connections • Making links and connections across a unit of study. • Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions • Making simple conclusions about a question using evidence to support. 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History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 3 Key Skills	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/century. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. Identifying the links between different societies. - Identifying reasons for historical events, situations and changes. - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary and secondary sources. - Interpreting evidence in different ways.		- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. Identifying the links between different societies. - Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Recalling some important people and events. - Identifying who is important in historical sources and accounts. - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Asking questions about the bias of historical evidence. - Using a range of sources to construct knowledge of the past. - Defining the terms ‘source’ and ‘evidence’. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. - Identifying the bias of a source. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question “How do we know?” - Reaching conclusions that are substantiated by historical evidence. - Communicating knowledge and understanding through discussion, debates, drama, art and writing. - Constructing answers using evidence to substantiate findings. - Identifying weaknesses in historical accounts and arguments. - Creating a structured response or narrative to answer a historical enquiry.		- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Identifying the links between different societies. - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. Recalling some important people and events. - Identifying who is important in historical sources and accounts. - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying and giving reasons for different ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources. - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Asking questions about the bias of historical evidence. - Using a range of sources to construct knowledge of the past. - Extracting the appropriate information from a historical source. - Identifying primary and secondary sources. - Identifying the bias of a source. - Comparing and contrasting different historical sources. - Understanding that there are different ways to interpret evidence. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question “How do we know?”	

History SWIFTS (2/3)	AUTUMN	SPRING	SUMMER
Year 2 Key Knowledge	Posing historical questions - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source. Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing. Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. - Making comparisons with their own lives. Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact.	Posing historical questions - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source. Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. 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Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past. - Evaluating the usefulness of sources to a historical enquiry. - Selecting information from a source to answer a question. - Identifying a primary source. Interpreting findings, analysing and making connections - Making links and connections across a unit of study. - Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions - Making simple conclusions about a question using evidence to support. Communicating findings - Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). - Using relevant vocabulary in answers. - Describing past events and people by drawing or writing. - Expressing a personal response to a historical story or event through discussion, drawing our writing. 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Historical significance - Discussing who was important in a historical event. - Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source. - Beginning to recognise how long each event lasted. - Knowing where people/events studied fit into a chronological framework.

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 3 Key Knowledge	- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means ‘before Christ’ and is the term used to date the years before Jesus was born - To know that Anno Domini (AD) is Latin for ‘in the Year of the Lord,’ and is the term used to date the years after Jesus was born. - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials. - To know that change can be brought about by advancements in trade. - To know that significant archaeological findings are those which change how we see the past. - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence. - To understand the development of groups, kingdom and monarchy in Britain. - To understand that there are varied reasons for coming to Britain. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that communities traded with each other and over the English Channel in the Prehistoric Period.		- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means ‘before Christ’ and is the term used to date the years before Jesus was born.’ - To know that AD is Latin for ‘in the Year of the Lord,’ and is the term used to date the years after Jesus was born - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that change can be brought about by advancements in materials. - To know that the actions of people can be the cause of change - To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. - To understand the expansion of empires and how they were controlled across a large empire. To understand some reasons why empires fall/ collapse. - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To understand how invaders and settlers influence the culture of the existing population. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that trade began as the exchange of goods. - To understand that the Roman invasion led to a great increase in British trade with the outside world. - To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society. - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To be able to identify achievements and inventions that still influence our lives today from Roman times.		- To know that significant archaeological findings are those which change how we see the past. - To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. - To know that we can make inferences and deductions using images from the past. - To understand the development of groups, kingdom and monarchy in Britain. - To know who became the first ruler of the whole of England. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that there are different reasons for migration. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To know that settlements changed over time. - To understand how invaders and settlers influence the culture of the existing population. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To know how Christianity spread. - To compare the beliefs in different cultures, times and groups. - To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.	
Year 2 Vocabulary	(beyond) living memory - history - lifetime - period - Historian - prehistory		Power (monarchy, government and Empire) - power - ruler - inventor (beyond) living memory - history - lifetime - period		Power (monarchy, government and Empire) - power - ruler (beyond) living memory - history - lifetime - period	

History SWIFTS (2/3)	AUTUMN		SPRING		SUMMER	
Year 3 Key Vocabulary	- AD (Anno Domini) - age - barter - BC (Before Christ) - date - evidence - export - historian - import - prehistory - primary source - reconstruction - secondary source - settlement - trade		- archaeology - border - chronology - civilisation - conquer - emperor - empire - expand - government - hygiene - impact - invasion - leisure - myth - primary source - secondary source - sequence - settlement		- cause - change - consequence - continuity - convert - deduction - evidence - invasion - kingdom - missionary - monastery - primary source - secondary source - settlement	

Firecrests 2026-2027 (YEAR 4 and 5)

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Area of Learning	Were the Viking raiders, traders or something else?		British History: What was life like in Tudor Britain?		What was the impact of World War 2 on the people of Britain?	
Unit Outcomes	- Explain where the Vikings came from and why they invaded Britain. - Sequence events according to their significance for groups of people. - Find evidence and make inferences from sources. - Name Viking trade routes. - Explain why trade routes were important to the Vikings. - Identify the differences between Viking sagas. - Evaluate the impact of Viking achievements.		- Extract information about Henry VIII from sources. - Explain their interpretation of Henry VIII using evidence from sources. - Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period. - Reflect on the role of absolute power in the Tudor period. - Describe why royal progresses are considered propaganda. - Consider the reliability of primary sources. - Write an eyewitness account of Elizabeth I's Worcester Progress. - Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians. - Use their knowledge of inventories, to create a realistic Tudor inventory.		- Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make deductions about the Blitz from photographs. - Describe how children may have felt when evacuated. - Evaluate the accuracy, reliability and usefulness of sources. - Describe the impact WW2 had on women's and African-Caribbean migrant lives.	

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Skills	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. Posing historical questions - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Asking questions about the bias of historical evidence. Historical interpretations - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources Interpreting findings, analysing and making connections - Understanding that there are different ways to interpret evidence. - Interpreting evidence in different ways. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups.		Similarities and differences - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Historical significance - Recalling some important people and events. - Identifying who is important in historical sources and accounts. Sources of evidence - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying sources which are influenced by the personal beliefs of the author Historical interpretations - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources.		Change and continuity - Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Identifying the links between different societies. - Cause and consequence - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. Gathering, organising and evaluating evidence - Using a range of sources to construct knowledge of the past. - Defining the terms 'source' and 'evidence'. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. - Identifying primary and secondary sources. - Identifying the bias of a source. - Comparing and contrasting different historical sources. Interpreting findings, analysing and making connections - Understanding that there are different ways to interpret evidence. - Interpreting evidence in different ways. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question "How do we know?" Evaluating and drawing conclusions - Understanding that there may be multiple conclusions to a historical enquiry question. - Reaching conclusions that are substantiated by historical evidence. - Recognising similarities and differences between past events and today. Communicating findings - Communicating knowledge and understanding through discussion, debates, drama, art and writing. - Constructing answers using evidence to substantiate findings. - Identifying weaknesses in historical accounts and arguments. - Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. - Creating a structured response or narrative to answer a historical enquiry. - Describing past events orally or in writing, recognising similarities and differences with today	

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 5 Key Skills	- Putting dates in the correct century. - Using the terms AD and BC in their work. - Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Making links between events and changes within and across different time periods / societies. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Comparing significant people and events across different time periods. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Suggesting explanations for different versions of events. Identifying how conclusions have been arrived at by linking sources. - Understanding that different evidence creates different conclusions. - Planning a historical enquiry. - Suggesting the evidence needed to carry out the enquiry. - Creating a hypothesis to base an enquiry on. - Asking questions about the interpretations, viewpoints and perspectives held by others. Using different sources to make and substantiate historical claims. - Recognising ‘gaps’ in evidence. - Identifying how sources with different perspectives can be used in a historical enquiry. - Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. - Interpreting evidence in different ways using evidence to substantiate statements. - Making increasingly complex interpretations using more than one source of evidence. - Challenging existing interpretations of the past using interpretations of evidence. - Making connections, drawing contrasts and analysing within a period and across time. Reaching conclusions which are increasingly complex and substantiated by a range of sources. - Evaluating conclusions and identifying ways to improve conclusions. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. - Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. - Using evidence to support and illustrate claims.		- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Comparing and making connections between different contexts in the past. - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods/studied. - Describing the links between different societies. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Starting to analyse and explain the reasons for, and results of, historical events, situations and change. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. - Describing change throughout time. Identifying significant people and events across different time periods. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Evaluating the usefulness of historical sources. - Developing strategies for checking the accuracy of evidence. - Asking historical questions of increasing difficulty e.g. who governed, how and with what results? - Creating a hypothesis to base an enquiry on. - Using different sources to make and substantiate historical claims. - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact and opinion. - Recognising ‘gaps’ in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts and analysing within a period and across time. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. - Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.		- Sequencing events on a timeline and identifying where it fits in with previously studied time periods. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Making links between events and changes within and across different time periods/societies. - Describing the links between main events, similarities and changes within and across different periods studied. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Giving reasons for historical events, the results of historical events, situations and changes. - Starting to analyse and explain the reasons for and the results of historical events, situations and change. - Describing change throughout time. - Identifying and comparing significant people and events across different time periods. - Explain the significance of events, people and developments. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Comparing accounts of events from different sources. - Suggesting explanations for different versions of events. - Evaluating the usefulness of historical sources. - Identifying how conclusions have been arrived at by linking sources. - Developing strategies for checking the accuracy of evidence. - Addressing and devising historically valid questions. - Understanding that different evidence creates different conclusions. - Suggesting the evidence needed to carry out the enquiry. - Identifying methods to use to carry out the research. - Asking historical questions of increasing difficulty e.g. who governed, how and with what results? - Asking questions about the interpretations, viewpoints and perspectives held by others. - Using different sources to make and substantiate historical claims. - Developing an awareness of the variety of historical evidence in different periods of time. - Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Interpreting evidence in different ways using evidence to substantiate statements. - Making increasingly complex interpretations using more than one source of evidence. - Making connections, drawing contrasts and analysing within a period and across time. - Reaching conclusions which are increasingly complex and substantiated by a range of sources. - Evaluating conclusions and identifying ways to improve conclusions. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Showing written and oral evidence of continuity and change as well as indicting simple causation. - Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.	

History FIRECRESTS YEAR 4 & 5	AUTUMN	SPRING	SUMMER
Year 4 Key Knowledge	Civilisation (social and cultural) - To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Trade - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that trade began as the exchange of goods. - To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. - To understand that the Roman invasion led to a great increase in British trade with the outside world. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that trade develops in different times and ways in different civilisations. - To understand that the traders were the rich members of society Beliefs - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To know how Christianity spread. - To compare the beliefs in different cultures, times and groups. Achievements and follies of mankind - To be able to identify achievements and inventions that still influence our lives today from Roman times. - To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. - To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	Civilisation (social and cultural) - To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Change and continuity - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials. - To know that change can be brought about by advancements in trade Historical significance - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. Historical interpretations - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence. Power (monarchy, government and empire) - To understand the development of groups, kingdom and monarchy in Britain. - To know who became the first ruler of the whole of England. - To understand the expansion of empires and how they were controlled across a large empire. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - To understand some reasons why empires fall/collapse.	Invasion, settlement and migration - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that there are different reasons for migration - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To know that settlements changed over time. Civilisation (social and cultural) - To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Historical significance - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. Historical interpretations - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence.
Year 5 Key Knowledge	- To understand that historical periods have characteristics that distinguish them. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events. - To know that change can be brought about by conflict. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that different empires have different reasons for their expansion. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. - To understand there are increasingly complex reasons for migrants coming to Britain. - To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups coming to Britain over time. - To be aware of the different beliefs that different cultures, times and groups hold. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To know that trade routes from Britain expanded across the world. - To understand that the expansion of trade routes increased the variety of goods available. - To understand that the methods of trading developed from in person to boats, trains and planes. - To understand the development of global trade. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that people in the past were as inventive and sophisticated in thinking as people today. - To understand the impact of war on local communities. - To know some of the impacts of war on daily lives. - To be able to identify the achievements of civilisations and explain why these achievements were so important.	. - To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand that inventories are useful sources of evidence to find out about people from the past. - To know that the most reliable sources are primary sources which were created for official purposes. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events. - To understand how the monarchy exercised absolute power. - To understand there are increasingly complex reasons for migrants coming to Britain. - To be aware of the different beliefs that different cultures, times and groups hold. - To understand the changing nature of religion in Britain and its impact. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To understand how society is organised in different cultures, times and groups. - To know that trade routes from Britain expanded across the world. - To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. - To understand that people in the past were as inventive and sophisticated in thinking as people today.	- To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events. - To know that change can be brought about by conflict. - To know that members of society standing up for their rights can be the cause of change. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events. - To understand the process of democracy and parliament in Britain. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. - To understand there are increasingly complex reasons for migrants coming to Britain. - To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups who came to Britain over time. - To understand the changes and reasons for the organisation of society in Britain. - To understand how society is organised in different cultures, times and groups. - To understand the changing role of women and men in Britain. - To understand that people in the past were as inventive and sophisticated in thinking as people today. - To know that new and sophisticated technologies allowed cities to develop. - To understand the impact of war on local communities. - To know some of the impacts of war on daily lives.

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Vocabulary	• AD • age • BC • chronological • date • prehistory • sequence • ancient • era • modern Trade • goods • trade • export • import • barter • currency • archaeology • claim • conclusion • evidence • historian • impact • source • cause • compare • consequence • continuity • deduction • historically significant • interpret • point of view		Invasion, settlement and migration • border • conquer • expand • invasion • settlement • decline • occupation/occupy • territory Beliefs • ceremony • myth • religion • Afterlife • convert • creation • gods/goddesses • missionary • monastery • pope • ritual • sacred Power (monarchy, government and Empire) • emperor • empire • government • law • kingdom • sovereign Achievements and follies of mankind • legacy • achievement • technology		Invasion, settlement and migration • border • conquer • expand • invasion • settlement • decline • occupation/occupy • territory Civilisation (social and cultural) • civilisation • hygiene • leisure • apprentice • childhood • class • master • poorer • poverty • servant • wealthier • working conditions • archaeology • claim • conclusion • evidence • impact • primary source • reconstruction • secondary source • source • cause • compare • consequence • continuity • deduction • historically significant Invasion, settlement and migration • border • conquer • expand • invasion • settlement • decline • occupation/occupy • territory	
Year 5 Key Vocabulary	• exchange • trade route Trade • goods • trade • export • import • barter • currency		• bias • democracy • enslaved • enslaver • heir • merchant • occupation • parliament • perspective • propaganda • reliable • society • sovereign • state • tyrant		• accuracy • air raid • Battle of Britain • bias • The Blitz • evacuation • evacuee • impact • propaganda • purpose • reliability	

History OWLS YEAR 5 & 6	AUTUMN		SPRING		SUMMER	
Unit Outcomes	- Explain where the Vikings came from and why they invaded Britain. - Sequence events according to their significance for groups of people. - Find evidence and make inferences from sources. - Name Viking trade routes. - Explain why trade routes were important to the Vikings. - Identify the differences between Viking sagas. - Evaluate the impact of Viking achievements.		- Extract information about Henry VIII from sources. - Explain their interpretation of Henry VIII using evidence from sources. - Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period. - Reflect on the role of absolute power in the Tudor period. - Describe why royal progresses are considered propaganda. - Consider the reliability of primary sources. - Write an eyewitness account of Elizabeth I's Worcester Progress. - Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians. - Use their knowledge of inventories, to create a realistic Tudor inventory.		- Identify where and when ancient civilisations first appeared. - Ask historically valid questions about sources. - Identify Ancient Egypt's location and its key geographical features. - Explain why the River Nile was important to ancient Egyptians. - Explain the significance of the Rosetta Stone. - Explain the importance of gods and goddesses to people in ancient Egypt. - Analyse mummification's connection to ancient Egyptian beliefs about the afterlife. - Decide what was important to people in ancient Egypt.	
Year 5 & 6 Key Skills	- Putting dates in the correct century. - Using the terms AD and BC in their work. - Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Making links between events and changes within and across different time periods / societies. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Comparing significant people and events across different time periods. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Suggesting explanations for different versions of events. Identifying how conclusions have been arrived at by linking sources. - Understanding that different evidence creates different conclusions. - Planning a historical enquiry. - Suggesting the evidence needed to carry out the enquiry. - Creating a hypothesis to base an enquiry on. - Asking questions about the interpretations, viewpoints and perspectives held by others. Using different sources to make and substantiate historical claims. - Recognising 'gaps' in evidence. - Identifying how sources with different perspectives can be used in a historical enquiry. - Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. - Interpreting evidence in different ways using evidence to substantiate statements. - Making increasingly complex interpretations using more than one source of evidence. - Challenging existing interpretations of the past using interpretations of evidence. - Making connections, drawing contrasts and analysing within a period and across time. Reaching conclusions which are increasingly complex and substantiated by a range of sources. - Evaluating conclusions and identifying ways to improve conclusions. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. - Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. - Using evidence to support and illustrate claims.		- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Comparing and making connections between different contexts in the past. - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods/studied. - Describing the links between different societies. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Starting to analyse and explain the reasons for, and results of, historical events, situations and change. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. - Describing change throughout time. Identifying significant people and events across different time periods. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Evaluating the usefulness of historical sources. - Developing strategies for checking the accuracy of evidence. - Asking historical questions of increasing difficulty e.g. who governed, how and with what results? - Creating a hypothesis to base an enquiry on. - Using different sources to make and substantiate historical claims. - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact and opinion. - Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts and analysing within a period and across time. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. - Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.		- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. - Sequencing eight to ten artefacts, historical pictures or events. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline. - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline. - Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. Identifying the links between different societies. - Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Using a range of sources to construct knowledge of the past. - Defining the terms 'source' and 'evidence'. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. - Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question "How do we know?" Understanding that there may be multiple conclusions to a historical enquiry question. - Reaching conclusions that are substantiated by historical evidence. - Constructing answers using evidence to substantiate findings. - Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. - Creating a structured response or narrative to answer a historical enquiry.	

History OWLS YEAR 5 & 6	AUTUMN		SPRING		SUMMER	
Year 5 & 6 Key Knowledge	- To understand that historical periods have characteristics that distinguish them. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events. - To know that change can be brought about by conflict. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that different empires have different reasons for their expansion. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. - To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups coming to Britain over time. - To be aware of the different beliefs that different cultures, times and groups hold. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To know that trade routes from Britain expanded across the world. - To understand that the expansion of trade routes increased the variety of goods available. - To understand that the methods of trading developed from in person to boats, trains and planes. - To understand the development of global trade. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that people in the past were as inventive and sophisticated in thinking as people today. - To understand the impact of war on local communities. - To know some of the impacts of war on daily lives. - To be able to identify the achievements of civilisations and explain why these achievements were so important.		- To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians. - To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand that inventories are useful sources of evidence to find out about people from the past. - To know that the most reliable sources are primary sources which were created for official purposes. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events. - To understand how the monarchy exercised absolute power. - To understand there are increasingly complex reasons for migrants coming to Britain. - To be aware of the different beliefs that different cultures, times and groups hold. - To understand the changing nature of religion in Britain and its impact. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To understand how society is organised in different cultures, times and groups. - To know that trade routes from Britain expanded across the world. - To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. - To understand that people in the past were as inventive and sophisticated in thinking as people today.		- To know that AD means Anno Domini and can be used to show years from the year 1AD. - To know that change can be brought about by advancements in trade. - To know that significant archaeological findings are those which change how we see the past. - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To understand that there are different beliefs in different cultures, times and groups. - To compare the beliefs in different cultures, times and groups. - To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	
Year 5 & 6 Key Vocabulary	- exchange - trade route		- bias - democracy - enslaved - enslaver - heir - merchant - occupation - parliament - perspective - propaganda - reliable - society - sovereign - state - tyrant		- achievement - afterlife - beliefs - chronological - civilisation - continuity - creation - goods - source - trade	