

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	AOL: World Skill Talk about past and present events in their own lives and those who are important to them. Core knowledge - Memories are things we remember from the past. - All families are special and different. They are different sizes and have different family members and different life experiences. - All families are special and different. They celebrate events in different ways. - The past only includes things that have already taken place. Covered x 5	Skill Describe an aspect of everyday life within or beyond living memory. Core knowledge - In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. - In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television. - In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy. - In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. Covered x 6	Skill Describe the everyday lives of people in a period within or beyond living memory. Core knowledge Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change. Covered x 2	Skill Describe the everyday lives of people from past historical periods. Core knowledge - Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. - Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy. - Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. - During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented. - The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain. - Iron Age hillforts were protected settlements containing roundhouses built on hilltops. - The Iron Age in Britain ended after the Roman invasion in AD 43. Covered x 8 Skill Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Core knowledge - Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy. Covered x 3 Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Core knowledge - The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication. - Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses. - The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion. Covered x 4	Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Core knowledge - After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records. Covered Skill Create an in-depth study of an aspect of British history beyond 1066. Broad knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Assign Skill Explain how artefacts provide evidence of everyday life in the past. Core knowledge - In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports. - Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games. - Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms. Covered x 4	Skill Explain how everyday life in an ancient civilisation changed or continued during different periods. Core knowledge - The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. - Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote. - Democracy is still evident in many countries around the world. - During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth. - During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband. - During the Shang Dynasty, people worshipped their ancestors at home altars. Covered x 4	Skill Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Core knowledge - The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour. - Many enslaved people died in the coastal forts and on the slave ships. - Enslaved people had poor living conditions and food supplies when working long hours on the plantations. - Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other. - After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property. - Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora. - During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life. - Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. - Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism. - Anne Frank wrote a diary, which her father published after her death. Covered x 8

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Hierarchy and power		AOL: World Skill Explore and talk about pictures, stories and information books on the theme of royalty. Core knowledge - Kings and queens are rulers of a country. - In the past kings and queens made rules to decide how people should behave. Covered x 2	Skill Describe the role of a monarch. Broad knowledge A monarch is a king or queen who rules a country. Assign	Skill Describe the hierarchy of a past society. Core knowledge - Hierarchy is a way of organising people in society according to how important they are. - The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants. Covered x 2	Skill Describe the roles of tribal communities and explain how this influenced everyday life. Core knowledge - In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich. - An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements. Covered Skill Describe the hierarchy and different roles in past civilisations. Core knowledge - The Roman Kingdom was a monarchy ruled by a king who had absolute power. - The Roman Republic was ruled by a senate of 600 men, who were elected every year. - The Roman Empire was ruled by an emperor who had absolute power and ruled for life. - The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups. - The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers. Covered x 3 Skill Describe the significance and impact of power struggles on Britain. Core knowledge - Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction. - The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain. - Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. Covered x 4	Skill Describe the hierarchy and different roles in ancient civilisations. Core knowledge - Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops. - The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves. - The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves. - Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found. Covered x 3	Skill Describe the significance, impact and legacy of power in ancient civilisations. Core knowledge - Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. - In ancient Athenian hierarchy women took on the hierarchical status of the men in their families. - Misuse of power and poor leadership has caused civilisations to decline. - The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices. Covered x 3	Skill Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Core knowledge - Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. - Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. - Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. Covered x 2 Skill Describe and explain the significance of a leader or monarch. Core knowledge - Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. - These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century. Covered

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Civilisations	Concept/Aspect	Reception			Skill Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	Skill Explain the cause and consequence of invasion and migration by the Romans into Britain.	Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
					Core knowledge - The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed. Covered x 2 Skill Describe the achievements and influence of the ancient Romans on the wider world. Core knowledge - The city of Rome was founded in Italy between 750-500 BC. - The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea. - People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent. Covered x 2 Skill Describe the achievements and influence of the ancient Greeks on the wider world. Broad knowledge The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Assign Skill Describe ways in which human invention and ingenuity have changed how people live. Core knowledge - Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time. - Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased. - Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music. - Roman inventions include roads, bridges, aqueducts, hypocaust and sewers. - The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly. Covered x 5	Broad knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. Assign Skill Describe the significance and impact of power struggles on Britain. Core knowledge - The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves. - The Vikings were seafaring warriors from Scandinavia, who launched their first major attack on English soil at Lindisfarne monastery in the eighth century AD. Covered Skill Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Core knowledge - Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent. - Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. - Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods. Covered x 3 Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). Broad knowledge The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Assign	Core knowledge - People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits. - The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials. - During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly. Covered x 3 Skill Describe the achievements and influence of the ancient Greeks on the wider world. Core knowledge - Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today. - Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today. - The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today. - Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today. - The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre. - Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens. Covered x 8 Skill Study a feature of a past civilisation or society. Core knowledge - Silk and jade objects have been produced in China for thousands of years. - Silk was a luxurious status symbol in ancient China and jade was believed to have special powers. - The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations. - Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language. - Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century. Covered x 3	Core knowledge - A variety of kingdoms developed in Africa over the last 6000 years. - Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. Covered x 2 Skill Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Broad knowledge Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Assign Skill Describe some of the significant achievements of mankind and explain why they are important. Core knowledge - Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration. - New weaponry technology developed at a rapid rate during the First World War. - The Second World War was the most technologically advanced conflict in history. Covered x 3

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Creativity	Report and conclude	AOL: World Skill Share stories and talk about events in the past. Core knowledge - People travelled to the moon in space rockets. - Neil Armstrong visited the moon. Covered x 2	Skill Create stories, pictures, independent writing and role play about historical events, people and periods. Core knowledge Stories, pictures and role play help people learn about key past events and empathise with historical figures. Covered x 4	Skill Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Core knowledge - Historical information can be presented as a result of a sorting activity. - Diamond ranking is a way of organising information from the most to the least important. Covered x 9	Skill Make choices about the best ways to present historical accounts and information. Core knowledge Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Covered	Skill Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Core knowledge Historical information can be presented as written texts, tables, diagrams, captions and lists. Covered x 11	Skill Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Core knowledge Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer. Covered x 3	Skill Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Core knowledge - Historical sources can contain bias due to their historical context or the creator's background. - A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations. Covered x 6
Communication		AOL: World Skill Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. Core knowledge A timeline shows the order in which events happen. Covered x 2	Skill Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Core knowledge Words and phrases used to describe the passing of time include now, yesterday, last week and last year. Covered x 5	Skill Use the historical terms year, decade and century. Core knowledge Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign. Covered	Skill Use historical terms to describe different periods of time. Core knowledge - Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). Covered Skill Ask well composed historical questions about aspects of everyday life in ancient periods. Core knowledge - Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change. Covered	Skill Use more complex historical terms to explain and present historical information. Core knowledge Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing. Covered	Skill Articulate and organise important information and detailed historical accounts using topic related vocabulary. Broad knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Covered x 8	Skill Use abstract terms to express historical ideas and information. Core knowledge Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance. Covered x 2

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Materials	Artefacts and sources	AOL: World Skill Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Core knowledge - Puppets have been used to tell stories all over the world for thousands of years. - A museum is a place that looks after and shows objects and pictures from the past. - Objects from the past can look different to objects today. - Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time. Covered x 8	Skill Use a range of historical artefacts to find out about the past. Core knowledge - Historical artefacts are objects that were made and used in the past. - First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion. Covered x 5 Skill Express an opinion about a historical source. Core knowledge - Historical sources include artefacts, written accounts, photographs and paintings. Covered x 2	Skill Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Core knowledge - A memorial is something made to remind people of a significant person or event. - Artefacts provide evidence about the past. - Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. - The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England. Covered x 3 Skill Use historical sources to begin to identify viewpoint. Core knowledge - A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something. Covered x 2	Skill Make deductions and draw conclusions about the reliability of a historical source or artefact. Core knowledge - Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. - A hoard is a group of precious items that have been buried in the ground to be retrieved later. - The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age. - Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening. - Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs. - Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage. - The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort. Covered x 12 Skill Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Core knowledge - Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. - Secondary sources are created by someone who has not participated in the event they describe. - A secondary source interprets and analyses primary sources. Covered Skill Analyse a range of historical information to explain how a national or international event has impacted the locality. Core knowledge - National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality. Covered	Skill Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Core knowledge - Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant. - Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners. - The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs. Covered x 5 Skill Identify bias in primary and secondary sources. Broad knowledge Bias is the act of supporting or opposing a person or thing in an unfair way. Assign Skill Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Core knowledge - Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Covered x 2	Skill Use a range of historical sources or artefacts to build a picture of a historical event or person. Core knowledge - Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. - The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed. - Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation. Covered x 7 Skill Find evidence from different sources, identify bias and form balanced arguments. Core knowledge - Bias is the act of supporting or opposing a person or thing in an unfair way. - A balanced argument is a response to a question or statement where you consider multiple viewpoints. - Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions. - Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations. Covered	Skill Ask perceptive questions to evaluate an artefact or historical source. Core knowledge - The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources. Covered x 4 Skill Identify different types of bias in historical sources and explain the impact of that bias. Core knowledge - Different types of bias include political, cultural or racial. Covered x 2
Place and space	Local history	AOL: World Skill Explore and talk about important events in the school or locality's history. Core knowledge Our school has changed over time. Covered	Skill Describe important events in the school's history. Core knowledge Important events in a school's history include celebrations and anniversaries. Covered x 2	Skill Describe, in simple terms, the importance of local events, people and places. Core knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Covered	Skill Analyse a range of historical information to explain how a national or international event has impacted the locality. Core knowledge National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality. Covered	Skill Describe and explain the impact of a past society on a local settlement or community. Core knowledge A past event or society can impact a local settlement in several ways including the number of inhabitants and language. Covered	Skill Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. Core knowledge - Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. - Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture. - Neoclassical buildings and art can be found in most towns and cities in the UK. Covered	Skill Present an in-depth study of a local town or city, suggesting how to source the required information. Core knowledge Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques. Covered x 2

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Comparison	Compare and contrast	AOL: World Skill Describe some similarities and differences between things in the past and the present.	Skill Identify similarities and differences between ways of life within or beyond living memory. Core knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past. Covered x 4	Skill Describe what it was like to live in a different period. Core knowledge A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Covered	Skill Explain the similarities and differences between two periods of history. Core knowledge Throughout history, common areas of human concern include the need for food, shelter, warmth, the accumulation of power and wealth and the development of technology. Covered	Skill Compare and contrast two civilisations. Core knowledge - Different civilisations can have similar or contrasting characteristics. - There are many aspects of life today that are linked to ancient civilisations. Covered x 4	Skill Compare and contrast an aspect of history across two or more periods studied. Core knowledge - Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period. - The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power. - Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation. Covered x 4	Skill Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Broad knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Covered
		Covered x 5						
Significance	Significant events	AOL: World Skill Listen to stories and discuss significant events from the past. Broad knowledge A significant event is something that is important to them or other people. Photographs and videos are used to record these events. Assign	Skill Identify some key features of a significant historical event beyond living memory. Broad knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Covered	Skill Explain why an event from the past is significant. Core knowledge - The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror. - Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588. Covered x 2	Skill Explain the cause and effect of a significant historical event. Core knowledge - Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. - Pompeii is an archaeological site of great importance. - The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC. - Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich. - In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain. - The Romans left Britain in AD 410 because of invasions in other parts of the Empire. - The western Roman Empire collapsed in AD 476. - When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots. Covered x 8	Skill Explain in detail the multiple causes and effects of significant events. Core knowledge - There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy. - Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. - In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect. - In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire. - Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. - After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. - After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later. - After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems. Covered x 4	Skill Explain why an aspect of world history is significant. Core knowledge - After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away. - The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing. Covered x 3	Skill Present a detailed historical narrative about a significant global event. Core knowledge - In 1912, the 'unsinkable' RMS Titanic sank after hitting an iceberg in the Atlantic Ocean on its maiden voyage, killing approximately 1500 people. - The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit. - The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages. - Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this. - The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards. - The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether. - In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled. - The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities. - On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation. - The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945. Covered x 6

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology		AOL: World	Skill Order information on a timeline.	Skill Sequence significant information in chronological order.	Skill Sequence dates and information from several historical periods on a timeline.	Skill Sequence significant dates about events within a historical time period on historical timelines.	Skill Sequence and make connections between periods of world history on a timeline.	Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied.
		Skill						
		Put familiar events in chronological order, using pictures and discussion.						
		Covered x 3						
		Core knowledge - Photographs can be ordered chronologically on a timeline. - A family tree is a diagram that shows the relationship between generations of people in a family. - A decade is 10 years. - A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.	Core knowledge - A timeline is a display of events, people or objects in chronological order. - A timeline can show different periods of time, from a few years to millions of years. - A historical period is the duration of a monarch's reign.	Core knowledge - The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC. - The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic. - The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. - The Bronze Age ended when society in Britain and Europe collapsed. - The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. - The Iron Age ended after the Roman invasion in AD 43. - The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC. - The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed. - The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43. - The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia. - Roman rule ended in Britain in AD 410.	Core knowledge - During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans. - Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect. - When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy. - The Indus Valley civilisation ran from c2500 BC to c1700 BC.	Core knowledge - There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC. - The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC. - The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began. - When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals. - Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect. - China is the longest lasting civilisation starting with the Xia Dynasty in c2070. - The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.	Core knowledge - The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. - Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). - The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day. - The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. - The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. - People in Britain celebrated VE day on 8th May 1945. - The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.	
		Covered x 8	Covered x 10	Covered x 6	Covered x 4	Covered x 6	Covered x 5	

