





***Our History Curriculum will nurture curious historians who understand the chronology of different eras; use a range of primary and secondary sources to deepen their understanding of the world and their place in it; answer and ask questions that challenge their understanding of the past; and understand how and why different accounts of the past exist.***

**HISTORY: Concepts Overview**

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims.

Concept 1	Concept 2	Concept 3	Concept 4
<p style="text-align: center;"><b>Chronological knowledge and Understanding</b></p> 	<p style="text-align: center;"><b>Connections and Contrasts</b></p> 	<p style="text-align: center;"><b>Using and Interpreting Evidence</b></p> 	<p style="text-align: center;"><b>Historical Perspectives</b></p> 
<ul style="list-style-type: none"> <li>• <b>Know and understand the history of these islands as a coherent, chronological narrative</b>, from the earliest times to the present day; how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• <b>Know and understand significant aspects of the history of the wider world</b>: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind</li> <li>• <b>Gain and deploy a historically grounded understanding of abstract terms</b> such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand historical concepts</b> such as continuity and change; cause and consequence; similarity, difference and significance</li> <li>• <b>Use them to make connections</b>, draw contrasts and analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand methods of historical enquiry</b>; including how primary evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gain historical perspective</b> by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li> </ul>

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### HISTORY: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the N.C. subject content.

	<b>Concept 1: Chronological knowledge and Understanding</b>	<b>Concept 2: Connections and Contrasts</b>	<b>Concept 3: Using and Interpreting Evidence</b>	<b>Concept 4: Historical Perspectives</b>
<b>Milestone 1 (EYFS)</b>	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	
<b>Milestone 2 (Yr 1/2)</b>	<ul style="list-style-type: none"> <li>Develop an awareness of the past</li> <li>Use common words and phrases relating to the passing of time</li> <li>Know where all people/events studied fit into a chronological framework</li> <li>Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Choose and use parts of stories and other sources to show they know and understand key features of events</li> <li>Understand some of the ways we find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>
<b>Milestone 3 (Yr 3/4)</b>	<ul style="list-style-type: none"> <li>Continue to develop <b>chronological knowledge</b> of history</li> <li><b>Begin to develop narratives</b> within and across periods studied</li> <li><b>Use appropriate historical terms</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to note</b> connections, contracts and trends over time</li> <li><b>Address questions</b> about change, cause, similarity and difference, and significance</li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to construct</b> informed responses through...</li> <li><b>Selection and organisation</b> of relevant historical information</li> <li>Understand how knowledge of the past is constructed from <b>different sources</b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Understand that different versions of the past may exist, giving some reasons for this</i></b></li> </ul>
<b>Milestone 4 (Yr 5/6)</b>	<ul style="list-style-type: none"> <li>Continue to develop a <b>chronologically secure knowledge</b> of history</li> <li><b>Establish clear narratives</b> within and across periods studied</li> <li><b>Use appropriate historical terms in increasingly sophisticated ways</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Note</b> connections, contracts and trends over time</li> <li><b>Address and devise</b> questions about change, cause, similarity and difference, and significance</li> </ul>	<ul style="list-style-type: none"> <li><b>Construct</b> informed responses through...</li> <li><b>Thoughtful selection and organisation</b> of relevant historical information</li> <li>Understand how knowledge of the past is constructed from <b>a range of different sources</b></li> </ul>	<ul style="list-style-type: none"> <li><b><i>Begin to discern how and why contrasting arguments and interpretations of the past may have been constructed</i></b></li> </ul>

**HISTORY: Statutory Coverage**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery</b>	Own life-story and family history; Awareness of the past		
<b>Reception</b>	Own life-story and family history– significant events in own experiences; Past and present in own life; Members of family and community		
<b>Year 1</b>	<b>Changes within living memory</b> History of Toys Historical individuals—Bruegel, Roosevelt	<b>Significant national events beyond living memory; ; Lives of significant individuals who have contributed to national achievements</b> Battle of Hastings/ William I Comparing different periods (castles)	
<b>Year 2</b>	<b>Significant national events beyond living memory</b> 17th Century Plague, Great Fire of London, Gun Powder Plot, rebuilding London (comparison to modern life)	<b>Significant international events beyond living memory; Lives of significant individuals who have contributed to international achievements</b> Race to the South Pole Scott and Amundsen	<b>Significant global events beyond living memory; Lives of significant individuals who have contributed to international achievements</b> History of Flight Historical figures– Wright Brothers, Bessie Coleman, Grace Darling
<b>Year 3</b>		<b>Changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain</b> Stone Age, Bronze Age, Iron Age The Roman Empire - Boudicca	<b>A local history study</b> Local Area Study
<b>Year 4</b>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> Viking raids and invasion - Alfred the Great		<b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> On the Home Front - World War 2
<b>Year 5</b>	<b>The achievements of the earliest civilizations</b> Depth study of Ancient Egypt		<b>A non-European society that provides contrasts with British history</b> Early Islamic Civilisation, including a study of Bagdad
<b>Year 6</b>			<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b> Ancient Greece

**HISTORY Learning**  
**Nursery**

**EYFS Framework Links: Understanding the World**

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	1. Know some similarities and differences between things in the past and now	a) Begin to make sense of their own life-story and family's history.
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	1. Talk about the lives of the people around them and their roles in society	a) Shows interest in the lives of people who are familiar to them b) Enjoys joining in with family customs and routines c) Remembers and talks about significant events in their own experience d) Show interest in different occupations
<b>Concept 3: Using and Interpreting Evidence</b>	1. Understand the past through settings, characters and events encountered in books read in class and storytelling	a) Have a developing awareness that some things happened in the past.
<b>Concept 4: Historical Perspectives</b>		

**HISTORY Learning**  
**Reception**

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**EYFS Framework Links: Understanding the World**

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	1. Know some similarities and differences between things in the past and now	a) Begin to make sense of their own life-story and family's history. b) Remembers and talks about significant events in their own experience c) Talks about past and present events in their own life and in the lives of family members
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	1. Talk about the lives of the people around them and their roles in society	a) Talk about members of their immediate family and community. b) Name and describe people who are familiar to them. c) Enjoys joining in with family customs and routines
<b>Concept 3: Using and Interpreting Evidence</b>	1. Understand the past through settings, characters and events encountered in books read in class and storytelling	a) Comment on images of familiar situations in the past. b) Compare and contrast characters from stories, including figures from the past.
<b>Concept 4: Historical Perspectives</b>		

**HISTORY Learning**  
**Year 1 Autumn: 'Toys R Us!'**

**Topic:** History of Toys

**Anchoring Question:** How and why do people play?

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	1. Use everyday language related to time 2. Order and sequence familiar events 3. Describe main story settings, events and principal characters 4. Talk about past and present events in their own lives and the lives of family members	a) To develop children's understanding of chronology revisiting and building on prior learning or from own experiences adding new events to a chronology
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	1. Know about some similarities and differences between themselves and others, and among families, communities and traditions	a) To identify similarities and differences between ways of life in different periods. Using artefacts to enrich learning experience- e.g different types of old toys- comparing these to modern day/toys children have at home. b) To interpret their own experiences within new learning- bringing in their favourite toy. c) To learn about how the materials have changed over time and how this relates to the history of toys d) To understand how toys would change between richer (clockwork) and poorer families (homemade)
<b>Concept 3: Using and Interpreting Evidence</b>	1. Be curious about people and show interest in stories 2. Answer 'how' and 'why' questions...in response to stories or events 3. Explain own knowledge and understanding, and asks appropriate questions 4. Know that information can be retrieved from books and computers	a) To understand how we learn about the past b) To look carefully at sources, notice and ask questions about how childhood has changed over living memory and beyond c) To find out about the past from different sources of information d) To use stories to interpret the past e) To learn about significant historical individuals who have contributed to international achievements (Bruegel)
<b>Concept 4: Historical Perspectives</b>	1. Identify different ways in which the past is represented	a) To know that people in the past may have different experiences of the same event b) To know that people in the past may have different points of view about the same event

**HISTORY Learning**  
**Year 1 Spring: 'Island Destinations'**

**Topic:** Medieval life in UK. Castles. Battle of Hastings and William I

**Anchoring Question:** Why did medieval people need castles?

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Use everyday language related to time</li> <li>2. Order and sequence familiar events</li> <li>3. Describe main story settings, events and principal characters</li> <li>4. Talk about past and present events in their own lives and the lives of family members</li> </ol>	<ol style="list-style-type: none"> <li>a) To develop children's understanding of chronology re-visiting and building on prior learning or from own experiences adding new events to a chronology</li> <li>b) To know that medieval times were a very long time ago, before living memory</li> <li>c) To understand the importance of The Battle of Hastings and how it changed the way we live</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. Know about some similarities and differences between themselves and others, and among families, communities and traditions</li> </ol>	<ol style="list-style-type: none"> <li>a) To identify similarities and differences between ways of life in different periods (castle life compared to modern life – food, clothes, jobs (inc. Knight), housing, defence)</li> <li>b) To interpret their own experiences within new learning from castles they have visited</li> <li>c) To learn about how the materials have changed over time and how this relates to how we live</li> <li>d) To understand that life was different for rich and poor in this time inc. life of a child</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. Be curious about people and show interest in stories</li> <li>2. Answer 'how' and 'why' questions...in response to stories or events</li> <li>3. Explain own knowledge and understanding, and asks appropriate questions</li> <li>4. Know that information can be retrieved from books and computers</li> </ol>	<ol style="list-style-type: none"> <li>a) Look at events beyond living memory that are nationally significant (Battle of Hastings)</li> <li>b) Taught about life of significant individual (William I) in the past who have contributed to national achievements</li> <li>c) To translate knowledge of castles and explore it in a new context</li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. Identify different ways in which the past is represented</li> </ol>	<ol style="list-style-type: none"> <li>a) To know that people in the past may have different experiences of the same event</li> <li>b) To know that people in the past may have different points of view about the same event</li> </ol>

**HISTORY Learning**  
**Year 2 Autumn: 'Fame, Fortune & Fire'**



**Topic:** The Great fire of London and the Plague

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Use everyday language related to time</li> <li>2. Order and sequence familiar events</li> <li>3. Describe main story settings, events and principal characters</li> <li>4. Talk about past and present events in their own lives and the lives of family members</li> </ol>	<ol style="list-style-type: none"> <li>a) Children understand about 17<sup>th</sup> century England –The Plague, the Great Fire of London and the Gun Powder Plot, rebuilding London</li> <li>b) Children demonstrate an understanding of what life was like during this time period</li> <li>c) Children make references to prior learning (Year 1), looking at chronology ordering events previously learnt.</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. Know about some similarities and differences between themselves and others, and among families, communities and traditions</li> </ol>	<ol style="list-style-type: none"> <li>a) To understand that life in the 17<sup>th</sup> Century differs to the modern life.</li> <li>b) To understand about jobs in the 17<sup>th</sup> century and what the alternatives are in modern life (aspects of change in national life).</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. Be curious about people and show interest in stories</li> <li>2. Answer 'how' and 'why' questions...in response to stories or events</li> <li>3. Explain own knowledge and understanding, and asks appropriate questions</li> <li>4. Know that information can be retrieved from books and computers</li> </ol>	<ol style="list-style-type: none"> <li>a) To know that historical information can be retrieved from books and search engines</li> <li>b) To seek information to develop a greater depth of knowledge</li> <li>c) To explore Great Fire of London artefacts to develop understanding of changes in living memory-materials used then and how this impacted the rebuilding of London.</li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. Identify different ways in which the past is represented</li> </ol>	<ol style="list-style-type: none"> <li>a) To know that people in the past may have different experiences of the same event</li> <li>b) To know that people in the past may have different points of view about the same event</li> </ol>

**HISTORY Learning**  
**Year 2 Spring: 'A World Of Contrasts'**

**Topic:** Race to the South Pole; Scott and Amundsen

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Use everyday language related to time</li> <li>2. Order and sequence familiar events</li> <li>3. Describe main story settings, events and principal characters</li> <li>4. Talk about past and present events in their own lives and the lives of family members</li> </ol>	<ol style="list-style-type: none"> <li>a) To know when the Race to the South Pole took place- also in relation to prior learning, building on chronological knowledge.</li> <li>b) To know who were the key individuals involved</li> <li>c) To know how travel in polar regions is different now to the time of Scott and Amundsen</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. Know about some similarities and differences between themselves and others, and among families, communities and traditions</li> </ol>	<ol style="list-style-type: none"> <li>a) About the Inuit people of the North Polar regions, their lives, livelihoods; differences and similarities in ways of life</li> <li>b) To know about the equipment used by polar explorers in the past and why it was successful or not</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. Be curious about people and show interest in stories</li> <li>2. Answer 'how' and 'why' questions...in response to stories or events</li> <li>3. Explain own knowledge and understanding, and asks appropriate questions</li> <li>4. Know that information can be retrieved from books and computers</li> </ol>	<ol style="list-style-type: none"> <li>a) To use historical sources to find out about the past.</li> <li>b) To ask questions in response to historical documents such as photographs.</li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. Identify different ways in which the past is represented</li> </ol>	<ol style="list-style-type: none"> <li>a) To compare different documents (photographs, letters, maps, diaries) and to consider how they tell us about the past</li> <li>b) To know that people in the past may have different experiences of the same event</li> <li>c) To know that people in the past may have different points of view about the same event</li> </ol>

**HISTORY Learning**  
**Year 2 Summer: 'All Aboard!'**

Topic: History of lifeboats and flight

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Use everyday language related to time</li> <li>2. Order and sequence familiar events</li> <li>3. Describe main story settings, events and principal characters</li> <li>4. Talk about past and present events in their own lives and the lives of family members</li> </ol>	<ol style="list-style-type: none"> <li>a) To know when Grace Darling lived and why she was important</li> <li>b) To know what impact Grace Darling had on our society</li> <li>c) To understand the timeline of the history of flight</li> <li>d) To be able to sequence key events in the history of flight</li> <li>e) To know when the Wright Brothers lived what impact they had on the evolution of flight</li> <li>f) To know when Bessie Coleman lived and why her achievements were significant</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. Know about some similarities and differences between themselves and others, and among families, communities and traditions</li> </ol>	<ol style="list-style-type: none"> <li>a) To compare lighthouses when Grace Darling was alive with lighthouses today</li> <li>b) To understand why Grace Darling acted as she did and what would have happened if she didn't</li> <li>c) To compare similarities and differences between flight now and in the past</li> <li>d) To know how flight changed over time</li> <li>e) To know how the Wright brothers changed the history of flight</li> <li>f) To know about the impact The Wright brothers had on modern flight today</li> <li>g) To compare similarities and differences between women's roles now and in the past (Bessie Coleman, Amelia Earhart)</li> <li>h) To compare how people of colour were treated in the past with how we treat people now (Bessie Coleman)</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. Be curious about people and show interest in stories</li> <li>2. Answer 'how' and 'why' questions...in response to stories or events</li> <li>3. Explain own knowledge and understanding, and asks appropriate questions</li> <li>4. Know that information can be retrieved from books and computers</li> </ol>	<ol style="list-style-type: none"> <li>a) To know about the importance of               <ul style="list-style-type: none"> <li>o Grace Darling</li> <li>o The Wright brothers</li> <li>o Bessie Coleman</li> </ul> </li> <li>b) To explain own knowledge and understanding in a variety of ways</li> <li>c) To ask questions to find out more</li> <li>d) To be able to answer questions about key people and the part they played in history</li> <li>e) To use books, printed information, videos and the internet to research and find out about the history of flight, the Wright brothers, and Bessie Coleman</li> <li>f) To use books, printed information, videos and the internet to research and find out about the history of lighthouses and Grace Darling</li> </ol>
<b>Concept 4:</b>	<ol style="list-style-type: none"> <li>1. Identify different ways in which the past is represented</li> </ol>	<ol style="list-style-type: none"> <li>a) To compare different documents (photographs, letters, maps, diaries) and to consider how they tell us about the past</li> </ol>

Concept	Milestone	Learning
Historical Perspectives		b) To know that people in the past may have different experiences of the same event c) To know that people in the past may have different points of view about the same event

**HISTORY Learning**  
**Year 3 Spring: 'Let There Be Light'**

**Topic:** Changes in Britain from the Stone Age to the Iron Age (including Croydon during this time)

The Roman Empire and its impact on Britain

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	1. Continue to develop <b>chronological knowledge</b> of history 2. <b>Begin to develop narratives</b> within and across periods studied 3. <b>Use appropriate historical terms</b>	a) Children learn about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time. b) Children learn about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. c) Children learn why, when and how the invasions of Britain took place after the Roman Withdrawal.
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	1. <b>Begin to note</b> connections, contrasts and trends over time 2. <b>Address questions</b> about change, cause, similarity and difference, and significance	a) Children learn about Skara Brae and understand its significance in knowing more about the Stone Age. b) Children learn how and why hillforts developed as popular places to live in the Iron Age. c) Children learn about the resistance of Queen Boudicca and understanding different perspectives.
<b>Concept 3: Using and Interpreting Evidence</b>	1. <b>Begin to construct</b> informed responses through... 2. <b>Selection and organisation</b> of relevant historical information 3. Understand how knowledge of the past is constructed from <b>different sources</b>	a) Children learn about how early man survived in the Stone Age. b) Children learn the different theories for the building of Stonehenge. c) Children learn about Roman Roads d) Children find out when, how and why Hadrian's Wall was built. e) Children learn about the religious beliefs and the gods and goddesses that the Romans worshipped.
<b>Concept 4: Historical Perspectives</b>	1. <b>Understand that different versions of the past may exist, giving some reasons for this (Not N.C)</b>	a) Children learn the different theories for the building of Stonehenge.

**HISTORY Learning**  
**Year 3 Summer: 'Our Local World'**

**Topic:** A study over time tracing how several aspects of national history are reflected in the locality (can go beyond 1066)

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	1. Continue to develop <b>chronological knowledge</b> of history 2. <b>Begin to develop narratives</b> within and across periods studied 3. <b>Use appropriate historical terms</b>	a) Children learn about the changes that have happened in Croydon in the past b) Children understand why these changes have happened c) Children describe how people in their own locality have changed over time d) Children describe how national changes affected their locality e) Children learn how Croydon has become the multi cultural and diverse community that it is today
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	1. <b>Begin to note</b> connections, contrasts and trends over time 2. <b>Address questions</b> about change, cause, similarity and difference, and significance	a) Children learn about what life was like in Croydon in the past b) Children learn how these developments impact on the future and notice these trends over time
<b>Concept 3: Using and Interpreting Evidence</b>	1. <b>Begin to construct</b> informed responses through... 2. <b>Selection and organisation</b> of relevant historical information 3. Understand how knowledge of the past is constructed from <b>different sources</b>	a) Children make an informed response about changes in the local area, looking at historical aerial pictures as a source.
<b>Concept 4: Historical Perspectives</b>	1. <b>Understand that different versions of the past may exist, giving some reasons for this (Not N.C)</b>	a) Children understand how historians must 'fill in the gaps' b) B) Children understand how the modern development of the local area were necessary for the local people who lived/ worked there

## HISTORY Learning

### Year 4 Autumn: 'Water, Water Everywhere'

**Topic:** Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (including Croydon during this time)

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Continue to develop <b>chronological knowledge</b> of history</li> <li>2. <b>Begin to develop narratives</b> within and across periods studied</li> <li>3. <b>Use appropriate historical terms</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children find out where the Anglo-Saxons settled and what they named the places they settled in.</li> <li>b) Children learn about the Anglo-Saxon settlements and village life.</li> <li>c) Children understand what came before the Vikings and how this started the era</li> <li>d) Children demonstrate an understanding of what life was like during this time period</li> <li>e) Children understand that historians use artefacts to create historical timelines</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. <b>Begin to note</b> connections, contrasts and trends over time</li> <li>2. <b>Address questions</b> about change, cause, similarity and difference, and significance</li> </ol>	<ol style="list-style-type: none"> <li>a) Children learn about how the Anglo-Saxons were converted to Christianity in Britain</li> <li>b) Children understand that the Vikings invaded for various reasons and compare this invasion of Britain to others</li> <li>c) Children understand that historians use inference to decide motives</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to construct</b> informed responses through...</li> <li>2. <b>Selection and organisation</b> of relevant historical information</li> <li>3. Understand how knowledge of the past is constructed from <b>different sources</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children understand how the Vikings were so successful</li> <li>b) Children understand how Vikings were portrayed during this era</li> <li>c) Children demonstrate understanding of how historians make inferences through a range of sources/ artefacts</li> <li>d) Children understand how history is sometimes developed from one point of view due to lack of records</li> <li>e) <i>Know what Croydon was like at this time.</i></li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. <b>Understand that different versions of the past may exist, giving some reasons for this (Not N.C)</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children understand that Alfred the Great was viewed both positively and negatively by different people</li> <li>b) Children understand how historians must 'fill in the gaps'</li> </ol>

## HISTORY Learning

### Year 4 Summer: 'On The Home Front'

**Topic:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2: **Invasions** and The Home Front

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Continue to develop <b>chronological knowledge</b> of history</li> <li>2. <b>Begin to develop narratives</b> within and across periods studied</li> <li>3. <b>Use appropriate historical terms</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children understand when WW2 happened and the key events leading up to it.</li> <li>b) Children demonstrate an understanding of invasions before and after WW2.</li> <li>c) Children demonstrate an understanding of what life was like in this time period and why.</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. <b>Begin to note</b> connections, contrasts and trends over time</li> <li>2. <b>Address questions</b> about change, cause, similarity and difference, and significance</li> </ol>	<ol style="list-style-type: none"> <li>a) Children understand the reasons WW2 happened and why the Nazis invaded.</li> <li>b) Children begin to make links between this invasion of Britain and others (before/after).</li> <li>c) Children begin to address similarities and differences between life in WW2 and the present day.</li> <li>d) Children understand that historians use inference to decide motives in history.</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to construct</b> informed responses through...</li> <li>2. <b>Selection and organisation</b> of relevant historical information</li> <li>3. Understand how knowledge of the past is constructed from <b>different sources</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children demonstrate understanding of how historians make inferences through a range of artefacts/artefacts.</li> <li>b) Understand how history is sometimes developed from 1 point of view due to lack of records</li> <li>c) <i>Children begin to understand who was successful and why the invasion was important/worked.</i></li> <li>d) <i>Children use relevant historical information to respond to what life was like in WW2.</i></li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. <b>Understand that different versions of the past may exist, giving some reasons for this (Not N.C)</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children understand how historians must 'fill in the gaps'</li> <li>b) Children understand how WW2 was viewed by the different people that experienced it (children, RAF, Home Guard, Winston Churchill etc.</li> </ol>



**HISTORY Learning**  
**Year 5 Autumn: 'Humans Vs Nature'**

**Topic:** The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared

A depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty or Ancient China

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Continue to develop a <b>chronologically secure knowledge</b> of history</li> <li>2. <b>Establish clear narratives</b> within and across periods studied</li> <li>3. <b>Use appropriate historical terms in increasingly sophisticated ways</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children to know that there were a range of ancient civilisations and when they existed</li> <li>b) Children to understand why the civilisations existed and where they existed (physical geography)</li> <li>c) Children to identify a significant achievement from each civilisation</li> <li>d) Children can use the historical terms to talk/write about ancient civilisations</li> <li>e) Children to know the location and physical features of modern Egypt</li> <li>f) Children to place Ancient Egypt in time</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. <b>Note</b> connections, contrasts and trends over time</li> <li>2. <b>Address and devise</b> questions about change, cause, similarity and difference, and significance</li> </ol>	<ol style="list-style-type: none"> <li>a) Children to select and combine information from different sources about Ancient Egypt.</li> <li>b) Children to show some understanding that aspects of the past have been represented and interpreted in different ways.</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<ol style="list-style-type: none"> <li>1. <b>Construct</b> informed responses through...</li> <li>2. <b>Thoughtful selection and organisation</b> of relevant historical information</li> <li>3. Understand how knowledge of the past is constructed from <b>a range of different sources</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children to infer information from artefacts about what life was like in Ancient Egypt.</li> <li>b) Children to know about primary and secondary sources of evidence.</li> <li>c) Children to consider the benefits and limitations of using artefacts in isolation from other historical sources.</li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to discern how and why contrasting arguments and interpretations of the past may have been constructed (Not N.C)</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children to use different sources/ perspectives to identify the discovery of King Tut's tomb.</li> </ol>

**HISTORY Learning**  
**Year 5 Summer: 'Fit For Life'**

**Topic:** A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of **Baghdad**

**Enquiry 1:** Why should we remember Baghdad 900AD??

Concept	Milestone	Learning
<b>Concept 1:</b> <b>Chronological knowledge and Understanding</b>	1. Continue to develop a <b>chronologically secure knowledge</b> of history 2. <b>Establish clear narratives</b> within and across periods studied 3. <b>Use appropriate historical terms in increasingly sophisticated ways</b>	a) Children to place 'rise of early Islamic civilisation' on a timeline with a British timeline. b) Children to understand the key terms and background of the start of the Islamic Civilisation.
<b>Concept 2:</b> <b>Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	1. <b>Note</b> connections, contracts and trends over time 2. <b>Address and devise</b> questions about change, cause, similarity and difference, and significance	a) Children can identify similarities and differences between Bagdad and London b) Children can explain the significance of Bagdad at that time c) Children can identify similarities and differences between life in Bagdad and in London d) Children know where Arab ideas of medicine came from, how ideas spread across the world and how ideas about medicine change over time
<b>Concept 3:</b> <b>Using and Interpreting Evidence</b>	1. <b>Construct</b> informed responses through... 2. <b>Thoughtful selection and organisation</b> of relevant historical information 3. Understand how knowledge of the past is constructed from <b>a range of different sources</b>	a) Children are aware that sources sometimes raise more questions than they answer b) Children understand the uses and limitations of personal diaries as evidence c) Children understand the importance of written sources in studying the past and could compare Bagdad with Shang China, Sumer or Indus Valley where there are no written sources d) Children can infer what other artefacts can tell us about Bagdad e) Children identify examples of factors (including the house of wisdom) at work in spreading Islamic learning
<b>Concept 4:</b> <b>Historical Perspectives</b>	1. <i><b>Begin to discern how and why</b> contrasting arguments and interpretations of the past may have been constructed (Not N.C)</i>	

**HISTORY Learning**  
**Year 6 Summer: 'Eureka!'**

**Topic:** Ancient Greece – a study of Greek life and achievements and their influence on the western world

Concept	Milestone	Learning
<b>Concept 1: Chronological knowledge and Understanding</b>	<ol style="list-style-type: none"> <li>1. Continue to develop a <b>chronologically secure knowledge</b> of history</li> <li>2. <b>Establish clear narratives</b> within and across periods studied</li> <li>3. <b>Use appropriate historical terms in increasingly sophisticated ways</b></li> </ol>	<ol style="list-style-type: none"> <li>a) To be able to place Ancient Greece in time.</li> <li>b) Children know about the location, physical features and climate of modern Greece</li> <li>c) Children know that Ancient Greece consisted of city states</li> </ol>
<b>Concept 2: Connections and Contrasts</b>  Similarities and differences  Cause and consequence  Change and continuity	<ol style="list-style-type: none"> <li>1. <b>Note</b> connections, contrasts and trends over time</li> <li>2. <b>Address and devise</b> questions about:                Similarities and differences                cause and consequence                Change and continuity             </li> </ol>	<ol style="list-style-type: none"> <li>a) Children are able to identify some of the similarities and differences between life in Athens and Sparta</li> <li>b) Children are able to select and combine information from different secondary sources about Ancient Greece</li> <li>c) Children to be able to ask questions to further their understanding of Ancient Greece</li> </ol>
<b>Concept 3: Using and Interpreting Evidence</b>	<p><b>Construct</b> informed responses through...</p> <ol style="list-style-type: none"> <li>1. <b>Thoughtful selection and organisation</b> of relevant historical information</li> <li>2. Understand how knowledge of the past is constructed from <b>a range of different sources</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Children to select and sequence information to produce structured work</li> <li>b) Children to show some understanding that aspects of the past have been represented and interpreted in different ways.</li> <li>c) Children to infer information from artefacts about what life was like in Ancient Greece</li> <li>d) to infer information from archaeological sites about what life was like in Ancient Greece</li> <li>e) Children to select and combine information from different sources about life in Ancient Greece</li> <li>f) Children to consider the utility and limitations of using artefacts in isolation from other historical sources</li> <li>g) Children to appreciate that different sources can be used to find out about the Ancient Greeks</li> <li>h) Children understand that different kinds of sources provide different information</li> </ol>
<b>Concept 4: Historical Perspectives</b>	<ol style="list-style-type: none"> <li>1. <b>Begin to discern how and why</b> contrasting arguments and interpretations of the past may have been constructed (Not N.C)</li> </ol>	<ol style="list-style-type: none"> <li>a) Children to use different sources to identify the most important achievements of Alexander the Great giving reasons based on...</li> </ol>