

History Curriculum Knowledge and Progression Map 2025-26

| Class | Autumn <i>(Full Schemes) Keystage History</i> | Spring <i>(Full Schemes) Keystage History</i> | Summer <i>(Full Schemes) Keystage History</i> |
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| Blossom / Elm/ Pine | <p><i>Early Learning Goals (ELG)</i></p> <p><i>Understanding the world</i></p> <p><u>KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</u></p> | <p><i>Early Learning Goals (ELG)</i></p> <p><i>Understanding the world</i></p> <p><u>KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</u></p> | <p><i>Early Learning Goals (ELG)</i></p> <p><i>Understanding the world</i></p> <p><u>KS1 Reception History Lessons and Activities - Years 1 & 2 Keystage history</u></p> |
| Links to ELGs | <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and lives of their family members. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters, and events | <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and lives of their family members. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters, and events | <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and lives of their family members. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters, and events |

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| | encountered in books read in class and storytelling | encountered in books read in class and storytelling. | encountered in books read in class and storytelling. |
| Cedar | https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/florence-nightingale Previous class Topics Toys, castles, Seaside | Grace Darling Lessons, Activities and Resources At KS1 Keystage History | Local History - School and surrounding area KS1 Scheme of work |
| Breath of Study | <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. | <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. | <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. |
| Threshold concepts | Investigate and Interpret the past Understand chronology | Investigate and Interpret the past Understand chronology | Investigate and Interpret the past Communicate historically |

| | Communicate historically | Communicate historically | |
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| Milestones | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. |

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| Willow | Teaching Christopher Columbus At KS1 Keystage History Previous Class Toys, castles, seaside Gunpowder plot, grace darling, schools | Teaching The First Moon Landing to KS1 - Years 1 & 2 Keystage history | Teaching The Sinking of the Titanic at KS1 - Years 1 & 2 Keystage history |
| Breath of Study | <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> | <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. | <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> |
| Threshold concepts | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> |
| Milestones | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? |

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| | <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. | <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. | <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. |
| Cherry | Teaching Christopher Columbus At KS1 Keystage History | Teaching The First Moon Landing to KS1 - Years 1 & 2 Keystage history | Teaching The Sinking of the Titanic at KS1 - Years 1 & 2 Keystage history |

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| | <p>Previous Class</p> <p>Toys, castles, seaside</p> <p>Gunpowder plot, grace darling, schools</p> | | |
| Breath of Study | <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. | <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements. Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. | Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. |
| Threshold concepts | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> |
| Milestones | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? | <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? |

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| | <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. | <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. | <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. |
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| Rowan | Teaching Stone Age to Iron Age at KS2 - Year 5 & 6 Keystage history Previous class Great fire of London, Louis Braille, Florence Nightingale Chris Columbus, moon landing, Titanic | Teaching Roman Britain and the Roman Empire at KS2 - Lessons and Resources Keystage History KQ1 – Part 2 KQ2 – Part2 KQ3 – as on website KQ4 – part 1 KQ5 – as on website KQ6 – as on website | Teaching Ancient Egypt at KS2 - Lessons and Resources Keystage history |
| Breath of Study | <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. | <ul style="list-style-type: none"> The Roman Empire and its Impact on Britain. | <ul style="list-style-type: none"> Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. |
| Threshold Concept | Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history | Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history | Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history |
| Milestones | <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. | <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. | <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. |

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| | <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era | <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era | <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era |
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| | <ul style="list-style-type: none"> • change • chronology. | <ul style="list-style-type: none"> • change • chronology. | <ul style="list-style-type: none"> • change <p>chronology.</p> |
| Maple | Teaching Stone Age to Iron Age at KS2 - Year 5 & 6 Keystage history Previous class Great fire of London, Louis Braille, Florence Nightingale Chris Columbus, moon landing, Titanic | Teaching the Roman Empire at And Roman Britain at KS2 - Lessons and Resources Keystage History | Teaching Ancient Egypt at KS2 - Lessons and Resources Keystage history |
| Breath of Study | <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. | <ul style="list-style-type: none"> • The Roman Empire and its Impact on Britain. | <ul style="list-style-type: none"> • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. |
| Threshold Concept | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> |

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| Milestones | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: • dates | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: |
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| | <ul style="list-style-type: none"> • time period • era • change • chronology. | <ul style="list-style-type: none"> • dates • time period • era • change • chronology. | <ul style="list-style-type: none"> • dates • time period • era • change <p>chronology.</p> |
| Holly | Teaching Stone Age to Iron Age at KS2 - Year 5 & 6 Keystage history Previous class Ancient Egypt Anglo-saxons Mini Project | Teaching the Roman Empire at And Roman Britain at KS2 - Lessons and Resources Keystage History | Local History - The Beatles |
| Breath of Study | <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • | <ul style="list-style-type: none"> • The Roman Empire and its Impact on Britain. • | <ul style="list-style-type: none"> • A local history study. |
| Threshold concepts | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Communicate historically</p> |
| Milestones | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. | <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. |

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| | <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era | <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period | <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Place events, artefacts and historical figures on a time line using dates. • Describe changes that have happened in the locality of the school throughout history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. |
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| | <ul style="list-style-type: none"> • change • chronology. • | <ul style="list-style-type: none"> • era • change • chronology. • | <ul style="list-style-type: none"> • |
| Hazel | Teaching Ancient Greece at KS2 - Years 3,4,5 & 6 History Keystage history Previous class Ancient Egypt, Anglo Saxons. | Teaching Victorian Britain at KS2 - Lessons and Resources - Year 5 & 6 Keystage History | Beyond Face Value - KS2 History Keystage history |
| Breadth of Study | <ul style="list-style-type: none"> • Ancient Greece. | <ul style="list-style-type: none"> • A study of a theme in British history. | <ul style="list-style-type: none"> • Thematic study of certain points in British history |
| Threshold Concepts | Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history | Investigate and Interpret the past Communicate historically Build an overview of world history | Investigate and Interpret the past Communicate historically Build an overview of world history |
| Milestones | Year 4 <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in | Year 4 <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in | Year 4 <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more |

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| | <p>order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change | <p>order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era | <p>accurate understanding of history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Describe the characteristic features of the past, including ideas, beliefs • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • Chronology |
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| | <ul style="list-style-type: none"> Chronology <p>Year 5</p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate Describe the social, ethnic, cultural or religious diversity of past society. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates era continuity century time period chronology change decade | <ul style="list-style-type: none"> change Chronology <p>Year 5</p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and | <p>Year 5</p> <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Describe the main changes in a period of history (using terms such as: social, religious, |
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| | <ul style="list-style-type: none"> • legacy. • | <p>experiences of men, women and children</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. | <p>political, technological and cultural).</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • . |
| Chestnut | <p>Teaching Viking Britain at KS2 - Lessons and Resources - Year 5 & 6 History Keystage History</p> <p>Previous class</p> <p>Ancient Egypt, Saxons and picts</p> <p>Early Islam and Baghdad</p> | <p>Teaching Victorian Britain at KS2 - Lessons and Resources - Year 5 & 6 Keystage History</p> | <p>Beyond Face Value - KS2 History Keystage history</p> |

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| Breath of Study | <ul style="list-style-type: none"> The Viking and Anglo Saxon struggle for the Kingdom of England. | <ul style="list-style-type: none"> A study of a theme in British history. | <ul style="list-style-type: none"> Thematic study of certain points in British history |
| Threshold Concepts | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> |
| Milestones | <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and | <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Refine lines of enquiry as appropriate Compare some of the times studied with those of the other areas of interest around the world. | |

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| | <p>experiences of men, women and children</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates era continuity century legacy. time period chronology change decade | <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates era continuity century legacy. time period chronology change decade | |
| Sycamore | <p>Teaching World War 2 (WW2) at KS2 - Outstanding Lessons Keystage history</p> <p>Previous class</p> <p>Vikings, Early Islam, Crime and punishment</p> | | <p>Black and British - Teaching Black British History at KS2 Keystage History</p> |

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| Breath of Study | <ul style="list-style-type: none"> • A study of a theme in British history. | <i>SATs</i> | <ul style="list-style-type: none"> • A study of a theme in British history. |
| Threshold Concepts | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> |
| Milestones | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate | | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate • Describe the social, ethnic, cultural or religious diversity of past society. |

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| | <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. | | <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. |
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