

| Themes  | Reception   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|---|---|---|---|---|--|---|--|
| <b>Causes and Consequences</b>  | -Be able to attribute consequences to an action that caused them.   | -Understand the terms 'cause' and 'consequence'.<br>Begin to be able to explain how historical acts and events caused some historical consequences.   | -Be able to describe some of the causes of a historical event.<br>-Be able to describe some of the consequences of an important historical event.   | -Be able to describe the causes and consequences of a historical event with increasing reference to, and understanding of, a historical context.  | -Be able to describe the causes and consequences of a historical event with reference to, and understanding of, a historical context.<br>-Begin to be able to discern more significant historical causes from a range of possibilities.  | -Be able to describe, increasing detail, the causes and consequences of a historical event with reference to, and understanding of, a historical context.<br>-Be able to discern more significant historical causes from a range of possibilities and give reasons for their choice.                                    | -Be able to describe in detail, the causes and consequences of a historical event with reference to, and understanding of, a historical context.<br>-Be able to discern more significant historical causes from a range of possibilities and give reasons for their choice which reference learned historical facts.   |
| <b>Identifying and explaining historical significance.</b>  | -Be able to understand the words 'importance' and be able to identify an object or person as more so than others. | -Know and begin to use the term 'significance' within a historical context.<br>-Be able to explain, with some reference to historical facts, the reasons behind the significance of a historical individual or event.                             | -To understand and be able to use the term 'significance' within a historical context.<br>-Begin to be able to describe, with some use of substantive knowledge and historical facts, the reasons why a historical event or individual is considered significant.       | -Be able, with increasing independence, to describe why a historical event is considered significant and give some supporting evidence using learned historical facts.  | -Be able to describe why a historical event or individual is considered significant and give supporting evidence using learned historical facts.<br>-Begin to make their own judgements about the significance of an event or individual.  | -Be able to describe why a historical event or individual is considered significant and give supporting evidence using a range of historical facts and sources.<br>-Make their own judgements about the significance of an event or individual and show some use of historical learning to support these judgements.    | -Be able to describe why a historical event or individual is considered significant and give supporting evidence using a range of historical facts and sources.<br>-Make their own judgements about the significance of an event or individual and use historical learning to support these judgements.  |
| <b>Describing and explaining changes and continuity in history.</b>                                 | -Be able to describe how an object, place or person has changed or remained the same over time.                   | -Be able to identify and describe, with some use of historical vocabulary and facts how historical objects and places have changed over time.   | -Be able to identify historical changes and elements of continuity when comparing different periods and give some explanation as to why these may have taken place.   | -Identify changes and continuities within a historical context and with support, give some reasons as to how and why these could have happened, using learned historical facts to justify these.  | -Identify changes and continuities within a historical context.<br>-Be able to, with increasing independence, give reasons as to how and why these could have happened, using learned historical facts to justify these.   | -Identify changes and continuities within a historical context and describe in increasing detail.<br>-Be able to give reasons as to how and why these could have happened, using learned historical facts to justify these.   | -Identify changes and continuities within a historical context and describe with knowledge of the historical setting.<br>-Be able to give historical explanations as to why these changes and continuities may have occurred.  |
| <b>Identifying similarities and differences between historical periods and/ or the present day.</b> | -Be able to identify some differences between objects from the past and their modern-day equivalents.             | -Be able to recognise and describe similarities and differences between historical periods and the modern world.  | -Make comparisons and describe changes between the past and the modern world with increasing use of historical vocabulary and substantive knowledge.<br>-Begin to draw comparisons between two separate historical periods.   | -Make comparisons and describe changes between the past and the modern world or between two historical periods with use of historical vocabulary and substantive knowledge.   | -Make comparisons and describe changes between the past and the modern world or between two historical periods with use of historical vocabulary and substantive knowledge.<br>-Begin to be able to explain how and why these similarities and differences occur.  | -Make comparisons and describe changes between the past and the modern world or between two historical periods with use of historical vocabulary and substantive knowledge.<br>-Be able to give some reasons to explain how similarities and differences may have occurred.   | -Make comparisons and describe changes between the past and the modern world or between two historical periods with use of historical vocabulary and substantive knowledge.<br>-Be able to explain how similarities and differences may have occurred, using learned historical facts to support ideas.  |
| <b>Conducting historical enquiries</b>  | - Know that questions require a response.<br>-Begin to formulate and pose some questions about the past.          | - Begin to use historical evidence and learned substantive knowledge to answer questions about the past.<br>-Begin to formulate and pose questions about the past with some reference to historical vocabulary and learned substantive knowledge. | -Be able to answer questions about the past using learned historical knowledge to support their ideas.<br>-Ask questions about the past that begin to show some understanding of the historical context.  | -Be able to answer questions about the past, using historical vocabulary and knowledge to support their ideas.<br>-Formulate and pose questions about the past that demonstrate a good understanding of the historical context.   | -Be able to answer questions about the past, using historical vocabulary and knowledge to support their ideas.<br>-Formulate and pose questions about the past that demonstrate a good understanding of the historical context.<br>-Begin to conduct some independent research to support answers to historical questions. | -Be able to answer questions about the past, using historical vocabulary and knowledge to support their ideas.<br>-Formulate and pose questions about the past that demonstrate a good understanding of the historical context.<br>-Be able to conduct independent research to support answers to historical questions. | -Be able to answer questions about the past, using historical vocabulary and knowledge to support their ideas.<br>-Formulate and pose questions about the past that demonstrate a good understanding of the historical context.<br>-Be able to conduct independent research to support answers to historical questions, using a range of historical sources. |
| <b>Developing understanding of chronology</b>   | -Know and begin to understand the words: past, present and history.   | - Know and understand the words: past, present, history, year.<br>-Be able to read and understand AD/CE dates. EG: 1850.  | -Have a firm understanding of the terms: past, present, history, century, decade.<br>-Be able to read and understand AD/CE dates.<br>- Show understanding of how long ago these dates are.<br>-Be able to place historical events in chronological order on a timeline. | -Have a firm understanding of the terms: past, present, history, century, decade, millennium, prehistorical, ancient.<br>-Be able to read and understand both AD and BC dates and show understanding of how long ago these dates are.<br>-Begin to place historical events and dates in chronological order on a timeline that includes both BC and AD. | -Have a firm understanding of a range of chronological terms and use them when describing the past.<br>-Know and understand what is meant by the names of centuries (EG 5 <sup>th</sup> Century AD)<br>-Be able to place both BC and AD dates, in chronological order, on a timeline with increasing independence.         | -Have a firm understanding of a range of chronological terms and use them when describing the past.<br>-Know and understand what is meant by the names of centuries (EG 5 <sup>th</sup> Century AD)<br>-Be able to place both BC and AD dates in chronological order.   | -Have a firm understanding of a range of chronological terms and use them when describing the past.<br>-Know and understand what is meant by the names of centuries (EG 5 <sup>th</sup> Century AD)<br>-Be able to place both BC and AD dates in chronological order.  |

| Threads                                       | EYFS/Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|---|---|---|---|---|--|--|
| <b>Invasion and Settlement</b>                |   |   | <p>What were Stone Age settlements like?</p> <p>What is Stonehenge?</p> <p>How did the ancient Greeks impact the western world?</p> <p>Where did the Greek Empire spread to and how did it end?</p>                             | <p>When and why did the Romans invade Britain?</p> <p>Who were the Celts?</p> <p>What made the Roman Army so powerful?</p> <p>What impact did the Romans have on Britain?</p> <p>Why did the Romans leave?</p> <p>Who were the Saxons and where did they come from?</p> <p>What were the four Anglo-Saxon Kingdoms?</p> <p>What was Anglo-Saxon Britain like?</p> <p>Who were the Vikings and why did they invade?</p> <p>How did the Vikings change Britain?</p> <p>How far did the Vikings travel?</p> <p>How did the Anglo-Saxons fight the Vikings?</p> | <p>Who were the ancient Egyptians and why were they so important?</p>  |  |
| <b>Monarchy and Governance</b>                | <p>What was life like in Victorian Times?</p>   | <p>What is a monarch?</p> <p>Who is King Charles III?</p>   |   | <p>What were the four Anglo-Saxon Kingdoms?</p> <p>What was Anglo-Saxon Britain like?</p>   | <p>-Why was Charles I so unpopular?</p> <p>-Who were the Parliamentarians?</p> <p>What happened after the War?</p> <p>Who was Oliver Cromwell and why was he so significant?</p> <p>Why is the English Civil War important today?</p> <p>Who were the ancient Egyptians and why were they so important?</p> <p>Why were the Pharaohs so powerful?</p>  |  |
| <b>Empire</b>                                 | <p>What was life like in Victorian Times?</p>   |   | <p>How did the ancient Greeks impact the western world?</p> <p>Where did the Greek Empire spread to and how did it end?</p>   | <p>When and why did the Romans invade Britain?</p> <p>Who were the Celts?</p> <p>What made the Roman Army so powerful?</p> <p>What impact did the Romans have on Britain?</p> <p>Why did the Romans leave?</p>  | <p>Who were the ancient Egyptians and why were they so important?</p> <p>Why were the Pharaohs so powerful?</p>  | <p>What caused WW2?</p> <p>Why did the Mayan civilization collapse?</p>  |
| <b>Technological Changes and Advancements</b> | <p>What was life like in Victorian Times?</p>   | <p>How are buildings from 1666 different to buildings from today?</p> <p>How did London change as a result of the Great Fire</p>  | <p>How did Britain change from the Stone age to the Iron age?</p> <p>What is Stonehenge?</p> <p>How did iron change our culture and buildings?</p>  |   | <p>Why was the space race significant?</p> <p>What was the industrial revolution and how did it change Britain?</p> <p>Why was coal so important?</p> <p>How did industry change Birmingham and our local area? (Local study)</p> <p>When and why did coal mining end in Britain?</p> <p>How were the pyramids built?</p>  | <p>Why was the sinking of the Titanic so significant?</p> <p>What is Chichen Itza and why is it important?</p>   |
| <b>Societal and Cultural Change</b>           | <p>What was life like in Victorian Times?</p> <p>How did children live in Victorian times?</p> <p>How and why did schools in Britain start?</p> <p>What was a Victorian school like and how has school changed since Victorian times?</p> | <p>How has life changed during King Charles III's rule?</p> <p>Why was the Great Fire of London a significant event?</p> <p>How did London change as a result of the Great Fire?</p> <p>Who were the pirates and why were they important?</p> <p>Why did people become pirates?</p> | <p>How did Britain change from the Stone age to the Iron age?</p> <p>How did iron change our culture and buildings?</p> <p>How did the ancient Greeks impact the western world?</p> <p>What did the ancient Greeks believe?</p> | <p>Who were the Celts?</p> <p>What made the Roman Army so powerful?</p> <p>Who was Boudicca and why is she significant?</p> <p>What impact did the Romans have on Britain?</p> <p>Why did the Romans leave?</p> <p>Who were the Saxons and where did they come from?</p> <p>What were the four Anglo-Saxon Kingdoms?</p> <p>What was Anglo-Saxon Britain like?</p> <p>What did the Anglo-Saxons believe in?</p> <p>Who were the Vikings and why did they invade?</p> <p>How did the Vikings change Britain?</p>   | <p>Why was the space race significant?</p> <p>-Why was Charles I so unpopular?</p> <p>-Who were the Parliamentarians?</p> <p>-What were the main events of the Civil War?</p> <p>What happened after the Civil War?</p> <p>What was the industrial revolution and how did it change Britain?</p> <p>Why was coal so important?</p> <p>How did industry change Birmingham and our local area? (Local study)</p> <p>When and why did coal mining end in Britain?</p> <p>How were the pyramids built?</p> | <p>How did the Blitz effect our area?</p> <p>When and where did the Mayan civilisation emerge?</p> <p>What did the Maya believe in?</p> <p>What was Mayan art and architecture like?</p> <p>Why did the Mayan civilization collapse?</p> <p>Why did the Mayan civilization collapse?</p> |
| <b>Significant Individuals and Events</b>     |   | <p>Why was the Great Fire of London a significant event?</p> <p>How did these significant people change the world? (Sir Robert Peel, Florence Nightingale, Rosa Parks)</p> <p>Why was Blackbeard a significant pirate?</p> <p>Why was Grace Darling a significant figure?</p>       | <p>How does Pompei help us to learn about the past?</p>   | <p>Who was Boudicca and why is she significant?</p>   | <p>Why was the space race significant?</p> <p>-Why was Charles I so unpopular?</p> <p>-Who were the Parliamentarians?</p> <p>-What were the main events of the Civil War?</p> <p>Who was Oliver Cromwell and why was he so significant?</p> <p>Why were the Pharaohs so powerful?</p>  | <p>Who were Winston Churchill and Adolf Hitler and why were they important?</p> <p>Battle of Britain</p> <p>Bombing of Coventry</p> <p>Why was the sinking of the Titanic so significant?</p> <p>Who was Ernest Shackleton and why was his journey so important?</p>                     |