

Y3/4		Cycle 1			Cycle 2		Cycle 3				Cycle 4		
		Vikings	Greeks	Victorians	Who should go on the bank note?	Mayans	Egyptians	Romans	Anglo Saxons	Crime and Punishment	Stone Age	Tudors	WW2
To know that history is divided into periods of history e.g. ancient times, middle ages and modern.	Chronological awareness							✓			✓		
To know that BC means before Christ and is used to show years before the year 0.								✓			✓		
To know that AD means Anno Domini and can be used to show years from the year 1AD.							✓	✓			✓		
To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.								✓			✓		
To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.											✓		
To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.											✓		
To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.							✓						
To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.												✓	
To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.				✓									
Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.							✓		✓		✓		
Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.							✓	✓	✓		✓		
Using dates to work out the interval between periods of time and the duration of historical events or periods.							✓	✓	✓		✓		
Using BC/AD/Century							✓	✓	✓		✓		
Sequencing eight to ten artefacts, historical pictures or events.			✓										
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.							✓	✓	✓		✓		
Placing the time studied on a timeline.							✓	✓	✓		✓		
Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.							✓	✓	✓		✓		
Noticing connections over a period of time.							✓	✓	✓				
Making a simple individual timeline.							✓		✓				

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To know that change can be brought about by advancements in transport and travel.	Change and continuity										✓		
To know that change can be brought about by advancements in materials.								✓			✓		
To know that change can be brought about by advancements in trade.							✓				✓		
To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	Cause and consequence							✓					
To know that advancements in science and technology can be the cause of change.				✓									
To know that significant archaeological findings are those which change how we see the past.	Historical significance						✓		✓		✓		
To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.							✓		✓				
To know that archaeological evidence can be used to find out about the past.	Sources of evidence						✓	✓			✓		
To know that we can make inferences and deductions using images from the past.							✓	✓	✓		✓		
To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.	Historical interpretations						✓				✓		
To know that assumptions made by historians can change in the light of new evidence.							✓				✓		
Identifying reasons for change and reasons for continuities.	Change and continuity								✓		✓		
Identifying what the situation was like before the change occurred.								✓	✓		✓		
Comparing different periods of history and identifying changes and continuity.								✓	✓		✓		
Describing the changes and continuity between different periods of history.								✓	✓		✓		
Identifying the links between different societies.							✓	✓	✓		✓		
Identifying the consequences of events and the actions of people.	Cause and consequence						✓	✓	✓				
Identifying reasons for historical events, situations and changes.							✓	✓	✓		✓		

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Identifying similarities and differences between periods of history.	Similarities and differences							✓	✓		✓		
Explaining similarities and differences between daily lives of people in the past and today.								✓	✓		✓		
Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.								✓	✓		✓		
Recalling some important people and events.	Historical significance							✓	✓				
Identifying who is important in historical sources and accounts.								✓	✓				
Using a range of sources to find out about a period.	Sources of evidence						✓	✓	✓		✓		
Using evidence to build up a picture of a past event.							✓	✓	✓		✓		
Observing the small details when using artefacts and pictures.							✓	✓	✓		✓		
Identifying sources which are influenced by the personal beliefs of the author.			✓										
Identifying and giving reasons for different ways in which the past is represented.	Historical interpretations								✓				
Identifying the differences between different sources and giving reasons for the ways in which the past is represented.								✓					
Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.							✓	✓	✓		✓		
Evaluating the usefulness of different sources.								✓	✓		✓		

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Understanding how historical enquiry questions are structured.	Posing historical questions						✓		✓		✓		
Creating historically-valid questions across a range of time periods, cultures and groups of people.							✓		✓				
Asking questions about the main features of everyday life in periods studied, e.g. how did people live.								✓	✓		✓		
Creating questions for different types of historical enquiry.											✓		
Asking questions about the bias of historical evidence.							✓	✓	✓				
Using a range of sources to construct knowledge of the past.	Gathering, organising and evaluating evidence							✓	✓		✓		
Defining the terms 'source' and 'evidence'								✓	✓				
Extracting the appropriate information from a historical source.							✓	✓	✓		✓		
Selecting and recording relevant information from a range of sources to answer a question.			✓										
Identifying primary and secondary sources.							✓	✓	✓		✓		
Identifying the bias of a source.								✓	✓				
Comparing and contrasting different historical sources.									✓				
Understanding that there are different ways to interpret evidence.	Interpreting findings, analysing and making connections						✓		✓				
Interpreting evidence in different ways							✓				✓		
Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.							✓	✓	✓		✓		
Making links and connections across a period of time, cultures or groups.							✓	✓	✓		✓		
Asking the question "How do we know?"							✓	✓	✓		✓		

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Understanding that there may be multiple conclusions to a historical enquiry question.	Evaluating and drawing conclusions						✓		✓				
Reaching conclusions that are substantiated by historical evidence.							✓	✓	✓		✓		
Recognising similarities and differences between past events and today							✓						
Communicating knowledge and understanding through discussion, debates, drama, art and writing.	Communicating findings						✓	✓	✓				
Constructing answers using evidence to substantiate findings.							✓	✓	✓		✓		
Identifying weaknesses in historical accounts and arguments.								✓	✓		✓		
Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.							✓	✓	✓				
Creating a structured response or narrative to answer a historical enquiry.							✓	✓	✓		✓		
Describing past events orally or in writing, recognising similarities and differences with today											✓		
To understand the development of groups, kingdom and monarchy in Britain.									✓		✓		
To know who became the first ruler of the whole of England.	Power (monarchy, government and empire)								✓				
To understand the expansion of empires and how they were controlled across a large empire.								✓					
To understand that societal hierarchies and structures existed including aristocracy and peasantry.							✓	✓	✓				
To understand some reasons why empires fall/collapse.								✓					
To know that there were different reasons for invading Britain.								✓	✓				
To understand that there are varied reasons for coming to Britain.	Invasion, settlement and migration							✓	✓		✓		
To know that there are different reasons for migration.									✓				
To know that settlement created tensions and problems.								✓	✓		✓		
To understand the impact of settlers on the existing population.								✓	✓		✓		

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To understand the earliest settlements in Britain.	Invasion... continued							✓	✓		✓		
To know that settlements changed over time				✓					✓		✓		
To understand how invaders and settlers influence the culture of the existing population.	Civilisation (social and cultural)							✓	✓		✓		
To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.							✓	✓	✓		✓		
To know that education existed in some cultures, times and groups.													
To know that communities traded with each other and over the English Channel in the Prehistoric Period.	Trade							✓	✓		✓		
To understand that trade began as the exchange of goods.								✓			✓		
To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.											✓		
To understand that the Roman invasion led to a great increase in British trade with the outside world.								✓					
To understand that trade develops in different times and ways in different civilisations.								✓			✓		
To understand that the traders were the rich members of society.											✓		
To understand that there are different beliefs in different cultures, times and groups.	Beliefs						✓	✓	✓				
To know about paganism and the introduction of Christianity in Britain.								✓	✓				
To know how Christianity spread.									✓				
To compare the beliefs in different cultures, times and groups.							✓		✓				
To be able to identify achievements and inventions that still influence our lives today from Roman times.	Achievements and follies of mankind			✓				✓					
To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.		✓							✓				
To be aware of the achievements of the Ancient Egyptians.							✓						

Y5/6		Cycle 1			Cycle 2		Cycle 3				Cycle 4		
		Vikings	Greeks	Victorians	Who should go on the bank note?	Mayans	Egyptians	Romans	Anglo Saxons	Crime and Punishment	Stone Age	Tudors	WW2
To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)	Chronological awareness		✓										
To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.			✓									✓	
To understand that historical periods have characteristics that distinguish them.		✓	✓									✓	✓
To understand how to work out durations of periods and events.			✓									✓	✓
To understand how to represent a scale on a timeline.		✓	✓										✓
To understand how to create their own timeline selecting significant events.		✓											✓
Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.			✓	✓								✓	✓
Putting dates in the correct century		✓			✓							✓	
Using the terms AD and BC in their work.		✓	✓									✓	
Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age		✓	✓	✓									
Developing a chronologically secure understanding of British, local and world history across the periods studied.		✓	✓									✓	✓
Placing the time, period of history and context on a timeline.		✓	✓									✓	✓
Relating current study on timeline to other periods of history studied.		✓	✓	✓								✓	
Comparing and making connections between different contexts in the past.			✓	✓	✓							✓	✓

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To know that change can be brought about by conflict.	Change and continuity	✓											✓
To know that change can be traced using the census.				✓									
To know that members of society standing up for their rights can be the cause of change.	Cause and consequence		✓	✓	✓								✓
To know how historians select criteria for significance and that this changes.	Historical significance				✓								
To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.	Sources of evidence			✓									
To understand the types of information that can be extracted from the census.				✓									
To understand that inventories are useful sources of evidence to find out about people from the past.												✓	
To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.				✓									
To understand how to compare different census extracts by analysing the entries in individual columns.				✓									
To know that the most reliable sources are primary sources which were created for official purposes.				✓									
To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.	Historical interpretations	✓	✓									✓	✓
To understand that there are different interpretations of historical figures and events.			✓		✓							✓	✓
Making links between events and changes within and across different time periods / societies.	Change and continuity	✓	✓		✓							✓	✓
Identifying the reasons for changes and continuity.												✓	✓
Describing the links between main events, similarities and changes within and across different periods/studied.			✓		✓							✓	✓
Describing the links between different societies.			✓									✓	
Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.			✓									✓	✓
Analysing and presenting the reasons for changes and continuity.			✓									✓	✓
Giving reasons for historical events, the results of historical events, situations and changes.	Cause and consequence		✓		✓								✓

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Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Cause and consequence		✓		✓							✓	✓
Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Similarities and differences	✓	✓		✓							✓	✓
Making links with different time periods studied.			✓		✓							✓	✓
Describing change throughout time.			✓	✓	✓							✓	✓
Identifying significant people and events across different time periods.			✓		✓							✓	✓
Comparing significant people and events across different time periods.	Historical significance	✓	✓		✓								✓
Explain the significance of events, people and developments.			✓		✓								✓
Recognising primary and secondary sources.		✓	✓	✓								✓	✓
Using a range of sources to find out about a particular aspect of the past.	Sources of evidence	✓	✓	✓	✓							✓	✓
Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.		✓										✓	✓
Describing how secondary sources are influenced by the beliefs, cultures and time of the author.			✓		✓								
Comparing accounts of events from different sources.			✓		✓								✓
Suggesting explanations for different versions of events.	Historical interpretations	✓											✓
Evaluating the usefulness of historical sources.			✓	✓	✓							✓	✓
Identifying how conclusions have been arrived at by linking sources.		✓		✓									✓
Developing strategies for checking the accuracy of evidence.												✓	✓
Addressing and devising historically valid questions.			✓	✓	✓								✓
Understanding that different evidence creates different conclusions.		✓	✓										✓
Evaluating the interpretations made by historians.			✓		✓								

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Planning a historical enquiry.	Posing historical questions	✓		✓	✓							✓	
Suggesting the evidence needed to carry out the enquiry.		✓		✓	✓								✓
Identifying methods to use to carry out the research.			✓	✓	✓							✓	✓
Asking historical questions of increasing difficulty e.g. who governed, how and with what results?					✓							✓	✓
Creating a hypothesis to base an enquiry on.		✓			✓							✓	✓
Asking questions about the interpretations, viewpoints and perspectives held by others.		✓	✓		✓								✓
Using different sources to make and substantiate historical claims.	Gathering, organising and evaluating evidence	✓	✓		✓							✓	✓
Developing an awareness of the variety of historical evidence in different periods of time.			✓	✓	✓							✓	✓
Distinguishing between fact and opinion.			✓		✓							✓	✓
Recognising 'gaps' in evidence.		✓	✓	✓	✓							✓	✓
Identifying how sources with different perspectives can be used in a historical enquiry.		✓	✓		✓							✓	✓
Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.		✓			✓								✓
Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.	Evaluating and drawing conclusions		✓	✓	✓							✓	✓
Interpreting evidence in different ways using evidence to substantiate statements.		✓		✓	✓								✓
Making increasingly complex interpretations using more than one source of evidence.		✓	✓	✓	✓								✓
Challenging existing interpretations of the past using interpretations of evidence.		✓											✓
Making connections, drawing contrasts and analysing within a period and across time.		✓		✓	✓							✓	✓
Beginning to interpret simple statistical sources.				✓									
Reaching conclusions which are increasingly complex and substantiated by a range of sources.		✓		✓	✓								✓

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To understand that people in the past were as inventive and sophisticated in thinking as people today.	Achievements and follies of mankind	✓	✓		✓							✓	✓
To know that new and sophisticated technologies were advanced which allowed cities to develop.			✓										✓
To understand the impact of war on local communities.		✓											✓
To know some of the impacts of war on daily lives.		✓											✓
To be able to identify the achievements of civilisations and explain why these achievements were so important.		✓	✓		✓								
To be able to compare the achievements of different civilisations and groups.			✓		✓								