

Childhood

 Hide

6 Programmes of study, 9 skills and 14 knowledge statements

[Year 1](#) [Driver subject](#) [History](#) [Artefacts & sources](#) [British history](#) [Changes over time](#) [Chronology](#) [Communication](#) [Compare and contrast](#) [Everyday life](#) [Report and conclude](#)



- Y1 > Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Y1 > Learn about events beyond living memory that are significant nationally or globally.
- Y1 > Learn about significant historical events, people and places in their own locality.
- Y1 > Know and understand the history of these islands as a coherent, chronological narrative, 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.
- Y1 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Y1 > Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Bright Lights, Big City

1 Programme of study, 1 skills and 2 knowledge statements

[Year 1](#) [Driver subject](#) [Geography](#) [British history](#)



- Y1 > Learn about events beyond living memory that are significant nationally or globally.

School Days

 Expand

7 Programmes of study, 11 skills and 16 knowledge statements



- Y1 > Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Y1 > Learn about events beyond living memory that are significant nationally or globally.
- Y1 > Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Y1 > Learn about significant historical events, people and places in their own locality.
- Y1 > Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has in turn influenced the wider world.



Movers and Shakers

5 Programmes of study, 8 skills and 24 knowledge statements



- Y2 > Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Y2 > Learn about events beyond living memory that are significant nationally or globally.
- Y2 > Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Y2 > Learn about significant historical events, people and places in their own locality.
- Y2 > Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why



Coastline

2 Programmes of study, 3 skills and 4 knowledge statements



- Y2 > Learn about events beyond living memory that are significant nationally or globally.
- Y2 > Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.



Magnificent Monarchs

Expand

6 Programmes of study, 8 skills and 24 knowledge statements

Year 2

Driver subject History Artefacts & sources Changes over time Chronology Communication Hierarchy and power Report and conclude Significant events Significant people



- Y2 > Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Y2 > Learn about events beyond living memory that are significant nationally or globally.
- Y2 > Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Y2 > Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Y2 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to

Through the Ages

Expand

4 Programmes of study, 11 skills and 36 knowledge statements

Year 3

Driver subject History Artefacts & sources British history Changes over time Chronology Civilisations Communication Compare and contrast Everyday life Hierarchy and power Significant events



- Y3 > Learn about changes in Britain from the Stone Age to the Iron Age.
- Y3 > Know and understand the history of these islands as a coherent, chronological narrative, 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.
- Y3 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Rocks, Relics and Rumbles

2 Programmes of study, 3 skills and 5 knowledge statements

Year 3

Driver subject Geography Artefacts & sources Significant events Significant people



- Y3 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Y3 > Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Emperors and Empires

Expand

5 Programmes of study, 16 skills and 38 knowledge statements

Year 3 **Driver subject** **History** **Artefacts & sources** **British history** **Chronology** **Civilisations** **Communication** **Everyday life** **Hierarchy and power** **Local history** **Report and conclude**
Significant events **Significant people**



- Y3** > Learn about the Roman Empire and its impact on Britain.
- Y3** > Conduct a local history study.
- Y3** > Know and understand the history of these islands as a coherent, chronological narrative, 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.
- Y3** > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written

Invasion

Expand

8 Programmes of study, 12 skills and 23 knowledge statements

Year 4 **Driver subject** **History** **Artefacts & sources** **British history** **Chronology** **Civilisations** **Compare and contrast** **Everyday life** **Local history** **Report and conclude** **Significant events**
Significant people



- Y4** > Learn about the Roman Empire and its impact on Britain.
- Y4** > Learn about Britain's settlement by Anglo-Saxons and Scots.
- Y4** > Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Y4** > Conduct a local history study.
- Y4** > Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Y4** > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to

Ancient Civilisations

Expand

5 Programmes of study, 11 skills and 26 knowledge statements

Year 4 **Driver subject** **History** **Artefacts & sources** **Changes over time** **Chronology** **Civilisations** **Communication** **Compare and contrast** **Everyday life** **Hierarchy and power** **Report and conclude**
Significant events **Significant people**



- Y4 > Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Y4 > Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Y4 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.



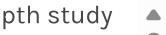
Dynamic Dynasties

6 Programmes of study, 11 skills and 23 knowledge statements

[Year 5](#) [Driver subject](#) [History](#) [Artefacts & sources](#) [Chronology](#) [Civilisations](#) [Communication](#) [Compare and contrast](#) [Everyday life](#) [Hierarchy and power](#) [Report and conclude](#) [Significant events](#) [Significant people](#)



- Y5 > Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Y5 > Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Y5 > Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Y5 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to



Sow, Grow and Farm

1 Programme of study, 1 skills and 2 knowledge statements

[Year 5](#) [Driver subject](#) [Geography](#) [Communication](#)



- Y5 > Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.



Groundbreaking Greeks

8 Programmes of study, 14 skills and 34 knowledge statements

[Year 5](#) [Driver subject](#) [History](#) [Artefacts & sources](#) [Changes over time](#) [Chronology](#) [Civilisations](#) [Communication](#) [Compare and contrast](#) [Everyday life](#) [Hierarchy and power](#) [Local history](#)



- Y5 > Conduct a local history study.
- Y5 > Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Y5 > Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- Y5 > Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Maafa

Expand

7 Programmes of study, 14 skills and 30 knowledge statements



- Y6 > Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Y6 > Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- Y6 > Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Y6 > Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Frozen Kingdoms

Expand

4 Programmes of study, 4 skills and 8 knowledge statements



- Y6 > Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Y6 > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Y6 > Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why

Britain at War

Expand

6 Programmes of study, 13 skills and 32 knowledge statements

Year 6 **Driver subject** **History** **Artefacts & sources** **British history** **Changes over time** **Chronology** **Civilisations** **Communication** **Compare and contrast** **Everyday life** **Hierarchy and power**
Local history **Report and conclude** **Significant events**



- Y6** > Conduct a local history study.
- Y6** > Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Y6** > Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Y6** > Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Y6** > Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to