

Year	Year 1		
KS1 Objectives	Term 1	Term 2	Term 3
Focus	The Building of Uplands	Mary Anning	National Transport after 1920
Develop an awareness of the past	To know that Uplands was built in the past before your parents were born	To know when Mary Anning was born a(21.05.1799) and how long ago that was.	To know that we are looking at the last 100 years
Use common words and phrases relating to the passing of time - new, old etc.	To talk about Uplands as old compared to New Scotland Hill, but new compared to St Michaels.	To talk about Mary Anning as living a long time ago (1799-1847).	To talk about significant transport events and key vehicles as old, recent, new and future
Use a wide vocabulary of every day historical terms - before, after, past, present	To use these terms to discuss when Uplands was built and place it on a simple timeline with their birth on it.	To know that Mary Anning was born before your grandparents were.	To describe the time focus as after Mary Anning and before Uplands being built
Know where the people and events they study fit within a chronological framework	To place the building of Uplands on a simple timeline with their birth on it.	To know that when Mary Anning was alive there was a different person on the throne and learn about other key events.	To place these events on a timeline with other Y1 historical focus events
Ask and answer questions	To ask and answer simple questions to understand why people decided to build houses in Sandhurst in Victorian times.	To ask and answer simple questions to understand what life was like for Mary Anning as a woman in this time period.	To ask and answer questions about transport changes over the past 100 years
Use stories and other sources to show they know and understand key features of events	To use primary sources such as photos and maps and secondary sources such as websites to answer questions.	To use primary sources such as photos and diaries to answer questions.	To use primary sources to understand the significance of transport such as Concorde, HST, Eurotunnel and motorways
Identify similarities and differences between ways of life in different periods	To identify what life would have been like for children attending Uplands when it was first built.	To identify similarities and differences between life for Mary, life for people starting new Uplands and yourself.	To explain how these changes affected life for British citizens and how it compares to Mary's life.
Understand some of the ways in which we find out about the past and identify different ways in which it is represented	To describe the simple difference between primary and secondary sources.	To describe the way we are finding our about the past, compared to how Mary was finding out about the past (fossils).	To understand that in the more recent past, primary sources can include video and audio, but this is not the same for everything.

Year	Year 2		
KS1 Objectives	Term 1	Term 2	Term 3
Focus	<p>Great Fire of London</p> <p><i>How has the Fire Service changed since the Great Fire of London?</i></p>	<p>Changes in Technology since 1930</p> <p><i>How has technology changed the world we live in today?</i></p>	<p>Rosa Parks, Martin Luther-King and Inequality</p> <p><i>Why is it important to treat people equally?</i></p>
Develop an awareness of the past	To know that London didn't always look like it does now or have as many people living in it	To know that we haven't always had the common technology used today	To know that in the same way women were treated differently in the past, so were people of different ethnicity
Use common words and phrases relating to the passing of time - new, old, recent,	To compare using maps, parts of the city that are old, more recent and new	To understand that when talking about technology, old, recent and new have a different meaning	To explain how these events relate to those taught so far in KS1 using time related words
Use a wide vocabulary of every day historical terms - before, after, past, present	To sequence the events leading up to the fire and significant changes to construction in London since then.	To use the word 'since' to describe what happened after 1930	To describe using historical terms how Rosa P and MLK have changed the lives of black people in the USA and beyond
Know where the people and events they study fit within a chronological framework	To describe where the events fit on a timeline compared to other key events in British history.	To know when technological advances were made in relation to other events that were happening at that time	To describe where Rosa Parks and MLK 's lives fit on a timeline and other world events at this time.
Ask and answer questions	To ask and answer questions about the emergency services at the time of The Great Fire of London	To ask and answer questions about how technology changed the world and whether it was for the better or worse	To ask and answer questions about the treatment of different people and equality
Use stories and other sources to show they know and understand key features of events	To know how diarists such as Pepys have contributed to our knowledge of key features of events	To use a range of primary and secondary sources to identify key events that supported changes in technology	To independently use a range of given sources to justify why Rosa Parks & MLK should be celebrated and remembered
Identify similarities and differences between ways of life in different periods	To compare the fire service in 1666 to life in Victorian times and life today.	To compare what life was like for people growing up in the 1980's compared to today	To compare similarities and differences between inequality for women in the past and for those experiencing racial prejudice
Understand some of the ways in which we find out about the past and identify different ways in which it is represented	To name a range of reliable sources of information about the Fire and explain how they help us understand	To name a range of primary and secondary sources and begin to understand that the internet is not always a reliable source	To draw on a range of sources to create a poster that explains the impact of RP & MLK on life for black Americans

Year	Year 3		
KS2 Objectives	Term 1	Term 2	Term 3
	Stone Age to Iron Age	Anglo-Saxons, Picts & Scots	British History
Focus	Changes in Britain focusing on Bronze Age technology <i>What was the impact of Bronze Age technology on society?</i>	Anglo-Saxon invasions, settlements & kingdoms <i>How did the invasion of the Anglo-Saxons create such tensions in Great Britain?</i>	Leisure & entertainment in the 20th Century <i>How have pastimes changed since the start of the 20th Century?</i>
Continue to develop a chronologically secure knowledge and understanding of local, British & World history	To describe where the Stone Age, Bronze Age and Iron Age are on a timeline. To compare them to other world civilisations at the time	To describe where the Anglo-Saxons fit on a timeline and who was living in Britain when they first invaded. To know what other significant events happened globally at this time.. To explain how, when and why the Anglo-Saxons, Picts and Scots invaded Britain	To locate the start of the 20th Century on a timeline and recall some key events and people just prior to this time, around at this time and just after this time (including major global events)
Know and understand how people's lives and world events have shaped Britain	To know how technological developments in the Bronze Age influenced history in Britain	To describe how Anglo-Saxon society was organised (using the story of Beowulf) and everyday life in Britain (including governance and conflict)	To explain how leisure activities popular in the Edwardian era have changed over time, especially how the world wars influenced leisure time
Know and understand how Britain has influenced the wider world	To know and understand how Bronze Age civilisations shaped Britain (farming, tools)	To describe the spread of Christianity in Britain from centres such as Iona & Lindesfarne and compare it to paganism	To understand ways in which British people have influenced and been influenced by other countries through film and television
Establish clear narratives within and across the periods they study	To describe the journey of the Bronze Age and compare what life was like for people living before and after the Bronze Age	To know why the Romans left Britain and how this allowed other groups to invade from other parts of Europe.	To describe ways in which music trends and technology, and UK seaside holiday destinations have changed over time (since Victorian/Edwardian times)
Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.	To ask and answer questions about what life was like for people living in the Bronze Age and what impact technological advances had on their lives (e.g. farming and tools making)	To ask and answer questions about everyday life for the Anglo-Saxons, Picts and Scots, comparing their different cultures and governance that existed despite their close geographical proximity and understanding why tensions existed	To ask and answer questions about leisure and entertainment at the start of the 20th C and consider how these pastimes have changed
Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretations	To explain how we use primary sources (e.g. tools, cave paintings, jewellery, weapons etc.) to develop our understanding of the Bronze Age as well as discoveries that changed our understanding	To understand the contribution of archaeology to our understanding of the past and identify objects discovered at Sutton Hoo, explaining what we can learn from them (religion)	

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Focus	<i>Changes in Britain focusing on Bronze Age technology What was the impact of Bronze Age technology on society?</i>	<i>Anglo-Saxon invasions, settlements & kingdoms How did the invasion of the Anglo-Saxons create such tensions in Great Britain?</i>	<i>Leisure & entertainment in the 20th Century How have pastimes changed since the start of the 20th Century?</i>
Note connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)	To explain connections over time using the terms settlement, farmers, archaeology, agriculture etc.	To explain the difference between invader and settler, and draw connections and contrasts between life for people in the stone age and during Anglo-Saxon times	To consider how trends in leisure and entertainment were affected by significant events in national and international history after WW2
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	To use evidence to construct a response to the following question: What was the impact of Bronze Age technology on society?	To use learning and evidence to answer the following question: How did the invasion of the Anglo-Saxons create such tensions in Great Britain?	To use a range of given evidence to explain the changes in pastimes since the start of the 20th Century

Year	Year 4		
KS2 Objectives	Term 1	Term 2	Term 3
	Ancient Egypt	Roman Empire	Vikings & Anglo-Saxons
Focus	<p>Overview of where & when the earliest civilisations appeared & their achievements</p> <p><i>How do we know what the ancient Egyptians believed about life after death?</i></p>	<p>The impact of Romanisation on Britain including technology, culture & beliefs</p> <p><i>How beneficial to Britain was the invasion of the Romans ?</i></p>	<p>The resistance by Alfred the Great & Athelstan (1st king of England) & the struggle for the kingdom of England to 1066</p> <p><i>How did the Vikings change Britain for the Anglo-Saxons?</i></p>
Continue to develop a chronologically secure knowledge and understanding of local, British & World history	To describe the difference between ancient and modern, locating ancient Egypt in time and place and linking major events to a timeline, noting other significant global civilisations of the era	To describe where the Roman Empire fits on a timeline of both British and world events (including why the timeline goes from BC to AD) and name and map key local roman features (see www.Berkshirehistory.com)	To recap when and why the Romans left Britain and explore what happened in the period after their departure including knowing when the Viking invasions began, when England was unified and the events leading up to the end of the Viking/Anglo-Saxon era - including when and why the Battle of Hastings took place
Know and understand how people's lives and world events have shaped Britain	To research how ancient Egyptian relics were discovered and the significance of archaeologists (e.g. Howard Carter) on our knowledge and understanding of the Egyptian civilisation	To identify key events in Roman history that caused major change in Britain, including the invasion of Julius Caesar in 55/54BC and settlement of Britain, the technological advances romans introduced, to the decline of the Roman empire in the 4thC	To research how and why the Viking peace treaty was signed and the events that led to England becoming a unified country under the control of a single Viking king by 1016.
Know and understand how Britain has influenced the wider world	As above	To know how the invasion of Britain was resisted by the Scots and also trade links with Europe and other countries	To know when and why the Vikings settled in Britain after their first raids in the 8th C, explaining it from both perspectives (Viking and Anglo-Saxons)
Establish clear narratives within and across the periods they study	To explain the impact of ancient Egyptian beliefs in major gods and goddesses on their daily life and the significance of Egyptian tombs, pyramids and burial sites	To describe the story of how the Roman empire changed Britain and what the pros and cons were for people already living in Britain and then growing up in Roman Britain	To recap the story of the seven Anglo-Saxon kingdoms, the struggle for power between them and identify the role of King Alfred in the unification of Britain, his other achievements and their impact on the people of England
Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.	To ask and answer historical questions about the way of life in ancient Egypt and the similarities and differences between life in ancient Egypt compared to the Bronze Age	To ask and answer historical questions about how the Romans changed Britain for the people who already lived there and the significance of those changes on daily life	To ask and answer historical questions about how the Vikings changed Britain for the Anglo-Saxons and identify similarities between this and the Roman invasion and settlement

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Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretations	To explore a variety of ancient Egyptian artefacts and explain what they can tell us about everyday life in ancient Egypt, including the significance of the discovery of Tutankhamen's tomb in 1922	To describe a range of historically significant and reliable sources of evidence of life in Britain during roman times (including written evidence) and the validity of the evidence, introducing viewpoint (e.g. the conquerors writing the diary)	To describe the first Viking invasions, establishing who the Vikings were, where they came from and why they invaded drawing on a variety of reliable sources (see Lindesfarne 793) and considering how the evidence might change depending on viewpoint
Note connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)	To explain what the ancient Egyptians believed about life after death compared to other ancient civilisations	To describe the Roman occupation of Britain using the terms empire, civilisation, invaders, colony, government etc.	To explain why this period of time was referred to as the 'Dark Ages' and identify similarities and difference between Viking and Anglo-Saxon life
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	To explain why studying past civilisations is important and identify ways in which the ancient Egyptians have contributed to human development	To be able to debate whether the invasion of Britain by the Romans was beneficial for Britain or not, using a range of evidence to support your argument	To discuss whether the Viking invasion of England was beneficial or not, drawing on a range of evidence and considering how a change might have influenced the later Norman invasion

Year	Year 5		
KS2 Objectives	Term 1	Term 2	Term 3
	Local History - Victorian Railway	Early Islamic Civilisation - Baghdad	Ancient Greece
Focus	The railway in the local area since Victorian times <i>What was the impact of the railway on the local area?</i>	Baghdad c. AD 900 <i>How did early trade links influence the wider world?</i>	A study of Greek life and academic achievements & their influence on the western world <i>How did the academic achievements of the ancient Greeks influence the modern western world?</i>
Continue to develop a chronologically secure knowledge and understanding of local, British & World history	To know when and why the expansion of the British railway occurred and what other events occurred at this time, including when it was established locally	To know when and where early Islamic civilisations appeared and what other events were happening in Britain at this time	To know where and when the Ancient Greek civilisation existed and order significant events from this period on a timeline. Compare to other global historical events of the time
Know and understand how people's lives and world events have shaped Britain	To know and understand the impact of Queen Victoria on the development of Britain and how certain key elements (such as the railway and industrialisation) contributed to this on a local and national scale	To know how Baghdad was at the centre of international trade links between China, Britain, Ireland, and Scandinavia to sub-Saharan Africa (e.g. the Silk Road), and to map the links and goods traded. To know how early Islamic culture influence the wider world e.g. universities, architecture and maths.	To know about the Greek Empire and its impact on the wider world, including Britain (e.g. language, maths, art etc.)
Know and understand how Britain has influenced the wider world	To know and understand the impact of Queen Victoria on the development of Britain as a global influence and how certain key elements (such as the railway and industrialisation) contributed to this on a global scale	To describe how trade links with Britain and other countries influenced the culture of Baghdad with regards to religion (Christianity & Islam)	
Establish clear narratives within and across the periods they study	To explain the story of the development of Britain's national rail infrastructure, what life and travel were like before, during and now	To explain the story of the Silk Road and how it influenced the lives of people living in China, Baghdad and Britain, during its time and after.	To explain in brief the emergence, development and conclusion of the Greek empire and how it fits in with other global civilisations
Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.	To ask and answer more complex questions about the impact of the railway coming to Crowthorne (and later Sandhurst), looking at change, cause and effect and the significance of the railway on local development	To ask and answer more complex questions about the impact of early Islamic culture globally, explaining the significance of key differences such as religion, trade, maths and architecture	To ask and answer more complex questions about what caused the development of the Ancient Greek culture, the global consequences of its emergence and the significance of key differences such as writings, and myths and legends

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Focus	The railway in the local area since Victorian times <i>What was the impact of the railway on the local area?</i>	Baghdad c. AD 900 <i>How did early trade links influence the wider world?</i>	A study of Greek life and academic achievements & their influence on the western world <i>How did the academic achievements of the ancient Greeks influence the modern western world?</i>
Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretations	To compare a range of sources of evidence (including maps, photos etc.) of the local area that contributes to our understanding of what life was like for people at this time	To compare a range of sources of evidence of life in early Islamic civilisations to that which was available for other civilizations around at the time	To compare a range of texts that help us to picture life in the past. To know which types of evidence sources are the most important to our knowledge
Note connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)	To know the contrast in daily life in Sandhurst before the railway to after the railway, and describe the trends in transport over time	To discuss how the spread of early Islamic civilisations relates to the spread of other early religious civilisations e.g. Christianity and use appropriate historical terms when discussing	To know about the Greek Empire and how it was established and maintained, and how it compares to previous early civilisations studied (e.g. Ancient Egypt/ Ancient Rome)
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	To use reliable historical evidence to discuss the contrast between life before the railway and now with regards to travel and explain who has been most affected by it and why	To use reliable historical evidence to explain the impact of early Islamic civilisations on the wider world, particularly on the countries with which they had trade links	To use a range of reliable historical evidence to explain how the academic achievements of the ancient Greeks influenced the modern western world

Year	Year 6		
KS2 Objectives	Term 1	Term 2	Term 3
	Ancient China - The Shang Dynasty	British History	The British Empire
Focus	<p>Overview of where & when the earliest civilisations appeared & their achievements</p> <p><i>How did the technological achievements of the Shang Dynasty compare to those of the Bronze Age?</i></p>	<p>The Battle of Britain - A significant turning point in Britain history from 1914 to 1954</p> <p><i>How was The Battle of Britain a significant turning point in British History?</i></p>	<p>The impact of the British Empire on Britain, focusing on the colonisation of India</p> <p><i>What was the impact of the colonisation of India on Britain?</i></p>
Continue to develop a chronologically secure knowledge and understanding of local, British & World history	To know when early civilisations appeared including the Shang Dynasty and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use?	To know when and why WW2 started, who its leaders were and the locations of the countries involved	To find out when the British Empire began (18th C) and the events preceding it, to its greatest extent in 1922, and those following it. To know when India was first colonised and how this fits in with the three periods of the British Empire
Know and understand how people's lives and world events have shaped Britain	To explain the impact of the Shang Dynasty on the wider world	To understand the Luftwaffe's plans for invading Britain and the role Churchill's Few played in winning the battle for the skies, including the location of the Channel, South England coast and some Luftwaffe targets in the UK	To research and explain the impact of the British Empire on Britain
Know and understand how Britain has influenced the wider world	To examine the accomplishments of British Bronze Age civilisations with those of the Shang Dynasty	To discuss the role of Britain in WW2 and the significance of its contribution to the other countries involved.	To research and explain the impact of the British Empire on the countries it colonised and the wider world
Establish clear narratives within and across the periods they study	To describe the events of the Shang Dynasty, including the periods before and after	To describe the significance of some of the major events leading up to the Battle of Britain, the alliances that were formed both before and after the war and now what is meant by the 'Phoney War'	To gain a secure knowledge of key events during the time of the British Empire, including The Indian Mutiny in 1857 and how the empire changed Britain (immigration and emigration?)
Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.	To ask and answer complex questions about the significance of technological advances during the Shang Dynasty	To ask and answer complex questions about the significance of British aircraft technology in resisting German plans for invading Britain and the potential consequence should the Battle have been lost	To ask and answer questions about the significance of the establishment of the British Empire and how it evolved from a trading empire to a controlling empire and consider the morality and consequences of establishing an empire. What has happened to the empire in more recent times?

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	Ancient China - The Shang Dynasty	British History	The British Empire
Focus	<p>Overview of where & when the earliest civilisations appeared & their achievements</p> <p><i>How did the technological achievements of the Shang Dynasty compare to those of the Bronze Age?</i></p>	<p>The Battle of Britain - A significant turning point in Britain history from 1914 to 1954</p> <p><i>How was The Battle of Britain a significant turning point in British History?</i></p>	<p>The impact of the British Empire on Britain, focusing on the colonisation of India</p> <p><i>What was the impact of the colonisation of India on Britain?</i></p>
Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretations	To compare the evidence available for the Shang Dynasty to that which is available for other early civilisations, and discuss the validity of the sources.	To explore and discuss the wide range of sources available that contribute to our knowledge about the Battle of Britain, including the use of propaganda. Was it only the German's that used propaganda?	To compare the evidence available for the British Empire to that which was available for the Shang Dynasty and discuss the validity of the sources.
Note connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.)	To discuss how the Shang Dynasty relates to other Chinese dynasties and analyse trends over time (who, when, where, advances etc.)	To know and correctly use the terms used to describe the historical events of WW2, including invasion, occupation, propaganda, French Resistance, D-Day, espionage, alliance, allied, treaty	To discuss and contrast events of the Boer War to that of the World Wars studied. What trends and contrasts exist over time? What is the legacy of the British Empire?
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	To use reliable information to argue which would be better to live in, the Shang Dynasty or the Bronze Age	To use a range of reliable sources to argue the significance of the Battle of Britain in both British and European history, and why it is important to remember those who gave their lives for our freedom	To use reliable information to argue whether the British Empire was a good thing or not, why it is important to remember it, and what lessons can we learn by researching it

Remember	Recall facts and basic concepts	Define, duplicate, list, memorise, repeat, state
Understand	Explain ideas or concepts	Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate
Apply	Use information in new situations	Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Analyse	Draw connections among ideas	Differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test
Evaluate	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value, critique, weigh
Create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate