History Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reception	Development Matters Framework Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of 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 encountered in books read in class and storytelling. Enquiry questions covered: How have I changed since I was a baby? What are our favourite celebrations each year? Why do we wear different clothes at different times of the year?						
Year 1		Toys through time -living memory How have toys changed over time and how do we know? Events within living memory Cultures and pastimes Artefacts Local History similarity and difference Old and new Ask questions Use artefacts, pictures, stories, online sources Place artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer.	History of Flight- Wright Brothers How has flight changed over time? Local link and visit- Brooklands Museum. Local figure: link to Hilda Hewlett Events and people beyond living memory Travel and exploration Local History Location achievements and legacy Ask questions Use artefacts, pictures, stories, online sources Describe significant people from the past.			Healthcare Florence Nightingale and Edith Cavell How did Florence Nightingale and Edith Cavell help improve hospitals? Events society culture and pastimes artefacts local history- royal surrey Ask questions such as: Who and why do we remember Edith Cavell? What was it like for people?Use artefacts, pictures, stories, online sources Place events and artefacts in order on a time line.	

		Recount changes that have occurred in their own lives	Sequencing: Place events and artefacts in order on a time line. 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. Use dates where appropriate. Show an understanding of the concept of nation and		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.
			a nation's history.		
Year 2	Battle of Hastings Who was William the Conqueror and why did he build castles? Local History-Guildford Castle Conflict Events Settlement Location Observe or handle evidence to ask questions and find answers to questions about the past.What happened? How long agg2Uco	Great Fire of London. Why did the Great fire of London cause so much damage and what happened as a result? Events artefacts Samuel Pepys Local history -diarist John Evelyn Observe or handle evidence to ask questions and find answers to questions about the past. What happened? How long ago?		Polar Explorers- Robert Falcon Scott and Felicity Aston What happened in the 'Race to the South Pole' and why is Captain Scott remembered? Do people still explore the Polar regions today? Travel and exploration empire	
	long ago?Use artefacts, pictures, stories, online sources and	Use artefacts, pictures, stories, online sources		Observe or handle evidence to ask questions and find	

	atabases to find	and databases to find		answers to questions	
	ut about the	out about the past.		about the past.	
	ast.Identify some	Identify some of the		Use artefacts,	
	f the different ways	different ways the past		pictures, stories,	
	ne past has been	has been represented.		online sources and	
re	epresented.	nas been represented.		databases to find out	
	agarika kistorias	Describe historical		about the past.	
	escribe historical	events.			
ev	vents.	events.		Identify some of the	
DI	ace events and	Place events and		different ways the	
		artefacts in order on a		past has been	
	rtefacts in order on	time line.		represented.	
at	time line.			Describe birt in t	
Lle	se dates where	Use dates where		Describe historical	
		appropriate.		events.	
ар	ppropriate.	-FF P		Place events and	
Sh	how an			Place events and	
	nderstanding of			artefacts in order on	
	oncepts such as			a time line.	
	vilisation,			Use dates where	
	ionarchy,			appropriate.	
	arliament,			Show an	
	emocracy, and war			understanding of	
an	nd peace.			concepts such as	
	se words and				
				civilisation,	
	hrases such as: a			monarchy,	
	ng time ago,			parliament,	
	ecently, when my			democracy, and war	
	arents/carers were			and peace.	
	nildren, years,			Lice words and	
de	ecades and			Use words and	
	enturies to			phrases such as: a	
de	escribe the passing			long time ago,	
of	f time.			recently, when my	
				parents/carers were	
	Show an			children, years,	
	nderstanding of			decades and	
	ne concept of			centuries to describe	
	ation and a			the passing of time.	
	ation's history.				
				•Show an	
				understanding of the	
				concept of nation and	
				a nation's history.	
				/	

Year 3	Stone Age	Bronze to Iron Age	Ancient Egyptians
	What was 'new'	How did life change	and early
	about the New Stone	in Britain during	<u>civilizations</u>
	Age?	the Bronze Age and	Overview lesson:
	Food and Farming	Iron Age? Was it	What does a
	Settlements	for the better?	civilization need to
	Artefacts		grow and succeed?
	Society		Compare come of the
	Location	Give a broad overview of life in Britain from	Compare some of the times studied with
	Beliefs and pastimes	ancient until medieval	those of other areas
	beners and pastimes	times.	of interest around the
	To investigate and		world.
	To investigate and	Use appropriate	
	interpret the past	historical vocabulary	
		to communicate,	What were some of
	Use evidence to ask	including:	the significant
	questions and find	• dates	achievements for the
	answers to questions	 time period 	Ancient Egyptians
	about the past.	• era	and what did it help
		• change	them achieve?
	Suggest suitable	• chronology.	
	sources of evidence	Use literacy, numeracy and	Beliefs
	for historical enquiries.	computing skills to a	Achievements
		good standard in	Food and farming
	• Use more than one	order to communicate	
	source of evidence for	information about the	Use evidence to ask
	historical enquiry in	past.	questions and find
	order to gain a more		answers
	accurate		Describe the social, ethnic, cultural or
	understanding of		religious diversity of
	history.		past society.
			Suggest suitable
	Give a broad		sources of evidence
	overview of life in		for historical enquiry
	Britain from ancient		Use more than one
	until mediaeval times.		source of evidence
			for historical
	Compare some of		enquiries.
	the times studied with		Use sources in order
	those of other areas of		to gain a more
	interest around the		accurate
	world.		understanding of
			history. Describe different accounts of
			a historical event,

To build an arrestory			Lico courcos in order
To build an overview			Use sources in order
of world history			to gain a more
			accurate
Describe the social,			understanding of
ethnic, cultural or			history.
religious diversity of			Describe different
past society			accounts of a
pasesservy			historical event,
Describe the			explaining some of
characteristic features			the reasons why the
			accounts may differ.
of the past, including			• Suggest causes and
ideas, beliefs, attitudes			consequences of
and experiences of			some of the main
men, women and			events and changes
children.			in history.
			Use appropriate historical vocabulary
Understand			to communicate,
chronology			including:
			• dates
Place events, artefacts			• time period
and historical figures			• era
on a time line using			• change
-			 chronology.
dates <u>.</u>			• Use literacy,
Understand the			numeracy and
			computing skills to a
concept of change			good standard in
over time,			order to
representing this,			communicate
along with evidence,			information about the
on a timeline.			past.
Use dates and terms			
to describe events.			
<u>Communicate</u>			
historically			
mstorically			
Use appropriate			
historical vocabulary			
to communicate,			
including: dates,			
meruung. uuces,			

	time period, era,			
	change, chronology			
Year 4		Roman Britain	Britain's	The Viking and
			settlement by the	Anglo-Saxon
		How did the Roman	Anglo Saxons and	struggle for the
		Empire affect life in	Scots	Kingdom of
		Britain?		England to the time
			What new ideas and	<u>of Edward the</u>
		conflict	beliefs did the	<u>Confessor</u>
		society	Anglo-Saxons and	
		artefacts	Scots bring to	Raiders or settlers:
		main events	Britain?	how should we
		cultures and pastimes	Local history-	remember the
		Place events, artefacts	Guildford Saxon	Vikings?
		and historical figures on a timeline using	village beliefs	<i>How did the Anglo</i> <i>Saxons come to an</i>
		dates.	conflict	end?
		uates.	beliefs	conflict
		 Suggest suitable 	main events	society
		sources of evidence for	Understand the	Use evidence to ask
		historical enquire more	concept of change	questions and find
		than one source of	over	answers to questions
		evidence for enquiries.	time, representing	about the past.
			this, along with	Use more than one
		Give a broad overview	evidence, on a	source of evidence
		of life in Britain from	timeline.	for historical
		ancient until medieval		enquiries.
		times.	Give a broad	Give a broad
		Use order to gain a	overview of life in	overview of life in
		more	Britain from ancient	Britain from ancient
		accurate understanding	until medieval times.	until medieval times.
		of history.	Use dates and	Use sources in
		Describe different	terms to describe	order to gain a more
		accounts of a historical	events.	accurate
		event, explaining some	Use appropriate	understanding of history.
		of the reasons why the	historical vocabulary	Describe different
		accounts may differ.	to communicate,	accounts of a
			including:	historical event,
		Compare some of the	• dates	explaining some of
		times studied with	 time period 	the reasons why the
		those of other areas of	• era	accounts may differ.
			change	Describe the social,
			 chronology. 	ethnic, cultural or

Year 5	Ancient Greece	 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. Suggest causes and consequences of some of the main events and changes in history. Use appropriate historical vocabulary to communicate, including: dates time period era change chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	A non-European	 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Compare some of the times studied with those of 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 	A study of an	religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Suggest causes and consequences of some of the main events and changes in history. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Compare some of the times studied with those of other areas of interest around the world.
	- a study of Greek life and achievements and their influence on the western world How was Ancient Greek life different from our own?		A non-European society that provides contrasts with British history The Maya civilisation C 900 What was everyday life like in the Maya civilisation compared to the Saxons and		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Industrial Revolution	

What effect did it Vikings and how do What were the we know? benefits and have on the western world? Who was the better disadvantages of the Industrial Revolution? civilization: the Vikings, or the Maya? society beliefs Society Achievements and culture and **Beliefs** innovation pastimes civilization Link with residential civilization Ironbridge residential Use sources of Guildford- effect of Use sources of railway on canals evidence to deduce evidence to deduce information about the Use sources of information about past. evidence to deduce the past. information about the past. Describe the main Compare some of the changes in a period times studied with of history (using those of the other Describe the main terms such as: areas of interest changes in a period social, religious, around the world. of history (using • Describe the social, terms such as: social, political, technological and ethnic, cultural or religious, political, religious diversity of technological and cultural). Describe the social, past society. cultural). ethnic, cultural or • Describe the • Identify periods of religious diversity of characteristic features rapid change in past society. of the past, including history and contrast • Describe the ideas, beliefs, them with times of characteristic attitudes and relatively little features of the past, experiences of men, change. women and children. including ideas, beliefs, attitudes Use appropriate and experiences of Use appropriate historical vocabulary men, women and historical vocabulary to communicate. children to communicate. Use literacy, Use literacy, numeracy and computing skills to a Use appropriate numeracy and historical vocabularv computing skills to a exceptional standard to communicate. exceptional standard in order to in order to Use literacy, communicate numeracy and communicate information about the computing skills to a information about the past. exceptional past. • Use original ways to standard in order to • Use original ways to present information present information communicate and ideas. and ideas. information about the past.

	Use original ways to present		
	to present		
	information and		
	ideas.		
Year 6	A study of an	<u>A study of an</u>	Black History
	aspect or theme	aspect or theme in	Windrush Scandal:
	in British history	British history that	Identifying changes
	that extends	extends pupils'	in society and
	pupils'	chronological	demographics
	chronological	knowledge bevond	demographies
	knowledge	<u>1066- religion</u>	ТВС
	beyond 1066-	Twentieth Century	TBC
	religion	(WWI - Cold War)	
	Who was the	Conflict	
	most powerful	Events	
	individual in		
	Tudor England	How has conflict	
	and why?	changed over time?	
	Monarch	Use appropriate	
	Beliefs	historical vocabulary	
	empire	to communicate,	
	Travel and	including.	
	exploration	Use literacy,	
	Local History	numeracy and	
	Study	computing skills to an	
	RGS	exceptional standard	
	Hampton Court	in order to	
		communicate	
	Use appropriate	information about the	
	historical vocabulary	past.	
	to communicate.	Use original ways to	
	• Use literacy,	present information	
	numeracy and	and ideas.	
	computing skills to		
	an exceptional		
	standard in order to	Use sources of	
	communicate	evidence to deduce	
	information about	information about the	
	the past.	past.	
	Use original ways	Select suitable	
	to present	sources of evidence,	
	information and		
	ideas.		

	giving reasons for	
Use sources of	choices.	
evidence to deduce		
information about	Use sources of	
the past.	information to form	
	testable hypotheses	
Select suitable	about the past.	
sources of evidence,		
	Seek out and	
giving reasons for	analyse a wide range	
choices.	of evidence in order	
Use sources of	to justify claims about	
information to form	the past.	
testable hypotheses		
about the past.	Show an awareness	
	of the concept of	
 Seek out and 	propaganda and how	
analyse a wide	historians must	
range of evidence	understand the	
in order to justify	social context of	
claims about the	evidence studied.	
past.		
	Understand that no	
Show an	single source of	
awareness of the	evidence gives the full	
concept of	answer to questions	
propaganda and	about the past.	
how historians must	about the past.	
	Refine lines of	
understand the	enquiry as	
social context of		
evidence studied.	appropriate.	
Understand that		
no single source of		
evidence gives the	Identify continuity	
full answer to	and change in the	
questions about the	history of the locality	
past.	of the school.	
Refine lines of	. Compare come of	
enquiry as	Compare some of	
appropriate.	the times studied with	
	those of the other	
	areas of interest	
	around the world.	
Identify continuity		
and change in the		
-	Describe the social,	
history of the	ethnic, cultural or	

	1			
locality of the		religious diversity of		
school.		past society.		
• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.		• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children		
• 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				