



History: Key Stage 1

		Within living memory	Beyond living memory	Lives of significant people	Local history
		<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality
Year 1	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents 			<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live
Year 2			<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc).



History: Key Stage 2

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 		<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Year 3	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 		
Year 4	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor 	<ul style="list-style-type: none"> Absolute power of the monarchy: the Tudors 	<ul style="list-style-type: none"> Elizabeth Woodville connection to the Tudors



History: Key Stage 2

ANCIENT ANCIENTS (approx. 3000 years ago)		CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
<ul style="list-style-type: none"> Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 		<ul style="list-style-type: none"> Choose one of: Mayans Islamic Civilizations Benin Civilization 	<ul style="list-style-type: none"> Greek life and influence on the Western world
Year 3	<ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of Ancient Egypt 		
Year 4			<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics



History: Key Stage 2

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Year 5	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England 		<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time <p>Victorian industrial revolution through local study of canals and railways; Northampton shoe industry</p>
Year 6	<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons 	<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world <p>Democracy and votes for women; Modern monarchy from abdication of Edward VIII to current lines of succession; British Commonwealth</p>	



History: Key Stage 2

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Year 5			<ul style="list-style-type: none"> • Know about the impact that the ancient Mayan civilization had on the world • Know why they were considered an advanced society in relation to that period of time in Europe 	
Year 6				