

Subject	Aspect	Thread	Outcomes	Year
History	Year 1	Chandran & Gandhi	To say why a person is important.	1
History	Year 1	Chandran & Gandhi	To identify the impacts of an individual from given options.	1
History	Year 1	Charles Dickens	To say why a person is important.	1
History	Year 1	Communication Over Time	To identify how things have changed over time.	1
History	Year 1	Queen Elizabeth II & 1950s	To order given historical events with supporting imagery.	1
History	Year 1	Queen Elizabeth II & 1950s	To describe the settlements during the 1950s.	1
History	Year 1	Queen Elizabeth II & 1950s	To describe the achievements during the 1950s.	1
History	Year 1	Living Memory (King's Coronation)	To identify the impacts of an event from given options.	1
History	Year 1	Jemison & Armstrong	To discuss people from the past by looking at a range of sources.	1
History	Year 1	Nightingale & Seacole	To discuss how people were treated differently in the past.	1
History	Year 2	Castles & Henry VIII	To ask relevant questions to gain an understanding of history.	2
History	Year 2	Castles & Henry VIII	To answer relevant questions to gain an understanding of history.	2
History	Year 2	Castles & Henry VIII	To describe historical job roles.	2
History	Year 2	Castles & Henry VIII	To identify the actions that makes an individual significant.	2
History	Year 2	Explorers (Sinha & Baret)	To discuss how the treatment of people has changed over time (related to gender).	2
History	Year 2	Climate Change (inc. Thunberg)	To identify the impacts of a given individual.	2
History	Year 2	The Great Fire of London	To order given historical events.	2
History	Year 2	The Great Fire of London	To use selected sources to find answers to historical questions about an event in history.	2
History	Year 2	The Great Fire of London	To describe the changes to settlements of the 17 th century, resulting from The Great Fire of London	2
History	Year 2	The Great Fire of London	To describe the achievements of the 17th century, resulting from The Great Fire of London	2
History	Year 2	Changing Circuses	To identify how things have changed over time and suggest why.	2
History	Year 3	Strong Female Figures	To explore the motivations behind the actions of significant individuals.	3
History	Year 3	Strong Female Figures	To identify the impact of individuals and groups on a national scale.	3
History	Year 3	Ancient Egypt	To describe the settlements of Ancient Egyptians.	3
History	Year 3	Ancient Egypt	To describe the achievements of the Ancient Egyptians.	3
History	Year 3	Ancient Egypt	To understand how knowledge from the past is constructed from a range of sources.	3
History	Year 3	Shrinking World (Button & Fitzroy)	To describe the differing attitudes towards people within a time period (Empire and civilising).	3
History	Year 3	Stone Age to Iron Age	To order given historical events, demonstrating an awareness of BC/ BCE and AD.	3
History	Year 3	Stone Age to Iron Age	To describe the settlements of the Stone Age to Iron Age.	3
History	Year 3	Stone Age to Iron Age	To describe the achievements of the Stone Age to Iron Age.	3
History	Year 3	Stone Age to Iron Age	To identify the differences between the Stone Age to Iron Age with Ancient Egypt.	3
History	Year 4	Ancient Greece	To create a structured account of a time period, informed by a given timeline.	4
History	Year 4	Ancient Greece	To describe the settlements of the Ancient Greeks.	4
History	Year 4	Ancient Greece	To describe the achievements of the Ancient Greeks.	4
History	Year 4	Ancient Greece	To identify the similarities & differences between Ancient Greece and Ancient Egypt.	4
History	Year 4	Women in the Olympics	To identify the developments within an organisation, linking them to changes within wider societies.	4
History	Year 4	Witchcraft	To describe changing societal beliefs toward a specific group of society (related to gender).	4
History	Year 4	Alexander Graham Bell	To explore the impact of an individual on an international scale.	4
History	Year 4	The Windrush	To create an informed historical account using relevant historical information (from a range of sources).	4
History	Year 4	The Windrush	To identify results of historical situations, linking them to changes in society (both positive and negative).	4
History	Year 4	Roman Britain	To create a timeline, sequencing key historical events within a time period.	4
History	Year 4	Roman Britain	To describe the settlements of Roman Britain.	4
History	Year 4	Roman Britain	To describe the achievements of Roman Britain.	4
History	Year 5	Biles & Floyd	To describe how changing beliefs have shaped modern society.	5
History	Year 5	Biles & Floyd	To identify results of historical events, linking them to changes in society and considering the impact on people at the time. (George Floyd)	5
History	Year 5	Shackleton	To create an informed historical account by selecting relevant historical information (from a range of sources).	5
History	Year 5	The Space Race	To explore the significance of developing national interests and their outcomes.	5
History	Year 5	Colonisation (Australia)	To suggest reasons for differences in historical representations of the same event.	5
History	Year 5	Colonisation (Australia)	To identify the impacts of a nation's actions, considering different perspectives.	5

History	Year 5	Anglo-Saxons, Scots & Vikings	To create a timeline, sequencing key historical events and including additional information.	5
History	Year 5	Anglo-Saxons, Scots & Vikings	To describe the achievements of the Anglo Saxons.	5
History	Year 5	Anglo-Saxons, Scots & Vikings	To describe the settlements of the Anglo Saxons.	5
History	Year 5	Anglo-Saxons, Scots & Vikings	To describe the settlements of the Vikings.	5
History	Year 5	Anglo-Saxons, Scots & Vikings	To describe the achievements of the Vikings.	5
History	Year 5	Anglo-Saxons, Scots & Vikings	To identify the similarities, differences and trends between Roman Britain and the Anglo-Saxons & Vikings.	5
History	Year 5	Medicine: Then & Now	To recognise historical links between modern and historical practices, suggesting that some stay the same.	5
History	Year 6	WWII	To create a timeline, selecting the key historical events to include and adding additional information.	6
History	Year 6	WWII	To evaluate recounts of history recognising some as propaganda, opinion or misinformation.	6
History	Year 6	WWII	To identify the impact of a nation's actions, considering the immediate and ongoing effects.	6
History	Year 6	Victorians	To create a structured account of a time period, including key events and outlining their impacts.	6
History	Year 6	Victorians	To describe the settlements of the Victorians.	6
History	Year 6	Victorians	To describe the achievements of the Victorians (inventions)	6
History	Year 6	Victorians	To describe the achievements of the Victorians (education)	6
History	Year 6	Victorians	To note connections, contrasts and trends over time between the time periods taught in KS2.	6
History	Year 6	Apartheid & Mandela	To describe how a society's beliefs can be changed, including the impact world organisations can have.	6
History	Year 6	Apartheid & Mandela	To explore the legacy of a significant individual, considering shifting perspectives towards their plight.	6
History	Year 6	Mayans	To describe the achievements of the Mayans.	6
History	Year 6	Mayans	To describe the settlements of the Mayans.	6