

LONG TERM FORECAST		Key Stage 2 History		2017-2019	
Aims		Autumn	Spring	Summer	
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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 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 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 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 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 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 			<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world 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. 		
Year 3- Topic	Ancient Greece (T2)	Stone Age to Iron Age (T1)	The Victorians (T1)		
Y3 Assessment milestone	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology. Understand the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> Use dates and terms to describe events Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		

Year 4 Topic	Roman Empire and its Impact on Britain (T1)	Ancient Egypt (T2)	Local History (T2) - The River Mersey
Y4 Assessment milestone	<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Place events, artefacts and historical figures on a time line using dates. 	<ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
Year 5- Topic	The Kingdom of Benin	Anglo-Saxons (Focus on their settlement in Britain)	Vikings (Leading to their struggle for England with the Anglo-Saxons)
Y5 Assessment milestone	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Identify periods of rapid change in history and contrast them with times of relatively little change. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand that no single source of evidence gives the full answer to questions about the past.
Year 6 Topic	Mayan Civilisation	Tudors	Early Islamic Civilisation (Baghdad)
Y6 Assessment milestone	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use sources of information to form testable hypotheses about the past. 	<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Describe the social, ethnic, cultural or religious diversity of past society.

KS2 Milestones	To Communicate Historically	To understand chronology	To build an overview of world history	To investigate and interpret the past
Y3/4	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • 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. 	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
Y5/6	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with 	<p>Identify continuity and change in the history of the locality of the school.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past.

	<ul style="list-style-type: none">• decade• legacy.• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.	<p>times of relatively little change.</p> <ul style="list-style-type: none">• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.• Use dates and terms accurately in describing events.	<p>the other areas of interest around the world.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate.
--	--	--	--	--