





## **History**

	Year 1							
	Autum	ın	S	pring	Sur	nmer		
Year 1 Topics	The Enchanted Woodland	Magical Story Chest	On the Move	Superheroes	Dinosaur in the City	Oh I do like to be Beside the Seaside		
Year 1		<ul> <li>Focus- history of Toys</li> <li>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>Children will learn about changes within and beyond living memory.</li> <li>They should know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different periods</li> <li>They should understand some of</li> </ul>	<ul> <li>Focus - history of transportation</li> <li>Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>Children will learn about changes within and beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>(e.g. the first car)</li> <li>They should learn about the lives of significant individuals in the past who have contributed to</li> </ul>	Focus – history of significant individual  Pupils should develop an awareness of the past using common words and phrases relating to the passing of time  Children should learn about 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  They should know where the people and events they study fit within chronological framework and identify similarities and differences between	Focus –London in the past  Pupils should develop an awareness of the past using common words and phrases relating to the passing of time  They should understand some of the ways in which we find out about the past and identify different ways in which it is represented  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key	Focus – the seaside in the past  Pupils should develop an awareness of the past using common words and phrases relating to the passing of time  They should be taught about changes within and beyond living memory  They should identify similarities and differences between ways of life in different periods  Significant historical events, people and places in their own locality will be studied  They should		

		we find out about the past and identify different ways in which it is represented They should identify similarities and differences between ways of life in different periods	international achievements e.g Karl Benz, Significant historical events, people and places in their own locality will be studied.	ways of life in different periods		the ways in which we find out about the past and identify different ways in which it is represented  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Year 2 Topics	Towers, Tunnels and Turrets	Fire	Ice	Adventure	Homes and Habitats	Fit 4 Life
	<ul> <li>including local study of Arundel Castle/Priory Park Motte and Bailey</li> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>They should know where</li> </ul>	Pupils should develop an awareness of the past using common words and phrases relating to the passing of time		<ul> <li>They should be taught about events beyond living memory that are significant nationally or globally.</li> <li>They should know</li> </ul>		Pupils should ask and answer questions, choosing and using parts of stories and other sources understand some of the ways in which we find out about the
	the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  Pupils should ask and answer questions choosing and using parts of stories and other sources to show that they	They should know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different periods.		where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  They should ask and answer questions choosing and using parts of stories and		past and identify different ways in which it is represented Significant historical events, people and places in their own locality will be studied. Children will use a wide vocabulary of

	know and understand key features of events.  They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  They should be taught about significant historical events, people and places in their own locality	<ul> <li>They should use a wide vocabulary of every day historical terms.</li> <li>They should be taught about lives of significant individuals in the past who have contributed to national achievements.</li> </ul>		other sources to show that they know and understand key features of events  They should understand some of the ways in which we find out about the past and identify different ways in which it is represented  They should be taught about lives of significant individuals in the past who have contributed to national and international achievements		everyday historical terms  Children will put events in Chichester into a chronological framework  They should be taught about changes within and beyond living memory  They should identify similarities and differences between ways of life in different periods  They should ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events.
Year 3 Topics	Stones and Bones	Mighty Metals	I Want N	Лу Mummy	Romans On The Rampage	Raindrop To River
Year 3	Focus- Changes in Britain from the Stone Age to the Iron Age  • Pupils should continue to develop a chronologically secure knowledge and understanding of British history  • Children should know and understand the		<ul> <li>earliest civilizations – a when the first civilizati</li> <li>Pupils should continue secure knowledge and history, establishing claacross the periods the</li> <li>They should note conn</li> </ul>	to develop a chronologically understanding of world ear narratives within and	Focus - the Roman Empire and its impact on Britain (focus on Roman Chichester and Fishbourne Palace)  Children will know and understand the history of these islands as a coherent, chronological	

a coherent and chronological narrative, from the earliest times to the present day  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  Children will study Skara Brae and Stonehenge	<ul> <li>Societies will be studied</li> <li>Children will consider the nature of civilisations, gaining and deploying a historically grounded understanding of abstract terms e.g. civilisation</li> <li>Understanding will be developed of the methods of historical enquiry, including how evidence is used rigorously to make historical claims</li> </ul>	earliest times to the present day Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children will discover how Britain has influenced and been influenced by the wider world Children will know and understand significant aspects of the history of the wider world and the expansion and dissolution of empires Pupils should gain and deploy a historically grounded understanding of abstract terms e.g. empire Understanding will be developed of the methods of historical
---	---	--

					how evidence is used rigorously to make historical claims  Children will start to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance They should start to understand the connections between short and long term timescales Children will study Roman invasion of Britain Children will study British resistance, for example, Boudica Children will do a local study of Fishbourne Roman Palace	
Year 4 Topics	Off with her Head	A Taste of India	I Pred	ict a Riot!	Carnival of Animals	Secret Shores
Year 4	Focus - the changing power of the Tudor monarchs  • Pupils will study of an aspect or theme in British history that extends their chronological knowledge beyond 1066		Focus – Anglo-Saxons and Vikings  • Children will learn about the Viking and Anglo-Saxon Struggle for the kingdom of England • Children should learn about Viking raids and invasions; Danegeld; Anglo-			

Pupils will study the	Saxon Kings, laws
changing power of	and justice
monarchs using a	They should know
case study of the	and understand the
changing power of	history of these
the Tudor monarchs	islands as a coherent
the rador monarchs	and chronological
They should know	narrative , from the
and understand the	earliest times to the
history of these	present day
islands as a coherent	• They should know
and chronological	how people's lives
narrative , from the	have shaped the
earliest times to the	nation and how
present day	Britain has
present day	influenced and been
They will know how	influenced by the
people's lives have	wider world
shaped the nation	Pupils should
and how Britain has	continue to develop
influenced and been	a chronologically
influenced by the	secure knowledge
wider world	and understanding
	of British, local and
Children will gain	world history,
historical perspective by	establishing clear
placing their growing	narratives within
knowledge into different	and across the
contexts, understanding	periods they study.
the connections between	• They should gain and
local, regional, national	deploy a historically
and international history;	grounded
between cultural,	understanding of
economic, military,	abstract terms e.g.
political, religious and	peasantry
social history	• They should
	understand the
Pupils should ask	methods of
perceptive questions,	historical enquiry,

I	Alaimi, autainaili,i-l-	in alreading a born	
	think critically, weigh	including how	
	evidence, sift arguments,	evidence is used	
	and develop perspective	rigorously to make	
	and judgement.	historical claims and	
		discern how and	
•	They should construct	why contrasting	
	informed responses that	arguments and	
	involve thoughtful	interpretations of	
	selection and	the past have been	
	organisation of relevant	constructed	
	historical information	Children will start to	
		understand	
		historical concepts	
		such as continuity	
		and change, cause	
		and consequence,	
		similarity, difference	
		and significance, and	
		use them to make	
		connections and	
		draw contrasts	
		They should frame	
		historically valid	
		questions and create	
		their own structured	
		accounts including	
		written narratives	
		and analysis	
		Children should gain	
		historical	
		perspective by	
		placing their growing	
		knowledge into	
		different contexts,	
		understanding the	
		connections	
		between local,	
		regional and	
		national history and	
		nacional motory and	<u>l</u>

			between short and		
			long term timescales		
Year 5 Topics	Victorians	Space	Natural Disasters/	Enterprise	Greeks
	Victorialis	Space	Materials	Enterprise	dieeks
Year 5	Focus – the legacy of the				Focus - Ancient Greece –
	Victorian period				a study of Greek life and
					achievements and their
	<ul> <li>Pupils should continue to</li> </ul>				influence on the western
	develop a chronologically				world
	secure knowledge and				
	understanding of British				<ul> <li>Children should know</li> </ul>
	history				and understand
	<ul> <li>Children should study of</li> </ul>				significant aspects of
	an aspect or theme of				the history of the
	British history that				wider world; the
	extends their				nature of ancient
	chronological knowledge				civilisations; the
	beyond 1066				expansion and
	<ul> <li>They should know and</li> </ul>				dissolution of empires;
	understand the history of				achievements and
	these islands as a coherent				follies of mankind
	and chronological				<ul> <li>Children should study</li> </ul>
	narrative, from the earliest				the achievements of
	times to the present day				the earliest
	They should know how				civilizations – an
	people's lives have shaped				overview of where
	the nation and how Britain				and when the first
	has influenced and been				civilizations appeared
	influenced by the wider				Pupils should continue
	world				to develop a
	Pupils will gain a				chronologically secure
	knowledge of the				knowledge and
	Victorians' legacy on later				understanding of
	parts of History and				world history,
	present day				establishing clear
	Pupils will gain and deploy				narratives within and
	a historically grounded				across the periods
	understanding of abstract				they study
	terms e.g. empire				

They should understand		ey should note
historical concepts such as	CO	nnections, contrasts
continuity and change,		d trends over time
cause and consequence,		d develop the
similarity, difference and		propriate use of
significance, and use them	his	storical terms.
to make connections and	• Th	ey should gain and
draw contrasts, analyse	de	ploy a historically
trends	gro	ounded
They should frame	un	derstanding of
historically valid questions	ab	stract terms e.g.
and create their own	civ	vilisation
structured accounts	• Ch	ildren should
including written	un	derstand historical
narratives and analysis	col	ncepts such as
They should understand		ntinuity and change,
the methods of historical		use and
enquiry, including how	col	nsequence,
evidence is used rigorously	sin	nilarity, difference
to make historical claims		d significance, and
and discern how and why		e them to make
contrasting arguments and	col	nnections and draw
interpretations of the past	col	ntrasts, analyse
have been constructed		ends
Children should gain		ey will frame
historical perspective by		storically valid
placing their growing		estions and create
knowledge into different	·	eir own structured
contexts, understanding		counts including
the connections between		ritten narratives and
local, regional and national		alysis
and international history		ey should
;between cultural,		derstand the
economic, political and		ethods of historical
social history and short		quiry, including how
and long term timescales		idence is used
and long term timescares		orously to make
		storical claims and
		scern how and why
	l uis	Secrit How alla willy

1		
		contrasting arguments
		and interpretations of
		the past have been
		constructed
		They should gain
		historical perspective
		by placing their
		growing knowledge
		into different contexts
		and between cultural,
		economic, military,
		political, religious, and
		social history and
		short and long term
		timescales
		Pupils should ask
		perceptive questions,
		think critically, weigh
		evidence, sift
		arguments, and
		develop perspective
		and judgement.
		They should construct
		informed responses
		that involve
		thoughtful selection
		and organisation of
		relevant historical
		information
		They should
		understand how our
		knowledge of the past
		is constructed from a
		range of sources
		Pupils will start to
		understand the
		complexity of people's
		lives, the process of
		change, the diversity
		change, the diversity

					of societies and relationships between different groups, as well as their own identity and the challenges of their time
Year 6 Topics	The Home F	ront	Hola Mexico!	Vive la France!	I'm a Survivor
Year 6	Focus – WW2 Tangmere - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality  • Children should study local history linked to a study of an aspect or theme of British history that extends peoples chronological knowledge beyond 1066 and that is significant in the locality  • Children should know and understand the history of these islands as a coherent and chronological narrative , from the earliest times to the present day  • Pupils should continue to develop a chronologically secure knowledge and understanding of British history  • Children should know now how people's lives have shaped the nation and how Britain has influenced and		<ul> <li>Children should study a non-European Society that can be used as a contrast with British History</li> <li>Children should know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires and achievements and follies of mankind</li> <li>Characteristic features of past non-European societies will be studied</li> <li>Children should gain and deploy a historically grounded understanding of abstract terms e.g. Children should study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</li> <li>They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends,</li> <li>Children will frame historically valid questions and create their own structured accounts including written narratives and analysis</li> </ul>		Focus – Crossing the Atlantic: Windrush and its legacy  • Children should know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day  • Pupils should continue to develop a chronologically secure knowledge and understanding of British history  • Children should know now how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world  • Pupils should continue to develop a

- been influenced by the wider world
- Children should study the local historical significance of Tangmere and Chichester during WW2
- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends
- Children should frame historically valid questions and create their own structured accounts including written narratives and analysis
- Children should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why

- Pupils should ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- They will 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
- They should gain historical perspective by placing their growing knowledge into different contexts and between cultural, economic, military, political, religious, and social history and short and long term timescales
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children should frame historically valid questions and create their own structured accounts including written narratives and analysis
- Children should 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
- Pupils will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

- chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends
- Children should frame historically valid questions and create their own structured accounts including written narratives and analysis
- Children should understand the methods of historical enquiry, including how evidence is used rigorously to make

contrasting arguments and			historical claims and
interpretations of the past			discern how and why
have been constructed			contrasting arguments
Children should gain			and interpretations of
historical perspective by			the past have been
placing their growing			constructed
knowledge into different			<ul> <li>Children should gain</li> </ul>
contexts and between			historical perspective
cultural, economic, military,			by placing their
political, religious, and social			growing knowledge
history and short and long			into different contexts
term timescales			and between cultural,
They should construct			economic, military,
informed responses that			political, religious, and
involve thoughtful selection			social history and
and organisation of relevant			short and long term
historical information			timescales
			<ul> <li>They should construct</li> </ul>
			informed responses
			that involve
			thoughtful selection
			and organisation of
			relevant historical
			information.
I .			