

KS1		Y1										Y2									
History		What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What am I?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?	What could my classroom be made of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is home?	How will we get around in the future?		
<b>Historical understanding</b>	develop an awareness of the past, using common words and phrases relating to the passing of time																				
	know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods																				
	use a wide vocabulary of everyday historical terms																				
	ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events																				
	understand some of the ways in which we find out about the past																				
	identify different ways in which it is represented																				
<b>Historical knowledge</b>	changes within living memory - where appropriate, these should be used to reveal aspects of change in national life																				
	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]																				
	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]																				
	significant historical events, people and places in their own locality																				

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Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

KS2		Y3			Y4			Y5			Y6		
History		Where does the darkness come from?											
		How can we find out about people in the past?											
History		What is underneath our feet?											
		Why did people travel in the past?											
History		How can you feel the force?											
		How do plants die?											
History		What is the difference between surviving and being healthy?											
		What is the difference between noise and sound?											
History		Why are more people becoming vegetarian?											
		Why do we live here?											
History		What is creativity?											
		What should you flush down the loo?											
History		Who has stood here before us?											
		How can we switch off?											
History		Where does our water come from?											
		What does the Earth look like from the Solar System?											
History		How can you show what you believe in?											
		Where is our twin?											
History		How can science help the homeless?											
		Who is trading with whom?											
History		What makes a good performance, great?											
		How are you helping to save our planet?											
History		What do forces actually do?											
		How are lives saved?											
History		Who were the greater engineers?											
		Linnaeus and Darwin - how are they connected?											
History		Where does our food really come from?											
		How do we all live together?											
History		Why are shadows important?											
		How big is your footprint?											
Historical understanding	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												
	note connections, contrasts and trends over time and develop the appropriate use of historical terms												
	regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance												
	construct informed responses that involve thoughtful selection and organisation of relevant historical information												
	understand how our knowledge of the past is constructed from a range of sources												
Historical knowledge	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													