



British History encompasses the history of what is now the United Kingdom, which is made up of four constituent countries: England, Scotland, Wales, and Northern Ireland. British history is rich and complex and it includes a wide range of events and developments that have shaped the region and influenced the world.

Know how the lives of wealthy people were different from the lives of poorer people.
Know why and how buildings have been influenced by the Normans.
Know the significance of the Domesday Book.
Know the importance of the ruler at this time.

To use dates and historical language in their work.
To describe historical events from the different period/s they are studying/have studied.
To appreciate that significant events in history have helped shape the country we have today.
To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
To appreciate how historical artefacts have helped us understand more about British lives in the present and the past.



A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
How did Great Britain succeed against adversity during world war 1 and 2?

Year 6

Know how Britain has had a major influence on the world.

Know how to place features of historical events and people from the past societies in a chronological framework.

To say where a period of history fits on a timeline.
To place features of historical events and people from past societies and periods in a chronological framework.
To summarise the main events from a specific period in history, explaining the order in which key events happened.
To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. To summarise how Britain has had a major influence on world history.
To describe features of historical events and people from past societies and periods they have studied.
To describe a key event from Britain's past using a range of evidence from different sources.
To pose and answer their own historical questions.

A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.
Why were the Norman castles certainly not bouncy?

Year 5

Know how Britain changed between the end of the Roman occupation and 1066.
Know about Anglo-Saxons attempted to bring about law and order in the country.
Know that during the Anglo-Saxon period Britain was divided into many kingdoms.
Know that the way kingdoms were divided led to the creation of some of our county boundaries today.

To know that people who lived in the past cooked and travelled differently and used different weapons.
To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.
To appreciate that wars have happened, and are often associated with invasion, conquering or religious differences.
To recognise that people's way of life in the past was dictated by the work they did.
To appreciate that the food people ate was different, because of the availability of different sources of food.

Britain's settlement by Anglo-Saxons and Scots
Were the Anglo-Saxons really smashing?

Year 4

Know about a famous person from the UK
Know about an event that happened long ago, even before their grandparents were born.
Know what we use today instead of a number of older given artefacts.
Know how the local area is different to the way it used to be a long time ago.

To recount some interesting facts from a historical event.
To give some examples of things that are different in their life from that of their grandparents when they were young.
To explain why Britain has a special history by naming some famous events and some famous people.
To explain what is meant by a parliament.
To research about a famous event that happens in Britain and why it has been happening for some time.

A study of a non-European society that provides contrasts with British history
Who were the Mayans and what have we learnt from them?

Year 3

To use dates and historical language in their work.
To draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.
To make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
To describe historical events from the different period/s they are studying/have studied.

Know about, and name, some of the advanced societies that were in the world about 3,000 years ago.
Know about the impact that the Mayan civilization had on the world.

Lives of significant individuals in the past.
What was life like when the Queen came to the throne in 1953?

Year 2

Know what a number of older objects were used for.
To know the main differences between their school days and that of their grandparents.
Name a famous person from the past and explain why they are famous.

To appreciate that some famous people have helped our lives be better today.
To begin to identify the main differences between old and new objects.
To understand that we have a queen who rules us and that Britain has had a king or queen for many years.

Events beyond living memory - What were the people like who lived in the past?

Year 1

Nursery

Begin to make sense of their own life-story and family's history.

Reception

Talk about the lives of the people around them and their roles in society.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the world
Past and present

EYFS