

| Strand | National Curriculum Outcomes Year 1 and 2 (Key Stage 1) | Milepost 1 | A Day in the Life | Buildings | From A to B | People of the Past | The Magic Toymaker | Time Travellers | Treasure Islands |
|---|---|---|----------------------|-----------|-------------|-----------------------|-----------------------|--------------------|---------------------|
| | | | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| Historians and their research methods | | 1.01 Be able to formulate questions about objects from the past | | | | | | | |
| | | 1.02 Understand that we are still collecting evidence about the past | | | | | | | |
| | | 1.03 Be able to select and record relevant information about the past | | | | | | | |
| | | 1.04 Know that there are a variety of ways to learn about the past | | | | | | | |
| Time and Chronology | Changes within living memory – where appropriate, these should be used to reveal aspects of | 1.05 Know about the significant events and dates of their own lives | | | | | | | |
| | | 1.06 Know that how people talk about time is influenced by culture | | | | | | | |
| | The lives of significant individuals in the past.... Events beyond living memory.... | 1.07 Be able to order events and objects chronologically | | | | | | | |
| | | 1.08 Be able to suggest reasons for change | | | | | | | |
| | | 1.09 Be able to identify results/consequences of historical events | | | | | | | |
| | The lives of significant individuals in the past who have contributed to national and international | 1.10 Know differences between their own lives and those of people from the past | | | | | | | |
| | | 1.11 Understand that technological development is not a recent phenomenon | | | | | | | |
| | Events beyond living memory that are significant nationally or globally [for example, the Great | 1.12 Understand that events/situations have causes and effects | | | | | | | |

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| Cause and Effect | Events beyond living memory that are significant nationally or globally [for example, the Great | 1.13 Be able to associate causes and effects of change. | | | | | | |
| | Events beyond living memory that are significant nationally or globally [for example, the Great | 1.14 Know that commemorative events may give insight into different nations | | | | | | |

| IPC STRAND | NC outcomes | MILEPOST 2 | | Different Places Similar | Scavengers and Settlers | Island Life | All aboard |
|---|--|--|--|--------------------------|-------------------------|-------------|------------|
| English National Curriculum coverage opportunities | | | | 4 | 3 | 3 | 4 |
| Historians and their research methods | | 2.01 Be able to formulate questions about events from the past | | | | | |
| | | 2.02 Understand that there are different accounts of the same event | | | | | |
| | | 2.03 Be able to select and record relevant information including multiple sources | | | | | |
| | | 2.04 Know that historians study an artefact within its historical context | | | | | |
| Time and chronology | Changes in Britain from the Stone Age to the Iron Age. 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 | 2.05 Know about the significant events, dates and features of past societies | | | | | |
| | | 2.06 Know that there is a significant division in how we organise time called year zero | | | | | |
| | | 2.07 Be able to organise events and societies chronologically | | | | | |

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| Cause and effect | | 2.08 Be able to suggest reasons for particular events and changes | | | | | |
| | | 2.09 Be able to describe results/consequences of historical events, situations | | | | | |
| | | 2.10 Know about similarities and differences between past and present lifestyles | | | | | |
| | | 2.12 Understand that multiple causes contribute to change | | | | | |
| | | 2.13 Be able to give an opinion on the most significant contributor to change | | | | | |
| | | 2.14 Know the history of people and/or places they have a connection with | | | | | |

| IPC STRAND | NC outcomes | MILEPOST 3 | 900CE Final | Great The Bold and The Brave | Space Scientists | The Holiday Show |
|---|---|---|-------------|------------------------------|------------------|------------------|
| English National Curriculum coverage opportunities | | | 6 | 5 | 5 | 5 |
| Historians and their research methods | | 3.01 Be able to formulate questions related to | | | | |
| | | 3.02 Understand why accounts of the same event | | | | |
| | | 3.03 Be able to analyse the viewpoint and resulting bias in historical sources | | | | |
| | | 3.04 Know how historians build inferences about the past based on evidence | | | | |
| Time and chronology | 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. | 3.05 Know about the features of particular periods | | | | |
| | | 3.06 Know that the same period or event can be | | | | |
| | | 3.07 Be able to classify and organise events and societies both chronologically and regionally | | | | |
| Cause and effect | | 3.08 Be able to infer reasons for historical events, | | | | |
| | | 3.09 Be able to explain results/consequences of | | | | |
| | | 3.10 Know how ideas, beliefs and attitudes in the | | | | |
| | | 3.11 Understand ancient and modern technological developments and their impacts | | | | |
| | | 3.12 Understand how multiple causes contribute to a change | | | | |
| | | 3.13 Be able to identify the 'trigger' that led to change and development | | | | |
| | | 3.14 Know how the history of one country may directly impact another | | | | |