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| A picture containing icon  Description automatically generated  **Hennock Community Primary School**  **History Curriculum**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of History should inspire children’s curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes the learning focused for the children. Big Questions are chosen for each historical topic, to pique children’s interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.  Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.  Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors. |
| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | Y1 - **Changes within living memory** – My Life  modern, after, now, then, before, new, newer, newest, old, older, oldest, future, century, present, past, future, history, today | **Y1 - Events beyond living memory that are significant nationally or globally** – dinosaurs/moon landing or other event based on children’s interests  past, present, future, extinct, long ago, before, after, change, dinosaurs | **Y1 - Significant historical events, people and places in their own locality. -** Devonshire explorers  past, present, future, long ago, before, after, change, explorers, voyage, Victorian times, Sir Walter Raleigh, Francis Drake, Robert Scott | | **Y2 – Historical vocab**  modern, recent, long ago, older, present, century, in the past, present | **Y2 – Tudors**  House, beam, chimney, thatch, roof, wattle and daub, Henry IIIV, status, wealth, nobles, potage, diet, partridge, marzipan, ale, lavish, doublet, breeches, corset, kirtle, gown, wool, silk, leather, satin, velvet, noblemen, cape, ruff, hose, chemise, farthingale, petticoat, kirtle | **Y2 - Romans**  Romans, invasion, conquest, empire, Julias Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Boudica, rebellion, Hadrian, turret, milecastle, fort, Picts, Gods, Goddesses, rituals, sacrifice, worship, festival, omen, superstition, prayer |   **Lower KS2 History Vocabulary List**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | The Victorians  Queen Victoria, Albert, Workhouse, invention, Victorian, steam engine, Punch and Judy, rich, poor, chimney sweep, slate, chalk, cane, blackboard, abacus, whip & top, yo-yo, Diablo, horse, carriage, mangle, quill, ink, empire, sources, primary sources, secondary sources, eye witnesses | Ancient Greece  Timeline, AD, BC, chronological order, place, position, ancient, modern  Empire, Europe, Asia, conquer, battle, city state, invasion, invade  Democracy, Ekkleria, Boule, Dikasteria, member of parliament, vote, citizen, politics, represent, state  Gods and Goddesses, Hercules, Hermes, Zeus, Poseidon, Ares, Aphrodite, Theseus, Achilles, Odysseus, Perseus, Jason, Minotaur, Gorgon, Hydra, Cyclops, Cerberus, Chimera, myths.  Olympics, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, pankration.  Home Life agora, amphora, chiton, altar, sources, primary sources, secondary sources | The Romans  Empire, Roman, Julius Caesar, Spread, invade, army, roads, soldier, structure of the army, Exeter, Hadrian’s wall, Boudicca, rebellion, coliseum, mosaic, culture, beliefs, roman gods, bath, toga, villa, gladiator, amphitheatre, chariot, barbarian, mythology, basilica, pantheon, shield, sword, coin, Rome, slave, sewer, viaducts, sources, primary sources, secondary sources | Historical European Artists  (Linked to Art Curriculum)  pointillism, impressionist technique, sketch media, pastel, colour mixing, impasto | Classical Composers  (Linked to Music Curriculum)  Composer, orchestra, instruments, musical notes, scores, musical composition, solo, ensemble, accuracy, fluency, control and expression, musical notations |   **Upper KS2 History Vocabulary List**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years,  impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of, extent of change,  my conclusion is that historian  archaeologist, archaeology | Stone Age, Iron Age, Celts, Ancient civilisations, Ancient Egyptians, Egyptologist, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, The Victorians, The Industrial Revolution, 20th century, | World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, | Democracy, Parliament, vote, suffrage, Houses of Parliament, represent, | Native Americans, culture, stereotype, diversity, traditional, view, attitudes,  The Ancient Maya, Central America, Mexico, empire, city-state, pok-ta-pok, stele, | astrology, astronomy, codex, excavate, cenote, | variety of sources, different experiences, this source, suggests that, I can infer that, impression, the source omits to mention, the purpose, reliability,  propaganda, one sided, biased, motive, mistake, primary, evidence, eye witness, Secondary, evidence, could have been, might have been, this source suggests that, this source doesn’t show that, reliable, could have been, might have been, may be, |   Our History curriculum is delivered as a two-year rolling programme in KS2 as we have classes in curriculum phases; children are immersed in the subject using a variety of practical and cross-curricular learning opportunities for example – Writing opportunities linked with Themed days or the use of Outdoor learning.  This is taught weekly each half term using a ‘big question’ to start the topic and with each lesson helping to develop the children’s interests, investigative and inquiry skills.  When planning lessons teachers ensure that historical skills are included and developed upon as well as knowledge-based learning.  We use our Outdoor Learning sessions where appropriate to support and complement our History Topics. Children are taught new or prior taught knowledge to build upon their understanding. For example, Roman Numeral clocks, build their own Roman Amphitheatre, WW2 Bomb Shelters, Ancient Greek Olympic events and historical toys.  We build on a child’s vocabulary by teaching the children subject specific vocabulary at the beginning of each topic. Teacher’s will continually model the use of these Tier 3 words throughout the topic, which the children will become more secure in as they develop their understanding of the topic they are learning about.  Through exploring artefacts (old toys), school visits (Museum, Bygones, Paignton Zoo, Dawlish Warren), visitors to the school (parents, grandparents, historical people) and immersing themselves in historical themed days (Victorian school day, Roman and Viking Day), children are inspired to extend their knowledge of their own history, Britain’s past and that of the wider world. Whole school celebrations and memorial days e.g Armistice day, Queens Jubilee. |
| **The National Curriculum** |
| **Pupils are taught:**  **In Key Stage 1:**  • 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  • Significant historical events, people and places in their own locality.  **In Key Stage 2:**  • 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 – ‘Exeter’  • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Mayan Civilisation  • 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; B   |  | | --- | | **Progression of Key Skills** | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Strand** | **Year 1** | **Year 2** | **Year 3/4** | **Year 5/6** | | | **Finding Out About the Past**  **(Enquiry)** | **Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.** | |  |  |  | | Can I talk, find out about and share my experiences of the past and present?  Can I talk about and describe artefacts from the past and present?  Can I ask and answer questions about life for the people and artefacts? | Can I give reasons for and describe changes that have taken place within my experiences?  Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past?  Can I compare aspects of the present with the past and describe simple similarities and differences? | By the end of year 4…  Can I use a range of information to ask and answer questions about the past?  Can I use interpretations, pictures and written sources to build a picture about the past?  Can I give reasons why peoples account of the same event may be different?  Can I talk about sources of information that contain negative views and accounts?  Can I ask and answer questions about an archaeological site? | By the end of year 6…  Can I answer questions about the past selecting information from a wide range of sources?  Can I use appropriate terminology and methods to present information about the past?  Can I identify different ways in which people have represented and interpreted the past?  Can I talk about and give reasons for an event being interpreted in a range of different ways?  Can I talk about why some written sources may give a negative view or account?  Can I explore a range of sources of information/accounts about an archaeological site?  Can I select, combine and present information from more than one source?  Can I give reasons for negative views and accounts in written sources of information?  Can I recognise some of the strengths and limitations in terms of archaeological evidence? | | | **Finding Out About the Past**  **(Chronology)** | **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?** | | **Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?** | | | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences?  Can I place objects and events within my experience, in time order?  Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year? | Can I talk about events, places and people beyond living memory?  Can I place objects, people and events beyond my own experiences in time order?  Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present? | Can I describe how the past has been divided into different periods of time?  Can I explain my reasons for placing objects, people and events in a particular order?  Can I use dates and historical terms to describe historical periods?  Can I use the terms BC and AD to locate dates of invasion and occupation? | Can I describe the key characteristics and features of a range of different periods of history?  Can I describe changes that have taken place within and across historical periods?  Can I use historical terms effectively to describe periods within history?  Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?  Can I compare and contrast features of historical periods identifying similarities and differences?  Can I describe and analyse the impact of change within and between periods in the past?  Can I analyse and evaluate the cause and effect of changes that took place in the past? | | | **Historical Events** | **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]** | |  | **Can I describe features of past events and make links between them?** | | | Can I talk about events in my life and the lives of people I know? | Can I talk about and describe, in simple terms features of events in my past, and that of members of my family? | Can I describe features of historical events beyond living memory?  Can I identify common themes and features?  Can I compare similar events from the present and past?  Can I talk about the impact of events on the lives of the people of the time? | Can I describe a range of different features of key historical events?  Can I compare and contrast events from different historical periods?  Can I explain and give reasons for events in the present and past?  Can I talk about the impact of events on different groups within society at that time?  Can I understand and explain the reasons for, and results of, key historical events?  Can I interpret and evaluate a key historical event from more than one perspective or view point?  Can I support my evaluations with a range of evidence from a range of sources? | | | **Lifestyles of People in the Past** | **Significant historical events, people and places in their own locality** | |  |  |  | | Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc? | Can I talk about and describe my life?  Can I talk about similarities and differences between my life and someone I know?  Can I talk about my thoughts about life in the past based on first-hand experiences? | Can I compare and contrast the ways of life of people from different historical periods?  Can I compare and describe features of life now and in the past beyond living memory?  Can I describe and give reasons for the changes and differences in lifestyle in the past and present?  Can I compare and describe the characteristics of a range of significant groups from the past? | Can I identify and describe features and characteristics of past societies?  Can I compare and analyse the factors that caused change in the past?  Can I talk about the impact of change on past societies, e.g. displacement due to war?  Can I describe and give reasons for the beliefs held by different societies in the past?  Can I compare and contrast the distinctive features of past societies? | | | **Significant Historical People** | **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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.** | |  |  |  | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences? | Can I talk about and describe events in the life of a well-known historical person? | Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with?  Can I identify and describe key events in their life from a range of sources of information? | Can I use a range of sources of information to find out about significant historical people from a key historical period?  Can I compare and contrast a range of information about a significant historical person?  Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods? | | | |
| **History Rolling Programme** |
| **EYFS**  **Year A:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn term –** Gunpowder plot (1605) | **Spring term –** Kings and Queens (various times) | **Summer term -** Toys from the past (1960s) | | **Development Matters** | - Compare and contrast characters from stories, including figures from the past. (UW) | - Compare and contrast characters from stories, including figures from the past. (UW) | - Comment on images of familiar situations in the past. (UW) | | **Early Learning Goals** | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)  - Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)  - Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)  - Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) |   **Year B:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn -** The Great Fire of London (1666) | **Spring -** Significant Explorers (1900s) | **Summer -** War and Remembrance (1914) | | **Development Matters** | - Compare and contrast characters from stories, including figures from the past. (UW) | - Compare and contrast characters from stories, including figures from the past. (UW) | - Compare and contrast characters from stories, including figures from the past. (UW) | | **Early Learning Goals** | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)  - Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)  - Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) | - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)  - Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) |   **KS1**  **Year A:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn term –** Gunpowder plot (1605) | **Spring term –** Kings and Queens (various times) | **Summer term -** Toys from the past (1800s – early 1900s) | | Substantive Concepts | City, the church, commemoration, government (parliament), religion, ruler (king). | The Church, government: Parliament, nation/country, ruler: king/queen, war: battle, conflict. | Society, technology. | | Key Vocabulary | Catholic, gunpowder, Guy Fawkes, King James I, London, plot, Protestant. | Crown, monarch, Parliament, power, reign, royal, rule, succession. | Metal toys, modern, paper toys, plastic toys, the past, Victorian, wooden toys, 20th century, 21st century. | | Substantive Knowledge | - The plot happened in 1605.  - The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant.  - King James I was the King of England.  - The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605.  - The plot failed.  - On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot. | - William I who (also known as William the Conqueror) came from France and took over England in 1066.  - Henry VIII is known for having had six wives. He created the Church of England.  - Richard III’s burial place was discovered in 2012. It is now a car park.  - The time of Queen Victoria’s reign is known as the Victorian period. Cars and trains were invented during her reign.  - Elizabeth II was the longest reigning monarch. She was Queen for 70 years.  - The monarchy today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state. | - Toys have existed for thousands of years and have been made out of many different materials.  - Victorian toys were often made of wood. Poorer children would have played with homemade toys.  - Modern toys are usually made of plastic because it is safer and easier to make things with.  - Many modern toys work on electricity.  - Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now. | | Disciplinary Concepts | **Continuity and Change**  - Begin to identify old and new things across periods of time through pictures, photographs and objects.  **Cause and Consequence**  - Understand that a cause makes something happen and that historical events have causes.  - Understand that a consequence is something that happens as a direct result of something else.  **Similarities and Differences**  - Recognise some similarities and differences between the past and the present.  **Historical Significance**  - Talk about why the event or person was important and what changed/happened. | **Continuity and Change**  - Begin to identify old and new things across periods of time through pictures, photographs and objects.  - Begin to understand that some things change and some things stay nearly the same.  **Cause and Consequence**  - Explain that historical events are caused by things that occurred before them.  **Similarities and Differences**  - Recognise some similarities and differences between the past and the present.  **Historical Significance**  - Explain reasons why someone might be significant.  - Talk about why a person was important. | **Continuity and Change**  - Begin to identify old and new things across periods of time through pictures, photographs and objects.  - Begin to understand that some things change and some things stay nearly the same.  **Similarities and Differences**  - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.  - Identify that some things within living memory are similar and some things are different.  - Recognise some similarities and differences between the past and the present. | | Historical Enquiry | **Historical Interpretations**  - Observe and use pictures, photographs and artefacts to find out about the past.  - Start to compare two versions of a past event.  **Historical Investigations**  - Observe or handle evidence to ask simple questions about the past.  - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.  - Sort some objects/artefacts into new and old and then and now.  **Chronological Understanding**  - Sequence artefacts and events that are close together in time.  - Sequence pictures from different periods.  - Describe memories and changes that have happened in their own lives.  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.  **Knowledge and Understanding of Events and People in the Past**  - Know and recount episodes from stories and significant events in history.  - Understand that there are reasons why people in the past acted as they did.  - Describe significant individuals from the past.  - Recognise some similarities and differences between the past and the present.  **Presenting, Organising and Communicating**  - Talk, write and draw about things from the past.  - Use historical vocabulary to retell simple stories about the past.  - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.  - Use drama/role play to communicate their knowledge about the past.  **Substantive Concepts and Historical Vocabulary**  - Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.  - Talk and write about things from the past using some historical vocabulary. | **Historical Interpretations**  - Observe and use pictures, photographs and artefacts to find out about the past.  - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.  - Start to use stories or accounts to distinguish between fact and fiction.  **Historical Investigations**  - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.  - Choose and select evidence and say how it can be used to find out about the past.  **Chronological Understanding**  - Order dates from earliest to latest on simple timelines.  - Sequence pictures from different periods.  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.  **Knowledge and Understanding of Events and People in the Past**  - Know and recount episodes from stories and significant events in history.  - Describe significant individuals from the past.  - Recognise some similarities and differences between the past and the present.  - Identify similarities and differences between ways of life in different periods.  **Presenting, Organising and Communicating**  - Show an understanding of historical terms such as monarch, parliament, government, war, remembrance.  -Talk, write and draw about things from the past.  **Substantive Concepts and Historical Vocabulary**  - Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.  - Talk and write about things from the past using some historical vocabulary.  - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. | **Historical Interpretations**  - Observe and use pictures, photographs and artefacts to find out about the past.  - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.  **Historical Investigations**  - Observe or handle evidence to ask simple questions about the past.  - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.  - Choose and select evidence and say how it can be used to find out about the past.  **Chronological Understanding**  - Describe memories and changes that have happened in their own lives.  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.  - Sequence pictures from different periods.  **Knowledge and Understanding of Events and People in the Past**  - Recognise some similarities and differences between the past and the present.  - Identify similarities and differences between ways of life in different periods.  **Presenting, Organising and Communicating**  - Talk, write and draw about things from the past. |   **Year B:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn -** The Great Fire of London (1666) | **Spring -** Significant Explorers (1900s) | **Summer -** War and Remembrance (1914) | | Substantive concepts | Building, city, commemoration, ruler (king), technology. | Commemoration, discrimination (including racism and sexism), exploration, technology, travel. | Army, commemoration, nation/country, peace, society, war (battle, conflict). | | Key vocabulary | Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul’s Cathedral, 17th century. | Achievement, astronaut, equipment, expedition, explorer, polar, significant. | Army, courage, front line, home front, poppy, remembrance, trenches. | | Substantive knowledge | - The Great Fire of London happened in 1666.  - The fire started in a bakery on Pudding Lane.  - Buildings were close together and often made of wood, meaning that the fire spread quickly.  - For many years after the fire, buildings were rebuilt further apart and made with stone.  - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. | - Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years.  - Matthew Henson was one of the first explorers to reach the North Pole.  - Felicity Aston is the first woman to ski across Antarctica on her own.  - In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon.  - Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques. | - The First World War took place between 1914 and 1918.  - People who fought in wars, like Walter Tull, are remembered for their bravery.  - People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies.  - Soldiers in the First World War often fought in trenches.  - Many women took on men’s jobs during the First World War.  - Remembrance Day, on 11th November each year, is a time when people remember those who fought in wars. | | Disciplinary concepts | **Continuity and Change**  - Begin to identify old and new things across periods of time through pictures, photographs and objects.  - Begin to understand that some things change and some things stay nearly the same.  **Cause and Consequence**  - Understand that a cause makes something happen and that historical events have causes.  - Explain that historical events are caused by things that occurred before them.  - Understand that a consequence is something that happens as a result of something else.  **Similarities and Differences**  - Start to understand that during the same period of time life was different for people in the past such as rich and poor, male and female.  - Recognise some similarities and differences between the past and the present.  **Historical Significance**  - Talk about why the event was important and what happened. | **Continuity and Change**  - Begin to identify old and new things across periods of time through pictures, photographs and objects.  - Begin to understand that some things change and some things stay nearly the same.  **Similarities and Differences**  - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.  - Identify that some things within living memory are similar and some things are different.  - Recognise some similarities and differences between the past and the present.  - Identify some similarities and differences between ways of life in different periods.  **Historical Significance**  - Explain reasons why someone might be significant.  - Talk about why the event or person was important and what changed/happened. | **Continuity and Change**  - Begin to identify old and new things across periods of time through pictures, photographs and objects.  **Cause and Consequence**  - Understand that a consequence is something that happens as a result of something else.  **Similarities and Differences**  - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.  **Historical Significance**  -Explain reasons why someone might be significant. | | Historical enquiry | **Historical Interpretations**  - Start to understand that there can be different versions of the same event from the past.  - Observe and use pictures, photographs and artefacts to find out about the past.  - Start to use stories or accounts to distinguish between fact and fiction.  - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.  **Historical Investigations**  - Observe or handle evidence to ask simple questions about the past.  - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.  - Use evidence to explain the key features of events.  - Sort some objects/artefacts into new and old and then and now.  - Choose and select evidence and say how it can be used to find out about the past.  **Chronological Understanding**  - Sequence artefacts and events that are close together in time.  - Order events from earliest to latest on simple timelines.  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.  **Knowledge and Understanding of Events and People in the Past**  - Recognise some similarities and differences between the past and the present.  - Know and recount episodes from stories and significant events in history.  **Presenting, Organising and Communicating**  - Talk, write and draw about things from the past.  - Use historical vocabulary to retell simple stories about the past. | **Historical Interpretations**  - Start to compare two versions of past events.  - Observe and use pictures, photographs and artefacts to find out about the past.  - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.  **Historical Investigations**  - Observe or handle evidence to ask simple questions about the past.  - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.  - Use evidence to explain the key features of events.  - Sort some objects/artefacts into new and old and then and now.  **Chronological Understanding**  - Sequence artefacts and events that are close together in time.  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.  **Knowledge and Understanding of Events and People in the Past**  - Recognise some similarities and differences between the past and the present.  - Identify similarities and differences between ways of life in different periods.  - Know and recount episodes from stories and significant events in history.  - Describe significant individuals from the past.  **Presenting, Organising and Communicating**  - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.  - Talk, write and draw about things from the past. | **Historical Interpretations**  - Observe and use pictures, photographs and artefacts to find out about the past.  - Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.  **Historical Investigations**  - Observe or handle evidence to ask simple questions about the past.  - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.  - Use evidence to explain the key features of events.  - Sort some objects/artefacts into new and old and then and now.  **Chronological Understanding**  - Sequence pictures from different periods.  - Sequence artefacts and events that are close together in time.  - Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.  **Knowledge and Understanding of Events and People in the Past**  - Recognise some similarities and differences between the past and the present.  - Know and recount episodes from stories and significant events in history.  - Understand that there are reasons why people in the past acted as they did.  - Describe significant individuals from the past.  **Presenting, Organising and Communicating**  - Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.  - Talk, write and draw about things from the past.  - Use drama/roleplay to communicate their knowledge about the past. |   **LKS2**  **LKS2**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year A** | | **Autumn** | | **Spring** | | **Summer** | | Units | | Stone Age – Iron Age | | Anglo Saxons and Scots (450 – 1066) | | The Railways (1776) | | Substantive Concepts | | Building, economy (money), farming, migration, settlement, technology, tribe. | | Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict). | | Culture, technology, trade, transport, travel. | | Key Vocabulary | | Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe. | | Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots. | | Locomotive, nationalised, passenger, privatised, railroad, Rainhill Trials. | | Substantive Knowledge | | * In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. * The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. * People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. * In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. * Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. * During the Iron Age, people began to make tools and weapons from iron. * Hillforts developed during the Iron Age. Communities lived on hills for protection. | | * The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. * Anglo-Saxon influence can be seen in place names in Britain today. * Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. * The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. * At the end of this period, Christianity became the main religion in Britain. * Many places of worship were built, including Canterbury Cathedral. | | * The first passenger railway line was built between Stockton and Darlington by George Stephenson in 1825. * The railways grew when private companies built new railway lines and the biggest growth was in the 1840s. * The railways were nationalised (run by the government) from 1948 until the 1990s when they started to be owned by private companies again. * Many artists have been inspired by the railways. * The railways meant that goods could be transported more easily and people could travel around the country quicker.   The first locomotives were steam powered, then diesel engines were used and more recently trains have been run on electricity. | | Disciplinary Concepts | | **Continuity and Change**   * Identify key things that stayed the same between periods. * Identify key things that changed between periods. * Identify that there are reasons for continuities and changes across periods of time and explain some of these.   **Cause and Consequence**   * Understand that a cause is something directly linked to an event and not just something that happened before it. * Begin to understand that historical events create changes that have consequences.   **Similarities and Differences**   * Identify and give some examples of how life was similar in the past.   **Historical Significance**   * Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | | **Continuity and Change**   * Identify key things that stayed the same between periods. * Identify key things that changed between periods. * Identify that there are reasons for continuities and changes across periods of time and explain some of these.   **Cause and Consequence**   * Understand that a cause is something directly linked to an event and not just something that happened before it. * Begin to understand that historical events create changes that have consequences. * Explain a series of directly related events that happened in the lead up to a historical event. * Understand that historical events have consequences that sometimes last long after the event is over.   **Similarities and Differences**   * Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. * Identify and give some examples of how life was similar in the past.   **Historical Significance**   * Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | | **Continuity and Change**   * Identify key things that changed between periods. * Start to explain the impact of some changes that have happened throughout different periods of time. * Identify that there are reasons for continuities and changes across periods of time and explain some of these.   **Cause and Consequence**   * Begin to understand that historical events create changes that have consequences.   **Similarities and Differences**   * Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.   **Historical Significance**   * Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | | Historical Enquiry | | **Historical Interpretations**  - look at two versions of the same event or story in history and identify differences;  - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.  - begin to understand some of the ways in which historians and others investigate the past.  **Historical Investigations**  - use a range of primary and secondary sources to find out about the past;  - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;  - gather more detail from sources such as maps to build up a clearer picture of the past;  - regularly address and sometimes devise own questions to find answers about the past;  - begin to undertake their own research.  **Chronological Understanding**  - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  **Knowledge and Understanding of Events and People in the Past**  - find out about the everyday lives of people in time studied compared with our life today;  - explain how people and events in the past have influenced life today;  - identify key features, aspects and events of the time studied;  - describe connections and contrasts between aspects of history, people, events and artefacts studied.  **Presenting, Communicating and Organising**  - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);  - start to present ideas based on their own research about a studied period.  **Substantive Concepts and Historical**  - build on prior knowledge to start to gain further understanding of substantive concepts;  - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. | | **Historical Interpretations**  - begin to understand some of the ways in which historians and others investigate the past.  **Historical Investigations**  - use a range of primary and secondary sources to find out about the past;  - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;  - gather more detail from sources such as maps to build up a clearer picture of the past;  - regularly address and sometimes devise own questions to find answers about the past;  - begin to undertake their own research.  **Knowledge and Understanding of Events and People in the Past**  - find out about the everyday lives of people in time studied compared with our life today;  Sequence several events, artefacts or historical figures on a timeline using dates, including those that  **Substantive Concepts and Historical**  - build on prior knowledge to start to gain further understanding of substantive concepts;  - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.  are sometimes further apart, and terms related to the unit being studied and passing of time;  - explain how people and events in the past have influenced life today;  Find out about the everyday lives of people in time studied compared with our life today;  - identify key features, aspects and events of the time studied;  - describe connections and contrasts between aspects of history, people, events and artefacts studied.  **Presenting, Communicating and Organising**  - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);  - start to present ideas based on their own research about a studied period. | | **Historical Interpretations**   * look at two versions of the same event or story in history and identify differences; * investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.   **Historical Investigations**   * Use a range of primary and secondary sources to find out about the past. * Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. * Gather more detail from sources such as maps to build up a clearer picture of the past. * Regularly address and sometimes devise own questions to find answers about the past.   **Chronological Understanding**   * Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.   **Knowledge and Understanding of Events and People in the Past**  Note key changes over a period of time and be able to give reasons for those changes;   * Explain how people and events in the past have influenced life today. * Identify key features, aspects and events of the time studied. * Identify key features, aspects and events of the time studied; * Describe connections and contrasts between aspects of history, people, events and artefacts studied.   **Presenting, Organising and Communicating**  Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;  **Substantive Concepts and Historical Vocabulary**   * Build on prior knowledge to start to gain further understanding of substantive concepts.   Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. | | **Year B** | **Autumn** | | **Spring** | | **Summer** | | |  | **Ancient Egyptians (3000BC)** | | **The Romans (800BC – 500AD)** | | **Anglo Saxons & The Vikings** | | | Substantive Concepts | City, civilisation, culture, economy: barter, empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler: pharaoh, technology, trade, transport. | | Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion). | | Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict). | | | Key Vocabulary | Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb. | | Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe. | | Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid. | | | Substantive Knowledge | * Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. * Life revolved around the Nile, which supported farming, craft and was used for trade. When the river flooded it made the land fertile for growing crops. Sometimes there were also droughts. * The ancient Egyptians grew flax which they used for making linen. * The ancient Egyptians built the pyramids. * When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with their most precious possessions. * The ancient Egyptians wrote in hieroglyphics on papyrus, which they made from reeds that grew along the Nile.   The ancient Egyptians worshipped gods who were responsible for different aspects of life. | | * The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. * They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. * In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. * The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. * In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian’s Wall. * The Romans’ legacy can be seen in many places around Britain today. | | * The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. * The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. * King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. * Anglo-Saxon kings made continuous attempts to regain land from the Vikings. * Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. * In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. | | | Disciplinary Concepts | **Cause and Consequence**   * Begin to understand that historians may not agree on the main causes of an event.   **Similarities and Differences**   * Explain and give varied examples of how life was similar and different in the past. * Explain and give examples to show that things may have been different from place to place at the same time. * Start to give reasons for these similarities and differences.   **Historical Significance**   * Identify a range of historically significant people and events from different periods of history and explain why they were significant.   Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. | | **Continuity and Change**   * Start to explain the impact of some changes that have happened throughout different periods of time. * Identify that there are reasons for continuities and changes across periods of time and explain some of these. * Start to understand that there are times in history when change happens suddenly.   **Cause and Consequence**   * Understand that a cause is something directly linked to an event and not just something that happened before it. * Begin to understand that historical events create changes that have consequences. * Explain a series of directly related events that happened in the lead up to a historical event. * Understand that historical events have consequences that sometimes last long after the event is over.   **Similarities and Differences**   * Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. * Identify and give some examples of how life was similar in the past.   **Historical Significance**   * Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. * Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | | **Continuity and Change**   * Identify why some changes between different periods of time have had more significant consequences than others. * Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Examine in more detail the short and long term causes of an event being studied. * Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.   **Similarities and Differences**   * Explain and give varied examples of how life was similar and different in the past. * Explain and give examples to show that things may have been different from place to place at the same time. * Start to give reasons for these similarities and differences.   **Historical Significance**   * Understand that what we consider to be significant can change throughout different periods. * Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. * Identify a range of historically significant people and events from different periods of history and explain why they were significant. * Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. | | | Historical Enquiry | **Historical Interpretations**   * Find and analyse a wide range of evidence about the past. * Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. * Consider different ways of checking the accuracy of interpretations of the past. * Start to understand the difference between primary and secondary evidence and start to question its reliability. * Know that people in the past represent events or ideas in a way that may be to persuade others.   **Historical Investigations**   * Recognise when they are using primary and secondary sources of information to investigate the past. * Use a wide range of different evidence to collect evidence about the past, such as ceramics, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. * Select relevant sections of information to address historically valid questions and construct detailed, informed responses. * Investigate their own lines of enquiry by posing historically valid questions to answer.   **Chronological Understanding**   * Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.   **Knowledge and Understanding of Events and People in the Past**   * Identify and note connections, contrasts and trends over time in the everyday lives of people. * Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. * Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.   **Substantive Concepts and Historical Vocabulary**   * Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts. * Start to recognise that some concepts, such as technology, will be different across different periods of history.   Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. | | **Historical Interpretations**  - look at two versions of the same event or story in history and identify differences;  - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.  - begin to understand some of the ways in which historians and others investigate the past.  **Historical Investigations**  - use a range of primary and secondary sources to find out about the past;  - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;  - gather more detail from sources such as maps to build up a clearer picture of the past;  - regularly address and sometimes devise own questions to find answers about the past;  **Chronological Understanding**  - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  **Knowledge and Understanding of Events and People in the Past**  - find out about the everyday lives of people in time studied compared with our life today;  - explain how people and events in the past have influenced life today;  - identify key features, aspects and events of the time studied;  - describe connections and contrasts between aspects of history, people, events and artefacts studied.  **Presenting, Communicating and Organising**  - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);  **Substantive Concepts and Historical**  - build on prior knowledge to start to gain further understanding of substantive concepts;  understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information. | | **Historical Interpretations**  - find and analyse a wide range of evidence about the past;  - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;  - consider different ways of checking the accuracy of interpretations of the past;  - start to understand the difference between primary and secondary evidence and start to question its reliability;  - know that people in the past represent events or ideas in a way that may be to persuade others;  - continue to develop their understanding of how historians and others investigate the past.  **Historical Investigations**  - recognise when they are using primary and secondary sources of information to investigate the past;  - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;  - select relevant sections of information to address historically valid questions  and construct detailed, informed responses;  - investigate their own lines of enquiry by posing historically valid questions to answer.  **Chronological Understanding**  - order an increasing number of significant events, movements and dates on a timeline using dates accurately;  - accurately use dates and terms to describe historical events;  - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.  **Knowledge and Understanding of Events and People in the Past**  - identify and note connections, contrasts and trends over time in the everyday lives of people;  - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;  - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  **Presenting, Communicating and Organising**  - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;  - plan and present a self-directed project or research about the studied period.  **Substantive Concepts and Historical**  - continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;  - start to recognise that some concepts, such as technology, will be different across different periods of history;  - continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information. | |   **UKS2**  **Year A:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn**  Ancient Greece (1200BC – 140BC) | **Spring**  **Crime and Punishment? – Connected History** | **Summer**  Leisure and Entertainment (early 1900s à) | | **Substantive Concepts** | Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict). |  | Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel. | | **Key Vocabulary** | Ancient, city state, civilisation, democracy, empire, legacies, myth. | Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; The House’; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions. | Broadcast, economy, entertainment, golden age, leisure, society, technology. | | **Substantive Knowledge** | * Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. * Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. * Many objects produced in Ancient Greece were made by enslaved people. * The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. * Ancient Athens is where democracy began. * The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. * The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. * There are lots of myths that originate from this time, including the Trojan War. |  | * During the 20th century, working conditions became better for many people. Working hours were limited and workers were entitled to holidays. People had more free time and often more money to spend on doing things they enjoyed. * Holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays abroad. * Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built. * Music technology developed so that by the end of the century, music could be listened to anywhere. Popular music became more accessible and reflected the mood of society at the time. * Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home. * Computer games developed from universities to arcades and finally, to people’s homes. Portable games were available by the end of the century. | | **Disciplinary Concepts** | **Continuity and Change**   * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.   **Similarities and Differences**   * Explain and give varied examples of how life was similar and different in the past. * Explain and give examples to show that things may have been different from place to place at the same time. * Start to give reasons for these similarities and differences.   **Historical Significance**   * Identify a range of historically significant people and events from different periods of history and explain why they were significant.   Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. | * Identifying * Recognizing * Describing * Observing * Recalling * Comparing and contrasting * Reasoning and Interpreting * Synthesizing * Understanding through explanation * Justifying * Developing conclusions * Making substantial judgements * Evaluating * Critiquing * Empathizing * Hypothesising | **Continuity and Change**   * Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Understand that some causes may be more significant than others and that some causes are less significant. * Begin to understand that historians may not agree on the main causes of an event. * Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.   **Similarities and Differences**   * Explain and give varied examples of how life was similar and different in the past. * Explain and give examples to show that things may have been different from place to place at the same time. * Start to give reasons for these similarities and differences.   **Historical Significance**   * Explain that historical significance is a personal decision that people make * which means that not everyone agrees on who or what is significant. * Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. * Identify a range of historically significant people and events from different periods of history and explain why they were significant. * Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had. | | **History Enquiry** | **Historical Interpretations**  - find and analyse a wide range of evidence about the past;  - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;  - consider different ways of checking the accuracy of interpretations of the past;  - start to understand the difference between primary and secondary evidence and start to question its reliability;  - know that people in the past represent events or ideas in a way that may be to persuade others;  - continue to develop their understanding of how historians and others investigate the past.  **Historical Investigations**  - recognise when they are using primary and secondary sources of information to investigate the past;  - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;  - select relevant sections of information to address historically valid questions and construct detailed, informed responses;  - investigate their own lines of enquiry by posing historically valid questions to answer.  **Chronological Understanding**  - order an increasing number of significant events, movements and dates on a timeline using dates accurately;  - Accurately use dates and terms to describe historical events;  - Understand and describe in some detail the main changes to an aspect in a period in history;  - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.  **Knowledge and Understanding of Events and People in the Past**  - identify and note connections, contrasts and trends over time in the everyday lives of people;  - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;  - Examine causes and results of great events and the impact these had on people;  - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  **Presenting, Communicating and Organising**  - present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives;  - plan and present a self-directed project or research about the studied period. |  | **Historical Interpretations**  - find and analyse a wide range of evidence about the past;  **Historical Investigations**  - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;  - select relevant sections of information to address historically valid questions and construct detailed, informed responses;  **Chronological Understanding**  - Understand and describe in some detail the main changes to an aspect in a period in history;  **Knowledge and Understanding of Events and People in the Past**  - identify and note connections, contrasts and trends over time in the everyday lives of people;  - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |     **Year B:**   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn**  Mayans (2000BC) | **Spring**  Shang Dynasty (1600BC) | **Summer**  World War 2 (1930s – 1940s) | | **Substantive Concepts** | Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion. | Civilisation, culture, enslavement, religion, ruler: king, society. | Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion). | | **Key Vocabulary** | Cacao beans, civilisation, codices, drought, jaguar, maize, scribes. | Cowrie shells, bronze, dynasty, Fu Hao, jade, oracle bones. | Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing. | | **Substantive Knowledge** | * The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. * The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. * The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld. * The Maya built cities, pyramids and ornate sculptures in the rainforest. * The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans   were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form  of currency in the Maya civilisation.   * The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century. | * The Shang Dynasty (ruled by the Shang family) in China spanned from c. 1600 BC until 1046 BC. * The Shang Dynasty was discovered to exist in 1928 when archaeologists on a dig discovered ‘dragon bones’ from the period. * The people lived in a social hierarchy with the king and his family at the top and enslaved people at the bottom. * In the Shang Dynasty, the supreme god was Shang Di. They also worshipped spirits who were connected to the natural world. * In the 19th century, ‘dragon bones’ were dug up to be used for medicine. It was discovered that the bones had writing on them and that they were originally used by priests to foretell future events. * Artefacts that survive from the Shang Dynasty are intricate and show the work of skilled craftspeople. * Fu Hao (wife of King Wu Ding) was a military general and a high priestess. These were unusual roles for a woman at the time. Her tomb was discovered in 1976 and its contents shows that she was regarded as a very important person. | * The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. * At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. * Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. * Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn’t run out of food and to make sure that everyone was healthy. * Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. * The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. | | **Disciplinary Concepts** | **Continuity and Change**   * Identify why some changes between different periods of time have had more significant consequences than others. * Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Examine in more detail the short and long term causes of an event being studied. * Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. | **Continuity and Change**   * Identify why some changes between different periods of time have had more significant consequences than others. * Start to categorise some types of changes into political, economic, social and technological. * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Examine in more detail the short and long-term causes of an event being studied. * Understand that some causes may be more significant than others and that some causes are less significant. * Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.   **Similarities and Differences**   * Explain and give varied examples of how life was similar and different in the past. * Explain and give examples to show that things may have been different from place to place at the same time. * Start to give reasons for these similarities and differences.   **Historical Significance**   * Identify a range of historically significant people and events from different periods of history and explain why they were significant.   Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. | **Continuity and Change**   * Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. * Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Examine in more detail the short and long term causes of an event being studied. * Understand that one event can have multiple consequences that impact on many countries and civilisations. * Understand and describe in some detail the main changes to an aspect of a period in history.   **Cause and Consequence**   * Examine in more detail the short and long term causes of an event being studied. * Understand that one event can have multiple consequences that impact on many countries and civilisations. * Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. * Address and devise historical questions about cause and consequence.   **Similarities and Differences**   * Explain and give varied examples of how life was similar and different in the past. * Explain and give examples to show that things may have been different from place to place at the same time. * Start to give reasons for these similarities and differences.   **Historical Significance**   * Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. * Identify a range of historically significant people and events from different periods of history and explain why they were significant.   Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. | | **Historical Enquiry** | **Historical Interpretations**  - find and analyse a wide range of evidence about the past;  - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;  - consider different ways of checking the accuracy of interpretations of the past;  - start to understand the difference between primary and secondary evidence and start to question its reliability;  - know that people in the past represent events or ideas in a way that may be to persuade others;  - continue to develop their understanding of how historians and others investigate the past.  **Historical Investigations**  - recognise when they are using primary and secondary sources of information to investigate the past;  - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;  - select relevant sections of information to address historically valid questions and construct detailed, informed responses;  - investigate their own lines of enquiry by posing historically valid questions to answer.  **Chronological Understanding**  - Understand and describe in some detail the main changes to an aspect in a period in history;  **Knowledge and Understanding of Events and People in the Past**  - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;  - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  **Presenting, Communicating and Organising**  - Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;  - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;  - Plan and present a self-directed project or research about the studied period | **Historical Interpretations**  - Find and analyse a wide range of evidence about the past;  - Begin to evaluate the usefulness of different sources.  **Historical Investigations**  - Use a wide range of different evidence to collect evidence about the past, such as ceramics, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.  - Select relevant sections of information to address historically valid questions and construct detailed, informed responses.  **Chronological Understanding**  - Accurately use dates and terms to describe historical events;  - Understand and describe in some detail the main changes to an aspect in a period in history;  - Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.  **Knowledge and Understanding of Events and People in the Past**  - Identify and note connections, contrasts and trends over time in the everyday lives of people.  - Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.  - Examine causes and results of great events and the impact these had on people;  - Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  **Presenting, Communicating and Organising**  - Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;  - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; | **Historical Interpretations**  - Find and analyse a wide range of evidence about the past;  - show an awareness of the concept of propaganda;  - Know that people in the past represent events or ideas in a way that may be to persuade others;  **Historical Investigations**  - Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;  - select relevant sections of information to address historically valid questions and construct detailed, informed responses;  - investigate their own lines of enquiry by posing historically valid questions to answer.  **Chronological Understanding**  - order an increasing number of significant events, movements and dates on a timeline using dates accurately;  - accurately use dates and terms to describe historical events;  - Understand and describe in some detail the main changes to an aspect in a period in history;  **Knowledge and Understanding of Events and People in the Past**  - identify and note connections, contrasts and trends over time in the everyday lives of people;  - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;  - Examine causes and results of great events and the impact these had on people;  - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.  **Presenting, Communicating and Organising**  - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; 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| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task based on answering the big question for the topic and this will also be used to assess progress at the end of the topic based on the use of subject specific vocabulary that has been taught across the unit and the understanding of substantive concepts.  Children’s progress is monitored against National Curriculum expectations, substantive and disciplinary knowledge and key skills. Judgement is informed through use of children’s books, dialogue, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  The progress of children with SEND who find writing and communication a barrier to completing a written assessment could be assessed using a prior knowledge video or an adult scribing, this being repeated at the end of the unit where they have an opportunity to express and explain their knowledge and understanding. From this, the teacher is able to make a judgement of progress achieved from the beginning to the end of the unit.  There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum by highlighting the objective to make it has been achieved.  We measure the impact of History through the following methods:   * Elicitation and End of Unit Big Questions * Using ICT, to gather images and videos of the children’s learning * Marking written work * Moderation of children’s learning in staff meetings, allowing opportunities for dialogue between staff members * Annual reporting to parents on their child’s progress * Learning Walks * Moderation of children’s learning across our Academy * Interviewing the children about their learning (Pupil Voice) * Lesson observations * Book scrutiny * Ensuring knowledge and progression of skills is being taught |