

## History

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><b>Early Learning Goal</b></p> <p><b>Understanding the World.</b> Past and Present. Children at the expected level of development will: -Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>* 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]</li> <li>*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>* significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about <b>change, cause, similarity and difference, and significance</b>. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>* changes in Britain from the <b>Stone Age to the Iron Age</b></li> <li>* the <b>Roman Empire and its impact on Britain</b></li> <li>* <b>Britain's settlement by Anglo-Saxons and Scots</b></li> <li>* <b>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></li> <li>*a local history study – The Plague Village Eyam</li> <li>*a study of an aspect or theme in <b>British history that extends pupils' chronological knowledge beyond 1066</b></li> <li>* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; <b>The Shang Dynasty of Ancient China</b></li> <li>*<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</li> <li>*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. <b>AD 900; Benin (West Africa) c. AD 900-1300.</b></li> </ul>				

Key Learning	<ul style="list-style-type: none"> <li>* Use words and phrases like: old, new and a long time ago.</li> <li>* Use words and phrases like before and next.</li> <li>*Order images into a plausible chronological order</li> <li>* Identify similarities and differences between my toys and old toys.</li> <li>*Recognise the different stages of life: baby, child, teenager, adult (RSE curriculum).</li> <li>* Identify changes between a baby and themselves now.</li> </ul>	<p><b>(Y1- Opal) Childhood:</b></p> <ul style="list-style-type: none"> <li>*Use words and phrases like: here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</li> <li>*Know how things were different when my grandparents were children.</li> <li>*Give examples of things that were different when my grandparents were children.</li> <li>* to describe a significant historical event in British history- The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</li> </ul> <p><b>(Y1 - Opal) Bright Lights, Big City:</b></p> <ul style="list-style-type: none"> <li>*Know who Queen Elizabeth II was and why she was significant.</li> <li>*Know that she lived in London in Buckingham Palace</li> <li>*Explain how a significant event shaped life: Great Fire of London.</li> </ul> <p><b>(Y1 - Opal) School Days:</b></p> <p>Describe important events in the school's history.</p> <ul style="list-style-type: none"> <li>*children to recap their knowledge about what life in school and the local area is like today. Then travel back in time to find out what life was like in the Victorian era. *What schools were like during the Victorian period</li> <li>*Use a range of historical artefacts to find out about the past</li> <li>*Understand the term significant and explain why a significant individual is important- Samuel Wilderspin</li> </ul> <p><b>Movers &amp; Shakers (Y2- Emerald)</b></p> <ul style="list-style-type: none"> <li>* *Know Vera Brittain was a significant person in the local area, Great Britain and the world –</li> <li>* ‘Are some people more significant than others?</li> <li>* early explorers – Christopher Columbus &amp; Neil Armstrong</li> <li>*Why are they considered significant?</li> <li>*How has exploration changed over the years?</li> <li>*Which countries did these significant explorers discover and why were their discoveries important?</li> <li>* Explore the life and impact of Christopher Columbus</li> <li>*Neil Armstrong(recap) Talk about each part of his story and explain how his explorations impacted on the world.</li> <li>*Know how exploration has changed over time</li> <li>*Know who Emmeline Pankhurst was and her what her cause was about</li> <li>*Know who Rosa Parks was and the impact of her actions</li> </ul> <p><b>Magnificent Monarchs (Y2- Emerald)</b></p> <ul style="list-style-type: none"> <li>*Use the historical terms year, decade and century.</li> <li>*Sequence significant information in chronological order.</li> <li>*Introduce children to British and English Monarchs</li> </ul> <p>Historical period - Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor.</p>	<p><b>Through The Ages (Y3- Emerald)</b></p> <ul style="list-style-type: none"> <li>*Know Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</li> <li>*Know what prehistoric homes look like and observing and using artefacts to learn how prehistoric civilisations lived. *Know that The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.</li> <li>*Know what everyday life in the three periods of the Stone Age looked like.</li> <li>*Know ways in which human invention and ingenuity have changed how people live – stone age tools and weapon</li> <li>Know the location of significant Stone Age sites around the United Kingdom and explain that the settlements were either temporary or permanent settlements – Stonehenge - Skara Brae</li> <li>*Know about discovery of Cheddar Man and his significance as a historical resource.</li> <li>*Know about the main factors and causes of the end of the Stone Age.</li> <li>*Know about Bronze Age chronology.</li> <li>*Know that The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</li> <li>*Know how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. *Know ways in which human invention and ingenuity have changed how people live - tools and weapons were made from metals, such as bronze rather than stone.</li> <li>*Know why wealth and power cause problems for people in the Bronze Age and why this caused conflict between tribes and how this led eventually to the development of protected settlements.</li> <li>*Know why The Amesbury Archer was important - Bronze Age human remains found in Amesbury, Wiltshire.</li> <li>*Know how a variety of factors may have been responsible for the end of the Bronze Age.</li> <li>*Know Iron Age chronology</li> <li>*Know how the invasion of the Celts and their knowledge of iron changed the way that people lived in Britain during the Iron Age.</li> <li>*Know how development of farming and land management by the Celtic people.</li> <li>*Know ways in which human invention and ingenuity have changed how people live.</li> <li>*How do we know what Celtic warriors were like? Who provided the evidence?</li> <li>*Know about different aspects of Celtic belief.</li> <li>*Know how the Roman invasion ended the Iron Age period in Britain.</li> </ul> <p><b>Emperors and Empires (Y3-Emerald)</b></p> <ul style="list-style-type: none"> <li>*Dates and events can be sequenced on a timeline using AD or BC.</li> <li>*Know key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.</li> <li>*Know about everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</li> <li>*Know there are two significant sources of information for the founding of Rome.</li> <li>*know there were three different systems of rule in Ancient Rome; a kingdom, a republic and an empire.</li> <li>*Know the achievements and influence of the ancient Romans on the wider world.</li> <li>*Know how to devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them – significant Roman Emperors</li> <li>*Know the hierarchy and different roles in past civilisations – Ancient Roman Society &amp; Roman Army</li> <li>*Know the cause, consequence and impact of invasion and settlement in Britain by the Romans.</li> <li>*Know the significance and impact of power struggles on Britain – Boudicca, Picts &amp; Hadrian’s Wall</li> <li>*Know about the 'Romanisation' of Britain, including the impact of technology, culture, beliefs and the spread of Christianity.</li> <li>*Know ways in which human invention and ingenuity have changed how people live – Roman</li> <li>*Analyse a range of historical information to explain how a national or international event has impacted the locality.</li> </ul> <p><b>Rocks, Relics &amp; Rumbles (Y3- Emerald)</b></p> <ul style="list-style-type: none"> <li>* Know why Mary Anning’s discoveries were so important.</li> </ul> <p><b>Invasion (Y4)</b></p> <ul style="list-style-type: none"> <li>* To know the causes and consequences of the end of Roman rule in Britain</li> <li>* To know the chronology of invasion in England using a timeline.</li> <li>* Know the name of each invading group.</li> </ul>
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\*Know what 'power & rule' mean for a different Monarchs  
\*Know where significant sovereigns in English & British history (Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II) are sequenced on a timeline  
\*Know significant historical individual – Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Victoria & Elizabeth II  
\*Understand The feudal system was a way of organising society under William the Conqueror

#### Coastline (Y2- Emerald)

\*Know what it was like to live in a different period – Victorian Britain in Whitby  
\*Know about Captain Cook, his life and his link to Whitby and why he is a significant person

\* Know the start and end dates of each period and discuss the overlap of duration.  
\* To know the timelines of the early Middle Ages, sequencing the significant dates and events of each period.  
\* To know what were the causes and consequences of the Anglo-Saxon invasion  
\* to know what the Sutton Hoo ship burial is.  
\* To know the significance of the find and what it tells us about Anglo-Saxon power, belief and custom.  
\* To know why and how Christianity came back to Britain from around AD 600.  
\* To know what was everyday life like in Anglo-Saxon Britain  
\* To know how would life today be different if the Anglo-Saxons had never invaded and settled in Britain  
\* To know the invasion timeline  
\* To describe what they can see happening in AD 789 (Vikings)  
\* To know why the Vikings targeted the monasteries.  
\* To know about the Viking raid on Lindisfarne from primary sources of evidence  
\* To know that Viking attacks continued for the next 60 years before the Vikings settled permanently in Britain.  
\* To consider what the Anglo-Saxons did when the Vikings started to settle? Do you think they surrendered their homes, goods and land or do you think they fought back? Why do you think that?  
\* To recall their knowledge of everyday life in Anglo-Saxon England from previous sessions. 'Were the everyday lives of Vikings similar or different to the everyday lives of Anglo-Saxons?'  
\* To know who King Athelstan was - Who was Athelstan and why was he a significant leader?'  
\* To know whether England was peaceful after Athelstan.  
\* To know what were the causes and effects of the Norman invasion and the Battle of Hastings in 1066?'  
\* To know if Anglo-Saxons or Vikings settled in their local area during the early Middle Ages – local study.

#### Ancient Civilisations (Y4)

\* To know that materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner.  
\*To know the features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Compare and contrast the two civilisations they have studied to see if they share any similarities and differences.  
\*To know that changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. 'How did significant Sumerian inventions change the way people lived?' 'How did food, farming and nutrition help ancient Sumer to grow and develop?'  
\*To know relevant historical information can be presented as written texts, tables, diagrams, captions and lists. 'If you lived in a Sumerian city state, what would you see, hear, taste, touch and smell?'  
\*To know hierarchy structures in ancient civilisations, include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. 'How similar was the hierarchy of ancient Egypt to the hierarchy of ancient Sumer?'  
\*To know every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. How and why civilisations decay and end?

#### Dynamic Dynasties (Y5)

\* To know China is the longest lasting civilisation.  
\* to introduce the children to the significance of the nine-year archaeological dig (Yinxu), which proved the existence of the Shang Dynasty.  
\* To know the people of the Shang Dynasty had five important religious beliefs  
\* To know that Bronze was significant in the Shang Dynasty.  
\*To know that Silk and jade objects have been produced in China for thousands of years, since prehistoric times.  
\* To know why the Shang Dynasty Hierarchical system was important  
\* To understand why everyday life in the Shang Dynasty was different for each person due to their position in society.  
\* To know why were the people in the Shang Dynasty such successful warriors.  
\* To know that using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical person - Fu Hao was a wife of King Wu Ding, king of the Shang Dynasty  
\* To know that beliefs can prompt an individual to take action - 'How did the actions of the last king lead to the downfall of the Shang Dynasty

\* To compare Bronze Age civilisations that they have studied - ancient China and the Bronze Age in Britain  
To know how the legacy of ancient China can be seen in the world today.

#### **Groundbreaking Greeks (Y5)**

- \* To know that Artefacts from different periods of history tell historians about the technology and skills used, the materials available, aspects of culture and everyday life, and changes over time.
- the chronology of ancient Greece and its place in world history
- To know sources can be primary or secondary, and consider the pros and cons of using both
- How did natural disasters change life for the Minoans?
- \* To know where the Mycenaean civilisation place is on the timeline. To compare the Minoans and Mycenaeans.
- \* To discuss the chronology, place and duration of the Greek Dark Age and Archaic period. To know how these periods were different from those that had gone before.
- \* To know when the Classical period is on a timeline. To find out about Greek city states.
- \* To know what democracy meant in Ancient Greece and how it worked
- \* To understand how the gender roles were different.
- \* To understand the meaning of the terms 'hierarchy' and 'social class'. To know the role of each group in Athenian society.
- \* To discuss 'Who do you think was the most significant person to live in Athens'
- \* To know the location and size of the Acropolis of Athens. To discuss 'What does the Acropolis tell us about ancient Athenians?'
- \* To know who Hippocrates was about his work and his influence. (His beliefs and scientific work influenced both ancient Greece and modern medicine).
- \* To know why philosophy is important in Ancient Greece
- \* To know why Maths from Ancient Greece is still important today
- \* To know about the origins of the Olympic Games
- \* To know aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.
- \* To know - 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?'
- \* To know what happened at the end of the Hellenistic period. Compare what was happening in Britain at the same time, and recap on the power of Rome across Europe.

#### **Sow, Grow & Farm (Y5 – Ruby)**

\*Know that Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.

#### **Maafa (Y6)**

- \* to know & understand the following vocabulary: abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, *maafa*, rebellion, resistance and slavery.
- \* To know a variety of kingdoms have developed in Africa over the last 6000 years.
- \*To know the historical narrative of Portugal and Spain's interest in Africa, and to give a context for the beginning of the slave trade
- \*To know Britain's role in the slave trade and the varied causes of the growth of the slave trade, the hierarchy of involvement and the devastating human consequences.
- \*To know about the triangular slave trade - what happened in each stage.
- \*To consider what the human impact of the slave trade might be.
- \* To know what was life like for enslaved African people on a Caribbean plantation
- \* To look at sources are all primary evidence and understand they were created by different people with different viewpoints and biases.
- \* To know the extent of rebellion at every point of enslavement by the African people.
- \*To know how did Britain benefit from the enslavement of African people
- \* To consider - 'What actions and events led to the abolition of slavery?'
- \* To consider - 'What do you think happened after the abolition of the slave trade
- \* To know the causes and consequences of colonisation,

- \* To know the reasons why black people came to live and work in Britain, the contributions that they made to society and the difficulties that they faced as black people in a predominantly white country.
- \* To know why The Race Relations Act of 1965 is significant

**Britain at War (Y6)**

- \*To know the causes of the First World War. To know why was the Battle of Britain was a turning point in the Second World War.
- \*To know why so many men volunteered to fight in the First World War.
- \* To know how were the weapons of the First World War different from weapons used in earlier wars.
- \*To know how did the war affect the everyday lives of ordinary people.
- \*To use their knowledge to decide how the experiences of the First World War might have impacted on preparations for the Second World War.
- \*To what was the impact of the Second World War on British civilians.
- \* To know how were the weapons of the First World War different from weapons used in earlier wars?
- \* To know how did new technology change the way that the First World War was fought?
- \*To know how war might have affected the everyday lives of civilians, both practically and emotionally.
- \*To know how did the experiences of the First World War affect Britain's preparation for the Second World War?
- \*To know how both technology and weaponry developed in the Second World War and how this changed how the war was fought
- \*To know why was the Battle of Britain a turning point in the Second World War?'
- \*To know what was the impact of the Second World War on British civilians?
- \*To know who Anne Frank was, and how they were affected by antisemitism and the persecution of Jewish people before and during the Second World War
- \*To know the impact the leaders had on the course of the war
- \*To know how the Second World War ended

**Frozen Kingdom (Y6 – Ruby)**

- \*To Know what conditions were like aboard the 'unsinkable' *Titanic*, how the accommodation differed for rich and poor passengers.
- \*To Know how polar exploration has changed over time & why have these changes happened?