

KNOWLEDGE



EYFS: understand who I am in the world

Year 1/2: The Great Fire of London, Aztecs, Our village in the past, Changes within our lives & Significant individuals

Year 3/4: Anglo Saxons, Romans, Baghdad, Greeks, Stone Age to Iron Age & Egyptians

Year 5/6: Crime and punishment, Saxons and Vikings, Shang Dynasty, World War 2 & Mayans.

HISTORY CURRICULUM INTENT



SKILLS



Identify, analyse & evaluate historical causes & effects

Analyse and interpret historical sources & evidence

Make connections between historical events

Contextualise historical events and decisions

Create or support a historical argument

Recall & remember historical facts and events

CULTURAL CAPITAL



Studying history allows us to **understand our past**, which in turn allows us to **understand our present**. If we want to know **how and why our world is** the way it is today, we have to look to **history for answers**.

If we study the successes and failures of the past, we may be able to **learn from our mistakes** and avoid repeating them in the future.

History can provide us with **insight into our cultures and societies** of origin as well as cultures with which we might be less familiar, thereby **increasing cross-cultural awareness** and understanding.

EXPERIENCES



Global & Historical Events:

Black History Month, Human Rights Day, Holocaust Memorial Day, Slavery Day, Refugee Week, International Woman's Day, Anti-Bullying week, Remembrance Day

50 Things to Do:

Time Capsule, Kings & Queens

Trips:

Danebury Hill Fort, Andover Museum, Houses of Parliament

CHARACTER



Roots that Strengthen: Acquiring knowledge of historical facts and events, having an understanding of chronology and events place in history

Branches that Reach: Making connections and comparisons and developing an understanding of context to historical events

Fruit that Flourishes: Engaging in analysing, evaluating, and giving opinions based in evidence to the causes and effects to historical events

IMPACT



We see & measure the impact by:

Pupil Conferencing

Baseline Questions

Staff Reflective Practice

Planning & Book Monitoring

Summative & Formative Assessments

Progression in Vocabulary and Key Concepts & Skills

EYFS	Key Stage 1	Key Stage 2	
Day/Week/Month/Year	Historians	AD/CE (Common ere) & BC BCE (Before Common Era)	Infer/Opinion
Old/New	Significance	Eras/Period/Millennium/Centenary	Reliable/Unreliable
Before/After	Past/Present	Bronze Age/Iron Age/Dark	Compare/Interpret/Hypothesis/Perspective
Earlier/Later	Artefacts	Ages/Medieval/Middle Ages	Eyewitness account/Oral History
Yesterday/Today/Tomorrow	Similarities/Differences	Archaeology/Archaeologists/Excavation	Continuity/Change/Contrast/Legacy
A long time ago	Chronological Order/Sequence/Timeline	Culture/Beliefs/Society/Civilisation	Cause/Effect/Consequence/
Past/Present/Future	Decade/Century,	National/International/Empire	First-hand/Second-hand evidence
Then/Now	Living memory/Ancient/Modern	Migration/emigrant/immigrant	Primary/Secondary Sources
Objects	Decade/Century		

At the end of Reception children will be able to:	At the end of Year 2 children will be able to:	At the end of Year 6 children will be able to:
Use simple vocabulary related to the passing of time; past, present and future	Use a wide vocabulary of everyday historical terms. Develop an awareness of the past, using common words and phrases relating to the passing of time.	Use increasingly sophisticated vocabulary and terminology when discussing and describing historical events
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.	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.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time.
Understand the past through settings, characters and events encountered in books read in class and storytelling. Understand that we can find out about the past by looking at things like pictures and objects.	Understand some of the ways in which we find out about the past and identify different ways in which it is represented	They should understand how our knowledge of the past is constructed from a range of sources.
Start asking questions about what happened in the past.	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 regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

EYFS: Ongoing Knowledge and Skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To place known events and objects in chronological order</p> <p>Sequence pictures of themselves and family members. Describe memories linked to the pictures.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts <i>(ELG: Understanding the World)</i></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling <i>(ELG: Understanding the World)</i></p>	<p>Comment on images of familiar situations in the past</p> <p>Compare pictures and describe similarities and differences.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts <i>(ELG: Understanding the World)</i></p> <p>Make comments about what they have heard and ask questions to clarify their understanding <i>(ELG: Listening, Attention and Understanding)</i></p>	<p>To describe events that have happened.</p> <p>Expressing own thoughts and feelings on pictures, artefacts and other resources linking to their own experiences, likes and dislikes.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <i>(ELG: Speaking)</i></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; <i>(ELG: Literacy)</i></p> <p>Anticipate key events in stories; <i>(ELG: Literacy)</i></p>	<p>Talk about things that have happened in the past, are happening now and might happen in the future, using appropriate vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher <i>(ELG: Speaking)</i></p> <p>Talk about members of their immediate family and community.</p>	<p>Begin to make sense of their own life-story and family's history and start to think about other peoples.</p> <p>Compare and contrast characters from stories, including figures from the past <i>(ELG: Literacy)</i></p> <p>Talk about the lives of the people around them and their roles in society <i>(ELG: Understanding the World)</i></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <i>(ELG: Understanding the World)</i></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <i>(ELG: Understanding the World)</i></p>

Cycle A

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Paddington	Famous People	Tin Forest	Homes and Families	Through the Window	Under the Sea
National Curriculum objectives		Lives of significant individuals in the past who have contributed to national and international achievements: Queen Victoria & Florence Nightingale & Rosa Parks		Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
Key themes to cover		- Achievements of the Victorian era -Changes to medicine because of Nightingale -How standing up for what you believe brings change, like Rosa Parks		-How homes have changed through time -History of our traveller community i.e. their arrival in Standlake -History of the traveller community	-How the school has changed through the ages -How the village has changed over time -Significant events that have happened in Standlake e.g., flooding & War	

Ongoing knowledge and skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
To place known events and objects in chronological order. To sequence events and recount changes within living memory. To describe where the people and events studied fit within a chronological framework and identify similarities between periods. To show an awareness of the past, using common words and phrases relating to the passing of time.	To find answers to some simple questions about the past from simple sources of information. To describe some simple similarities and differences between artefacts. To sort artefacts from then and now. To ask and answer relevant basic questions about the past. To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	To relate his/her own account of an event and understand that others may give a different version To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally To describe significant historical events, people and places in his/her own locality	To talk, draw or write about aspects of the past. To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms.	To recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past. To identify differences between ways of life at different times. To recognise why people did things, why events happened & what happened as a result.

Year 1 & 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	When I grow up	Explorers	Great Fire of London	The Little Gardener	Chocolate (Aztecs)	Wild and wonderful creatures
National Curriculum objectives		Lives of significant individuals in the past who have contributed to national and international achievements including comparing aspects of life between different periods	Events beyond living memory that are significant nationally or globally.		Events beyond living memory that are significant nationally or globally.	
Key themes to cover		Contrast the historical times, technology and impact of the two explorers Christopher Columbus and Neil Armstrong	How the fire started, spread quickly, and was stopped Similarities and differences between fire services then and now Samuel Peeps		Building of an Empire Engineering achievements Spanish Conquest Knowledge of Medicine Universal Education	

Ongoing knowledge and skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To place known events and objects in chronological order.</p> <p>To sequence events and recount changes within living memory.</p> <p>To describe where the people and events studied fit within a chronological framework and identify similarities between periods.</p> <p>To show an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>To find answers to some simple questions about the past from simple sources of information.</p> <p>To describe some simple similarities and differences between artefacts.</p> <p>To sort artefacts from then and now.</p> <p>To ask and answer relevant basic questions about the past.</p> <p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>To relate his/her own account of an event and understand that others may give a different version</p> <p>To describe changes within living memory and aspects of change in national life.</p> <p>To describe events beyond living memory that are significant nationally or globally</p> <p>To describe significant historical events, people and places in his/her own locality</p>	<p>To talk, draw or write about aspects of the past.</p> <p>To record what he/she has learned by drawing and writing.</p> <p>To speak about how he/she has found out about the past.</p> <p>To use a wide range of vocabulary of everyday historical terms.</p>	<p>To recognise the difference between past and present in their own and others' lives.</p> <p>To know and recount episodes from stories about the past.</p> <p>To identify differences between ways of life at different times.</p> <p>To recognise why people did things, why events happened & what happened as a result.</p>

Cycle A

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Groovy Greeks	The Fiery Earth	Frozen Planet	Anglo-Saxons	Egyptians	
National Curriculum objectives	Ancient Greece – a study of Greek life and achievements and their influence on the western world			Britain’s settlement by Anglo-Saxons and Scots	The achievements of the earliest civilizations. An overview of where and when the first civilizations appeared and a depth study: Egyptians	
Key themes to cover	The Greek Empire Greek Gods Development of Democracy The Olympics Greek Wars			Invasions, settlements & Kingdoms Alfred the Great Art and culture Laws and justice	Egyptian artefacts Egyptian culture Pharaohs Pyramids & Mummification Importance of River Nile	

Ongoing knowledge and skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To describe memories of key events in his/her life using historical vocabulary.</p> <p>To use an increasing range of common words and phrases relating to the passing of time</p> <p>To place some historical periods in a chronological framework. Continuation and consolidation of skills taught in previous years.</p> <p>To use historic terms related to the period of study</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>To look at the evidence available and engage in discussions.</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>To understand that sources can contradict each other</p>	<p>To describe events beyond living memory that are significant nationally or globally</p> <p>To describe significant historical events, people and places in his/her own locality.</p> <p>To use sources of information in ways which go beyond simple observations to answer questions about the past.</p> <p>To use a variety of resources to find out about aspects of life in the past.</p>	<p>To record what he/she has learned by drawing and writing.</p> <p>To speak about how he/she has found out about the past.</p> <p>To use a wide range of vocabulary of everyday historical terms</p> <p>To communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>To find out about everyday lives of people in time studied</p> <p>To compare with our life today.</p> <p>To identify reasons for and results of people’s actions.</p> <p>To understand why people may have wanted to do something.</p> <p>To use evidence to reconstruct life in time studied.</p> <p>To look for links and effects in time studied.</p> <p>To offer a reasonable explanation for events</p>

Year 3 & 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Planet Earth	Flintstones	Romans	Europe	Baghdad	Rainforests
National Curriculum objectives		Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain		A non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900;.	
Key themes to cover		<p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Bronze Age religion, technology and travel e.g., Stonehenge</p> <p>Late Neolithic hunter-gatherers and early farmers e.g., Skara Brae</p>	<p>Julius Caesars attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>British resistance e.g., Boudica</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		<p>Birth of Islam</p> <p>Trade across the world</p> <p>Innovations in maths, science and medicine</p> <p>Abbasids Rule</p> <p>Caliph</p>	

Ongoing knowledge and skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To describe memories of key events in his/her life using historical vocabulary.</p> <p>To use an increasing range of common words and phrases relating to the passing of time</p> <p>To place some historical periods in a chronological framework. Continuation and consolidation of skills taught in previous years.</p> <p>To use historic terms related to the period of study</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>To look at the evidence available and engage in discussions.</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>To understand that sources can contradict each other</p>	<p>To describe events beyond living memory that are significant nationally or globally</p> <p>To describe significant historical events, people and places in his/her own locality.</p> <p>To use sources of information in ways which go beyond simple observations to answer questions about the past.</p> <p>To use a variety of resources to find out about aspects of life in the past.</p>	<p>To record what he/she has learned by drawing and writing.</p> <p>To speak about how he/she has found out about the past.</p> <p>To use a wide range of vocabulary of everyday historical terms</p> <p>To communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>To find out about everyday lives of people in time studied</p> <p>To compare with our life today.</p> <p>To identify reasons for and results of people’s actions.</p> <p>To understand why people may have wanted to do something.</p> <p>To use evidence to reconstruct life in time studied.</p> <p>To look for links and effects in time studied.</p> <p>To offer a reasonable explanation for events</p>

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Crime and Punishment	World War II	Is Britain Still Great?	River Low, Mountain High	Amazing Mayans	Lands End to John O’Groats
National Curriculum objectives	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: changes in an aspect of history, such as crime and punishment from Anglo-Saxons to present	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066			A non-European society that provides contrasts with British history. Mayan civilization c. AD 900	
Key themes to cover	Laws and punishment since Roman times The Peasants Revolt Elizabeth Fry and prisons The role of women	Origins of WW11 The Nazi Party The Home Front and the role of women Propaganda VE Day			Mayan inventions and discoveries Mayan Gods Pyramids, temples, palaces and homes	

Ongoing knowledge and skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To use dates to order and place events on a timeline.</p> <p>To make comparisons between different times in the past.</p> <p>To use relevant terms and period labels</p> <p>To place current study on timeline in relation to other studies.</p> <p>To sequence up to 10 events on a timeline.</p> <p>To use relevant dates and terms</p>	<p>To compare sources of information available for the study of different times in the past (primary and secondary).</p> <p>To select relevant sections of information</p> <p>To use a range of sources to find out about an aspect of time past.</p> <p>To suggest omissions and the means of finding out.</p> <p>To bring knowledge gathered from several sources together in a fluent account.</p>	<p>To make comparisons between aspects of periods of history and the present day.</p> <p>To understand that the type of information available depends on the period of time studied.</p> <p>To evaluate the usefulness of a variety of sources</p> <p>To link sources and work out how conclusions were arrived at.</p> <p>To consider ways of checking the accuracy of interpretations- fact, fiction or opinion.</p> <p>To be aware that different evidence will lead to different conclusions</p>	<p>To present findings and communicate knowledge and understanding in different ways.</p> <p>To provide an account of a historical event based on more than one source.</p> <p>To recall, select and organise historical information.</p> <p>To select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>To study different aspects of different people – differences between men and women.</p> <p>To examine causes and results of great events and the impact on the people.</p> <p>To compare an aspect of life with the same aspect in another period.</p> <p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>To know key dates, characters and events of time studied.</p>

Year 5 & 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Class Topic	Adventures in Space	Blood, Bones and Body	Saxons and Vikings	Shang Dynasty	Natural Resources	Think Global. Act Local.
National Curriculum objectives			The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one.		
Key themes to cover			The Kingdoms Danelaw Settlements Invasion Differences in beliefs	King Wu Ding Development of Government Artistry & workmanship, particularly Bronze production Calendar system Number & Writing system		

Ongoing knowledge and skills development:

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To use dates to order and place events on a timeline.</p> <p>To make comparisons between different times in the past.</p> <p>To use relevant terms and period labels</p> <p>To place current study on timeline in relation to other studies.</p> <p>To sequence up to 10 events on a timeline.</p> <p>To use relevant dates and terms</p>	<p>To compare sources of information available for the study of different times in the past (primary and secondary).</p> <p>To select relevant sections of information</p> <p>To use a range of sources to find out about an aspect of time past.</p> <p>To suggest omissions and the means of finding out.</p> <p>To bring knowledge gathered from several sources together in a fluent account.</p>	<p>To make comparisons between aspects of periods of history and the present day.</p> <p>To understand that the type of information available depends on the period of time studied.</p> <p>To evaluate the usefulness of a variety of sources</p> <p>To link sources and work out how conclusions were arrived at.</p> <p>To consider ways of checking the accuracy of interpretations- fact, fiction or opinion.</p> <p>To be aware that different evidence will lead to different conclusions</p>	<p>To present findings and communicate knowledge and understanding in different ways.</p> <p>To provide an account of a historical event based on more than one source.</p> <p>To recall, select and organise historical information.</p> <p>To select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>To study different aspects of different people – differences between men and women.</p> <p>To examine causes and results of great events and the impact on the people.</p> <p>To compare an aspect of life with the same aspect in another period.</p> <p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>To know key dates, characters and events of time studied.</p>