



# History Curriculum

## EYFS – Year 6

### The primary intent for our curriculum

- Children to know that history is a subject – focussing on learning about the past
- Understand that ‘evidence’ is at the heart of history – and what kinds of evidence we can use
- Understand that versions of history can be different - because people have different opinions
- Know their place in history – what has gone before is all history (e.g. prehistoric, BC / AD, living memory, recent)
- Understand that history is divided in to periods – often linked to Monarchs
- Know the key knowledge identified in each unit, so that they have a firm knowledge base by the end of primary school
- Understand some of the causes and consequences of historical events.

### The primary intent for our EYFS curriculum.

- To become an ‘Intrepid Explorer’ who knows how to read a simple map, knows their family tree, shows care to living creatures and understands some differences between their country and other countries across the world.

## History Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	-Begin to make sense of their own life-story and family's history.		- Continue developing positive attitudes about the differences between people.		-Begin to make sense of their own life-story and family's history.	
Reception	-Compare and contrast characters from stories, including figures from the past. -Comment on images of familiar situations in the past. ELGs -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;					
Year 1		<b>Beside the seaside:</b> Changes over time <b>(Mary Anning)</b>	<b>Toy Box:</b> Changes over time <b>(Ole Kirk Kristiansen)</b>		<b>Kings and Queens:</b> The monarchy, changes over time <b>(Queen Elizabeth)</b>	
Year 1/2 Cycle B		<b>Great Fire of London:</b> Significant event and person <b>(Samuel Pepys)</b>	<b>Rolling over the ocean:</b> Significant person – <b>Captain Cook</b>		<b>Significant person:</b> Florence Nightingale.	
Year 3	<b>Land Before time:</b> Chronology, Lifestyle changes <b>(Amesbury Archer)</b>			<b>The Boy King:</b> Ancient Civilizations. Significant Person <b>(Tutankhamun)</b>		
Year 4	<b>Out in the Wilds</b> Significant person and events. <b>(Charles Darwin)</b>			<b>Rotten Romans:</b> Lifestyle, army <b>(Boudicca)</b>		<b>Vicious Vikings:</b> Lifestyle, army <b>(King Alfred the Great)</b>
Year 5	<b>WWII:</b> Significant event, causes and consequences. Significant person <b>(Adolf Hitler)</b>			<b>Meet the Greeks:</b> Family life, Gods/goddesses <b>(Zeus)</b>		<b>1066:</b> Significant event (Battle of Hastings) <b>(William the Conqueror)</b>
Year 5/6 Cycle B	<b>Great Britains:</b> Significant person <b>(George Stephenson)</b> , Significant events in History.		<b>Evolution of technology:</b> Significant people <b>(Bill Gates, Steve Jobs)</b> , Century advancements			<b>Food of the Gods:</b> Mayan Civilization <b>(The Hero Twins)</b>

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Nursery	Autumn	Cycle 1 – We’re going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper’s Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To retell and order events in real life eg, yesterday, today and tomorrow.  To retell and order events in stories, using vocabulary eg , beginning, middle and end.  To introduce Remembrance Day.  To use language of time  To introduce Black History month.		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Yesterday Today Tomorrow Beginning Middle End Before After Now Then Soldier Poppy Remembrance Day Fields Silence Peace Family Time

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Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To use language of time  To look at ‘old’ and ‘new’ household items.		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Yesterday Today Tomorrow Beginning Middle End Before After Now Then Old New

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Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To use language of time</p> <p>To explore old fashioned artefacts in continuous provision</p> <p>To retell and order events in real life eg, yesterday, today and tomorrow.</p> <p>To retell and order events in stories, using vocabulary eg , beginning, middle and end.</p> <p>To celebrate Shakespeare week.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Yesterday</p> <p>Today</p> <p>Tomorrow</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Before</p> <p>After</p> <p>Now</p> <p>Then</p> <p>Pram</p> <p>Aga</p> <p>Tin bath</p> <p>Shakespear</p> <p>The Globe</p> <p>Mangle</p> <p>Washing board</p>

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Reception	Autumn	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found															
What will be taught ... key ideas?		I wonder ..	Key vocabulary														
<p>To retell the story of stickman using a timeline to show the different events of the story.</p> <p>To have a basic understanding of remembrance day.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<table> <tr> <td>Timeline</td> <td>Beginning</td> </tr> <tr> <td>Remembrance day</td> <td>Middle</td> </tr> <tr> <td>War</td> <td>End</td> </tr> <tr> <td>Soldiers</td> <td>Now</td> </tr> <tr> <td>Poppy</td> <td>Then</td> </tr> <tr> <td>Order</td> <td>Past</td> </tr> <tr> <td></td> <td>Present</td> </tr> </table>	Timeline	Beginning	Remembrance day	Middle	War	End	Soldiers	Now	Poppy	Then	Order	Past		Present
Timeline	Beginning																
Remembrance day	Middle																
War	End																
Soldiers	Now																
Poppy	Then																
Order	Past																
	Present																

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, commotion in the ocean.															
What will be taught ... key ideas?		I wonder ..	Key vocabulary														
<p>To discuss families.</p> <p>To retell the story of 'Once there were giants' using a timeline to show the different events of the story.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<table> <tr> <td>Timeline</td> <td>Family</td> </tr> <tr> <td>Beginning</td> <td>Grandparents</td> </tr> <tr> <td>Middle</td> <td>Parents</td> </tr> <tr> <td>End</td> <td>Baby</td> </tr> <tr> <td>Now</td> <td>Child</td> </tr> <tr> <td>Then</td> <td>Change</td> </tr> <tr> <td>Order</td> <td>Teenagers</td> </tr> </table>	Timeline	Family	Beginning	Grandparents	Middle	Parents	End	Baby	Now	Child	Then	Change	Order	Teenagers
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Reception	Summer	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
To document the sequence of events in "What the ladybird heard"		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Order Sequence Vehicles Tractor Combine harvester Scythe Sickles Hoes Rakes Trowel Past Present Now Then

## History Curriculum

Mary Anning – Significant individual. Changes over time.		Topic: Beside the Seaside	Term: Autumn 2	Year: 1
<p><b>Foundations of previous learning:</b>            Understanding the World Past and Present            - Talk about the lives of the people around them and their roles in society;            - Understand the past through settings, characters and events encountered in books read in class and storytelling;            Communication and Language - Speaking            - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To look at 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</p> <p>To look at significant historical events, people, and places in their own locality.</p> <p>To learn about events beyond living memory that are significant nationally or globally.</p> <p>To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b><u>Knowledge and understanding</u></b>            Tell the difference between past and present in own and other people's lives.            Sequence some events or 2 related objects in order.            Uses words and phrases: old, new, young, days and months.</p> <p><b><u>Historical interpretation</u></b>            Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><b><u>Historical enquiry</u></b>            Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p><b><u>Organisation and communication</u></b>            Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p><b><u>Chronological understanding</u></b>            Uses words and phrases: old, new, young, days and months.            Sequence some events or 2 related objects in order.            Remembers parts of stories and memories about the past.</p>	<p>Recall key information about Mary Anning.            To compare the seaside then and now.            Be able to use their knowledge and understanding to answers simple questions about the history of the seaside.            Be able to give some reasons for particular events and changes at the seaside.            Be able to explain the changes in people's lives from then and now including clothing, transport and holidays.</p>	<p>past            present            then            now            history            seaside            changes            transport            living memory            sources            memories            similarities            differences            compare            beach hut            funicular            Victorian            train            Mary Anning</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use words and phrases such as old, new, now and then.            I can sequence some events or 2 related objects in order.</p>	<p><i>Why was Mary Anning important?            Can you explain any changes to the seaside from then and now?            How has the seaside changed from then to now?            Can you describe some ways in which people's lives have changed from then and now?</i></p>		



## History Curriculum

Changes over time (living memory)		Topic: Toy Box	Term: Spring 1	Year: 1
<p><b>Foundations of previous learning:</b>            Understanding the World Past and Present            - 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;            Communication and Language - Speaking            - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p><b>Changes Over Time</b></p> <p>To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>To look at 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</p> <p>To learn about events beyond living memory that are significant nationally or globally.</p>	<p><b><u>Knowledge and understanding</u></b>            Tell the difference between past and present in own and other people's lives.            Sequence some events or 2 related objects in order.            Uses words and phrases: old, new, young, days and months.</p> <p><b><u>Historical interpretation</u></b>            Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><b><u>Historical enquiry</u></b>            Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p><b><u>Organisation and communication</u></b>            Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p><b><u>Chronological understanding</u></b>            Uses words and phrases: old, new, young, days and months.            Sequence some events or 2 related objects in order.            Remembers parts of stories and memories about the past.</p>	<p>To know that Ole Kirk Kristiansen invented Lego.            To be able to explain how Ole Kirk Kristiansen's toys changed over time.            To know that toys have changed over time.            To understand that trends have changed over time.            To identify changes that were made to toys.            To understand why changes were made to toys.            To use simple vocabulary relating to the past and present.            To know where to find the answers to their questions (stories, pictures and relatives etc)</p>	<p>Past            Present            Old            New            Newer            Older            Changes            Toys            Sources            Better            Sequence            Young            Days\months            Years            Memories            Stories            Recount            Information            Ole Kirk Kristiansen</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>I can use words and phrases such as old, new, now and then.            I can sequence some events or 2 related objects in order.            I can explain differences between toys from the past and the present.</p>	<p>Can you explain why Ole Kirk Kristiansen was important?            Can you explain how Kristiansen's toys changed over time?            Can you compare toys from the past and present?            Can you use language associated with time to explain the changes?            Can you access a range of sources to find information?</p>		

## History Curriculum

The Monarchy – Changes Over Time / Significant Individuals		Topic: At the Palace	Term: Summer 1	Year: 1
<p><b>Foundations of previous learning:</b>            Understanding the World Past and Present            - 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;            Communication and Language - Speaking            - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know about 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 - Queen Elizabeth</p> <p>To look at significant historical events, people, and places in their own locality.</p> <p>To learn about events beyond living memory that are significant nationally or globally.</p>	<p><b><u>Knowledge and understanding</u></b>            Tell the difference between past and present in own and other people's lives.            Sequence some events or 2 related objects in order.            Uses words and phrases: old, new, young, days and months.</p> <p><b><u>Historical interpretation</u></b>            Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p><b><u>Historical enquiry</u></b>            Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p><b><u>Organisation and communication</u></b>            Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p><b><u>Chronological understanding</u></b>            Uses words and phrases: old, new, young, days and months.            Sequence some events or 2 related objects in order.            Remembers parts of stories and memories about the past.</p>	<p>To understand the history of the Monarch            To name the members of the royal family.            To know who Queen Elizabeth II is.            To name some significant events in her reign.            To compare the changes from Queen Elizabeth's coronation and now.</p>	<p>Monarchy            Royal family            Queen Elizabeth            Britain            Reign            Past            Present            Then            Now            Significant            History            Changes            Living memory            National            Coronation            Jubilee</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can tell the difference between the past and present in my life and the life of other people.</p> <p>I am beginning to use simple sources to identify details from the past.</p>	<p>Can you name the members of the royal family?            Can you explain the monarchy?            Can you explain some changes Queen Victoria made to Britain?</p>		

## History Curriculum

Significant event and person – Samuel Pepys		Topic: Great Fire of London	Term: Autumn 1	Year: 1/2 Cycle B	
<b>Foundations of previous learning:</b> Understanding the World Past and Present - 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; Communication and Language - Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
To understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. To know about 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. <b>(Samuel Pepys)</b>	<u>Year 1</u> <b>Chronological understanding</b> Sequence some events or 2 related objects in order. Uses words and phrases: old, new, young, days and months. <b>Knowledge and Understanding</b> Tell the difference between past and present in own and other people's lives. <b>Historical interpretation</b> Begins to identify and recount some details from the past from sources (e.g. pictures, stories).  <u>Year 2</u> <b>Chronological understanding</b> Uses words and phrases such as recently, before, after, now, later. Puts 3 people, events or objects in order using a given scale. Uses past and present when telling others about an event. <b>Knowledge and understanding</b> Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant period in history. Uses evidence to explain reasons why people in past acted as they did. <b>Historical interpretation</b> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. <b>Historical enquiry</b> Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' <b>Organisation and communication</b> Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past.	The fire began in 1666. Know where the fire took place. Know that 1666 was within the Tudor period. List and explain the events and timings of the Great Fire. Know what made the fire spread so quickly. Know how the fire stayed alight for so long. Know Thomas Farynor and his family and their role. Know the changes made after the fire. Know how people found out about the fire. Know about artists and diaries and their role in recording information – Samuel Pepys Reflect on the events and how they influence change.	First, before, after Destroyed Timber Thatched roof Time line Past Present Significant events Decade Tudor Tudor period Civilisation Thomas Farynor King Charles II baker Pudding Lane 1666 smoke fire leather bucket	River Thames Maid profiteers flames escape window climbed Samuel Pepys frightened burning wooden buildings Lord Mayor River Thames water squirts fire hooks burned diary	
	Assessment of Skills		Assessment of Knowledge		
		<u>Year 1</u> <ul style="list-style-type: none"> <li>Sequence some events or 2 related objects in order.</li> <li>Tell the difference between past and present in own and other people's lives.</li> </ul> <u>Year 2</u> <ul style="list-style-type: none"> <li>Puts 3 people, events or objects in order using a given scale.</li> <li>Recounts main events from a significant period in history.</li> </ul>	The Great Fire of London happened in 1666. The fire took place on Pudding Lane, London. Samuel Pepys wrote a diary to record what happened London was rebuilt using stone/brick.		

## History Curriculum

Captain Cook – Significant Event & Person		Topic: Rolling over the ocean (Captain Cook)	Term: Spring 1	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>            Understanding the World Past and Present            - 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;            Communication and Language - Speaking            - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life To know events beyond living memory that are significant nationally To understand the lives of significant individuals in the past who have contributed to national and international achievements. To know significant historical events, people and places in their own locality.	<p><u>Year 1</u>  <b>Historical Interpretation</b>            Begins to identify and recount some details from the past from sources (e.g. pictures, stories).  <b>Historical enquiry</b>            Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).  <u>Year 2</u>  <b>Historical interpretation</b>            Understands why some people in the past did things.  <b>Historical enquiry</b>            Looks carefully at pictures or objects to find information about the past.            Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'  <b>Organisation and communication</b>            Writes simple stories and recounts about the past.</p>	To know who Captain James Cook was. To know he was born in Marton and moved to Staithes where his interest in ships began. To know that he was a famous navigator. To know the places that Captain Cook discovered. To know the dates of his famous voyages. To be able to name the ships which he sailed in. To know the countries that he visited and their cultures. To know when Captain Cook died and how he was killed.	Captain Cook Marton Ship Staithes Voyage Travel Discovery Discover Killed Navigator Achievement Great Ayton Whitby Endeavour Resolution Tahiti	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</li> <li>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Looks carefully at pictures or objects to find information about the past.</li> <li>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> </ul>	Captain Cook is a famous explorer. He explored some countries- such as Hawaii and Australia. He sailed on a ship called the Endeavour. He died in a battle in Hawaii.		

## History Curriculum

Significant Person (Florence Nightingale)	Topic: Florence Nightingale	Term: Summer 1	Year: 1/2 Cycle B
<p><b>Foundations of previous learning:</b>            Understanding the World Past and Present            - 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;            Communication and Language - Speaking            - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To know about events beyond living memory that are significant nationally or globally</p> <p>To know about 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</p>	<p><b>Year 1</b>  <b>Chronological undertsnading</b>            Sequence some events or 2 related objects in order.            Remembers parts of stories and memories about the past.  <b>Knowledge and understanding</b>            Tell the difference between past and present in own and other people's lives.  <b>Historical enquiry</b>            Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).  <b>Organisation and communication</b>            Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p><b>Year 2</b>  <b>Chronological understanding</b>            Uses words and phrases such as recently, before, after, now, later.            Uses past and present when telling others about an event.  <b>Knowledge and understanding</b>            Uses information to describe differences between then and now.            Recounts main events from a significant period in history.            Uses evidence to explain reasons why people in past acted as they did.  <b>Historical interpretation</b>            Understands why some people in the past did things.  <b>Organisation and communication</b>            Describes objects, people and events.</p>	<p>To know who Florence Nightingale was.            To know that Florence Nightingale lived in the Victorian times.            To know that Florence Nightingale rejected traditional expectations.            To know why Florence Nightingale visited Scutari hospital.            To understand the conditions within Scutari hospital before and after the nurses arrival.            To understand why Florence Nightingale became famous.            To know the key events in Florence Nightingale's life.            To know the changes made to medical care since the Victorian era.</p>	<p>Florence Nightingale            Victorian            Expectations            Tradition            Scutari            Nurses            Medical            Hospital            Conditions            Era</p>
	Assessment of Skills	Assessment of Knowledge	
	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</li> <li>Remembers parts of stories and memories about the past.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Uses words and phrases such as recently, before, after, now, later.</li> <li>Uses past and present when telling others about an event.</li> </ul>	<p>Florence Nightingale is a famous nurse.            Florence Nightingale lived in the Victorian times.            Florence Nightingale made hospitals a cleaner place.</p>	

History Curriculum

<b>Chronology, Lifestyle changes</b>		<b>Topic: Land Before time</b>	<b>Term: Autumn 1</b>	<b>Year 3</b>
<b>Foundations of previous learning:</b> Know how to sequence ideas within an event or person’s lifetime Know how sources of information can present in a variety of ways and can help us to understand the past.				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Changes in Britain from the Stone Age to the Iron Age	<u><b>Chronological understanding</b></u> Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. <u><b>Knowledge and understanding</b></u> Uses evidence to describe past. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects. <u><b>Historical interpretation</b></u> Looks at 2 versions of same event and identifies differences in the accounts. <u><b>Historical enquiry</b></u> Asks questions such as ‘how did people ....? What did people do for ....?’ Suggests sources of evidence to use to help answer questions. <u><b>Organisation and communication</b></u> Presents findings about past using speaking, writing, ICT and drawing skills.	To know that the Stone Age occurred before written records were kept. To know that the Stone Age occurred after the Ice Age. The Stone Age is divided into three different periods; the Neolithic, Mesolithic and Palaeolithic. To know that the Stone Age materials progress from stone, to bronze and to metal. To know that the shelters used in the Stone Age change throughout the time period. To know that cave paintings and artefacts inform us about the Stone Age. To know that the people in the Stone Age progressed from hunter gatherers to agriculture. To understand the archaeological importance of Skara Brae. To know who the Amesbury Archer is and why he is important.	Hunter Gatherer Community Arrow Mesolithic Neanderthal Homo sapien Cave painting Tools Evolve Skara Brae Antler Weapons The Amesbury Archer Stone Age Periods Prehistoric Agriculture Artefacts Cave paintings Stone Bronze Metal	Palaeolithic Shelter Den Survive Neolithic Mammoth Jewellery Handaxe Flint Hammersmith Ice Age Decade BC AD After Before During Materials Survival
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	Uses evidence to describe past. Looks at 2 versions of same event and identifies differences in the accounts.	The Stone Age began around 2.5 million years ago and ended around 2,000BCE. In the Palaeolithic Stone Age people lived in caves and were hunter gatherers. By the Neolithic Stone Age, they were farmers with homes built from stone and animal skin and bones. Skara Brae is an archaeological site showing the remains from a village during the Neolithic Stone Age which shows what life would be like when they were farmers. Amesbury Archer was an early Bronze Age man whose grave was discovered near Stonehenge and provides artefacts that give us evidence about what life was like during this time.		

History Curriculum

Ancient Civilizations		Topic: The Boy King	Term: Spring 2 and Summer 1	Year: 3
<b>Foundations of previous learning:</b> To know how the people of the Stone Age progressed and made developments in their lifestyles To interpret sources such as cave painting and artefacts from the time to learn about the past To understand how to place events from a period of time in order, beginning to look at timelines as progression from sequencing.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught about 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 Egyptians.	<u><b>Chronological understanding</b></u> Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. <u><b>Knowledge and understanding</b></u> Uses evidence to describe past. <u><b>Historical interpretation</b></u> Looks at 2 versions of same event and identifies differences in the accounts. <u><b>Historical enquiry</b></u> Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ....? What did people do for ....?' <u><b>Organisation and communication</b></u> Presents findings about past using speaking, writing, ICT and drawing skills. Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	To know the roles and responsibilities of a pharaoh. To know how the ancient Egyptians constructed the pyramids. To know what the pyramids were used for. To learn how the ancient civilization developed and the achievements that were made. Create a timeline including significant events and the development of ancient civilization. To understand hieroglyphics and to be able to decode them. To explain the roles of an embalmer. To know how the ancient Egyptians organised the dead and why this was so important to them. To have knowledge of BC and AD and to use them accurately when discussing the time periods of Ancient Egypt.	Pharaoh Pyramid Artefact Anubis Civilization Hieroglyphics Preserve Tomb Ancient Embalmer Cartouche Mummy Papyrus Scarab Sphinx Temple Tomb	
	Assessment of Skills	Assessment of Knowledge		
	<u><b>Spring Assessment</b></u> Uses timelines to place events in order. Understands timeline can be divided into BC and AD. <u><b>Summer Assessment</b></u> Asks questions such as 'how did people ....? What did people do for ....?' Presents findings about past using speaking, writing, ICT and drawing skills.	The pharaohs were the most important people in Egypt. They were in charge of laws and decisions regarding religion and gods. Pyramids were built for religious purposes so that pharaohs would be able to make it into the afterlife with their possessions. They contained tombs for pharaohs. The ancient Egyptian civilisation had many achievements such as building pyramids, mummifying bodies and a writing system known as hieroglyphics. An embalmer is an individual who preserves and prepares the dead bodies ready for the afterlife.	Red Sea Nile Linen Tutankhamun Cleopatra Cairo Archaeologist Artefact	

## History Curriculum

Significant person and events.	Topic: Out in the wilds	Term: Autumn 1	Year 4
<p><b>Foundations of previous learning:</b>            Children have looked at key individuals such as Captain Cook and Mary Anning and how the influence of their work.            Children have looked at Pepys diary in Y2 as a source of evidence            Children have looked at the achievements of both individuals and communities            Children have looked at the voyages of Captain Cook</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <i>(a significant turning point in British history, for example, the first railways or the Battle of Britain)</i></p>	<p><b><u>Chronological understanding</u></b>            Names and places dates of significant events from past on a timeline.  <b><u>Knowledge and understanding</u></b>            Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.            Describes how some of the past events/people affect life today.  <b><u>Historical interpretation</u></b>            Gives reasons why there may be different accounts of history.  <b><u>Historical enquiry</u></b>            Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  <b><u>Organisation and communication</u></b> Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills            Uses dates and terms correctly.            Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>To know the significant events in Charles Darwin's life.            To know that Charles Darwin lived in the 19<sup>th</sup> Century.            To know that Charles Darwin's diary helps us to understand events from the past.            To know how Charles Darwin's life differs from modern day life.            To know how events can be portrayed in different ways.            To know that in 1831 Charles Darwin embarked on a five-year voyage on the HMS Beagle.</p>	<p>Charles Darwin            Century            Diary            Source            Voyage            Primary source            Secondary source            Bias            Events            HMS Beagle            Similarities            Differences            Embark</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Shows knowledge and understanding by describing features of past societies and periods            Gives reasons why there may be different accounts of history.</p>	<p>Charles Darwin lived in the 19<sup>th</sup> century and his life differed from modern life.            Charles Darwin is best known for his theory of evolution.            The theory of natural selection was explored by 19<sup>th</sup>-century naturalist Charles Darwin.            Charles Darwin's Pocket Diary or his 'Journal' was an invaluable tool for dating the progress of his scientific career and follows the course of his life.            In 1831, Charles Darwin received an invitation: to join the HMS Beagle as ship's naturalist for a trip around the world.</p>	



## History Curriculum

Lifestyle, army		Topic: Rotten Romans	Term: Spring 2	Year: 4
<p><b>Foundations of previous learning:</b>            A growing understanding of how to organise ideas chronologically including using time specific vocabulary and timelines.            Children know how time periods can be identified by the people who lived at the time e.g. Egyptians            Children have learned about a pharaoh's position and therefore are beginning to understand class systems and hierarchy.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p>	<p><b><u>Chronological understanding</u></b>            Uses words and phrases: century, decade, BC, AD, after, before, during.            Names and places dates of significant events from past on a timeline.</p> <p><b><u>Knowledge and understanding</u></b>            Shows knowledge and understanding by describing features of past societies and periods.            Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.            Describes how some of the past events/people affect life today.</p> <p><b><u>Historical interpretation</u></b>            Gives reasons why there may be different accounts of history.</p> <p><b><u>Historical enquiry</u></b>            Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p><b><u>Organisation and communication</u></b>            Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills            Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>I know the meaning of the words century, decade, BC, AD, after, before and during.</p> <p>I know who Boudicca is and I can talk about her rebellion.            Boudicca was important as she fought at the head of her army, which was known as the Britons. They destroyed the Roman capital of Colchester and defeated the Roman IX legion.</p> <p>I know that the Romans invaded Britain.</p> <p>I know that the Romans weren't just from Rome but are a colony from a range of places across the world.</p> <p>I know that Romans dressed differently according to their social standing.</p> <p>I know how powerful the Roman army was.</p> <p>I know what weapons and protective items the Roman army used.</p> <p>I know what food and drink made up the Roman diet.</p>	<p>account            invasion            rebellion            uprising            empire            villa            gladiator            tribe            mosaic            Boudicca            Rebellion            BC            AD            Century            Decade            Colony            Weapon            Shield            Army            Wine            Bread            Glass</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Names and places dates of significant events from past on a timeline.            Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>B.C. stands for "Before Christ," as in Jesus Christ. A.D. stands for the Latin phrase Anno Domini. That translates to "In the year of our Lord."            A decade means ten years and a century means a hundred.            Boudicca was a Celtic queen who is famous for revolting against the Roman occupation in AD60 or 61.            The Roman's invaded Britain because it had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.            The Romans originated in the city of Rome in modern-day Italy and their army was the largest fighting force in the ancient world.</p>		

## History Curriculum

Settlements		Topic: Vicious Vikings	Term: Summer 2	Year: 4
<p><b>Foundations of previous learning:</b>            Children have recently learned about the Roman Empire which preceded the Vikings – linking both knowledge and chronological awareness            Children have previously learned about warfare and invasions.            Children will continue to build on presenting their understanding of the past through a variety of ways and will begin to think about the most appropriate way.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<p><b><u>Chronological understanding</u></b>            Names and places dates of significant events from past on a timeline.  <b><u>Knowledge and understanding</u></b>            Shows knowledge and understanding by describing features of past societies and periods.            Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.  <b><u>Historical interpretation</u></b>            Gives reasons why there may be different accounts of history.  <b><u>Historical enquiry</u></b>            Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  <b><u>Organisation and communication</u></b>            Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills            Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>To know that the Romans withdrew from Britain.            To know that the Roman Empire fell.            To know that Anglo Saxons and Scots settled in Britain.            To know Anglo Saxons ruled small kingdoms.            To know that the Vikings invaded and raided the Kingdom of England.            To know that the Vikings travelled in longships.            To know that King Alfred the Great defeated the Vikings in battle.            To know that after the defeat, the Vikings signed a treaty saying that they had to keep to their own land in England.            To know that Jorvik was a large Viking Kingdom around York.            To know that Viking warriors believed that when they died in battle, they went to Valhalla, where the king of the gods lived.            To know some of our current towns and villages have elements of Norse language in them.</p>	account raid invasion resistance law justice settlement kingdom Anglo Saxons Scots Rule Invaded Longships King Alfred the Great Battle Defeat Treaty Jorvik Warrior Valhalla Odin Gods Norse	
	Assessment of Skills	Assessment of Knowledge		
	<p>Understands the difference between primary and secondary sources of evidence.            Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>In 476AD, a Germanic barbarian named Odoacer took control of Rome, became king of Italy and forced the last emperor of Rome to give up his crown meaning the end of the Roman Empire.            Anglo-Saxons and Vikings settled in Britain and ruled small kingdoms after the Roman Empire fell.            From AD793, Vikings built ships and sailed from Denmark to conquer large parts of north-eastern England and the very first place they raided was the great monastery of Lindisfarne.            King Alfred the Great beat the Vikings in battle and then some Vikings settled in their own area of eastern England, called the Danelaw.</p>		

## History Curriculum

Significant event, Causes and consequences		Topic: WWII	Term: Autumn 1	Year: 5
<p><b>Foundations of previous learning:</b>            This unit will build on from the work children completed on Roman warfare looking at how warfare advanced from Romans to the 20<sup>th</sup> century.            Children have previously looked at time-lines and chronology within the area they are studying which will lend itself to positioning WWII in relation to other historical periods.            Children have previously looked at 'why' knowledge questions which will support them in considering cause and consequence            Children have looked at 2 versions of the same event, which will support understanding of propaganda.</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII)</li> </ul>	<p><b>Chronological understanding</b>            Uses timelines to place and sequence local, national and international events.            Sequences historical periods.            Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.            Identifies changes within and across historical periods.</p> <p><b>Knowledge and understanding</b>            Gives some causes and consequences of the main events, situations and changes in the periods studied.            Identifies changes and links within and across the time periods studied.</p> <p><b>Historical interpretation</b>            Looks at different versions of the same event and identifies differences in the accounts.            Gives clear reasons why there may be different accounts of history.            Knows that people (now and in past) can represent events or ideas in ways that persuade others.</p> <p><b>Historical enquiry</b>            Asks a range of questions about the past.            Chooses reliable sources of evidence to answer questions.</p> <p><b>Organisation and communication</b>            Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.            Uses dates and terms accurately.</p>	<p>World War II began in 1939 until 1945.            The war was between Germany and Allied forces of Europe.            The key allies are Great Britain, France and Poland.            The cause of World War II was Hitler invading Poland and refusing to retreat.            That food is rationed because of severed trade links to Europe and shipping losses due to U-boat attacks.            Men were enlisted to fight.            Women entered the world of work in industry and agriculture.            Propaganda was used to spread ideas and influence the UK population.            The Blitz was a series of aerial attacks by German forces to weaken the UK.            Children living in cities were evacuated to live in the countryside in order to keep them safer from aerial attacks.</p>	<p>War            Bomb            Army            Medal            Neville Chamberlain            Tank            Battle            Rifle            Prisoner            Gas mask            Anderson shelter            Adolf Hitler</p>	<p>Spitfires            Rationing            Blitz            Evacuee            Gas mask            Nazi            Shelter            Anderson shelter            Shrapnel            Troops</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>I can use timelines to place and sequence events from the period I am studying and where it fits within other historical periods.</p> <p>I can give some causes and consequences of an event.</p>	<p>WWII began in 1939 and ended in 1945.            The cause of WWII was because Hitler invaded Poland.            Children living in cities were evacuated to live in the countryside in order to keep them safer from aerial attacks.            The impact of food rationing was that it affected health, home life and changed gender roles/expectations.</p>		

History Curriculum

<b>Family life, Gods/goddesses</b>		<b>Topic: Meet the Greeks</b>	<b>Term: Spring 2</b>	<b>Year: 5</b>
<p><b>Foundations of previous learning:</b>                  Children have previously learned about the Ancient Egyptians and their civilisation so will now broaden their understanding to study over ancient civilisations.                  Children have previously considered why there may be different accounts of history and propaganda preparing them to start to consider the purposes of representing the past in different ways.                  Children have been expanding their use of vocabulary relating to chronology to now include subject specific terminology.</p>				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Gives clear reasons why there may be different accounts of history. Asks a range of questions about the past. Uses dates and terms accurately.	To know where the Ancient Greeks fits into History To understand that Zeus is the god of the sky, Poseidon is the god of the sea and Hades is the god of the Underworld. To know that the life of a Spartan is battle focused and the life of an Athenian is academic based To know that art work is a historical source	Era Period Ancient Crete Athens Slaves Democracy Olympic games Gods Olympia Spartans Temples Sources Reliable Vases	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	I can describe events using words and phrases such as era, period and subject specific terminology e.g. Normans. I can present accurate information about the past in a structured way which is appropriate to audience	To know where the Ancient Greeks fits into History To understand that Zeus is the god of the sky, Poseidon is the god of the sea and Hades is the god of the Underworld. To know that the life of a Spartan is battle focused and the life of an Athenian is academic based.		

## History Curriculum

Significant event	Topic: 1066	Term: Summer 2	Year: 5
<p><b>Foundations of previous learning:</b>            Children have looked at warfare in two different periods of time – Romans and WWII.            Children have looked at events which have been significant in history (Great Fire of London) etc and the impact of these events            Children have looked at a variety of primary sources and so will be confident working with the Bayeux Tapestry            Children have previously thought about most appropriate way to show understanding of the past preparing them so also consider an audience            This unit allows children to bring together understanding of warfare, sources, cause and consequence.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	I can choose a reliable source of evidence to answer questions about the past. I can present accurate information about the past in a structured way which is appropriate to audience.	I know why the Battle of Hastings began. I know about the events that occurred throughout the battle. I know who the King was after the battle.	Battle Harold Hadrada King Harold Shield Norman Armour Retreat Bayeux Tapestry  Hastings William Helmet Archer Charge Saxon cavalry
	Assessment of Skills	Assessment of Knowledge	
	I can choose a reliable source of evidence to answer questions about the past. I can give clear reasons why there are different accounts of history and know that people can represent events in ways to persuade others.	I know that the Battle of Hastings occurred in 1066. I know that the Battle of Hastings occurred because Edward the confessor died and a new King was needed to be crowned. I know that William of Normandy and his army defeated Harold Godwinson in the battle.	

## History Curriculum

Topic: Great Britains (George Stephenson)		Term: Autumn 1	Year 5/6 Cycle B
<b>Foundations of previous learning:</b> This will build on the idea that sources can be questioned, with some being more reliable and useful than others, which may have been looked at in y5/6 cycle A. They are looking at the significance a person/event can have on the future as previously explored in lower school.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p><b>Year 5</b></p> <p><b>Chronological understanding</b>            Uses timelines to place and sequence local, national and international events.            Sequences historical periods.            Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.            Identifies changes within and across historical periods.</p> <p><b>Knowledge and understanding</b>            Gives some causes and consequences of the main events, situations and changes in the periods studied.            Identifies changes and links within and across the time periods studied.</p> <p><b>Historical enquiry</b>            Asks a range of questions about the past.            Chooses reliable sources of evidence to answer questions.</p> <p><b>Organisation and communication</b>            Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.            Uses dates and terms accurately.</p> <p><b>Year 6</b></p> <p><b>Chronological understanding</b>            Uses timelines to place events, periods and cultural movements from around the world.            Describe main changes in a period of history.            Names date of any significant event studied from past and place it correctly on a timeline.</p> <p><b>Knowledge and understanding</b>            Describes similarities and differences between some people, events and objects studied.<b>Historical Interpretation</b>            Understands that the past has been represented in different ways.            Selects the most appropriate source of evidence for particular tasks.</p> <p><b>Historical enquiry</b>            Evaluates the usefulness and accurateness of different sources of evidence.</p> <p><b>Organisation and communication</b>            Presents information in an organised and clearly structured way.            Makes use of different ways of presenting information.</p>	<p>The Victorian period key dates 1837 – 1901            To understand George Stephenson (local engineer) role in the importance of developing the steam train            To know that the first journey by steam train was from Stockton to Darlington            To understand that school life in Victorian Britain was very strict and involved the three Rs.            To understand how Dr Bernardo changed the lives of working children, setting up children's homes for the needy.            To understand that Victorian people, who couldn't afford to live, may end up in a workhouse, which was an unpleasant place.</p>	Victorian Queen Victoria Reign Industrial Revolution Steam engine Rocket George Stephenson Darlington Stockton Era Mines Pit Workhouse Gruel Factory/ Factory Act Children's Act Beamish Tram
	Assessment of Skills	Assessment of Knowledge	
	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Identifies changes within and across historical periods.</li> <li>Chooses reliable sources of evidence to answer questions.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Describe main changes in a period of history.</li> <li>Evaluates the usefulness and accurateness of different sources of evidence.</li> </ul>	<p>To know that the Victorian period is between 1837 and 1901.            To know that George Stephenson designed the first steam train and that the first journey was between Stockton to Darlington.            To understand that school life in Victorian Britain was very strict and involved the three Rs.            To understand how Dr Bernardo changed the lives of working children, setting up children's homes for the needy.</p>	

## History Curriculum

Significant people (Bill Gates, Steve Jobs), Advancements in technology		Topic: Evolution of technology	Term: Spring 1	Year 5/6 Cycle B
<p><b>Foundations of previous learning:</b>                      The idea that the past can shape life today                      This unit links with previous topic of industrial revolution – how technology can change the world we/people live in                      This unit may build on the presentation of historical understanding from Year 5/6 cycle A with the idea that information must be presented in a structured fashion making use of multi-media                      This unit may link to cause and consequence work from Y5/6 cycle A and previous Y6 topics</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – 21<sup>st</sup> century technological advancements</li> </ul>	<p><b>Year 5</b>  <b>Knowledge and understanding</b>                      Identifies changes and links within and across the time periods studied.  <b>Historical interpretation</b>                      Knows that people (now and in past) can represent events or ideas in ways that persuade others.  <b>Historical enquiry</b>                      Asks a range of questions about the past.  <b>Organisation and communication</b>                      Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p><b>Year 6</b>  <b>Knowledge and understanding</b>                      Describes how aspects of life in the 21st century are shaped/ impacted by past events.  <b>Organisation and communication</b>                      Presents information in an organised and clearly structured way.                      Makes use of different ways of presenting information.</p>	<p>To understand how computer science revolutionized the world we live in, beginning with the invention of the World Wide Web.                      To understand the work of key individuals including Bill Gates, who founded Microsoft Steve Jobs who founded Apple and Tim Berners Lee who invented the World Wide Web.                      To identify how technology has changed throughout the 21<sup>st</sup> century and how these inventions have impacted our world, ie internet, mobile phones and computers.</p>	<p>Technology                      Advance                      Change                      Contrast                      Develop                      Impact                      Present                      Audience                      Purpose</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</li> <li>Identifies changes and links within and across the time periods studied.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>Describes how aspects of life in the 21st century are shaped/ impacted by past events.</li> <li>Presents information in an organised and clearly structured way.</li> </ul>	<p>To understand how computer science revolutionized the world we live in, beginning with the invention of the World Wide Web.                      To understand the work of key individuals including Bill Gates, who founded Microsoft Steve Jobs who founded Apple and Tim Berners Lee who invented the World Wide Web.                      To identify how technology has changed throughout the 21<sup>st</sup> century and how these inventions have impacted our world, ie internet, mobile phones and computers.</p>		

## History Curriculum

Ancient civilization	Topic: Food of the Gods	Term: Summer 2	Year: 5/6 Cycle B
<p><b>Foundations of previous learning:</b>                      The concept of a 'civilisation' from the Egyptians and the Greeks                      A broad overview of British History to contrast with the history of the Mayans                      Children have by this point covered the rest of the history curriculum so can now consider where Mayans fit within the time scale of other periods studied                      Children have previously questioned and compared sources in preparation to now suggest reasons why the past has been presented in a certain way                      A building block from LKS2 where children looked at the trade of chocolate.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<p><u>Year 5</u>  <b>Chronological understanding</b>                      Uses timelines to place and sequence local, national and international events.                      Sequences historical periods.  <b>Knowledge and understanding</b>                      Gives some causes and consequences of the main events, situations and changes in the periods studied.  <b>Historical interpretation</b>                      Looks at different versions of the same event and identifies differences in the accounts.                      Gives clear reasons why there may be different accounts of history.</p> <p><u>Year 6</u>  <b>Chronological understanding</b>                      Names date of any significant event studied from past and place it correctly on a timeline.  <b>Knowledge and understanding</b>                      Describes similarities and differences between some people, events and objects studied.  <b>Historical interpretation</b>                      Understands that the past has been represented in different ways.                      Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>	I know the Mayans lived in Mesoamerica. I know the civilisation dates back to approximately 2000 BC. I understand the creation story told by the Mayans, of how men were created and the role of the gods. I can discuss what life was like in Mayan civilisation including the importance of agriculture.	Mayan Mesoamerica Ancient civilisation Pre-classic period Classic period Post-classic period City-state Tikal Agriculture Farming Labourer Maize/Corn Cocoa Pok-a-Tok Pyramid Hierarchy Sacrifice
	Assessment of Skills	Assessment of Knowledge	
	<p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• Uses timelines to place and sequence local, national and international events.</li> <li>• Gives clear reasons why there may be different accounts of history.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>• Names date of any significant event studied from past and place it correctly on a timeline.</li> <li>• Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> </ul>	I know the Mayans lived in Mesoamerica. I know the civilisation dates back to approximately 2000 BC. I understand the creation story told by the Mayans, of how men were created and the role of the gods. I can discuss what life was like in Mayan civilisation including the importance of agriculture.	





## Key stage 1

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.

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.

Pupils should be taught about:

- 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 [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]
- significant historical events, people and places in their own locality.

## Key stage 2

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 change, cause, similarity and difference, and significance. 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.

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

### Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

### Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

**Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

**Examples (non-statutory)**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**Examples (non-statutory)**

- the changing power of monarchs using case studies such as John, Anne and Victoria
  - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century
  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - a significant turning point in British history, for example, the first railways or the Battle of Britain
- 
- 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; Benin (West Africa) c. AD 900-1300.