**Let Your Light Shine as a Historian**

**History Curriculum Learning Sequence and Intent**

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| **Intent** | To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will · Increase and develop their historical skills, concepts, knowledge and attitudes. · Increase their understanding of the present in the context of the past. · Develop and use their skills in enquiry, analysis, evaluation, and argument. · Develop their interest in the past, arousing their curiosity and motivation to learn. · Develop a sense of identity through learning about the past. |
| **What does enrichment look like in this subject?** | Enrichment goes beyond curriculum requirements for the teaching of history. We want to have an impact on a pupil’s learning by creating memorable experiences both in the classroom and beyond. This is achieved through cross curricula approaches, visits, clubs, speakers, projects and learning with others and are used to develop not only their historical understanding, but also enhance their cultural and historical capital and support the acquisition of SMSC values. |
| **Curriculum design/**  **implementation** | 1. **Cycle of learning –** This cycle of intent is based on a 3 year programme. This is to take account of the way our year groups are organised into classes. 2. **Frequency of teaching and learning – a topic each term** 3. **Learning, working and talking like an historian -** The promotion of a language rich history curriculum is essential to the successful acquisition of knowledge and understanding. That means being introduced to the key vocabulary that a historian would use; defining the key vocabulary that a historian would use and having high expectations of pupils ‘talking’ like a historian. A progression of vocabulary acquisition is included with this document. 4. **Published support –** Teachers use a range of support materials to help deliver an exciting curriculum**.** Medium Term planning –teachers should use the medium term plans from Twinkl and PlanBee, 5. **Planning learning outcomes –** Teachers decide what learning outcomes their classes produce based on their interests, current world events and strong meaningful links to other curriculum areas. 6. **Progression of skills and knowledge –** Alongside this intent document, runs a progression document that details the skills and knowledge pupils will experience. 7. **Enquiry and interpretation based learning –** Each topic focuses on key historical enquiry questions**:** How can we find out about the past? How can we understand and learn from the past? How can we explain what happened, how and why it happened? How can sort and organise the historical information we find? 8. **Cumulative curriculum –** Knowledge builds on knowledge. The more you know, the easier it is to acquire more knowledge. Therefore, our curriculum is sequenced cumulatively, always building upon prior knowledge. The curriculum is a spiral in which the paths of knowledge and understanding are deepened over time in increasingly complex ways. This spaced repetition over time with constant retrieval is what we use to make learning stick. 9. **Incidental work –** Knowledge and understanding are woven into pupils’ everyday learning through early morning work, ‘What’s in the news’ discussions, assemblies and cultural experience days. |
| **Impact** | Our history curriculum is high quality, well thought out and is planned to demonstrate progression. If pupils are keeping up with the curriculum, they are to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:  A reflection by teachers and pupils on standards achieved against the planned outcomes; Tracking of knowledge through marking and observations; Pupil discussions about their learning with their books planned learning outcome. We look for pupils being happy learners within history who have experience of a wide range of learning challenges within the subject and know appropriate responses to them. Pupils talk enthusiastically about their learning in history and are eager to further their learning in the next stages of their education. They understand what history is and how events in history help shape our lives today. |
| **Additional information** | “Now Knowledge” is the knowledge needed to make the immediate learning flow and come to life. It should be characterised by a focus on particular people, places and moments. When children work on a particular historical issue they need to be very aware of names, dates and events that are central to the enquiry and children draw on these as evidence of our understanding. Over time, much of the detail seems to slip away, but in some measure it lives on and builds up the unseen and almost instinctive layer of knowledge that quietly underpins all later learning. This is children’s “Hereafter Knowledge”. It gives them a chronological framework, enriches their historical language and their grasp of history’s key concepts. It informs all later learning, not only in history but in areas such as art or literature or science. |

Progression in history involves developing historical perspective through:

* wider, more detailed and chronologically secure knowledge
* sharper methods of enquiry and communication
* deeper understanding of more complex issues and of abstract ideas
* closer integration of history’s key concepts: **Continuity and change in and between periods. Cause and consequence. Similarity / Difference within a period/situation (diversity). Significance of events / people**
* greater independence in applying all these qualities

**Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons.**

**Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.**

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| **Historical enquiry** | |
| **Knowledge of:**  **· People, events, situations and developments**  **· Chronology and characteristic features**  **· Historical terms** | **Understanding of:**  **· Evidence**  **· Interpretations**  **· Cause**  **· Change**  **· Similarity/Difference**  **· Significance** |
| **Communication** | |

**Within any sequence of lessons, always include objectives for developing pupils’ understanding of (usually) one or two of the listed elements. Your selection and precise focus for this will be reflected in the key question**

**Always include objectives for building knowledge of all the aspects shown here.**

**“Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work prior knowledge and strengthen “hereafter knowledge” or future learning**

**Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence.**

**Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.**

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| **Learning in EYFS – History** | | | |
| In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the **Characteristics of Effective Teaching and Learning**. These are:  **Playing and exploring** – children investigate and experience things, and ‘have a go’;  **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;  **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.  In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas. | | | |
| **EYFS Understanding the World Educational Programme (Statutory)** | | | |
| Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension | | | |
| **EYFS Understanding the World – People and Communities (History) Skills** | | | |
| **Changes within living memory** | **Events beyond living memory** | **The lives of significant individuals in the past** | **Significant historical events, people and places in their own locality** |
| During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present | Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present. | Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. | Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them. |
| **Development Matters: (Non-Statutory Guidance)**  • Talk about members of their immediate family and community.  • Name and describe people who are familiar to them.  • Understand that some places are special to members of their community.  • Recognise that people have different beliefs and celebrate special times in different ways. | | | |
| **Assessment** | | | |
| • Listen to what children say about fictional and non-fictional characters from stories from a range of cultures and times.  • Begin to develop an understanding of the past and present | | | |
| **Vocabulary** | | | |
| Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now | | | |
| **ELG: Past and Present (Statutory)** | | | |
| Children at the expected level of development will:  • Talk about the lives of the people around them and their roles in society  • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  • Understand the past through settings, characters and events encountered in books read in class and storytelling | | | |
| **Key Stage 1 History** | | | |
| • 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 | | | |

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| **Year 1 and 2** | **1**  *Significant events beyond living memory and significant individuals nationally* | **2**  *Change within living memory that reveal changes in national life* | **3**  *Significant individual nationally/ internationally* | **4** |
| Context for learning | **The Great Fire of London**  Links to Samuel Pepys and Christopher Wren  See the source image | **Travel and Transport**  How did we travel in the past? | **Pocahontas**  Why is Pocahontas a hero?  Pocahontas - Quotes, John Smith & Facts |  |
| Learning intent and knowledge development | Children will undertake a historical enquiry, answering questions as to why the Great Fire happened. What happened during the Great Fire and what happened after the Great Fire? Their skills will focus on cause and consequence | Children will learn about the development of travel and transport throughout history. Children's skill development will focus on their understanding of chronology through using timelines and understanding change and continuity by making comparisons between old and new forms of transport. and asking why changes happened. It also looks at the significant individuals George Stephenson and the Wright brothers | Children will learn about this great historical figure by first questioning if she was a fictional character or a significant historical figure. They will explore her life history and her connection to the Powhatan people. They will also look at British colonies and how they risked their lives to travel to North America. |  |
| **Learning Sequence**  **Prior Learning links to**  **DM ELGs** | Comment on images of familiar situations in the past.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class | Comment on images of familiar situations in the past.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class | Compare and contrast characters from stories, including figures from the past.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | . |
| **Future/hereafter learning and knowledge** | Children will develop a sense of chronology and change and continuity and cause and consequence as they explore the types of resources peoples from the different ages could access and learn about the knowledge and skills people in the different ages developed to allow them to survive and thrive. They will explore the main technological and agricultural developments were across the periods. And find out about changing religious practices and burial practices | Links to learning about an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Children will learn about the invasion of Britain and the spread of the Roman Empire. They will make enquiries about the major changes made in Britain by the Romans, including what Romanization was. They will deepen skills of Change and continuity by learning about some aspects of life that changed/ remained the same during and after the Roman occupation.  They will describe some changes in history over a period of time and identify some things which stayed the same. They will explore significance by understanding that events, people and developments are considered significant if they resulted in change. | Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle. They will investigate how life in Britain changed as a result. Children learn how the Anglo-Saxons influenced the English language. They will analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain They will develop skills of chronology, characteristic features and significance. |  |
| Chronological understanding | **Year 1**  Recognise the distinction between past and present  Order and sequence some familiar events and objects  Identify some similarities and differences between ways of life at different times  Use some terms about the passing of time correctly  **Year 2 - all year 1 skills and**  Order and sequence events and objects  Recognise that their own lives are similar and / or different from the lives of people in the past.  Use common words and phrases concerned with the passing of time correctly. | | | |
| Knowledge and Understanding of events in the past | **Year 1**  Recognise the difference between the past and present in their own and others’ lives  To know and recount episodes from stories about the past  **Year 2 - all year 1 skills and**  Recognise why people did things, why events happened and what happened as a result  Identify similarities and differences between ways of life at different times | | | |
| Historical Interpretation | **Year 1**  Make simple observations about different people, events, beliefs and communities.  Uses stories to encourage children to distinguish between fact and fiction.  Compare adults talking about the past – how reliable are their memories?  **Year 2 - all year 1 skills and**  Compare two versions of a past event  Compare pictures or photographs of people or events in the past  Discuss reliability of photographs / accounts / stories  Recognise some basic reasons why people in the past acted as they did. | | | |
| Historical Enquiry | **Year 1**  Find answers to simple questions about the past from sources of information e.g. historical artefacts  Use sources to answer simple questions about the past.  Choose parts of stories and other sources to show what they know about the past.  Identify some of the basic ways in which the past can be represented  **Year 2 – all year 1 skills and**  Use a source – observe or handle sources to answer questions about the past on the basis of simple observations  Ask and answer simple questions about the past through observing and handling a range of sources.  Consider why things may change over time.  Choose parts of stories and other sources to show what they know about significant people and events | | | |
| Organisation and communication | **Year 1**  Describe special or significant events.  Retell simple stories or events from the past.  Use simple historical terms  Communicate their knowledge through: discussion, drawing pictures, drama / role-play, making models, writing, using computing  **Year 2 - all year 1 skills and**  Talk about what / who was significant in simple historical accounts.  Demonstrate simple historical concepts and events through role-play, drawing and writing.  Use a variety of historical terms and concepts.  Communicate their knowledge through: Discussion, drawing pictures, drama / role-play, making models, writing, using computing | | | |
| Continuity and change **in and** **between periods** | Look closely at similarities, differences and change. Develop understanding of growth and changes over time. Identify similarities and differences between ways of life at different times. | | | |
| Cause and consequence | Question why things happen and give explanations. Recognise why people did things, why events happened and what happened as a result. | | | |
| Similarity and difference within a period/situation (diversity) | Know about similarities and differences between themselves and others and among families, communities and traditions. Make simple observations about different types of people, events, beliefs within a society. | | | |
| Significance of events and people | Recognise and describe special times or events for family or friends. Talk about who was important e.g in a simple historical account. | | | |

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| **Year 3/4** | **1**  *Changes in Britain* | **2**  *Significant events beyond living memory and significant individuals nationally* | **3**  *Significant people beyond living memory* | **4**  *The Roman Empire and its impact on Britain* | **5**  *Britain’s settlement by Anglo-Saxons and Scots* | **6**  *The achievements of the earliest civilizations* |
| Context for learning | **Prehistoric Britain**  What was life like during the ice age?  See the source image | **Shang Dynasty**  What was life like for the people in the Shang Dynasty?  Shang Dynasty - World History Encyclopedia | **Ancient Greece**  How equal was society in Ancient Greece?  Ancient Greece - Wikipedia | **The Romans**  What was the Roman Empire’s most significant impact on Britain?  See the source image | **Anglo Saxons and the Scots.**  Who would have worn this helmet?  Colour photograph of the Sutton Hoo helmet | **The Vikings**  **What were the similarities and differences between Norse and Anglo-Saxon beliefs?**  Vikings - History, Origins & Tactics | HISTORY |
| Learning Overview | Children will develop a sense of chronology and change and continuity and cause and consequence as they explore the types of resources peoples from the different ages could access and learn about the knowledge and skills people in the different ages developed to allow them to survive and thrive. They will explore the main technological and agricultural developments were across the periods. And find out about changing religious practices and burial practices | Children will learn how the Shang dynasty began with a focus on Fu Hao and her influence over the dynasty. They will also explore how Chinese writing was created and used and how the dynasty ultimately ended. The focus will explore what life was really like for people living within the Shang Dynasty. | Children will about the beliefs and practises of the Ancient Greeks and how this has influenced our modern day lives. They will explore who Alexander the Great was and they will debate the equality of life in Ancient Greece. | Children will learn about the invasion of Britain and the spread of the Roman Empire. They will make enquiries about the major changes made in Britain by the Romans, including what Romanization was. They will deepen skills of Change and continuity by learning about some aspects of life that changed/ remained the same during and after the Roman occupation.  They will describe some changes in history over a period of time and identify some things which stayed the same. They will explore significance by understanding that events, people and developments are considered significant if they resulted in change. | Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle. They will investigate how life in Britain changed as a result. Children learn how the Anglo-Saxons influenced the English language. They will analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain They will develop skills of chronology, characteristic features and significance. | Children will learn about why the Vikings first invaded and then raided Britain. They will learn about the Norse Gods and why Alfred signed a treaty with Guthrum. Finally they will discover **What the similarities and differences were between Norse and Anglo-Saxon beliefs.**  chronology, change and continuity and understanding of significance |
| **Learning Sequence**  **Prior learning** | The Neolithic would be well before any prior learning. Establishing an understanding of how long ago using a visual scale of something that they do know about is essential. | This links back to learning children will have encountered when conducting enquiries into about significant individuals. | Significant people to compare life at different times | This links to learning about chronology. In Britain’s chronology, the Roman Empire’s arrival was the next major landmark after the Iron Age | This links to further developing cause and consequence skill from their learning about the Crimea War when studying Florence Nightingale. | This learning links to enquiries about the characteristic features of early civilizations in Britain which children engaged in last term. These Early Civilizations developed in parallel to the Bronze and Iron Ages. |
| **Future learning** | This links to learning about changing and modern-day Britain. | This will link to learning about civil rights and development of the human right act. | This will link to learning about twentieth century conflict. | This will link to learning that focuses on the Benin Kingdom | This will link learning about the medieval monarchs. | This will link to enquiries about the industrial revolution. |
| Chronological understanding | .**Year 3 -– all year 2 skills and**  Understand where the time studied fits on a timeline  Demonstrate awareness that the past can be divided into different periods of time.  Use some dates and historical terms when ordering events and objects.  Sequence several events or artefacts  Explore trends and changes over time.  **Year 4**  Use dates and historical terms when ordering events and objects  Identify where people and events fit into a chronological framework.  Explore links and contrasts within and across different periods of time.  Use terms related to the period and begin to date events  Understand more complex terms e.g. BC/AD BCE CE | | | | | |
| Knowledge and Understanding of events in the past | **Year 3 – all year 2 skills and**  Compare periods studied with our life today  Identify reasons for and results of people's actions  Understand why people may have wanted to do something  **Year 4**  Identify key features and significant events of time studied  Look for links and effects in time studied  Offer a reasonable explanation for some events | | | | | |
| Historical Interpretation | **Year 3 – all year 2 skills and**  Identify and give reasons for different ways in which the past is represented  Distinguish between different sources – compare different versions of the same story  Look at representation s of the period – museum, cartoons etc.  Recognise that our knowledge of the past is constructed from different sources of evidence.  Recognise that different versions of past events may exist.  Describe some of the ways the past can be represented.  **Year 4**  Look at the evidence available  Recognise how sources of evidence are used to make historical claims.  Begin to evaluate the usefulness of different sources  Use text books and historical knowledge | | | | | |
| Historical Enquiry | **Year 3 – all year 2 skills and**  Use a range of sources to find out about a period  Observe small details – artefacts, pictures  Select and record information relevant to the study  Begin to use books and the internet for research  Use sources to answer historically valid questions  **Year 4**  Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past.  Ask a variety of questions  Use books and the internet for research  Use sources to address historically valid questions and hypotheses.  Recognise why some events happened and what happened as a result.  Identify historically significant people and events in different situations. | | | | | |
| Organisation and communication | **Year 3 – all year 2 skills and**  Discuss some historical events, issues connections and changes.  Select and organise historical information to present in a range of ways.  Use relevant historical terms and vocabulary linked to chronology.  Communicate their knowledge through: Discussion/Drawing pictures/Drama / roleplay/making models/writing/using computing  Y**ear 4**  Discuss significant aspects of, and connections between, different historical events.  Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology  Recall, select and organise historical information.  Communicate their knowledge and understanding through: o Discussion o Drawing pictures o Drama / role-play o Making models o Writing o Using computing | | | | | |
| Continuity and change **in and** **between periods** | Identify similarities and differences between ways of life at different times. Describe/make links between main events situations and changes within and across different time periods/societies | | | | | |
| Cause and consequence | Recognise why people did things, why events happened and what happened as a result. Identify and give reasons for/results of historical events, situations, changes. | | | | | |
| Similarity and difference within a period/situation (diversity) | Make simple observations about different types of people, events, beliefs within a society. Describe social, cultural, religious and ethnic diversity in Britain and the wider world. | | | | | |
| Significance of events and people | Talk about who was important e.g in a simple historical account. Identify historically significant people and events in different situations. | | | | | |

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| **Year 5/6** | **1**  *Changes in Britain from the Stone Age to the* ***Iron Age*** | **2**  *Significant Events beyond living memory* | **3**  *A non-European society that provides contrasts with British history –* | **4**  *A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066* | **5**  *Significant Events beyond living memory* | ***6***  *Significant people who have made an impact upon the society we live in today* |
| Context for learning | **Industrial Revolution**  **How did the Industrial Revolution change Britain?**  How the Second Industrial Revolution Changed Americans' Lives | HISTORY | **Civil Rights**  **What is the Black Lives Matter movement?**  American civil rights movement | Definition, Protests, Activists, & Facts |  Britannica | **Twentieth Century conflict**  What caused the second world war?  Timeline Of 20th And 21st Century Wars | Imperial War Museums | **Benin Kingdom**  What can we learn from the Benin Kingdom?  What was the Kingdom of Benin? - BBC Bitesize | **Medieval monarchs**  How did power change during the medieval period?  Middle Ages for Kids: Kings and Court | **Changing Britain**  How have people fought for civil rights in Britain?  Changing Britain: Illustrating the Industrial Revolution: 1750-19..? (Changing  Britain. no. 1.): Amazon.co.uk: William Ernest Brown, Paul Brewis Redmayne:  Books |
| Learning Overview | Here children will learn all about the main features of Victorian society and what living and working conditions were like for people. We will also explore what life was like for children living in the Victorian era. Finally, children will explore how the Industrial Revolution influenced modern day life. | Children will learn about life in America during the 1950s. They will explore the case of Oliver Brown and Rosa Parks and how their actions changed and influenced civil rights. | Children will examine the cause for World War 1 and how the conflict impacted on daily life in Britain. They will investigate how and why there were so many casualties on the Western front. The children will be introduced to the treaty of Versailles and how it had an impact of the War. They will also learn about Hitler and the Second World War. | Children will explore the rise of the Benin Kingdom and the Edo people. They will learn about trade links and the goods that were traded. They will also explore aspects of the slave trade and how Benin Bronzes were linked to Benin life. | The children will learn about the succession crisis in 1066 and who was responsible for the death f Thomas Beckett. They will make comparisons between John and Richard and explore the power struggles during this period. | Children will investigate the civil rights movement in Britain and how the Grunwick strike and the Bristol Bus boycott influenced civil rights at this time. They will also investigate the wheelchair warriors and the impact they had on disability rights in Britain.  . |
| **Learning Sequence**  **Prior learning** | This links to Travel and Transport. Children will learn about the development of travel and transport throughout history. Children's skill development will focus on their understanding of chronology through using timelines and understanding change and continuity by making comparisons between old and new forms of transport. and asking why changes happened. It also looks at the significant individuals George Stephenson and the Wright brothers | This links to the Shang Dynasty. Children will learn how the Shang dynasty began with a focus on Fu Hao and her influence over the dynasty. They will also explore how Chinese writing was created and used and how the dynasty ultimately ended. The focus will explore what life was really like for people living within the Shang Dynasty. | The time period corresponds with the Anglo-Saxons and the Scots. Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle. They will investigate how life in Britain changed as a result. Children learn how the Anglo-Saxons influenced the English language. They will analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain They will develop skills of chronology, characteristic features and significance. | This links to the Ancient Greeks.  Children will about the beliefs and practises of the Ancient Greeks and how this has influenced our modern day lives. They will explore who Alexander the Great was and they will debate the equality of life in Ancient Greece. | This links to work on the Anglo-Saxons. Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle. They will investigate how life in Britain changed as a result. Children learn how the Anglo-Saxons influenced the English language. They will analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain They will develop skills of chronology, characteristic features and significance. | This links to Prehistoric Britain.  Children will develop a sense of chronology and change and continuity and cause and consequence as they explore the types of resources peoples from the different ages could access and learn about the knowledge and skills people in the different ages developed to allow them to survive and thrive. They will explore the main technological and agricultural developments were across the periods. And find out about changing religious practices and burial practices |
| **Future learning** | the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 | know and understand significant aspects of the history of the wider world | at least one study of a significant society or issue in world history and its interconnections with other world developments | challenges for Britain, Europe and the wider world 1901 to the present day | the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 | know and understand significant aspects of the history of the wider world  at least one study of a significant society or issue in world history and its interconnections with other world developments  know and understand significant aspects of the history of the wider world  the development of church, state and society in Britain 1509-1745 |
| Chronological understanding | **Year 5 includes the above skills and**  Know and sequence key events of time studied  Use relevant terms and period labels  Make comparisons between different times in the past  Use dates and appropriate historical terms to sequence events and periods of time.  Identify where people, places and periods of time fit into a chronological framework  Describe links and contrasts within and across different periods of time including short term and long term time scales  **Year 6 includes the above skills and**  Use dates and a wide range of historical terms when sequencing events and periods of time.  Develop chronologically secure knowledge of the events and periods of time studied.  Analyse links and contrasts within and across different periods of time including short term and long term time scales. | | | | | |
| Knowledge and understanding of events in the past | * **Year 5 includes the above skills and**   Examine causes and results of significant events and the impact on people  Compare life in early and late 'times' studied  Compare an aspect of life with the same aspect in another period  **Year 6 includes the above skills and**  Compare beliefs and behaviour with another time studied ·Understand continuity and change · Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation · Know key dates, characters and events of time studied | | | | | |
| Historical interpretation | **Year 5 includes the above skills and**  Compare accounts of events from different sources – fact or fiction  Offer some reasons for different versions of events  Evaluate sources and make simple inferences.  **Year 6 includes the above skills and**  Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretation s – fact or fiction and opinion  Be aware that different evidence will lead to different conclusions  Give some reasons for contrasting arguments and  Recognise that sources of evidence can lead to different versions of past events.  Describe some of the ways the past can be represented and interpreted.  Recognise that some events, people and changes are judged as more significant than others. | | | | | |
| Historical enquiry | **Year 5 includes the above skills and**  Begin to identify primary and secondary sources  Use evidence to build up a picture of a past event  Select relevant sections of information  Use books and the internet for research with increasing confidence  Use a wider range of sources as a basis for research to answer questions and to test hypotheses.  Recognise how our knowledge of the past is constructed from a range of sources.  Choose relevant sources of evidence to support particular lines of enquiry  **Year 6 includes the above skills and**  Recognise primary and secondary sources  Use a range of sources to find out about an aspect of time past  Suggest omissions and the means of finding out Bring knowledge gathered from several sources together to form contrasting arguments  Confidently use books and the internet for research  Regularly address and sometimes devise historically valid questions and hypotheses.  Describe the impact of historical events and changes | | | | | |
| Organisation and communication | **Year 5 includes the above skills and**  Discuss and debate historical issues.  Use appropriate vocabulary when discussing and describing historical events.  Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.  Choose relevant ways to communicate historical findings.  Recall, select and organise historical information  Communicate their knowledge and understanding through: Discussion, drawing pictures, drama / role-play .making models, writing ,using computing  **Year 6 includes the above skills and**  Acknowledge contrasting evidence and opinions when discussing and debating historical issues.  Use appropriate vocabulary when discussing, describing and explaining historical events.  Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.  Choose the most appropriate way of communicating different historical findings.  Select and organise information to produce structured work, making appropriate use of dates and terms.  Communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; | | | | | |
| Continuity and change **in and** **between periods** | Describe make links between main events situations and changes within and across different time periods/societies. Identify and begin to offer simple explanations for change and continuity within and across periods. | | | | | |
| Cause and consequence | Identify and give reasons for/results of historical events, situations, changes. Begin to offer simple explanations for historical events, situations and changes. | | | | | |
| Similarity and difference within a period/situation | Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Begin to offer simple explanations for diverse experiences and ideas, beliefs and attitudes of men , women and children in past societies, | | | | | |
| Significance of events and people | Identify historically significant people and events in different situations. Begin to offer simple explanations for why events, people are considered significant. | | | | | |

**Vocabulary Progression**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **General history** | Old new past ago family tree a long time ago when I was little since queen king rule object artefact picture/photograph explain used for chronological order recent history very old when mummy and daddy were little historical event past/present | As in year 1 and…  before I was born when I was younger before/after past/present then/now sequence chronological order earlier later local area historical event when grandparents were young Britain parliament older person source research Briton locality democracy eye-witness account | As in KS1 and…  BC/AD decade ancient century timeline period Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidence similarities/ differences information finding skills historical information historian war distress bloodshed specific rea | As in Year 3 and…  BC/AD BCE CE  recent history time difference shape our lives religious differences wealthy poor items accurate picture of the past version historical argument point of view primary and secondary evidence way of life dictated availability food sources developments inventions impact on health/ education aspect | As in year 3 and 4 and…  comparison role of Britain Christian values crime punishment hypothesis specific features of a time period (e.g. medicine/weaponry/ transport) medicine influence | As in year 3,4,5 and…  Societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propaganda advancements causes in history British Empire helped/ hindered relationships mono-cultural/ multi-cultural society interpretations significant |
| **Subject specific** | **Victorians** | **Great fire of London** | **Romans** | **Ancient Egypt** | **Local history**  **Battle of Shrewsbury** | **Mayans** |
|  | modern Queen Victoria Victorians butler maid Penny Farthing chamber pot mangle posser flat iron washing dolly carpet beater bed pan workhouse chimney sweep | 17th Century London Pudding Lane St Pauls Cathedral River Thames diary Britain capital city bakery change order architect Lord Mayor Sir Christopher Wren monument | centurion Emperor aqueduct gladiator Londinium Britannia Romanisation senate Roman baths amphitheatre Hadrian’s Wall Colosseum fortress mosaic Dewa (Chester) forum | Pharaoh tomb pyramid hieroglyphs vizier scribe sarcophagus mummy papyrus scarab mummification | 21st July 1403  Henry 1V Harry Hotspur, Henry Percy Owain Glyndwr Prince of Wales  Shrewsbury, Shropshire, Northumberland, Chester archers, arrows, power, royalists, taxes, Battlefield | codice Chichen Itza cacoa ajaw Kukulkán pok-ta-pok huipil kin uinal Popol Vuh |
|  | **Victorian Britain** | **WW11** | **Victorian children and toys through memory** | **Stone Age – Iron Age** | **Ancient Greece** | **Shang Dynasty** |
|  | street children working children Dr. Barnardo The British Empire electricity inventions industrialisation workhouse gruel | Axis Allies Nazi evacuation evacuee Blitz Holocaust Luftwaffe refugees Kindertransport swastika rations wireless concentration camp | diablo whip and top croquet skipping rope skittles Jacob’s ladder marble hopscotch blow football | Neolithic Palaeolithic chronology tribal hunter-gatherers Skara Brae Stonehenge Bronze Age | philosophy Athenians Hellas Spartans democracy Olympics plague truce Zeus Apollo Sacred temple | Dynasty, kingdom, Timeline – Bronze Age Britain, Mayan civilisation, Cheng Tang, Fu Hao, Wu Ding, Di Xin, Zhou dynasty, writing, oracle bones, cowrie shells, jade, social hierarchy, merchants, craftsmen, noble warriors, peasants, priests, ruling family |
|  | **Crime and Punishment** | **Medicine and Disease** |  |  |  |  |
|  | Trial, victim, treason, ordeal, judge, highwayman, execution, exile, deterrent, bobbies, peelers, jury, humiliation, accused, prisoner, witches, names of punishments – pillory, stocks, ducking stool, scold’s bridle, branding. | Humours, disease, bacteria, first aid, medicine, herbs and herbal, antibiotics, miasma, clean, hygiene, anaesthetic, penicillin, surgery, - key people Jenner, Flemming, Curie, Pasteur, Lister, Hippocrates, Elizabeth Garrett-Anderson |  |  |  |  |