

History Curriculum Progression

National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as '**empire**', '**civilisation**', '**parliament**' and '**peasantry**'
- understand historical concepts such as **continuity and change**, **cause and consequence**, **similarity**, **difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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.

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.

Intent/ Rationale

Throughout the curriculum for History, children will continually be making links to how the lives of significant people and events including those from Female, Black and Asian ethnicities and Working Class backgrounds have shaped this nation and how Britain has influenced and been influenced by the wider world.

Each year, children will progressively develop their enquiry skills with explicit reference to: **chronology, continuity and change, cause and consequence, similarity and difference and significance**. They will also develop specific vocabulary to enable them to make reference to these skills.

Children will use both primary and secondary sources throughout the curriculum and over time will develop a deep understanding of how these sources are used and evaluated.

By the end of Key Stage One, children will begin to understand the concept of change over time and how significant people and events have impacted on society and key institutions in our lives today. Children will also begin to understand the historical significance of the local area and the changes in industry.

During Key Stage Two, children will build on their understanding that people and events can cause change. Through the chronological study of Britain and key ancient civilisations children will explore **democracy, conflict, community, power and belief** and develop a deep understanding of the impact these have had on **governance and civilisations**.

Curriculum Progression

Year Group A Curriculum Content	Knowledge and Understanding	Prior Learning	Vocabulary
<p>Content Changes within living memory: Toys through Time</p>	<p>Assessment Questions How have toys changed over time? What are the similarities and differences?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • When was this made/ how do you know? • Can you order these toys from oldest to newest? • What differences can we find between our grandparents' toys and our toys? • Who do you think these toys belong to and why? • How have the toys changed since we were babies? • How do we know this teddy is old? • How and why have types of toys changed over time? • How has the significance of toys (for you) changed over time? 	<p>Year 1 This topic will build a foundation for developing and understanding what History is - particularly chronologically.</p> <p>Children will begin to understand that there have been significant changes to toys and how this has affected their lives.</p> <p>This topic will introduce the children to changes through time, looking at similarities and differences of toys.</p> <p>Children will be introduced to the idea of objects and images as evidence.</p> <p>Year 2 This topic will allow the children to apply their skills from Year 1.</p> <p>This topic will further develop understanding of chronology and changes over time building on learning on trains over time in Year 1</p> <p>They will use their understanding of 'change through time' to look at toys, being able to compare the differences they see in toys from then to now and how that effects their lives – making links to the development of trains.</p> <p>The children will discuss the impact of the changes and how these changes have affected our lives today.</p> <p>Children will continue to build on their understanding of different types of evidence</p>	<p>Year 1 old/new then/now change same different</p> <p>Year 2 before/after invention technology</p>

<p>Context The lives of significant individuals in the past who have contributed to National and international achievement: Grace Darling and the RNLI</p>	<p>Assessment Questions What Impact has Grace Darling had on our lives? How do we look after people in difficulty what are the similarities and differences between then and now?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • When was Grace Darling alive and how was life different? What did she do and why is she important? • What was her most significant achievement and why? • How have rescue services changed over time? • Why are rescue services important? • Where is Grace Darling placed on the global class timeline? 	<p>Year 1 Children will begin to have an understanding that people have an impact and will develop future links for comparing significant people in Y2.</p> <p>In addition to this, the children will begin to understand why we celebrate certain events/people from the past.</p> <p>Build on their understanding of evidence through photos/painting/writings.</p> <p>Year 2 Through exploring a significant person children are enabled to understand ways of life at different times and identify strengths and weakness of their context/resources.</p> <p>Children can draw upon their understanding of significant females in history from Year 1.</p> <p>This will give children the opportunity to read, explore and use evidence/sources and consider how well this helps them comprehend an era and how a significant person has influenced it.</p> <p>It builds on the study of rescue services from Year 1 and deepens understanding of significance and importance of these on the wider community</p>	<p>Year 1 old/new then/how change same different</p> <p>Year 2 past/present rescue service impact lifeboat significance similarity</p>
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<p>Context Significant people and places in the locality- Farming and coal mining</p> <p>Historical Enquiry: to begin to understand the significance of coal mining and farming in the past and now and the impact of the industrial revolution.</p> <p>Educational visit:</p>	<p>Assessment Questions What did life look like then?</p> <ul style="list-style-type: none"> • Where is this period placed on the global class timeline? • Why is Farming and Coal Mining significant to our local area? • What are the significant landmarks and what were they used for then and now? • Who would be in the mines or on the farms? • What was life like for them ? • What were the conditions? • What was their role? • How do we know about the past? 	<p>Year 1 This topic develop knowledge of how significant people can impact upon their local community and context.</p> <p>Children will be able to make statements about the past based on what each significant person achieved for their community/local area.</p> <p>Study into Coal Mining will establish prior leaning for Trains and for Geography/History topics in KS2</p> <p>It will also help to establish a chronological picture of Britain and how it has changed over time.</p> <p>Year 2 This topic develops children’s established knowledge of how significant people impact upon their local community and context.</p> <p>It builds on their study of trains and their significance, and is linked closely to our the local area.</p> <p>Children will be able to build upon their comparison skill and make statements about the past based on what each significant person achieved for their community/local area.</p> <p>Study into Coal Mining will establish prior leaning for Geography/History topics in KS2</p> <p>It will also help to build a chronological picture of Britain and how it has changed over time.</p>	<p>Year 1 old/new then/how change same different</p> <p>Year 2 Past/ present Coal Agriculture Farming Industry Industrial revolution Factories</p>
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Year Group B Curriculum Content	Knowledge and Understanding	Prior Learning	Vocabulary
<p>Context Changes within living memory: Trains and their significance</p>	<p>Assessment Questions How have trains and their use developed over time? What are the similarities and differences?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Can you order these trains for oldest to newest? • When was this made/ how do you know? • What were trains used for at this time? • What differences can we find between trains from past to trains we see and build now? • Who do you think these trains belong to and why? • How and why has the design of trains changed over time? • How and why have trains been used through time? (Trade, travel, industry, leisure) • How has the significance of trains (for Britain) changed over time? <p>Possible Case Studies</p> <ul style="list-style-type: none"> • What was the 'The Rocket' used for and why is it no longer in use? 	<p>Year 1 This topic will build a foundation for developing and understanding what History is - particularly chronologically.</p> <p>Children will begin to understand that there have been significant changes to trains over time and how this has affected their lives .</p> <p>This topic will introduce the children to changes through time, looking at similarities and differences of trains.</p> <p>Children will be introduced to the idea of objects and images as evidence.</p> <p>Year 2 This topic will allow the children to apply their skills from Year 1.</p> <p>This topic will further develop understanding of chronology and changes over time building on learning on toys over time in Year 1</p> <p>They will use their understanding of 'change through time' to look at Trains, being able to compare the differences they see in trains from then to now and how that effects their lives – making links to the development of toys.</p> <p>The children will discuss the impact of the changes and how these changes have affected our lives today.</p> <p>Children will continue to build on their understanding of different types of evidence.</p>	<p>Year 1 old/new then/now change same different</p> <p>Year 2 before/after invention technology discovery</p> <p>The Rocket</p>

<p>Context A comparison between the lives of significant individuals in the past who have contributed to National and international achievement: Case study of Florence Nightingale, Mary Seacole and/or Edith Cavell</p>	<p>Assessment Questions How did the actions of Florence Nightingale compare to Mary Seacole/Edith Cavell, and how did they impact the Britain we live in today? How do we look after people in difficulty what are the similarities and differences between then and now? Key Questions</p> <ul style="list-style-type: none"> • What influence has Florence Nightingale/Mary Seacole/Edith Cavell had on the health system today? • How do we know about these achievements? • What can we learn from these primary sources (photos/painting/writing) Are these helpful? • Who/what was significant in the health system then compared to now? • What differences can you notice in the working conditions? • Why do you think these people were and are still today significant? • Where is Mary Seacole, Florence Nightingale and Edith Cavell Placed on the global class timeline? 	<p>Year 1 Children will begin to have an understanding that people have an impact and will develop future links for exploring significant people in Y2.</p> <p>In addition to this, the children will begin to understand why we celebrate certain events/people from the past.</p> <p>Build on their understanding of evidence through photos/painting/writings.</p> <p>Year 2 Though comparing significant people children are enabled to understand ways of life at different times and identify strengths and weakness of their context/resources.</p> <p>Children can draw upon their understanding of significant females in history from Year 1.</p> <p>This will give children the opportunity to read, explore and use evidence/sources and consider how well this helps them comprehend an era and how a significant person has influenced it.</p>	<p>chronology source influence impact national international military Red Cross health system (NHS) hospital war</p> <p>before, after, long ago, months, years.</p>
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<p>Context Events beyond living memory that are significant nationally or globally: Great Fire of London and its impact on today (Infrastructure and Fire Brigade)</p>	<p>Assessment Questions How did the Great Fire of London impact upon a community and its landscape? What were the causes and consequences of the fire? What are the similarities and differences between London then and now?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Where is The Great Fire of London placed on the global class time line? • What caused the fire? • How was the fire put out? • How long did it last? • Why did it take so long to put the fire out? • Were there any fire engines? • How did the city of London look then vs now and how do we know? • Why did the Fire spread so quickly? • What was the most important reason for why the Great fire of London was so destructive? • What has the impact been on our rescue services? • What has changed as a result of the fire? • What has been the impact of this on how we deal with fires today? • What is the difference between fire services then to now? 	<p>Year 1 This topic develops knowledge of how significant people can cause change as a foundation for how events can cause change.</p> <p>Children will be able to make statements about the past based on what each significant person achieved for their community/local area.</p> <p>It will also help to establish a chronological picture of Britain and how it has changed over time.</p> <p>Year 2 This builds on children’s knowledge of how events can cause change to occur and builds on children’s knowledge of the differences between now and then.</p> <p>It gives children an understanding of the power of infrastructure and changes of landscapes, gaining an understanding of how things change over time.</p> <p>It gives children opportunity to use primary and secondary sources to understand a significant event.</p> <p>It builds on the study of rescue services from Year 1 and deepens understanding of significance and importance of these on the wider community.</p>	<p>king Samuel Pepys landscape cause and consequence chronology change discovery disaster causation international sources significance</p>
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Year Group A Curriculum Content / Enquiry Skills	Knowledge and Understanding	Prior Learning	Vocabulary
<p>Context Changes in Britain from the Stone Age to the Iron Age</p> <p>Deep Study: Society and its impact of Community</p>	<p>Assessment Question What were the causes and consequences of change at this time? How was society and community formed?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What was the most significant change during the stone age/ iron age/ bronze age? • How did their beliefs affect how they lived? • What was the reason for building Stonehenge? (Bronze Age case study – cause and consequence) • What changes occurred during these times to enable society to develop? • How did their actions/discoveries impact our lives today? • What evidence do we have to prove their significance? • What were the consequences of the discovery of new materials/tools and why were these materials significant to their culture? Now? • Where is this period placed on the class global timeline? 	<p>Year 3/ 4 Establishes a foundation for learning about the Roman Empire and the effect on Britain</p> <p>Gives children an understanding of the power of community and how it enabled human societies to evolve.</p> <p>Begins to develop understanding of chronology of History of Britain before 1066</p> <p>Year 5 Further building chronological knowledge. Links with Romans learning from previous– comparing between the make-up of societies</p> <p>Year 6 Complete chronological knowledge. Links with Romans, Viking, and Saxon learning from previous– comparing between the make-up of societies</p>	<p>Stone Age hunter-gatherer nomad settler Iron Age Bronze Age agriculture century decade archaeology artefact primary source CE/BCE</p>

<p>Context Ancient Egypt Deep Study: Rulers / Governance and how their beliefs Influenced their decisions.</p> <p>Case Study Howard Carter – thief or historian? - interpreting evidence</p>	<p>Assessment Question How did the Egyptian’s beliefs influence their society and how it was ruled? What were their greatest achievements?</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What was the Ancient Egyptians way of life? (How did they rule/govern?) • What did the ancient Egyptians believe in and how did this impact their daily lives? (Religion/after life/Pharaoh as God) • How does Egypt compare to Britain at that time? • What impact has Ancient Egypt had on our lives today? • What sources can we use which support our knowledge of Egyptian way of life? • Where is this period placed on the global class timeline- compare to Stone Age –Iron Age and compare development differences? <p>Significant people (diversity): Cleopatra,</p>	<p>Year 3 This builds on children’s knowledge of the impact of community and how it enabled human societies to evolve.</p> <p>Children can draw comparisons between and comment on similarities and differences between this and Stone Age.</p> <p>In this topic children will begin to understand how some societies are ruled and the impact of belief and power on these.</p> <p>It is a foundation for learning about ancient civilisations and what a civilisation is.</p> <p>Year 4/5 Building on understanding of ancient civilisations and drawing connections to Ancient Greece Making links to how society was structured and on their achievements.</p> <p>Year 6 Building on understanding of ancient civilisations and drawing connections to Ancient Greece/Islam making links to achievements of other civilisations</p>	<p>ancient civilisation pharaoh pyramid mummification canopic sarcophagus River Nile archaeology artefact century chronology discovery significance primary source cause consequence CE/BCE</p>
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<p>Context Local History Study: Coal Mining and Industrial Revolution</p> <p>Historical Enquiry: to begin to understand the historical significance of events on the local area.</p>	<p>Assessment Questions Why was “coal mining” important/significant to our local area?</p> <p>Possible Enquiry questions</p> <ul style="list-style-type: none"> • How has Coal mining affected the local area? • What was the industrial revolution? • How did it impact the local area? • How do we use sources to find out about the past? • What is the link to Darlington then and now? • Why/how are they important to us and where we live? • How has this shaped the area today? 	<p>Local History study builds on KS1 when they established an understanding of the importance of coal mining and trains for the area.</p> <p>They will continue to develop their understating of chronology of British history</p> <p>Year4/5/6 will also be able to make links to previous learning on key turning points in history and how they shape the livres we live today,</p>	<p>secondary source chronology decade significance primary source interpretation cause consequence industry</p>
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Year Group B Curriculum Content	Knowledge and Understanding	Prior Learning	Vocabulary
<p>Context The Roman Empire and their impact on Britain and the rest of the world</p> <p>Deep Study: Society and Governance - Infrastructure, power, and weakness (size / location)</p>	<p>Assessment Question Why were the Romans such successful conquerors? What was the significance of the Roman Empire on our society and infrastructure?</p> <p>Key Questions Who were the Ancient Romans?</p> <ul style="list-style-type: none"> • What were the Romans doing and when – place on timeline (comparison with Egypt and Britain at the time) • Why did Claudius Invade after Julius's failures? • How were slaves created by Ancient Romans? • How ethnically diverse were the Ancient Romans? • How did the Romans think about race? <p>Ancient Romans in Britain</p> <ul style="list-style-type: none"> • Where is this placed on the global class timeline? • What was the impact of the Romans on Celtic life and how do we know? • Who was Boudicca? (Significant Celtic warrior) • What was life like for the Romans in Britain? • What was the impact of Roman beliefs on Britain? <p>The end of Ancient Rome in Britain</p> <ul style="list-style-type: none"> • What was the most significant reason for Roman's leaving England? (over expansion of the Empire) • What was the most significant impact on Britain today? • What is the greatest Roman legacy? <p>Useful Resources</p> <p>https://www.bbc.co.uk/programmes/p0113mp1 Significant person (diversity) Septimius Severus</p>	<p>Year 3 Establishes a foundation for learning about the Vikings and Saxons and their effect on Britain</p> <p>Gives children an understanding of the power of community and how it enabled human societies to evolve.</p> <p>Begins to develop understanding of chronology of History of Britain before 1066</p> <p>Year 4/5 Builds on the chronological events i.e stone age, landscape and developing their understanding of invaders and settlers.</p> <p>Beginning to understand how different beliefs and religions evolve development from learning in Egypt and Stone Age.</p> <p>Introduces the concepts of infrastructure and power - how the Roman's ability to build and develop infrastructure enabled them to conquer and impact society e.g. roads, heating systems.</p> <p>This builds on their knowledge of society from the stone age, seeing how Roman society evolved with class and power (peasantry)</p> <p>Year 6 Complete chronological knowledge. Links with Egypt, Viking, and Saxon learning from previous– comparing between the make-up of societies.</p>	<p>power army evolve legacy villa society calendar church Christianity Emperor Empire infrastructure chronology conquest continuity decade discovery global invasion significance CE/BCE</p>

<p>Context Ancient Civilisation: Islamic A non – European society that provides contrast with British history : Early Islamic Civilisation Deep Study: The Golden age of Islam and it's achievements and failures.</p>	<p>Assessment Question 'Compare and Contrast' What were the greatest Achievements and failures during the golden age of Islam? Key Questions</p> <ul style="list-style-type: none"> • What was the Islamic civilization and when did it start? • Where is this period placed on the class global timeline? Elsewhere: Abbasid Caliphate, Golden Age of Islam during Vikings • What made the Golden Age a significant time for the Islamic Civilisation and Baghdad? • How were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death? • In its Golden Age, ten times more people lived in Baghdad than in London. So, what was so special about it and how can we possibly know? • How did governance effect society and the lives of different people differently? (rich vs poor) • When and why did this period end? • What is the importance of this on society today? • What can we learn about Islam from the way they set up the capital at Baghdad? • Which of the early Islamic achievements has most effect on our lives today? <p>Significant people (diversity): Muhammed</p>	<p>Year 3 This builds on children's knowledge of the impact of community and how it enabled human societies to evolve.</p> <p>In this topic children will begin to understand how some societies are ruled and the impact of belief and power on these.</p> <p>It is a foundation for learning about ancient civilisations and what a civilisation is.</p> <p>Year 4 Builds on previous learning about ancient civilisations studies (Egypt & Rome). Children can draw comparison between and comment on similarities and differences between them.</p> <p>Children can draw comparisons between and comment on similarities and differences between this and Stone Age.</p> <p>Making links with Egyptian and Roman civilization – power and religion.</p> <p>Year 6/5 Builds on previous learning about ancient civilisations studies (Egypt, Greece & Rome). Children can draw comparison between and comment on similarities and differences between them.</p> <p>Making links with Egyptian, Greek and Roman civilization – power and religion.</p> <p>Influenced by Greece many works of Greek and Egyptian civilization (scientific knowledge) was translated into Arabic.</p>	<p>Mecca Medina Caliph Abbasids Baghdad Golden age Scholars Tolerance Mongol Siege Economic Scientific Flourishing Amalgamation Interpretation Significance Civilisation Culture Century Classical Knowledge CE/BCE Primary/ Secondary Source</p>
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<p>Context A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: How have key events and people changed the way in which the country is governed?</p>	<p>Key Questions <i>What impact did these events have on 'society and governance at the time?'</i> <i>What impact did these events have on Britain today?'</i> <i>What were the key causes and consequences of these events?'</i></p> <p>Context 1 Study the cause and consequences of the following events</p> <ul style="list-style-type: none"> ○ <i>Henry VIII (Reformation)</i> ○ <i>Oliver Cromwell (People's revolution)</i> <ul style="list-style-type: none"> • <i>What is 'Governance'?</i> • <i>What was the Impact of Henry's reformation on society at the time and today?</i> • <i>What do primary sources tell us about Oliver Cromwell's changes and the impact on society at the time?</i> • <i>How do Oliver Cromwell's actions affect us today?</i> <p>Make reference to the following themes throughout the topic:</p> <ul style="list-style-type: none"> ○ <i>Governance, Democracy and Parliament</i> ○ <i>Power and role of Kings / Queens</i> ○ <i>Power and role of people</i> ○ <i>Society / Culture / Attitudes</i> ○ <i>Social Class</i> 	<p>Year 3 Development of chronology of British History Builds on the chronological events and themes i.e romans, religion, changing landscape and invasions. Builds on themes of society, religion, community and government, invasion and change</p> <p>Year 4 Development of chronology of British History Builds on the chronological events and themes i.e stone age, romans, religion, changing landscape and invasions. Builds on themes of society, religion, community and government, invasion and change</p> <p>Year 5 Development of chronology of British History Builds on themes of society, religion, community and government, invasion and change</p> <p>Year 6 Development of chronology of British History Builds on themes of society, religion, community and government, invasion and change</p> <p>In this topic they will learn how religious belief and shifting in social structures enabled England to form. Building on Learning from Viking and Saxons</p>	<p>aristocracy governance democracy society social class imperialism monarchy nation parliament reformation revolution revolt peasant chronology Empire Trade Routes Primary/ Secondary Source</p>
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Year Group C Curriculum Content	Knowledge and Understanding	Prior Learning	Vocabulary
<p>Context Anglo Saxons, Scots and Vikings British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor. Deep Study: Creation of England and role of society</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing essays comparing these three eras and their impact on England. • Debates looking at contradictory evidence in sources, start to challenge historical views 	<p>Term 1 Assessment Question Who were the Scots, Saxons and Vikings? What was the significance of the Scots, Saxons and Vikings?? Answer creation of a ‘united’ England?</p> <p>A focus on their characteristics Key questions</p> <ul style="list-style-type: none"> • Recall Roman learning: How much of the Roman influence remains today? • Who were the Picts and Scots, Saxons and Vikings and where did they settle? • Who was buried at Sutton Hoo? (case study – using evidence) • Push or Pull: Why and where did the Saxons settle in Britain? • How important was religion to these people? How did this change over time? • Were the Vikings Raiders, Settlers or Traders? • Was Alfred really Great? <p>How did we find out about the XX – is our evidence reliable?</p> <p>Term 2 Assessment Questions How does the Governance of the Vikings and Saxons still affect us today? In what ways was Britain united during this time? Key Questions</p> <ul style="list-style-type: none"> • What impact did the Picts and Scots, Saxons and Vikings have on Britain and the way in which it was governed? • How did everyday life in Britain change during these times? • What were key turning points in the struggle between the Saxons and Vikings? • How did religious views change during this time and what was the impact on society and the community? • Who has the greater legacy the Romans, Saxons or the Vikings? • How have the migrations of people changed Britain? • Where does this fit on the class global timeline? Elsewhere: Byzantine Empire became the New Roman Empire (during Saxons) 	<p>Year 3 Establishes a foundation for learning about the Romans and Stone Age and their effect on Britain</p> <p>Gives children an understanding of the power of community and how it enabled human societies to evolve.</p> <p>Begins to develop understanding of chronology of History of Britain before 1066</p> <p>In this topic children will look closely at key turning points in British government and the impact these have had on society at the time and now – creating a foundation for learning on these of society and governance for the rest of the curriculum</p> <p>Year 4 Builds on the chronological events i.e Romans, landscape and developing their understanding of invaders and settlers.</p> <p>Beginning to understand how different beliefs and religions evolve development from learning On Romans, Reformation and Revolution</p> <p>This builds on their knowledge of society from the Romans evolved with class and power</p> <p>Year 5/6 Complete chronological knowledge. Links with Romans, Stone Age learning from previous– comparing between the make-up of societies</p> <p>This enables children to draw on their knowledge and develop wider chronological understanding by looking at a theme over time.</p> <p>Links could be made to previous learning / previous eras studies as well as to modern day.</p> <p>In this topic children will look closely at key turning in British government and the impact these have had on society at the time and now – making links with Reformation, Revolution and War (Year 6)</p>	<p>Settlements Pagan Viking Scots Saxons Warrior Trade Raider Raiding Monastery Pope Invasion Trade Archaeology Artefact Cause Consequence Change Christianity Chronology Conquest Continuity Significance CE/BCE Primary/ Secondary Source</p>

<p>Context A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: How have key events and people changed the way in which the country is governed?</p>	<p>Key Questions <i>What impact did these events have on 'society and governance at the time?'</i> <i>What impact did these events have on Britain today?'</i> <i>What were the key causes and consequences of these events?'</i></p> <p>Study the cause and consequences of the following events</p> <ul style="list-style-type: none"> ○ <i>The British <u>Empire</u> (Role of Nationalism and Imperialism)</i> ○ <i>Trade and Slavery (<u>British Slave Trade</u>)</i> <p>Significant people: Olaudah Equiano(studied YR3) Ignatious Sancho, William Wilberforce,</p> <ul style="list-style-type: none"> ● <i>What was the British Empire?</i> ● <i>Why was it formed? (Trade routes)</i> ● <i>What caused the end of the British Empire? (Power/ Political will- link to Romans)</i> ● <i>What can we learn from first-hand accounts about the slave trade?</i> ● <i>What does the abolition of slavery tell us about changes in society at the time?</i> ● <i>What was the impact of society and government at the time and today?</i> <p>Make reference to the following themes throughout the topic:</p> <ul style="list-style-type: none"> ○ <i>Governance, Democracy and Parliament</i> ○ <i>Power and role of people</i> ○ <i>Society / Culture / Attitudes</i> ○ <i>Social Class</i> 	<p>Year 3 Development of chronology of British History after Vikings and Saxons</p> <p>Year 4 Development of chronology of British History after Vikings and Saxons, Romans</p> <p>Builds on the chronological events and themes i.e romans, religion, changing landscape and invasions.</p> <p>Builds on themes of society, religion, community and government, invasion and change</p> <p>Development of understanding of how shifting in social structures enabled England to form.</p> <p>Development of understanding of how Key events in History shape our lives today.</p> <p>Year 5 Development of chronology of British History after Vikings and Saxons, Romans and Stone Age</p> <p>Builds on the chronological events and themes i.e romans, religion, changing landscape and invasions.</p> <p>Builds on themes of society, religion, community and government, invasion and change from Romans, Islam, Reformation and Reformation, Stone Age and Egypt</p> <p>Development of understanding of how shifting in social structures enabled England to form.</p> <p>Development of understanding of how Key events in History shape our lives today.</p> <p>Year 6 Development of chronology of British History after Vikings and Saxons, Romans and Stone Age, Builds on the chronological events and themes i.e romans, religion, changing landscape and invasions.</p> <p>Builds on themes of society, religion, community and government, invasion and change from War, Romans, Islam, Reformation and Reformation, Stone Age and Egypt</p> <p>Development of understanding of how shifting in social structures enabled England to form. Development of understanding of how Key events in History shape our lives today making links to War, Reformation and Revolution</p>	<p>aristocracy governance democracy society social class imperialism monarchy nation parliament reformation revolution revolt peasant chronology Empire Trade Routes Primary/ Secondary Source</p>
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Year Group D Curriculum Content	Knowledge and Understanding <i>We suggest for those year group using war texts for a literacy text that are used in the autumn term to proceed the topic so children have an understating of some of the themes of war prior to the topic.</i>	Prior Learning	Vocabulary
<p>Context Ancient Greece – a study of Ancient Greek life, key achievements and their influences on the western world - look to Culture and Society: Philosophy, Religion, Democracy, Arts and Drama (Myths)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Short essays / research projects on key characteristics of Ancient Greek like and their impact on today's society. (referring to sources) Debates looking at contradictory evidence in sources, start to challenge historical view <p>Role play to understand how myths reflected Ancient Greek's society's religious views</p>	<p>Assessment Questions 'significance, causes and consequences' How have the Ancient Greeks impacted on our lives today?</p> <p>Key Questions that could be used to structure lessons towards answering the Assessment Question.</p> <ul style="list-style-type: none"> Where is this period placed on the class global timeline? What were the key characteristics of life in Ancient Greece? <i>Role of Women</i> <i>Religion</i> <i>Olympics</i> <i>Democracy</i> <i>Culture and the arts</i> What can we learn about Ancient Greece culture and religion from their myths? What facts can we glean from Greek myths? (Was the Minotaur and the Labyrinth real?) How did the creation of democracy impact on modern day? What was the Ancient Greeks greatest achievement? Why is it so difficult to know about Ancient Greece? How did Ancient Greece compare to Ancient Rome, Ancient Egypt and others? What is the most significant art from this period and how is this important to find out more about this period? 	<p>Year 3/4 Purpose of this study is to develop understanding of Greece life and achievements and the influence on the western world</p> <p>This establishes children's knowledge of the impact of community and how it enabled human societies to evolve.</p> <p>In this topic children will begin to understand how some societies are ruled and the impact of belief and power on these.</p> <p>It is a foundation for learning about ancient civilisations and what a civilisation is.</p> <p>Year 5 Builds on and make explicit links to previous learning about ancient civilisations studies (Rome/Early Islamic Civilization). Children can draw comparison between and comment on similarities and differences between them.</p> <p>Children can draw comparisons between and comment on similarities and differences between this and Romans - power and religion.</p> <p>They should make reference to themes previous studies e.g. democracy, governance, religion, civilisation.</p> <p>Year 6 Builds on and make explicit links to previous learning about ancient civilisations studies (Early Islamic Civilization, Egypt& Rome). Children can draw comparison between and comment on similarities and differences between them.</p> <p>Making links with Egyptian, Early Islamic Civilization and Roman civilization – power and religion.</p> <p>They should make reference to themes previous studies e.g. democracy, governance, religion, civilisation.</p>	<p>Acropolis Alexander the Great Aristotle Athens City-state Sacrifice Slave Temple Theatre Marathon Olympics Stadium Parthenon Plato BCE / CE Ancient civilisations Archaeology Democracy Discovery Diversity Empire Government Invention Parliament Republic Significance</p>

<p>Context 1 (suggested time 8 weeks) change, cause, significance A deep study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and allows them to discuss: How has War been a catalyst for social change? In what ways has our society been shaped and formed in the post war period?</p> <p>Context 2 (suggested time 4 weeks) connections and trends overtime A deep study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and allows them to discuss: What makes a civilised society?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Writing essays to outline what makes a civilisation (referring to sources) and how events such as World wars impacted on our modern-day civilisation and society. • Debates looking at contradictory evidence in sources, start to challenge historical view 	<p>Context 1 Assessment Question</p> <ul style="list-style-type: none"> • How has (entre focus here) impacted on society and Government and changed the way in which we live our lives today? <p>Case study into the impact of World War 2 on society through</p> <ul style="list-style-type: none"> • Women's Roles • Commonwealth (moving from fall of Empire (Yr5) voluntary instead of imposed) • Windrush and Immigration • Welfare State/NHS <p>Please note this is not a study of world war two</p> <p>Key Questions that could be used to structure lessons towards answering the Assessment Question.</p> <ul style="list-style-type: none"> • Why was society affected and changed in post war Britain? • What was (enter focus here) and what can we learn from this time to guide us today? <p>Context 2 Assessment Question</p> <ul style="list-style-type: none"> • What makes a civilisation? • What does it mean to be civilised? <p>Key Questions that could be used to structure lessons towards answering the Assessment Question.</p> <ul style="list-style-type: none"> • What do we know about civilisations and society? <ul style="list-style-type: none"> ◦ Looking back at into previous topics • Are all civilisations the same? • How is our society civilised? • What are the challenges towards civilisation that we face in recent? <ul style="list-style-type: none"> ◦ Topics for debate (choose up to 2) <ul style="list-style-type: none"> ▪ Holocaust / concentrate camps (key link – LTE terrible things) ▪ Refugees ▪ Terrorism ▪ Racism/ Black Lives Matter <p>Please note you do not need to cover them all, you may also pick something in the news this year.</p>	<p>Year 3 Establishes a foundation for learning of chronology of British History and thinking about how society and civilisation are affected by key turning points. Building on understanding of governance and society from Greece</p> <p>Year 4 Development of chronology of British History after Vikings, Saxons and Empire.</p> <p>Builds on the chronological events and themes i.e religion, changing landscape and invasions.</p> <p>Builds on themes of society, religion, community and government, invasion and change</p> <p>Development of understanding of how shifting in social structures enabled England to form. Development of understanding of how key events in History shape our lives today.</p> <p>Year 5 Development of chronology of British History after Empire, Vikings and Saxons, Romans , Reformation and Revolution</p> <p>Builds on the chronological events and themes i.e romans, religion, changing landscape and invasions.</p> <p>Builds on themes of society, religion, community and government, invasion and change from Romans, Islam, Reformation and Reformation</p> <p>Development of understanding of how shifting in social structures enabled England to form.</p> <p>Development of understanding of how Key events in History shape our lives today.</p> <p>Year 6 This enables children to draw on their knowledge and develop wider chronological understanding by looking at a theme over time. Links should be made to all previous learning / previous eras studies In this topic children will pull together their prior learning on civilisation to understand what a civilisation is and makes one successful. They will apply this to modern day civilisations and discuss what it means to be civilised.</p> <p>Building on their previous knowledge, children will take their understanding of governance and apply it to an understanding of how significant events in time impact on society and affect changes overtime.</p>	<p>Post War Land Army Commonwealth Windrush Migration Immigration Democracy National Health Service Welfare State</p> <p>Society Governance Equality Equity</p>
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Development of Historical Skills

Year 1	Year 2	Year 4	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Sequence few events or objects in chronological order: using simple sequencing photos. • Use vocabulary linked to passing of time – old and new. • Use a range of sources to find out characteristic features of the past e.g. stories, eyewitnesses. • Sort artefacts “then” and “now” – how we know. • Begin to describe similarities and differences in artefacts and objects e.g. changes in homes. • Begin to identify some of the different ways in which past is represented: songs, stories, pictures, artefacts, voice recordings, and simple written documents. • To ask and answer questions related to different sources and objects. 	<ul style="list-style-type: none"> • Sequence some events and artefacts/objects to make simple timeline. • Use a wider range of vocabulary and phrases related to passing of time – before, after, long ago, months, years. • Recognise why events happened and what happened as a result. • Identify differences and similarities between ways of life at different times. • Understand some of the ways we find out about the past. • Use a source – why, what, who, how, where to ask questions and find answers. • Discuss the effectiveness of sources. • Make statements about the past that go beyond simple observation. • Use a wider range of sources to find out characteristic features of the past e.g. stories, eyewitnesses. 	<ul style="list-style-type: none"> • Sequence key events/artefacts and place the time studied on a simple timeline. • Begin to use terms related to the period and understand more complex vocabulary e.g. B.C. / A.D.- Link to current vocab BCE and CE • Begin to identify key features, events and beliefs. • Compare the past with our life today. • Identify similarity and change within a period of time. • Identify reasons for and results of people’s actions. • Use a range of sources and interpretations to find out about a period- identifying smaller details in artefacts or pictures. • To begin to identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness. 	<ul style="list-style-type: none"> • Sequence key events/artefacts and place the time studied on a timeline and date events. • Use a wide range of terms related to the period and understand more complex vocabulary e.g. B.C. / A.D, century, decade. • Identify key features, events and beliefs. • Begin to compare and link different times. • Begin to understand how a period of time can change and the effect of these changes. • Begin to look for cause and consequences and offer reasonable explanations. • Use a wider range of sources and interpretations to find out about the time and to build up a bigger picture of a past event. • Develop an understanding of reasons for different ways in which the past is represented. • Begin to analyse and evaluate the usefulness of sources. 	<ul style="list-style-type: none"> • Sequence a range of events from the time studied on a timeline- relating them to previous studies and making comparisons between different times in history. • Begin to accurately use a wide range of terms and periods labels. • Knowing key features, events and beliefs. • To compare and link a wider range of times. • To develop a deeper understanding how a period of time can have both continuity and change and the result of this. • Examine causes and results of great events and the impact on people. • Begin to identify primary and secondary sources and select relevant evidence to build up a picture of life in time studied. • Compare accounts of events from different sources-offering some reasons for different versions of events - options and fact. 	<ul style="list-style-type: none"> • Sequence a wider range of events on a complex timeline relating current studies to previous studies and making comparisons between different times in history. • Consistently use a wide range of terms and periods labels. • Explaining key features, events, characteristics and beliefs – understanding how people had a range of views. • Compare, describe and explain the links between periods of time. • Explain how a period of time can have both continuity and change and the result of this. • Describe and explain causes and consequences of events and the impact on society • Recognise and use a range of primary and secondary sources to compare accounts and offer reasons for different versions of events. • Evaluate the accuracy and relevance of sources and how evidence can influence interpretations.