

High View Primary Learning Centre

History Curriculum

Overview of Topics								
	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	My family story	My History		Lives of significant individuals: Florence Nightingale Mary Seacole Edith Cavell Marie Curie	Stone Age	Geography Focus	Geography Focus	Geography Focus
Autumn 2	Celebrations from the past: Birthdays	Celebrations from the past: Christmas When I was a baby...	Passing of time and chronological understanding Life of significant individuals: Guy Fawkes (New 2024)	Life of significant individuals: Rosa Parks Remembrance	Geography Focus	Romans	World War II	Black History
Spring 1	Toys from the past	Transport from the past	Geography Focus	Changes within living memory: Toys through Time	Bronze Age Iron Age	Geography Focus	Geography Focus	The British Empire
Spring 2	'Titch' – How I have grown.	Author: Nick Butterworth	Changes within living memory: Homes and Transport	Geography Focus	Geography Focus	Ancient Egyptians	Anglo Saxons/Vikings	Geography Focus
Summer 1	Nursery rhymes from the past	Technology from the past	Geography Focus	Events beyond living memory which are significant nationally: Great Fire of London	Ancient Maya	Geography Focus	Geography Focus	Geography Focus
Summer 2	'Look at me' looking back at the Nursery Year	Holidays in the past	Lives of significant individuals: Neil Armstrong Local Area Study: Helen Sharman	Geography Focus	Geography Focus	British Monarchy	Local Area Study: Coal Mining	Ancient Greeks

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives	<p>Begin to describe a sequence of events, real or fictional, using words such as ‘first, then...’</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Begin to make sense of their own life-story and family’s history.</p>	<p>Changes within living memory use to reveal aspects of change in national life</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods.</p> <p>Events beyond living memory significant nationally or globally</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods.</p> <p>Events beyond living memory significant nationally or globally</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>A non-European society that provides contrasts with British history.</p>	<p>The Roman Empire and its impact on Britain</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p>The changing power of monarchs - a study of a theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>A significant turning point in British history: The Battle of Britain</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Local History Study</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A significant point in British history</p>

Key Concepts and Vocabulary	<p>Chronology:</p> <p>FS1 - Old, new, story, photograph, yesterday, this morning, remember</p> <p>FS2 - Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.</p>	<p>Chronology: last week, before I was born, a long time ago, when I was younger, years, old, new, time, now, then, calendar</p> <p>Interpretation/Enquiry: photo, photograph, internet, book, picture, question, answer, true, false</p>	<p>Chronology: change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory</p> <p>Interpretation/Enquiry: eye-witness, diary, range, source, trustworthy, fact, opinion, museum</p>	<p>Chronology: Decade, century, period, Before Christ (BC), Anno Domini (AD), during, chronological</p> <p>Interpretation/Enquiry: sources, artefacts, historic buildings, archaeologist, palaeontologists, contribution, fiction, non-fiction</p>	<p>Chronology: Common Era (CE), Before Common Era (BCE)</p> <p>Interpretation/Enquiry: primary source, secondary source, translation, evidence, beliefs</p>	<p>Chronology: 20th Century, 19th Century, living memory, preceding</p> <p>Interpretation/Enquiry: interpretation, enquiry, interpret, research, article, scholarly, reviewed</p>	<p>Chronology: concurrently, legacy, millennium</p> <p>Interpretation/Enquiry: reliability, bias, objective, subjective, propaganda, validity, misinformation, reliable, unreliable</p>
Historical Knowledge Era Specific Vocabulary	<p>When ____ was born...</p> <p>Before I was born...</p> <p>When I was born...</p> <p>When I...</p> <p>After I...</p>	<p>Homes and Transport: cars, roads, travel, railway, trains, aeroplane, public transport, bus, materials, technology (television, washing machines, computers) bricks, cement, rooms, detached semi-detached, terraced.</p> <p>Neil Armstrong: astronaut, space race, rocket, science, Apollo 11, American</p> <p>Helen Sharman - Local: astronaut, space, orbit, Earth, space station, Sheffield, local</p>	<p>Florence Nightingale: lady of the lamp, Queen Victoria, Crimean war, nurse, wounded.</p> <p>Mary Seacole: Crimean war, soldiers, nurse, Jamaica</p> <p>Edith Cavell: Nurse, British, World War 1, discrimination, allies, guilty</p> <p>Marie Curie: scientist, radioactivity, x-ray, Nobel Prize, chemistry</p> <p>Guy Fawkes: King / Queen, Parliament, treason, plotters, monarchy, King James, Protestants, Catholics</p> <p>Rosa Parks: Civil rights, equality, race, separate, segregate, boycott</p> <p>Great Fire of London: Samuel Pepys, architecture, crowding, Charles II</p>	<p>Stone Age: hunter gatherer, Palaeolithic, stone age, Mesolithic, Neolithic, Skara Brae, nomadic, civilisation</p> <p>Bronze Age: Stonehenge, Bell beaker culture, religion, technology, travel, compare, contrast</p> <p>Iron Age: Druids, Celtic, hill forts, roundhouses, tribal kingdoms, farming, art, culture, compare, contrast</p> <p>Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices, compare, contrast</p>	<p>Romans: Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses, power, army, organisation, invade, conquer, resistance(Boudicca), rebellion, invasion, settlement, influence</p> <p>Ancient Egypt: Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics, influence</p> <p>British Monarchy: Monarchy, Victorian, Tudor, heir, reign, jubilee, concession, royal, lineage, legacy, throne, coronation, abdicate, treason, commemorate, succession, accession, predecessor, Duke, Duchess, Highness, Majesty, Commonwealth, consort, sovereign</p>	<p>World War 2: Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport, monarchy, commemoration</p> <p>Anglo-Saxons and Scots: Sutton Hoo, runes, Mercia, East Anglia, Iyre, Offa’s Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry, monarchy, agriculture</p> <p>Vikings: Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes.</p> <p>Coal Mining - Local: Mines act, monarchy, Queen Victoria, striking,</p>	<p>British Empire: Commonwealth, colonise, Britannia, parliament, dominance, territories, slave trade, decolonisation, nationalise, independence, asset, indigenous, civilisation, mutiny</p> <p>Black History: Slave trade, enslaved, civil rights, emancipation, activism, prejudice, discrimination, segregation, racism, Martin Luther King Jr, diversity, inequality, injustice, justice, abolitionism</p> <p>Ancient Greeks: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium</p>

<div>Chronological Understanding</div> <div>Change and continuity (Disciplinary knowledge)</div>	<p>Begin to describe a sequence of events, real or fictional, using words such as ‘first, then...’ Recall events from the academic year</p>	<p>Use everyday terms about the passing of time. Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, older, newer, then</p>	<p>Use language to describe basic chronological order.</p> <p>Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory</p>	<p>Use dates and terms related to the study unit and passing of time.</p> <p>Stone Age – 2.5million years ago – 9600BC Bronze Age – 4000BC – 2100BC Iron Age – 500BC – 43AD</p> <p>Ancient Maya – 250AD – 900AD</p> <p>Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p>	<p>Begin to use ‘centuries’ to describe the past.</p> <p>Romans – 31BC – 1453AD 54BC/55BC/43AD 1st century BC - 5th century AD</p> <p>Ancient Egyptians – 3000BC – 30BC 30th Century BC – 1st Century BC</p> <p>Saxons 9th Century Normans 11th Century Henry VIII 15th Century Victoria 19th Century Elizabeth II 20th 21st Century</p> <p>Use terms related to the period and begin to date events including use of BC / AD (Introduce to CE/ BCE)</p>	<p>Accurately use relevant dates and terms. BC, AD, CE, BCE, Century, Preceding</p>	<p>Consistently and accurately use dates and terms associated with a specific time period. Before Christ, Anno Domini, Common Era, Before Common era, Decades, Centuries, Millennia</p> <p>Relate a time period to eras previously taught using dates and terms.</p> <p>Ancient Greeks compared to Ancient Romans and Egyptians</p> <p>British Empire and Black History related to Rosa Parks, Florence Nightingale and Mary Seacole (Y2), Roman Empire and Monarchy (Y4)</p> <p>Before Christ, Anno Domini, Common Era, Before Common era, Centuries, Decades, Millennia, Concurrently</p>
	<p>Place images of key milestones in the correct order Parents’ birth Birth Start nursery Today</p>	<p>Sequence basic events in their own lives. Birth, siblings being born, starting school, nursery, holidays Add to class timeline.</p> <p>Sequence images of objects from different periods of time. Neil Armstrong v Helen Sharman Spaceship – 1st rocket into space, Neil Armstrong (Apollo 11), Tim Peake (2015), Helen Sharman (1991). Computers – 1st computer vs. Neil Armstrong v Tim Peake v Helen Sharman Astronauts – Neil Armstrong, Tim Peake, Helen Sharman</p> <p>Homes and Transport Now v Grandparents (1970s) v Early 1900s Cars, trains, planes, boats.</p> <p>Show some awareness of the distinction between present and past in their own and other people’s lives.</p>	<p>Know where the people and events they study fit within a chronological framework (timeline) Great Fire of London – 1666 Rosa Parks – 1955 Marie Curie – 1867-1934 Florence Nightingale/ Mary Seacole - 1820-1910 Guy Fawkes - 1605 Edith Cavell – 1914-1918</p> <p>Sequence and describe memories of key events in their life.</p> <p>Use a time line to place events in chronological order. Great Fire of London – 1666 Neil Armstrong – 1969 Helen Sharman - 1991 My start of School –</p>	<p>Use a time line to place key events / dates studied in approximately the right place. All history studied in KS1, Stone Age, Bronze Age, Iron Age the date they were born, the date their teacher was born.</p>	<p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.</p> <p>All history studied in KS1, Stone Age, Bronze Age, Iron Age, the date they were born. The Roman empire - 31BC – 1453AD Roman invasion(s) of Britain – 55BC/54BC/43AD Ancient Egyptian era - 3000BC – 30BC Howard Carter’s discovery of Tutankhamun’s tomb – 1922</p> <p>Saxon Kings – 827 Henry VIII 1509 – 1547 Victoria 1837 – 1901 Elizabeth II - 1952</p>	<p>Know and sequence up to 10 events on a timeline. (of periods studied)</p> <p>The dates of the Iron Age – 500BC – 43AD The dates of the Bronze Age – 4000BC – 2100BC The dates of the Stone Age – 2.5million years ago – 9600BC The invasion of Britain by the Romans – 55BC/54BC/43AD Great Fire of London - 1666 Neil Armstrong’s moon landing - 1969 Start and end of WW2 – 1939-1945 The invasion of the Anglo-Saxons – 450AD Viking Invasion 793AD-1066AD Battle of Britain, D-Day landings and Dunkirk – 1940/1944 The Ancient Egyptian era – 3000BC – 30BC Ancient Maya era – 250AD – 900AD Miners’ Strike - 1984</p>	<p>Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.</p> <p>Ancient Greeks: 700BC-480BC First Olympics – Olympic games, marathon, democracy</p> <p>British Empire: 1588 - 1997 1945 WWII – Decline and Decolonisation</p> <p>Black History: 1619 - Slavery in North America 1831 – Nat Turner Revolt, Abolitionism 1861 Civil War and Emancipation 1955 Rosa Parks 1963 Martin Luther King Jr Speech 1964 Civil Rights Act 1968 MLK Assassinated 2008 Barack Obama becomes President</p>

			Changes in Homes and Transport – Now vs. Grandparents vs. Before (1900s)					2013 Black Lives Matter 2020 George Floyd protests Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world. The Archaic Era 800 BC - 480BC The Classical Era 480 BC - 323 BC The Hellenistic Era 323 BC - 30 BC
Historical Knowledge and Understanding	Historical Knowledge (Substantive Knowledge)	Recall a memory from the past or something that has already happened Christmas/ birthdays Holi days	Find out some facts about people long ago. Neil Armstrong – 1969, first man on moon, Apollo 11, American Helen Sharman – 1991, first British woman in space, from Sheffield, Mir Space Station Use information to describe the past. Homes and Transport Now v Grandparents 1970’s v Early 1900’s Homes - Compare size, materials, type of housing (Detached, semi – detached, terraced) and technology within homes. Transport – Compare most common types, technology development, speed, reasons for developments Compare changes in cars, trains, planes, boats.	Recount the main events from a significant event in history. Great Fire of London – 1666, 2-5 September, bakery, Pudding Lane, London, drought, wood housing, plague, Samuel Pepys, area of London (Map work link) Fire started Pudding Lane bakery. Fire burned hot and quickly spread because of a long drought, wind and wooden housing. Charles 2 nd came up with plan to demolish houses in fires path to stop the spread of flames. Changes: firefighting, new stone housing, insurance Guy Fawkes – 1605 - Attempt to blow up parliament and kill King James. Caught and arrested for treason.	Recall main features of a significant period of British history Stone Age Stone tools , hunter-gatherers, caves found for shelter, Palaeolithic , Mesolithic , Neolithic Bronze Age First metal, developed tools and weapons Mud and straw round houses Iron Age Development of iron and steel for tools and weapons Developed roundhouses Crafts and trade	Shows knowledge and understanding by describing features of past societies and periods. Romans V Celts - army, empire, invasions, laws, inventions (language, money, calendar), leadership, numerals/language, settlement and housing Ancient Egyptians – hierarchy, pharaoh (leadership), afterlife (beliefs/Gods), importance of River Nile, daily life, hieroglyphics. Henry VIII Religion, parliament, government, Royal Navy, Church of England, monasteries, postal system Victoria Industrialisation, slave trade, working conditions, political change, British Empire, public health, Crimean War	Begin to suggest reasons for features of historical societies Anglo Saxons Features: Kings, kingdoms, agriculture, kingdoms, different languages, different religions, Viking invasions Reasons: Control of land Agricultural society People worked – protected by king in return Rome deserting Britain – took wealth with them Origins of language/ culture of many years – different influences – Germans, French, Romans, Angles, Saxons and power in different places Catholic attempts to convert pagans	Suggest reasons for features of historical societies using evidence Ancient Greeks Features: Democracy, theatre, games/sports, religion, temples and architecture Reasons: Leader (Cleisthenes) introduced reforms – power to the people Entertainment for all – political and competitive Keep all of society classes happy Beliefs in deities – temples built for them

	Cause and Consequence (Disciplinary knowledge)			<p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Why did they blow up the houses?</p> <p>Why did Christopher Wren rebuild London the way he did?</p> <p>Why did Cavell help soldiers on both sides of war?</p>	<p>Uses evidence to find out about change during a time period.</p> <p>Stone Age</p> <p>Housing – Nomadic, found caves, built basic shelter from natural resources</p> <p>Clothing – Animal skin (basic)</p> <p>Tools – stone and flint, natural resources</p> <p>Bronze Age</p> <p>Housing – More sophisticated shelter, beginning of roundhouses</p> <p>Clothing – Animal skin (stitching/weaving)</p> <p>Tools – Copper and Bronze</p> <p>Iron Age</p> <p>Housing – Permanent settlement, stronger roundhouses, wattle and daub</p> <p>Clothing – Weaving and use of wool</p> <p>Tools – Iron and developed materials</p>	<p>Gives reasons why changes may have occurred during a time period.</p> <p>(houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes)</p> <p>Romans – Power shift from democracy to authority, settlement structure and complexity, organisation (army, society), invasion</p> <p>Ancient Egyptians – different rulers, invasion, settlement, civil unrest</p> <p>Henry VIII</p> <p>Religion, parliament, government, Royal Navy, Church of England, monasteries, postal system</p> <p>Victoria</p> <p>Industrialisation, slave trade, working conditions, political change, British Empire, public health, Crimean War</p> <p>Elizabeth II</p> <p>Technological advancement, troubles (Ireland), Empire and Commonwealth, Royal family change</p>	<p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>To know why rationing was brought in. Consequences – imported goods stopped, limited resources (food), people encouraged to grow food, limits on food produce, clothes, make up.</p> <p>To know what caused the Blitz and that it resulted in different air raid shelters, air raid wardens and fines / imprisonment for those who did not comply with the rules.</p> <p>Mining Strike – Causes: closures, cuts, funding, employment</p> <p>Consequences: job losses, land use change, unemployment, social unrest, cleanliness</p> <p>Vikings:</p> <p>Causes – invasion and settlement</p> <p>Impact – names, language, laws, measurement, crafts</p> <p>Changes between Romans, Anglo Saxons, Vikings</p> <p>Reasons - Power, leadership, armies, organisation</p>	<p>Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods.</p> <p>Creation of British Empire</p> <p>Causes – Trade links, power, wealth, build colonies, materials and resources</p> <p>Impact – boosted economy, trade links, resources, jobs, poorly paid workers, slaves, spread religion, language and culture</p> <p>Decline of Empire and transition to Commonwealth</p> <p>Causes – WWI, WWII, independence, nationalism, resistance</p> <p>Impact – Commonwealth formed, countries’ independence, racial equality?, racism, English language, sports, civil unrest,</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Decline of British Empire</p> <p>Reasons – Political change, global awareness, WWI, WWII, nationalism movements, independence</p> <p>Attitudes, legislation and treatment of black people.</p> <p>Abolition of slave trade</p> <p>Reasons – Increased awareness and empathy, humanitarianism, civil rights, protests, boycotts, re volts, rebellions, declining profits from slave trade</p>
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	Impact and Legacy/Historical Significance (Disciplinary Knowledge)			<p>Recount significant dates, reasons behind and changes made by significant individuals.</p> <p>Florence Nightingale – Crimean war 1853-1856, sanitary conditions, infection control, hospitals, workhouses, air, water, light, food, nurses</p> <p>Mary Seacole – Travel, bravery, nurse, hotel, Crimean war</p> <p>Changes: Nursing conditions, army conditions, nurse training, professional nurses, new hospitals, sanitary conditions</p> <p>Marie Curie – 1867-1934, first female Nobel prize, chemistry, physics, polonium, radium, radiation, radioactivity, x-rays</p> <p>Rosa Parks – 1955, civil rights movement, bus seat, NAACP, Montgomery bus boycott, Martin Luther King</p> <p>Changes: Segregation laws scrapped, awards, race relations</p> <p>Guy Fawkes – 1605, monarchy, religion, treason, parliament, arrested</p> <p>Changes: Security, awareness, politics</p> <p>Edith Cavell – 1914, WWI, British nurse, shot in 1915, helped soldiers from both sides, helped soldiers escape, developed nursing</p>	<p>Suggest ways in which societies studied have an impact on us today.</p> <p>Stone Age – Iron Age Invention of fire, wheel, settlement Development of metals</p> <p>Mayans Invention of calendar, writing, chocolate Development of farming</p>	<p>Describes how some of the past events/people affect life today.</p> <p>Leadership styles across different countries (PSHCE link) Structure of settlements and housing (Geography link) Organisation of army</p> <p>Romans - government, law, language, architecture, engineering (roads, aqueducts), and religion</p> <p>Egyptians - royal tomb complexes, pyramids and temples, paper, architecture, maths/measurement, farming and technology, time, calendar, written language</p> <p>Henry VIII Religion, parliament, government, Royal Navy, Church of England, monasteries, postal system</p> <p>Victoria Industrialisation, slave trade, working conditions, political change, British Empire, public health, Crimean War, inventions (telephone, post box etc.)</p> <p>Elizabeth Technology, inventions (internet, computers etc.), monarchy, laws, government, troubles, commonwealth</p>	<p>Can discuss the impact and causes of historical change in Britain.</p> <p>Causes – Invasions and different rulers (Stone Age – no rules, Celts – Tribal king, Romans - emperor, Anglo Saxons - Kings), World Wars Changes – development of housing, structure of society/ leadership, tools and resources, religious beliefs</p> <p>Mining Strike – Causes: closures, cuts, funding, employment Consequences: job losses, land use change, unemployment, social unrest, cleanliness</p> <p>- Viking laws still used - Language adapted from Viking - Jobs/trade - technology developments in farming - Settlements/ housing/ architecture – Counties, cities and towns (Geography link)</p>	<p>Describes how some changes affect life today.</p> <p>Black History Civil Rights Acts, slavery legislation, Equal opportunities, law enforcement, voting rights, Black History Month, music, fashion</p> <p>British Empire Commonwealth games, independence, nationalism, multi-cultural populations, global trade, food and resources, economic instability, racial inequality</p>
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Historical Interpretation (Disciplinary Knowledge)	<p>Comment on images of familiar situations in the past. When I was a baby... Where? First visitors? Gifts?</p> <p>Toys – Now v Grandparents Transport – Now v Grandparents</p>	<p>Begin to identify and recount some details from the past from sources Pictures of NA and HS rockets Pictures of grandparents’ toys Grandparents’ stories Descriptions of space launches</p> <p>Compare adults talking about the past – Are they the same or different? Why?</p>	<p>Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Look at and compare two versions of the same event in history and identify differences in the accounts.</p> <p>(Geography link – Volcanoes) Mt Vesuvius eruption – Pompeii account v. Archaeology evidence</p>	<p>Give reasons why there may be different accounts in history. Different viewpoints, different opinions, different beliefs, unreliable sources, dated sources, translation, lack of prehistoric records</p> <p>Recognise primary and secondary sources.</p>	<p>Look at different versions of the same event and identify how the accounts differ. Different sides of WWII</p> <p>Give clear reasons why there may be different accounts of history. (different viewpoints, different opinions, different beliefs, unreliable sources, dated sources, translation, lack of prehistoric records)</p>	<p>Understand that the past has been represented in different ways.</p> <p>Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history.</p>
Historical Enquiry	<p>Begin to make sense of their own life-story and family’s history. When I was a baby... Where? First visitors? Gifts?</p>	<p>Find answers to simple questions about the past from sources of information. What was Neil Armstrong’s rocket like? Photos, internet descriptions, books</p> <p>Was Helen Sharman’s rocket different to Neil Armstrong’s? Photos, internet descriptions, books</p> <p>Did my grandparents have the same toys we do? first-hand accounts, books, pictures</p>	<p>Answer questions about the past by making simple observations from historical sources. What happened in the Great Fire of London? Samuel Pepys diary, photos, eye-witness accounts, fact files</p> <p>Asks and answers simple questions such as: ‘what was it like for...?’</p>	<p>With help, use sources to collect evidence about the past. Printed documents (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites.</p> <p>Begin to suggest sources of evidence to help answer questions. printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites</p> <p>Ask questions such as, “How did people...?’ ‘What did people do for....?’”</p>	<p>Begin to select and combine information from different sources. (artefacts, photographs, diaries, newspapers, historical fiction text, non-fiction text, public webpage, research article)</p> <p>Begin to use a range of sources to collect evidence about the past. (artefacts, photographs, diaries, newspapers, historical fiction text, non-fiction text, public webpage, research article)</p> <p>Ask questions such as ‘what was it like for.....during....?’</p>	<p>Confidently use a range of sources to collect evidence about the past. (artefacts, photographs, diaries, newspapers, historical fiction text, non-fiction text, public webpage, research article) Accounting for their relative reliability</p> <p>Choose reliable sources of evidence to help answer questions. Scholarly article v. Wikipedia webpage</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary).</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>