

## History Curriculum Skills and Knowledge Overview

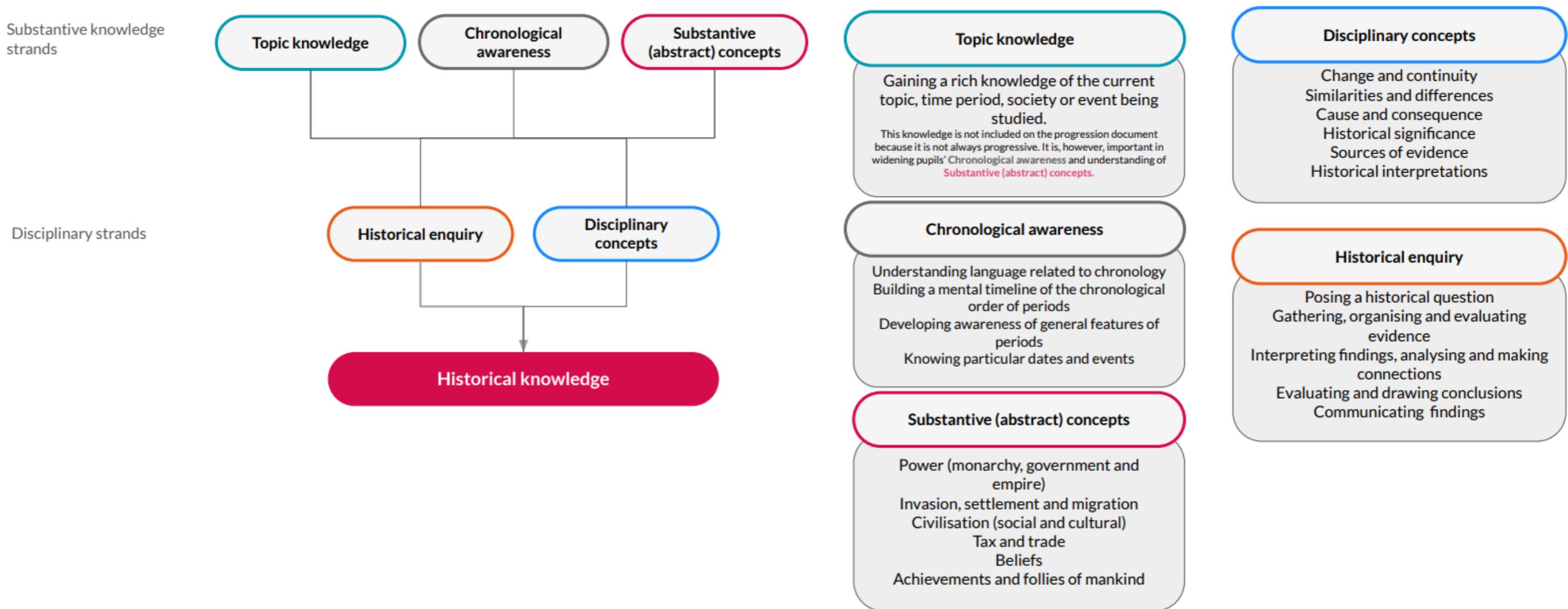
**'Children leave school with enquiring minds, an appreciation of other societies and an understanding of Britain's place in world history and why it is important to them'**

### Sequencing Rationale

This scheme of learning follows a spiral model of teaching knowledge, starting with concrete concepts, where chronological awareness and topic knowledge is introduced. Concrete concepts will then be used as a frame to start to add more abstract concepts, for example:

Year 1, Autumn 1: How am I making History?  This focuses on a child's own lived experience, introducing timelines through things that have happened to them. Through this topic, vocabulary such as "before" and "after" are introduced.	Year 1, Spring 1: Toys Through Time  Once concepts such as "before" and "after" are introduced, children then start to look at things that are relevant to their lives, such as toys, and link it back to "how things used to be" 100 years ago.	Year 1, Summer 1: Explorers  Once children have a secure understanding of chronology and can use subject specific vocabulary, more abstract concepts are introduced. Explorers from the past who lived in periods of times unknown to the children are studied. They then start to make inferences and links with the past. Some of these explorers likely had toys the children looked at in their previous topic.
Year 1, Autumn 1: How am I making History?  <b>Order three photographs correctly on a simple timeline.</b> (Using the children's own photos)	<b>Understand the chronology of the Roman invasion of Britain.</b> Micro-study of abstract events over a short time-span.	Year 5,  <b>Sequence the key periods in the Maya civilisation.</b> Abstract events over a longer period.

### How is the History scheme of work organised?



EYFS	0 – 3 years	3 and 4 years	Reception children	ELG	COEL	Vocabulary
	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history	Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.	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.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Showing a curiosity about objects, events and people  Finding ways to solve problems  Making links and noticing patterns in their experience  Making predictions  Developing ideas of grouping, sequences cause and effect	old, new, before, now, a long time ago, special time, family, after, changes
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1	<b>My own history</b>		<b>Toys Through Time</b>		<b>Explorers</b>	
Prior Learning/Links	Adventures through time		How am I making history?		How have toys changed?	
Key Question/Outcome	<b>How am I making history?</b>		<b>How and why have toys changed?</b>		<b>How have explorers changed the world?</b>	
Objectives	<p>Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Know a similarity and a difference between childhood now and in the past. Ask a visitor one question about childhood in the past. Use key vocabulary to compare the present, the past and possible changes in the future.</p>		<p>Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.</p>		<p>Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and present exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. Show understanding of significant people by designing a coat of arms.</p>	
Vocab	Change, different, event, future, memory, present, past, similar, timeline		Artefact, different, memory, past, present, similar		Different, event. Explorer, past, present, similar, timeline	
Year 2		<b>Schools</b>		<b>Flight</b>		<b>Monarchy</b>
Prior Learning/Links		How have toys changed?		How was school different in the past?		

Key Question/Outcome		How was school different in the past?		How did we learn to fly?		What is a monarch?
Objectives		<p>Identify important events surrounding the history of flight.</p> <p>Explain how a significant event has changed the lives of others.</p> <p>Ask questions about people and events in the past.</p> <p>Use primary sources to find out about people and events in the past.</p> <p>Correctly order five events on a timeline.</p>		<p>Correctly order and date four photographs on a timeline and add some dates.</p> <p>Ask one question about schools in the past.</p> <p>Make one comparison between schools in the past and present.</p> <p>Use sources to research and develop an understanding of what schools were like 100 years ago.</p> <p>Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</p> <p>Recognise two similarities and two differences between schools now and schools in the past.</p> <p>State whether they would have preferred to go to school in the past or not and explain why.</p>		<p>Recall that a monarch is a king or queen.</p> <p>Identify some of the monarch's roles.</p> <p>Explain that a king or queen is crowned in a special ceremony called a coronation.</p> <p>Name some of the main steps in the coronation ceremony.</p> <p>Use sources to explain how William the Conqueror became King of England.</p> <p>Explain how William the Conqueror kept order and conquered England.</p> <p>Explain how castles have changed over time.</p> <p>Identify that the power of monarchs has changed over time.</p> <p>Make comparisons between past and present monarchies.</p>
Vocab		Beyond living memory, inventor, lifetime.		Beyond living memory, inventor, lifetime.		King, monarchy, power, queen, ruler
Year 3	<b>Stone age, iron age and bronze age</b>		<b>Romans</b>		<b>Egyptians</b>	
Prior Learning/Links	How am I making history?		What is a monarch?		What changed between the Stone Age and the Iron Age?	
Key Question/Outcome	<b>Would you prefer to live in the stone age, iron age or bronze age?</b>		<b>Why did the Romans settle in Britain?</b>		<b>What did the Ancient Egyptians believe?</b>	
Objectives	<p>Understand that prehistory was a long time ago.</p> <p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>		<p>Explain the meaning of empire and invasion.</p> <p>Understand the chronology of the Roman invasion of Britain.</p> <p>Identify the consequences of the Roman invasion.</p> <p>Create an interpretation of Boudicca using sources.</p> <p>Explain why the Romans needed a powerful army.</p> <p>Identify a soldier's equipment.</p> <p>Explain how the Roman army was organised and perform simple manoeuvres and drills.</p> <p>Make observations about an artefact.</p> <p>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>		<p>Identify the ancient civilisations and key periods in ancient Egypt.</p> <p>Describe the physical features of Egypt.</p> <p>Explain the Egyptian creation story.</p> <p>Identify the characteristics of important gods or goddesses.</p> <p>Explain why the pyramids were built.</p> <p>Identify the stages and challenges of building a pyramid.</p> <p>Explain the links between ancient Egyptian beliefs and mummification.</p> <p>Name sources that can be used to find out about ancient Egyptian beliefs.</p> <p>Explain some Egyptian beliefs about the afterlife.</p>	
Vocab	AD (Anno Domini), age, barter, BC (Before Christ), date, evidence, export, historian, import, prehistory, primary source, reconstruction, secondary source, settlement, trade		Boudicca, empire, inference, invasion. Legacy, Romans, settlers		Afterlife, Book of the Dead, civilisation, historically significant, immortal, mummification, preserve, Ra, River Nile sarcophagus	
Year 4		<b>Children in History</b>		<b>Anglo Saxons</b>		<b>Vikings</b>
Prior learning/Links		Why did the Romans settle in Britain?		Why did the Romans settle in Britain?		How hard was it to invade and settle in Britain?

Key Question/Outcome		How have children's lives changed?		How hard was it to invade and settle in Britain?		Were the Vikings raiders, traders or settlers?
Objectives		<p>Make inferences and deductions from primary and secondary sources.</p> <p>Explain why children needed to work.</p> <p>Identify the jobs Tudor and Victorian children had.</p> <p>Describe the working conditions of Tudor and Victorian children.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases past children suffered from and discuss how effective the treatments were.</p>		<p>Explain how the Britons felt when the Romans left Britain.</p> <p>Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>Name the key features of Anglo-Saxon settlements.</p> <p>Identify changes and continuities in settlements from prehistoric Britain.</p> <p>Make inferences about artefacts.</p> <p>Describe how Anglo-Saxon beliefs changed.</p> <p>Explain how missionaries spread Christianity.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p>Identify the qualities needed to be a monarch in 1066.</p>		<p>Identify the different reasons for migration to Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Explain where the Vikings came from and why they came to Britain.</p> <p>Make inferences from sources.</p> <p>Explain how sources can be biased.</p> <p>Find evidence within a source to support their reasoning.</p> <p>Describe the parts of a longboat.</p> <p>Design and creating a longboat.</p> <p>Describe what the Vikings traded.</p> <p>Identify Viking trading routes.</p> <p>Explain whether the Vikings were traders or raiders and providing supporting evidence.</p> <p>Identify important events in the Anglo-Saxon and Viking struggle for Britain.</p> <p>Explain the meaning of cause and consequence.</p> <p>Suggest the cause and consequences of events.</p> <p>Make observations and deductions about artefacts.</p>
Vocab		Apprentice, childhood, class, continuity, deduction, law, master, modern, poorer, poverty, servant, significance, wealthier, working conditions.		Angles, Britons, convert, empire, inference, invasion, Kingdom, missionary, paganism, Pope, Romans, Saxons, settlement, settlers, Vikings		Anglo-Saxon Chronicle, balanced, cause, consequence, Danelaw, Event, longboat, one-sided, perspective, Viking
Year 5	<b>Tudor Britain</b>		<b>Ancient Greece (H)</b>		<b>Maya Civilisation</b>	
Prior Learning/links	How hard was it to invade and settle in Britain?		What did the Ancient Egyptians believe?		How hard was it to invade and settle in Britain?	
Key Question/Outcome	<b>What was life-like in Tudor England?</b>		<b>What did the Greeks ever do for us?</b>		<b>How did the Maya civilisation compare to Anglo Saxons?</b>	
Objectives	<p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p> <p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p> <p>Explain how inventories are useful to historians and create a realistic inventory.</p>		<p>Describe the features of Ancient Greece.</p> <p>Identify the key periods in the ancient Greek civilisation.</p> <p>Make inferences about Greek gods.</p> <p>Research a Greek god.</p> <p>Compare Athens and Sparta.</p> <p>Understand the different types of democracy.</p> <p>Explain how Athenian democracy worked.</p> <p>Explain what philosophy is.</p> <p>Identify the achievements of the ancient Greek philosophers.</p> <p>Identify the ancient Greeks' legacies and their impact.</p>		<p>Describe the key physical features of the Maya civilisation.</p> <p>Sequence the key periods in the Maya civilisation.</p> <p>Identifying periods that were happening in Britain at the same time.</p> <p>Name the features of the rainforest.</p> <p>Explain the challenges facing the Maya in the rainforest.</p> <p>Explain how the Maya settled in the rainforest.</p> <p>Name the features of Maya houses.</p> <p>Identify the similarities and differences between Maya and Anglo-Saxon houses.</p> <p>Explain the Maya creation story.</p> <p>Identify the characteristics of important gods or goddesses.</p> <p>Make deductions about cities.</p> <p>Name the features of Maya cities.</p> <p>Create a plan of a Maya city, including the main features.</p> <p>Explain the reasons for the decline of the Maya civilisation.</p> <p>Evaluate the reasons for the decline of the Maya civilisation.</p>	

					Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.	
Vocab	Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Anne Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, evidence, Royal Progress, propaganda, image, litter.		Citizen, democracy, legacy.		Abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest.	
Year 6		WWII		Local study		The Sikh Empire
Prior Learning/links				How have children's lives changed?		What was the impact of World War 2 on the people of Britain?
Key Question/Outcome		What was impact of WWII on the people of Britain?		What does the census tell us about the local area?		What was the Sikh Empire?
Objectives	Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives.			Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census. Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census.		Explain terms such as unification and absolute power. Identify the skills and behaviours of leaders that contributed to achieving a goal. Describe and assess the impact of beliefs on change. Identify the significance of trade routes. Make deductions and inferences from sources. Apply criteria to decide and explain historical significance. Describe how and why interpretations are different. Make observations and explain historical achievements.
Vocab	Accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability.			Decade, historical enquiry, occupation, politics, reliable, suffrage		Alliance, bias, culture, cultural exchange, legacy, perspective, politics, society, suffrage, tax, trade route