



# **St Peter and St Paul's RC Primary School**

## **History - Unit and Progression Overview**



**Holding God's hand,  
we grow in faith together,  
we dream, believe, achieve.  
Following the footsteps of Jesus,  
we act with love,  
we care for one another  
and our world.**

## History Long Term Plan

Nursery	
Understanding the World	
<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	
Reception	
Understanding the World	Early Learning Goal: Past and Present
<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Year 1		
<p><b>How am I making history?</b></p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p><b>How have toys changed?</b></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future</p>	<p><b>How have explorers changed the world?</b></p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>
<p><b><u>Disciplinary Concepts</u></b></p> <p>Change and continuity Similarities and differences Historical significance Sources of evidence</p>	<p><b><u>Substantive Concepts</u></b> Achievements and follies of mankind</p> <p><b><u>Disciplinary Concepts</u></b> Change and continuity Similarities and differences Cause and consequence Sources of evidence</p>	<p><b><u>Substantive Concepts</u></b> Achievements and follies of mankind <i>Dream, Believe, Achieve</i></p> <p><b><u>Disciplinary Concepts</u></b> Historical significance Similarities and differences</p>
<p><b>NATIONAL CURRICULUM KEYSTAGE ONE</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Significant historical events, people and places in their own locality.</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE ONE</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE ONE</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> </ul>

<p>connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>nation and how Britain has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>
<p><b>Knowledge</b></p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now. To know that within living memory is 100 years.</p> <p>To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that some people and events are considered more 'special' or significant than others</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that throughout someone's lifetime, some things will change and some things will stay the same.</li> <li>To know that everyday objects have changed over time.</li> <li>To know that everyday objects have changed as new materials have been invented.</li> <li>To know some similarities and differences between the past and their own lives.</li> <li>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</li> <li>To know that we can find out about the past by asking people who were there.</li> <li>To know that artefacts can tell us about the past.</li> <li>To know that we remember some (but not all) of the events that we have lived through.</li> <li>To know that the past can be represented in photographs.</li> <li>To know some inventions that still influence their own lives today.</li> </ul> <p><b>Skills</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that a timeline shows the order events in the past happened.</li> <li>To know that we start by looking at 'now' on a timeline then look back.</li> <li>To know that 'the past' is events that have already happened.</li> <li>To know that 'the present' is time happening now.</li> <li>To know that within living memory is 100 years.</li> <li>To know that there are similarities and differences between their lives today and their lives in the past.</li> <li>To know some similarities and differences between the past and their own lives.</li> <li>To know that some people and events are considered more 'special' or significant than others.</li> <li>To know that photographs can tell us about the past.</li> <li>To know that the past can be represented in photographs.</li> <li>To know some inventions that still influence their own lives today.</li> </ul> <p>To know some achievements and discoveries of significant individuals.</p> <p><b>Skills</b></p>

<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequencing three or four events in their own life.</li> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> <li>• Placing events on a simple timeline.</li> <li>• Being aware that some things have changed and some have stayed the same in their own lives.</li> <li>• Describing simple changes and ideas/objects that remain the same.</li> <li>• Understanding that some things change while other items remain the same and some are new.</li> <li>• Beginning to look for similarities and differences over time in their own lives.</li> <li>• Recalling special events in their own lives.</li> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li> <li>• Making simple observations about the past from a source.</li> <li>• Interpreting evidence by making simple deductions.</li> <li>• Describing the main features of concrete evidence of the past or historical evidence.</li> <li>• Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>• Using vocabulary such as – old, new, long time ago.</li> <li>• Asking how and why questions based on stories, events and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> <li>• Sequencing three or four artefacts from different periods of time.</li> <li>• Beginning to look for similarities and differences over time in their own lives.</li> <li>• Describing simple changes and ideas/objects that remain the same.</li> <li>• Understanding that some things change while other items remain the same and some are new.</li> <li>• Asking why things happen and beginning to explain why with support.</li> <li>• Being aware that some things have changed and some have stayed the same in their own lives.</li> <li>• Recalling special events in their own lives.</li> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Finding answers to simple questions about the past using sources (e.g. artefacts).</li> <li>• Sorting artefacts from then and now.</li> <li>• Beginning to identify different ways to represent the past (e.g. photos, stories).</li> <li>• Asking how and why questions based on stories, events and people.</li> <li>• Asking questions about sources of evidence (e.g. artefacts).</li> <li>• Using sources of information, such as artefacts, to answer questions.</li> <li>• Drawing out information from sources.</li> <li>• Making simple observations about the past from a source.</li> <li>• Interpreting evidence by making simple deductions.</li> <li>• Making simple inferences and deductions from sources of evidence.</li> <li>• Describing the main features of concrete evidence of the past or historical evidence.</li> <li>• Drawing simple conclusions to answer a question.</li> <li>• Communicating findings through discussion and timelines with physical objects/ pictures.</li> <li>• Using vocabulary such as – old, new, long time ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li> <li>• Placing events on a simple timeline.</li> <li>• Recording on a timeline a sequence of historical stories heard orally.</li> <li>• Describing simple changes and ideas/objects that remain the same.</li> <li>• Understanding that some things change while other items remain the same and some are new.</li> <li>• Asking why things happen and beginning to explain why with support.</li> <li>• Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>• Finding answers to simple questions about the past using sources (e.g. artefacts).</li> <li>• 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Expressing a personal response to a historical story or event.</li> </ul>
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## Year 2

<p><b>How was school different in the past?</b></p> <p>Children find out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p><b>How did we learn to fly?</b></p> <p>Children develop their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. They learn about the individuals who contributed to the history of flight.</p>	<p><b>What is a monarch?</b></p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
<p><b><u>Substantive Concepts</u></b></p> <p>Achievements and follies of mankind</p> <p><b><u>Disciplinary Concepts</u></b></p> <p>Change and continuity Similarities and differences Sources of evidence</p>	<p><b><u>Substantive Concepts</u></b></p> <p>Achievements and follies of mankind <i>Dream, Believe, Achieve</i></p> <p><b><u>Disciplinary Concepts</u></b></p> <p>Cause and consequence Historical significance</p>	<p><b><u>Substantive Concepts</u></b></p> <p>Power: Monarchy, government and empire</p> <p><b><u>Disciplinary Concepts</u></b></p> <p>Similarities and differences Cause and consequence Historical significance</p>
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Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Significant historical events, people and places in their own locality.</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE ONE</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE ONE</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>Significant historical events, people and places in their own locality.</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>

	international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
<b>Knowledge</b> <ul style="list-style-type: none"> <li>To know a decade is ten years.</li> <li>To know that beyond living memory is more than 100 years ago.</li> <li>To know that daily life has changed over time but that there are some similarities to life today.</li> <li>To know that changes may come about because of improvements in technology.</li> <li>To know that there are explanations for similarities and differences between children's lives now and in the past.</li> <li>To know that we can find out about how places have changed by looking at maps.</li> <li>To know that historians use evidence from sources to find out more about the past.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing up to six photographs, focusing on the intervals between events.</li> <li>Knowing where people/events studied fit into a chronological framework.</li> <li>Recognising some things which have changed/stayed the same as the past.</li> <li>Identifying simple reasons for changes.</li> <li>Identifying similarities and difference between ways of life at different times</li> <li>Finding out about people, events and beliefs in society.</li> <li>Making comparisons with their own lives.</li> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>Making simple observations about a source or artefact.</li> <li>Using sources to show an understanding of historical concepts (see above).</li> <li>Recognising different ways in which the past is represented (including eye-witness accounts).</li> <li>Comparing pictures or photographs of people or events in the past.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>To know that beyond living memory is more than 100 years ago.</li> <li>To know that changes may come about because of improvements in technology.</li> <li>To know that some events are more significant than others.</li> <li>To know the impact of a historical event on society.</li> <li>To know that 'historically significant' people are those who changed many people's lives.</li> <li>To know that historians use evidence from sources to find out more about the past.</li> <li>To know that the past is represented in different ways.</li> <li>To begin to identify achievements and inventions that still influence their own lives today.</li> <li>To know the legacy and contribution of the inventions.</li> <li>To be aware of the achievements of significant individuals.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing six photographs, focusing on the intervals between events.</li> <li>Placing events on a timeline, building on times studied in Year 1.</li> <li>Knowing where people/events studied fit into a chronological framework.</li> <li>Identifying simple reasons for changes.</li> <li>Asking questions about why people did things, why events happened and what happened as a result.</li> <li>Recognising why people did things, why events happened and what happened as a result.</li> <li>Knowing some things which have changed/stayed the same as the past.</li> <li>Finding out about people, events and beliefs in society.</li> <li>Discussing who was important in a historical event.</li> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>Making simple observations about a source or artefact.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>To know that beyond living memory is more than 100 years ago.</li> <li>To know that events in history may last different amounts of time.</li> <li>To know that some events are more significant than others.</li> <li>To know the impact of a historical event on society.</li> <li>To know that 'historically significant' people are those who changed many people's lives.</li> <li>To know that historians use evidence from sources to find out more about the past.</li> <li>To know that the past is represented in different ways.</li> <li>To know that a monarch is a king or queen.</li> <li>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</li> <li>To know that in the past monarchs had absolute power.</li> <li>To be aware of the achievements of significant individuals.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Sequencing up to six photographs, focusing on the intervals between events.</li> <li>Knowing where people/events studied fit into a chronological framework.</li> <li>Identifying similarities and difference between ways of life at different times.</li> <li>Identifying simple reasons for changes.</li> <li>Asking questions about why people did things, why events happened and what happened as a result.</li> <li>Recognising why people did things, why events happened and what happened as a result.</li> <li>Knowing some things which have changed/stayed the same as the past.</li> <li>Finding out about people, events and beliefs in society.</li> <li>Discussing who was important in a historical event.</li> <li>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>Making simple observations about a source or artefact.</li> </ul>

<ul style="list-style-type: none"> <li>• Asking a range of questions about stories, events and people.</li> <li>• Understanding the importance of historically-valid questions.</li> <li>• Understanding how we use books and sources to find out about the past.</li> <li>• Using a source to answer questions about the past.</li> <li>• Evaluating the usefulness of sources to a historical enquiry.</li> <li>• Selecting information from a source to answer a question.</li> <li>• Making links and connections across a unit of study.</li> <li>• Making simple conclusions about a question using evidence to support.</li> <li>• Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>• Using relevant vocabulary in answers.</li> <li>• Describing past events and people by drawing or writing.</li> <li>• Expressing a personal response to a historical story or event through discussion, drawing or writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Using sources to show an understanding of historical concepts (see above).</li> <li>• Recognising different ways in which the past is represented (including eye-witness accounts).</li> <li>• Comparing pictures or photographs of people or events in the past.</li> <li>• Asking a range of questions about stories, events and people.</li> <li>• Understanding the importance of historically-valid questions.</li> <li>• Evaluating how reliable a source is.</li> <li>• Understanding how we use books and sources to find out about the past.</li> <li>• Using a source to answer questions about the past.</li> <li>• Evaluating the usefulness of sources to a historical enquiry.</li> <li>• Selecting information from a source to answer a question.</li> <li>• Making links and connections across a unit of study.</li> <li>• Making simple conclusions about a question using evidence to support.</li> <li>• Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>• Using relevant vocabulary in answers.</li> <li>• Describing past events and people by drawing or writing.</li> <li>• Expressing a personal response to a historical story or event through discussion, drawing or writing.</li> <li>• Identifying a primary source.</li> </ul>	<ul style="list-style-type: none"> <li>• Using sources to show an understanding of historical concepts (see above).</li> <li>• Recognising different ways in which the past is represented (including eye-witness accounts).</li> <li>• Comparing pictures or photographs of people or events in the past.</li> <li>• Asking a range of questions about stories, events and people.</li> <li>• Understanding the importance of historically-valid questions.</li> <li>• Understanding how we use books and sources to find out about the past.</li> <li>• Using a source to answer questions about the past.</li> <li>• Evaluating the usefulness of sources to a historical enquiry.</li> <li>• Selecting information from a source to answer a question.</li> <li>• Making links and connections across a unit of study.</li> <li>• Making simple conclusions about a question using evidence to support.</li> <li>• Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>• Using relevant vocabulary in answers.</li> <li>• Describing past events and people by drawing or writing.</li> </ul>
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Year 3		
<p><b>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p><b>British History 2: Why did the Romans settle in Britain?</b></p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p><b>What did the Ancient Egyptians believe?</b></p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>
<p><b><u>Substantive Concepts</u></b></p> <p>Invasion, settlement and migration Civilisation: social and cultural</p>	<p><b><u>Substantive Concepts</u></b></p> <p>Power: Monarchy, government and empire Invasion, settlement and migration</p>	<p><b><u>Substantive Concepts</u></b></p> <p>Power: Monarchy, government and empire Civilisation: social and cultural</p>

<p>Trade</p> <p><b><u>Disciplinary Concepts</u></b> Change and continuity Similarities and difference Sources of Evidence</p>	<p>Civilisation: social and cultural Achievements and follies of mankind Dream, Believe, Achieve</p> <p><b><u>Disciplinary Concepts</u></b> Change and continuity Historical significance Sources of evidence</p>	<p>Trade Beliefs</p> <p><b><u>Disciplinary Concepts</u></b> Sources of evidence</p>
<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>To know that BC means before Christ and is used to show years before the year 0.</li> <li>To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>To know that BC means before Christ and is used to show years before the year 0.</li> <li>To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> <li>To know that change can be brought about by advancements in trade.</li> <li>To know that significant archaeological findings are those which change how we see the past.</li> </ul>



<ul style="list-style-type: none"> <li>• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43</li> <li>• To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</li> <li>• To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</li> <li>• To know that change can be brought about by advancements in transport and travel.</li> <li>• To know that change can be brought about by advancements in materials.</li> <li>• To know that change can be brought about by advancements in trade.</li> <li>• To know that significant archaeological findings are those which change how we see the past.</li> <li>• To know that archaeological evidence can be used to find out about the past.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> <li>• To know that assumptions made by historians can change in the light of new evidence.</li> <li>• To understand the development of groups, kingdom and monarchy in Britain.</li> <li>• To understand that there are varied reasons for coming to Britain.</li> <li>• To know that settlement created tensions and problems.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> <li>• To know that settlements changed over time.</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• To understand that trade began as the exchange of goods.</li> <li>• To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>• To know that change can be brought about by advancements in materials.</li> <li>• To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li> <li>• To know that archaeological evidence can be used to find out about the past.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To understand the expansion of empires and how they were controlled across a large empire.</li> <li>• To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>• To understand some reasons why empires fall/collapse.</li> <li>• To know that there were different reasons for invading Britain.</li> <li>• To understand that there are varied reasons for coming to Britain.</li> <li>• To know that settlement created tensions and problems.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• To understand that trade began as the exchange of goods.</li> <li>• To understand that the Roman invasion led to a great increase in British trade with the outside world.</li> <li>• To understand that trade develops in different times and ways in different civilisations.</li> <li>• To understand that there are different beliefs in different cultures, times and groups.</li> <li>• To know about paganism and the introduction of Christianity in Britain.</li> <li>• To be able to identify achievements and inventions that still influence our lives today from Roman times.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>• To know that archaeological evidence can be used to find out about the past.</li> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> <li>• To know that assumptions made by historians can change in the light of new evidence.</li> <li>• To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To understand that there are different beliefs in different cultures, times and groups.</li> <li>• To compare the beliefs in different cultures, times and groups.</li> <li>• To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>• Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• Using BC/AD/Century.</li> <li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Placing the time studied on a timeline.</li> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>• Noticing connections over a period of time.</li> <li>• Making a simple individual timeline.</li> <li>• Identifying the links between different societies.</li> <li>• Identifying the consequences of events and the actions of people.</li> </ul>
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- To understand that trade develops in different times and ways in different civilisations.
- To understand that the traders were the rich members of society.

### Skills

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/Century.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.
- Identifying reasons for change and reasons for continuities.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.

### Skills

- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
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- Describing the changes and continuity between different periods of history.
- Identifying the links between different societies.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.
- Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.
- Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.

- Identifying reasons for historical events, situations and changes.
- Understanding how historical enquiry questions are structured.
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the bias of historical evidence.
- Extracting the appropriate information from a historical source.
- Identifying primary and secondary sources.
- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"
- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.
- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.

<ul style="list-style-type: none"> <li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>• Evaluating the usefulness of different sources.</li> <li>• Understanding how historical enquiry questions are structured.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>• Creating questions for different types of historical enquiry.</li> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Extracting the appropriate information from a historical source.</li> <li>• Identifying primary and secondary sources.</li> <li>• Interpreting evidence in different ways.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question "How do we know?"</li> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> <li>• Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the usefulness of different sources.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>• Asking questions about the bias of historical evidence.</li> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Defining the terms 'source' and 'evidence'.</li> <li>• Extracting the appropriate information from a historical source.</li> <li>• Identifying primary and secondary sources.</li> <li>• Identifying the bias of a source.</li> <li>• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question "How do we know?"</li> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> </ul>	
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## Year 4

<p><b>How have children's lives changed?</b></p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord</p>	<p><b>British history 3: How hard was it to invade and settle in Britain?</b></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon</p>	<p><b>How did the achievements of the Maya civilisation influence their society and beyond?</b></p> <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural</p>
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Shaftesbury and his impact on schools and working conditions.	settlements and investigate how the period of Anglo-Saxon rule came to end.	significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.
<p><b><u>Substantive Concepts</u></b> Civilisation: social and cultural <i>Dream, Believe, Achieve</i></p> <p><b><u>Disciplinary Concepts</u></b> Change and continuity Similarity and difference Cause and consequence Sources of evidence Historical significance</p>	<p><b><u>Substantive Concepts</u></b> Power: Monarchy, government and empire Invasion, settlement and migration Civilisation: social and cultural Beliefs Achievements and follies of mankind</p> <p><b><u>Disciplinary Concepts</u></b> Change and continuity Historical interpretation Historical significance Sources of evidence</p>	<p><b><u>Substantive Concepts</u></b> Beliefs Achievements and follies of mankind Civilisation: social and cultural</p> <p><b><u>Disciplinary Concepts</u></b> Cause and consequence Sources of evidence Historical significance Historical interpretation</p>
<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul> <p>The National curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that significant archaeological findings are those which change how we see the past.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>History is divided into periods of history, e.g. ancient times, Middle Ages and modern.</li> </ul>

<ul style="list-style-type: none"> <li>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</li> <li>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</li> <li>To know that advancements in science and technology can be the cause of change.</li> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>To know that we can make inferences and deductions using images from the past.</li> <li>To know that assumptions made by historians can change in the light of new evidence.</li> <li>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>To know that education existed in some cultures, times and groups</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>Placing the time studied on a timeline.</li> <li>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>Noticing connections over a period of time.</li> <li>Making a simple individual timeline.</li> <li>Identifying reasons for change and reasons for continuities.</li> <li>Identifying what the situation was like before the change occurred.</li> <li>Comparing different periods of history and identifying changes and continuity.</li> <li>Describing the changes and continuity between different periods of history.</li> <li>Identifying the consequences of events and the actions of people.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>To know that we can make inferences and deductions using images from the past.</li> <li>To understand the development of groups, kingdom and monarchy in Britain.</li> <li>To know who became the first ruler of the whole of England.</li> <li>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</li> <li>To know that there were different reasons for invading Britain.</li> <li>To understand that there are varied reasons for coming to Britain.</li> <li>To know that there are different reasons for migration.</li> <li>To know that settlement created tensions and problems.</li> <li>To understand the impact of settlers on the existing population.</li> <li>To understand the earliest settlements in Britain.</li> <li>To know that settlements changed over time.</li> <li>To understand how invaders and settlers influence the culture of the existing population.</li> <li>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>To understand that there are different beliefs in different cultures, times and groups.</li> <li>To know about paganism and the introduction of Christianity in Britain.</li> <li>To know how Christianity spread.</li> <li>To compare the beliefs in different cultures, times and groups.</li> <li>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>Using BC/AD/Century.</li> </ul>	<ul style="list-style-type: none"> <li>Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</li> <li>History is divided into periods of history, e.g. ancient times, Middle Ages and modern.</li> <li>A chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>Change can be brought about by advancements in materials.</li> <li>Change can be brought about by advancements in trade.</li> <li>The actions of people can be the cause of change (e.g. Lord Shaftesbury).</li> <li>Advancements in science and technology can be the cause of change.</li> <li>Significant archaeological findings are those which change how we see the past.</li> <li>'Historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>Archaeological evidence can be used to find out about the past.</li> <li>We can make inferences and deductions using images from the past.</li> <li>Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> <li>Assumptions made by historians can change in the light of new evidence.</li> <li>Some important people and events.</li> <li>Settlements changed over time.</li> <li>Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>Education existed in some cultures, times and groups.</li> <li>Trade began as the exchange of goods.</li> <li>There are different beliefs in different cultures, times and groups.</li> <li>The achievements of ancient civilisations contributed to the development of technology, culture and science.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Using BC/AD/Century.</li> <li>Sequencing eight to ten artefacts, historical pictures or events.</li> <li>Placing the time studied on a timeline.</li> <li>Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient.</li> </ul>
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<ul style="list-style-type: none"> <li>Identifying reasons for historical events, situations and changes.</li> <li>Identifying similarities and differences between periods of history.</li> <li>Explaining similarities and differences between daily lives of people in the past and today.</li> <li>Recalling some important people and events.</li> <li>Identifying who is important in historical sources and accounts.</li> <li>Using a range of sources to find out about a period.</li> <li>Using evidence to build up a picture of a past event.</li> <li>Observing the small details when using artefacts and pictures.</li> <li>Identifying sources which are influenced by the personal beliefs of the author.</li> <li>Identifying and giving reasons for different ways in which the past is represented.</li> <li>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</li> <li>Evaluating the usefulness of different sources.</li> <li>Understanding how historical enquiry questions are structured.</li> <li>Creating historically-valid questions across a range of time periods, cultures and groups of people.</li> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>Creating questions for different types of historical enquiry.</li> <li>Asking questions about the bias of historical evidence.</li> <li>Using a range of sources to construct knowledge of the past.</li> <li>Defining the terms 'source' and 'evidence'.</li> <li>Extracting the appropriate information from a historical source.</li> <li>Selecting and recording relevant information from a range of sources to answer a question.</li> <li>Identifying primary and secondary sources.</li> <li>Identifying the bias of a source.</li> <li>Comparing and contrasting different historical sources.</li> <li>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>Making links and connections across a period of time, cultures or groups.</li> <li>Asking the question "How do we know?"</li> <li>Recognising similarities and differences between past events and today.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>Placing the time studied on a timeline.</li> <li>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>Noticing connections over a period of time.</li> <li>Making a simple individual timeline.</li> <li>Identifying reasons for change and reasons for continuities.</li> <li>Identifying what the situation was like before the change occurred.</li> <li>Comparing different periods of history and identifying changes and continuity</li> <li>Describing the changes and continuity between different periods of history.</li> <li>Identifying the links between different societies.</li> <li>Identifying the consequences of events and the actions of people.</li> <li>Identifying reasons for historical events, situations and changes.</li> <li>Recalling some important people and events.</li> <li>Identifying who is important in historical sources and accounts.</li> <li>Using a range of sources to find out about a period.</li> <li>Using evidence to build up a picture of a past event.</li> <li>Observing the small details when using artefacts and pictures.</li> <li>Identifying and giving reasons for different ways in which the past is represented.</li> <li>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>Evaluating the usefulness of different sources.</li> <li>Understanding how historical enquiry questions are structured.</li> <li>Creating historically-valid questions across a range of time periods, cultures and groups of people.</li> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>Asking questions about the bias of historical evidence.</li> <li>Using a range of sources to construct knowledge of the past.</li> <li>Extracting the appropriate information from a historical source.</li> <li>Identifying primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Noticing connections over a period of time.</li> <li>Making a simple individual timeline.</li> <li>Identifying what the situation was like before the change occurred.</li> <li>Comparing different periods of history and identifying changes and continuity.</li> <li>Describing the changes and continuity between different periods of history.</li> <li>Identifying the links between different societies.</li> <li>Identifying the consequences of events and the actions of people.</li> <li>Identifying reasons for historical events, situations and changes.</li> <li>Identifying similarities and differences between periods of history.</li> <li>Explaining similarities and differences between people's daily lives in the past and today.</li> <li>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Using a range of sources to find out about a period.</li> <li>Using evidence to build up a picture of a past event.</li> <li>Observing the small details when using artefacts and pictures.</li> <li>Identifying and giving reasons for different ways in which the past is represented.</li> <li>Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>Creating historically valid questions across a range of time periods, cultures and groups of people.</li> <li>Asking questions about the main features of everyday life in periods studied (e.g. how did people live?).</li> <li>Using a range of sources to construct knowledge of the past.</li> <li>Extracting the appropriate information from a historical source.</li> <li>Selecting and recording relevant information from a range of sources to answer a question.</li> <li>Comparing and contrasting different historical sources.</li> <li>Understanding that there are different ways to interpret evidence.</li> <li>Interpreting evidence in different ways.</li> <li>Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.</li> <li>Making links and connections across a period of time, cultures or groups.</li> <li>Asking the question, 'How do we know?'</li> <li>Understanding that there may be multiple conclusions to a historical enquiry question.</li> </ul>
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<ul style="list-style-type: none"> <li>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>Constructing answers using evidence to substantiate findings.</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the bias of a source.</li> <li>Comparing and contrasting different historical sources.</li> <li>Understanding that there are different ways to interpret evidence.</li> <li>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>Making links and connections across a period of time, cultures or groups.</li> <li>Asking the question "How do we know?"</li> </ul>	<ul style="list-style-type: none"> <li>Reaching conclusions that are substantiated by historical evidence.</li> <li>Recognising similarities and differences between past events and today.</li> <li>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</li> <li>Constructing answers using evidence to substantiate findings.</li> <li>Identifying weaknesses in historical accounts and arguments.</li> <li>Creating a simple, imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> <li>To compare the beliefs of different cultures, times and groups.</li> </ul>
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## Year 5

<p><b>What does the census tell us about the local area?</b></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>	<p><b>British history 4: Were the Vikings raiders, traders or something else?</b></p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p><b>British history 5: What was life like in Tudor England?</b></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times</p>
<p><b><u>Substantive Concepts</u></b> Civilisation: social and cultural</p> <p><b><u>Disciplinary Concepts</u></b> Change and continuity Cause and consequence Historical significance Sources of evidence Historical interpretation</p>	<p><b><u>Substantive Concepts</u></b> Power: Monarchy, government and empire Invasion, settlement and migration Civilisation: social and cultural Beliefs Achievements and follies of mankind Trade</p> <p><b><u>Disciplinary Concepts</u></b> Sources of evidence Historical interpretation</p>	<p><b><u>Substantive Concepts</u></b> Power: Monarchy, government and empire Civilisation: social and cultural</p> <p><b><u>Disciplinary Concepts</u></b> Sources of evidence Historical interpretation Similarity and difference <b>Dream, Believe, Achieve</b></p>
<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a local history study</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England.</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>understand the methods of historical enquiry, including how</li> </ul>

<ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Further Viking invasions and Danegeld.</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li></li> </ul>	<p>evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that change can be traced using the census.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.</li> <li>To understand the types of information that can be extracted from the census.</li> <li>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</li> <li>To understand how to compare different census extracts by analysing the entries in individual columns.</li> <li>To know that the most reliable sources are primary sources which were created for official purposes.</li> <li>To understand the changes and reasons for the organisation of society in Britain.</li> <li>To be able to compare development and role of education in societies.</li> <li>To understand the changing role of women and men in Britain.</li> </ul> <p><b>Skills</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that change can be brought about by advancements in trade.</li> <li>To know that advancements in science and technology can be the cause of change.</li> <li>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> <li>To know that archaeological evidence can be used to find out about the past.</li> <li>To know that we can make inferences and deductions using images from the past.</li> <li>To know that assumptions made by historians can change in the light of new evidence.</li> <li>To understand the development of groups, kingdom and monarchy in Britain.</li> <li>To know that there were different reasons for invading Britain.</li> <li>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>To understand that the traders were rich members of society.</li> <li>To know about paganism and the introduction of Christianity in Britain.</li> <li>To compare the beliefs in different cultures, times and groups.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</li> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand that inventories are useful sources of evidence to find out about people from the past.</li> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>To understand that there are different interpretations of historical figures and events.</li> <li>To understand how the monarchy exercised absolute power.</li> <li>To understand there are increasingly complex reasons for migrants coming to Britain.</li> <li>To be aware of the different beliefs that different cultures, times and groups hold.</li> <li>To understand the changing nature of religion in Britain and its impact.</li> <li>To be aware of how different societies practise and demonstrate their beliefs.</li> <li>To be able to identify the impact of beliefs on society.</li> </ul>



<ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.</li> <li>Relating current study on timeline to other periods of history studied.</li> <li>Recognising primary and secondary sources.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>Evaluating the usefulness of historical sources.</li> <li>Identifying how conclusions have been arrived at by linking sources.</li> <li>Addressing and devising historically valid questions.</li> <li>Planning a historical enquiry.</li> <li>Suggesting the evidence needed to carry out the enquiry.</li> <li>Identifying methods to use to carry out the research.</li> <li>Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>Recognising 'gaps' in evidence.</li> <li>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>Interpreting evidence in different ways using evidence to substantiate statements.</li> <li>Making increasingly complex interpretations using more than one source of evidence.</li> <li>Making connections, drawing contrasts and analysing within a period and across time.</li> <li>Beginning to interpret simple statistical sources.</li> <li>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>Showing written and oral evidence of continuity and change as well as indicating simple causation.</li> </ul>	<ul style="list-style-type: none"> <li>To know the legacy and contribution of the Vikings to life today in Britain.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>Evaluating the usefulness of different sources.</li> <li>Understanding that there may be multiple conclusions to a historical enquiry question.</li> <li>Understanding how historical enquiry questions are structured.</li> <li>Reaching conclusions that are substantiated by historical evidence.</li> <li>Constructing answers using evidence to substantiate findings.</li> <li>Identifying weaknesses in historical accounts and arguments</li> <li>Creating a structured response or narrative to answer a historical enquiry.</li> <li>Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the changes and reasons for the organisation of society in Britain.</li> <li>To understand how society is organised in different cultures, times and groups.</li> <li>To know that trade routes from Britain expanded across the world .</li> <li>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals.</li> <li>To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>Putting dates in the correct century.</li> <li>Using the terms AD and BC in their work.</li> <li>Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>Placing the time, period of history and context on a timeline.</li> <li>Relating current study on timeline to other periods of history studied.</li> <li>Comparing and making connections between different contexts in the past.</li> <li>Making links between events and changes within and across different time periods / societies.</li> <li>Identifying the reasons for changes and continuity</li> <li>Describing the links between main events, similarities and changes within and across different periods/studied.</li> <li>Describing the links between different societies.</li> <li>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>Analysing and presenting the reasons for changes and continuity.</li> <li>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li> <li>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>Making links with different time periods studied.</li> <li>Describing change throughout time.</li> <li>Identifying significant people and events across different time periods.</li> <li>Recognising primary and secondary sources.</li> </ul>
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<ul style="list-style-type: none"> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Using evidence to support and illustrate claims.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>		<ul style="list-style-type: none"> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Developing strategies for checking the accuracy of evidence.</li> <li>• Planning a historical enquiry.</li> <li>• Identifying methods to use to carry out the research.</li> <li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>• Creating a hypothesis to base an enquiry on.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> </ul>
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## Year 6

### What was the impact of World War II on the people of Britain?

Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those

### Black and British: How much have things changed?

In this unit, the children will learn about key concepts of empire, migration, exploration, exploitation, slavery trade and discrimination. Pupils use sources to learn how the first Black people in Britain were Roman soldiers. They use evidence to learn about the role of Black people in Tudor society. They begin to study the nature of the transatlantic slave trade and how Britain was one of the world's largest slave-trading nations. The children learn how black activists helped bring about the end of the slave trade in 1807. Children study how discriminatory

### What did the Greeks ever do for us?

Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.

<p>living on the home front in World War II and consider how migrants helped the war effort.</p>	<p>attitudes restricted the roles Black people could play in the world wars and can contrast changing attitudes from World War 1 to World War 2 which connects back to work done in the previous unit. The children build upon their knowledge of Windrush and the experience of the first post-war Black immigrants and how this has changed over the last 60 years in Britain, using significant relevant events.</p>	
<p><b><u>Substantive Concepts</u></b>  Power: Monarchy, government and empire  Civilisation: social and cultural  Invasion, settlement and migration  Achievements and follies of mankind</p> <p><b><u>Disciplinary Concepts</u></b>  Change and continuity  Cause and consequence  Similarity and difference  Sources of evidence  Historical significance  Historical interpretation</p>	<p><b><u>Substantive Concepts</u></b>  Invasion, settlement and migration  Civilisation: social and cultural  Trade  Achievements and follies of mankind  Dream, Believe, Achieve</p> <p><b><u>Disciplinary Concepts</u></b>  Change and continuity  Similarity and difference  Cause and consequence  Historical significance</p>	<p><b><u>Substantive Concepts</u></b>  Power: Monarchy, government and empire  Civilisation: social and cultural  Beliefs  Achievements and follies of mankind</p> <p><b><u>Disciplinary Concepts</u></b>  Similarity and difference  Historical significance  Sources of evidence</p>
<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b>  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>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</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b>  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw</li> </ul>	<p><b>NATIONAL CURRICULUM KEYSTAGE TWO</b>  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>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</li> </ul>

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<b>Knowledge</b> <ul style="list-style-type: none"> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> <li>To understand how to create their own timeline selecting significant events.</li> <li>To know that change can be brought about by conflict.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>To understand that there are different interpretations of historical figures and events.</li> <li>To understand the process of democracy and parliament in Britain.</li> <li>To understand that there are changes in the nature of society.</li> <li>To know that there are different reasons for the decline of different empires.</li> <li>To understand there are increasingly complex reasons for migrants coming to Britain.</li> <li>To understand that migrants come from different parts of the world.</li> <li>To know about the diverse experiences of the different groups coming to Britain over time.</li> <li>To understand the changes and reasons for the organisation of society in Britain.</li> <li>To understand how society is organised in different cultures, times and groups.</li> <li>To understand the changing role of women and men in Britain.</li> <li>To understand that there are differences between early and later civilisations.</li> <li>To know that trade routes from Britain expanded across the world.</li> <li>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Know that the first known settlement of African origin in Britain, was in the Roman period.</li> <li>Understand that there had been no black people in Britain since Roman times and that there were only a few hundred black Britons living in Tudor times.</li> <li>Know that the Transatlantic slave trade was an oceanic trade in African men, women, and children which lasted from the mid-sixteenth century until the 1860s.</li> <li>Explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations.</li> <li>Understand that more than three million people were forced into slavery by British traders</li> <li>Understand that as part of the Transatlantic slave trade, slaves were captured in Africa and were sold to the British Empire.</li> <li>Understand that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'.</li> <li>Understand how some black activists helped bring about the end of the slave trade in 1807</li> <li>Know that the Slave trade was made illegal by Slavery Abolition Act in 1833.</li> <li>Know that by the middle of the 18<sup>th</sup> century, there were over 15,000 black people were living in Britain.</li> <li>Understand that discriminatory attitudes restricted the roles Black people could play</li> <li>Understand that the Air Force was more receptive than the other two services</li> <li>Discover that there was widespread prejudice and a color bar in Britain after the war.</li> <li>Be aware that a large number were disappointed and felt that they had been lured to Britain under false pretenses of a better life. <ul style="list-style-type: none"> <li>Know that Windrush- relates to the people who emigrated from the Caribbean to Britain on the British ship the Empire Windrush in 1948.</li> <li>Understand the influence of the 'Black Lives Matter' campaign</li> </ul> </li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Make deductions from clues, knowing how to cite evidence to prove an assertion.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians.</li> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> <li>To know that members of society standing up for their rights can be the cause of change.</li> <li>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>To understand that there are different interpretations of historical figures and events.</li> <li>To understand the process of democracy and parliament in Britain.</li> <li>To understand that different empires have different reasons for their expansion.</li> <li>To understand that there are changes in the nature of society.</li> <li>To know that there are different reasons for the decline of different empires.</li> <li>To be aware of the different beliefs that different cultures, times and groups hold.</li> <li>To be aware of how different societies practise and demonstrate their beliefs.</li> <li>To be able to identify the impact of beliefs on society.</li> <li>To understand how society is organised in different cultures, times and groups.</li> <li>To be able to compare development and role of education in societies.</li> <li>To be able to compare education in different cultures, times and groups.</li> <li>To understand that there are differences between early and later civilisations.</li> <li>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</li> </ul>

<ul style="list-style-type: none"> <li>• To understand that the methods of trading developed from in person to boats, trains and planes.</li> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• To know that new and sophisticated technologies were advanced which allowed cities to develop.</li> <li>• To understand the impact of war on local communities.</li> <li>• To know some of the impacts of war on daily lives.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</li> <li>• Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>• Placing the time, period of history and context on a timeline.</li> <li>• Comparing and making connections between different contexts in the past.</li> <li>• Making links between events and changes within and across different time periods / societies.</li> <li>• Identifying the reasons for changes and continuity.</li> <li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Analysing and presenting the reasons for changes and continuity.</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> <li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Making links with different time periods studied.</li> <li>• Describing change throughout time.</li> <li>• Identifying significant people and events across different time periods.</li> <li>• Comparing significant people and events across different time periods.</li> <li>• Explain the significance of events, people and developments.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most significant ideas that need covering and carefully select the most compelling evidence.</li> <li>• Investigate a range of sources to draw inferences, especially about the status of the featured individuals.</li> <li>• Learn to read documents in context, making sure they do not jump to conclusions, and working out what can be said with certainty and what cannot.</li> <li>• Appreciate the extent of human suffering this caused to Black Peoples of Africa.</li> <li>• Deduce from portraits the role black people played in rich households.</li> <li>• contrast changing attitudes from World War1 to World War 2.</li> <li>• Fully explain why the role of Black people has been relatively neglected, until recently</li> <li>• Develop a balanced view that appreciates the rewards that many got in terms of much higher wages.</li> <li>• Learn to generalize from the particular. Use terms such as 'most', 'the majority', 'common', 'exceptions to the rule' etc when generalizing from the particular.</li> <li>• Interpret the likely effects of new laws on Black people.</li> <li>• Make judgments about the relative significance of relevant events e.g. Brixton riots.</li> <li>• Evaluate the extent to which the experience for Black people living in Britain has improved in the last 60 years.</li> <li>• Pupils can identify ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> <li>• To know that new and sophisticated technologies were advanced which allowed cities to develop.</li> <li>• To be able to identify the achievements of civilisations and explain why these achievements were so important.</li> <li>• To be able to compare the achievements of different civilisations and groups.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li> <li>• Describing the links between different societies.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Analysing and presenting the reasons for changes and continuity.</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> <li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li> <li>• Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Making links with different time periods studied.</li> <li>• Describing change throughout time.</li> <li>• Identifying significant people and events across different time periods.</li> <li>• Comparing significant people and events across different time periods.</li> <li>• Explain the significance of events, people and developments.</li> <li>• Recognising primary and secondary sources.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>• Comparing accounts of events from different sources.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Addressing and devising historically valid questions.</li> <li>• Understanding that different evidence creates different conclusions.</li> <li>• Evaluating the interpretations made by historians.</li> <li>• Identifying methods to use to carry out the research.</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li> </ul>
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<ul style="list-style-type: none"> <li>• Recognising primary and secondary sources.</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>• Comparing accounts of events from different sources.</li> <li>• Suggesting explanations for different versions of events.</li> <li>• Evaluating the usefulness of historical sources.</li> <li>• Identifying how conclusions have been arrived at by linking sources.</li> <li>• Developing strategies for checking the accuracy of evidence.</li> <li>• Addressing and devising historically valid questions.</li> <li>• Understanding that different evidence creates different conclusions.</li> <li>• Suggesting the evidence needed to carry out the enquiry.</li> <li>• Identifying methods to use to carry out the research.</li> <li>• Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>• Creating a hypothesis to base an enquiry on.</li> <li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>• Interpreting evidence in different ways using evidence to substantiate statements.</li> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Challenging existing interpretations of the past using interpretations of evidence.</li> <li>• Making connections, drawing contrasts and analysing within a period and across time.</li> </ul>		<ul style="list-style-type: none"> <li>• Using different sources to make and substantiate historical claims.</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguishing between fact and opinion.</li> <li>• Recognising 'gaps' in evidence.</li> <li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li> <li>• Making increasingly complex interpretations using more than one source of evidence.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing explanations for past events using cause and effect.</li> <li>• Using evidence to support and illustrate claims</li> </ul>
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<ul style="list-style-type: none"> <li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li> <li>• Evaluating conclusions and identifying ways to improve conclusions.</li> <li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li> <li>• Showing written and oral evidence of continuity and change as well as indicting simple causation.</li> <li>• Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing explanations for past events using cause and effect.</li> <li>• Using evidence to support and illustrate claims.</li> <li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> <li>• Constructing explanations for past events using cause and effect.</li> <li>• Using evidence to support and illustrate claims.</li> </ul>		
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