

Comberton Primary School History Curriculum

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

Our History teaching should:

- Help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- It should inspire pupils' curiosity, equip them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Children should leave our school with:

- an in-depth knowledge of the key historical periods in Britain
- an awareness of important civilisations in other countries
- an excitement and passion to pursue history at secondary school and know what career options it could lead to
- an understanding of how history has shaped their world and lives
- the skills to conduct historical research in areas of their own interest
- the ability to separate fact from opinion and conjecture, and scrutinise evidence
- a feeling of awe and respect for inspirational people and a desire to achieve
- an ability to support an argument using evidence
- the ability to collaborate in order to share ideas and be flexible about their own views in light of others'

Curriculum Overviews

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Nursery

Changes within living memory	Events beyond living memory	Lives of significant individuals	Significant historical events
<p>I can talk about members of my family and people who are special to me (including family photographs).</p> <p>I can talk about how I have changed from a baby to now and share photos.</p> <p>I can talk about things in the recent past that I experienced.</p>	<p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p>		<p>I can talk about significant celebrations including Remembrance Day, Christmas and Bonfire Night</p>

Reception

Changes within living memory	Events beyond living memory	Lives of significant individuals	Significant historical events
	<p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Essential Vocabulary:

today, yesterday, tomorrow, present, past, future, baby, child, remember, a long time ago, age, order, sequence, first, old, new, now, then, change, event, discover.

National Curriculum Overview

National Curriculum Aims

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

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

Key Stage 1

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key Stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (*significant turning point in British History eg The first railways or Battle of Britain*)
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Unit Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Comparing Transport – Now and Then	<p>What is the past? Our timeline (baby to now)</p> <p><i>What has happened in my life time?</i></p> <p>Rowland Hill 1800s</p> <p><i>What is Rowland Hill remembered for?</i></p>	<p>Changes in living memory</p> <p>Toys</p> <p><i>How are toys I play with different from those in the past?</i></p>	<p>Stone Age – Iron Age</p> <p><i>What were the major achievements of the Stone Age?</i></p>	<p>The Romans</p> <p><i>What did the Romans do for us?</i></p>	<p>The Anglo Saxons</p> <p>Were here any differences between Anglo –Saxon and Roman invasions?</p>	<p>The Vikings</p> <p><i>Were there any differences between Viking & Anglo Saxon invaders?</i></p>
Spring	Nursery Rhymes - Now and Then	<p>Robert Falcon Scott (famous person)</p>	<p>Significant Individuals: Florence Nightingale and Edith Cavell</p> <p><i>What is Florence Nightingale remembered for? What difference did she make?</i></p>			<p>The Egyptians</p> <p><i>Why and how do civilisations gain and lose power?</i></p>	
Summer	Ice Age/Stone Age/Dinosaurs/Pirates & Knights	<p>Great Fire of London 1600s (significant historical event)</p> <p><i>How do people challenge leaders?</i></p> <p>Royal Family timeline (include the Queen's/King's coronation)</p>		<p>The Ancient Greeks</p> <p><i>What makes a great leader?</i></p> <p>Significant historical event, people or places in our own locality - Local Study: The Severn Valley Railway</p> <p><i>How did trains change Kidderminster?</i></p>	<p>Local History: canals and carpet industry</p> <p><i>Did the carpet Industry change Kidderminster?</i></p>	<p>The Mayans</p> <p><i>What can we learn from the Mayans and their achievements? Have they influenced today? If so, how?</i></p>	<p>World War 2</p> <p><i>How did life change for people during and after WW2?</i></p>

Progression of Knowledge and Skills in Key Concept Areas

Concept/Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Demonstrate some understanding of how people find out about the past.</p> <p>Demonstrate some understanding of how evidence is collected & used to represent historical facts.</p> <p>Ask questions: What? How? Why?</p> <p>Answer questions choosing and using parts of stories and different sources such as pictures and information books.</p>	<p>Understand and discuss how people can find out about the past.</p> <p>Demonstrate some understanding of how evidence is collected & used to represent historical facts.</p> <p>Ask questions: What? How? Why?</p> <p>Answer questions by choosing a specific source e.g. information book, internet.</p> <p>Use a variety of resources to find out about a famous person from the past and compare to their own lives.</p>	<p>Begin to use evidence to pose questions and find answers about the past.</p> <p>Begin to suggest suitable sources of evidence for historical enquiry.</p> <p>Begin to understand the need to use more than one source of evidence to gain a more accurate understanding of history.</p> <p>Begin to recognise the importance archaeologists have had on our understanding of the past.</p> <p>Begin to employ research skills to find out facts about the time period studied.</p> <p>Begin to compare and contrast different forms of evidence in research.</p>	<p>Use evidence to pose questions and find answers about the past.</p> <p>Suggest suitable sources of evidence for historical enquiry.</p> <p>Understand the need to use more than one source of evidence to gain a more accurate understanding of history.</p> <p>Recognise the importance archaeologists have had on our understanding of the past.</p> <p>Employ research skills to find out facts about the time period studied.</p> <p>Through research, compare & contrast different forms of evidence.</p> <p>Research what it was like for men, women and children in a given period, find connections and contrasts to their own lives and use</p>	<p>Begin to devise own historical questions to address change, cause, similarity and difference and significance.</p> <p>Find and analyse a range of evidence to justify claims about the past.</p> <p>Understand how a range of sources gives us a more informed knowledge of the past.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and the past.</p> <p>Select suitable sources of evidence.</p> <p>Begin to give a reason to support an historical argument.</p> <p>Begin to refine lines of enquiry as appropriate.</p>	<p>Devise own historical questions to address change, cause, similarity and difference and significance.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and the past.</p> <p>Select a wide range of suitable sources of evidence to find out information and give reasons for choosing them.</p> <p>Give reasons to support an historical argument.</p> <p>Refine lines of enquiry as appropriate.</p>

Concept/Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Place events in their own life on a timeline</p> <p>Recount changes that have occurred in their own time line</p> <p>Place photographs from their lives and their parents' lives in chronological order</p> <p>Begin to sequence artefacts on a timeline.</p> <p>Know that things change over time.</p>	<p>Place events in their own life on a timeline</p> <p>Sequence artefacts on a timeline</p> <p>Describe memories of key events</p> <p>Begin to Attribute AD dates to the period studied e.g. the Crimean War (1853-56)</p>	<p>Place artefacts on a timeline.</p> <p>Begin to use dates to describe key periods</p> <p>Sequence key events on a timeline in relation to other key events in history.</p> <p>Develop understanding of CE & BCE(BC & AD) and the meaning of year labels</p>	<p>different forms to present findings.</p> <p>Understand the difference between CE and BCE (BC & AD) and the meaning of year labels.</p> <p>Place events on a timeline to show change over time in the local area</p> <p>Sequence several significant key artefacts/events on a timeline related to this period (including previous historical events covered).</p>	<p>Place current era of study on a timeline, in relation to other periods.</p> <p>Understand when historical civilisations began.</p> <p>Sequence key events studied in relations to other key events and begin to consider cause and consequence.</p> <p>Draw comparisons with a period of history previously studied.</p> <p>Compare, contrast and identify similarities and differences between life in an historical time and today.</p> <p>Use specific dates to describe key events.</p>	<p>Place current era of study on a timeline, in relation to other periods.</p> <p>Sequence key events studied in relations to other key events and begin to consider cause and consequence.</p> <p>Compare, contrast and identify similarities and differences between life in an historical time and today.</p> <p>Divide recent history into present, using 21st century and the past using 19th and 20th century.</p> <p>Know how to place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Use relevant dates and terms.</p>

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Essential Vocabulary	<p><u>Enquiry</u> Local memories opinion fact research evidence history inquiry</p> <p><u>Chronological understanding</u> A long time ago Recent/Recently Living memory When my parents Were Before, After Years lifetime</p>	<p><u>Enquiry</u> living memory remembers memories opinion fact interpret research evidence experts significant recent lifetime history inquiry Artefacts Significant Disaster</p> <p><u>Chronological understanding</u> As before plus: Chronological order Previously nowadays</p>	<p><u>Enquiry</u> Chronological opinion fact interpret research evidence experts significant Ancient Timeline Artefacts Democracy Society</p> <p><u>Chronological understanding</u> As before plus: Age Era, Period Middle ages Age/era/period BCE CE AD BC Recent</p>	<p><u>Enquiry</u> As before plus: Hypothesis Conclusion Source of evidence Reliable</p> <p><u>Chronological understanding</u> As before plus: Decade Century medieval</p>	<p><u>Enquiry</u> As before plus Continuity Comparison Ancient Civilisation Rapid Decline Propaganda Bias Interpretation Credible.</p> <p><u>Chronological understanding</u></p> <p>As before plus: The dark ages</p>	<p><u>Enquiry</u> Independent choice and use of the previous vocabulary to describe historical events accurately.</p> <p><u>Chronological understanding</u></p> <p>interwar period 15th-17th Century (The Age of Discovery)</p>

Skills Overview by Year Group

Concept/Area	Chronological Understanding	Depth of Knowledge	Enquiry and interpretation
<p>Year 1</p>	<p>Place events in their own life on a timeline</p> <p>Recount changes that have occurred in their own time line</p> <p>Place photographs from their lives and their parents' lives in chronological order</p> <p>Attribute AD dates to the period studied (recognise 1492 is earlier than 1666 and both are before 1969)</p> <p>Know that things change over time.</p> <p>Show some understanding of how people find out about the past</p> <p>Show some understanding of how evidence is collected and used to make historical facts</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Answer questions by using different sources, such as an information book or pictures.</p>	<p>-Know what happened in their own lifetime</p> <p>-Know that Sir Rowland Hill invented the Penny black and came from Kidderminster</p> <p>-Know that Robert Falcon Scott sailed to the Antarctic and the opportunities this led to</p> <p>-Know that the Great Fire of London occurred in 1666</p> <p>-Know that Queen Elizabeth 11 is our queen and the roles some other members of her family have. Changes to Monarchy – King Charles 111 within living memory.</p>	<p>- Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>-Answer questions by using different sources, such as an information book or pictures</p> <p>-Sort objects into 'then' and 'now'</p> <p>-Begin to identify what could be a source of evidence about the past (stories, pictures, photographs)</p> <p>-Suggest what an unknown object could be</p>

Topic Vocabulary:

Fire of London: Leader, London, Fireman, Fire brigade, Escape, Pudding Lane, Samuel Pepys, Lord, Mayor, River Thames

Queen Eliz II: Monarchy, Queen, King, Royal family, Roles, Palace, Parliament

Great Fire of London: Leader, London, Fireman, Fire brigade, Escape, Pudding Lane, Samuel Pepys, Lord Mayor, River Thames

<p>Year 2</p>	<ul style="list-style-type: none"> -Begin to sequence artefacts on a timeline -Describe memories of key events -Attribute AD dates to the period studied e.g. the Crimean War (1853-56), the invention of the telephone 1876 -Understand and talk about how people find out about the past -Show understanding of how evidence is collected and used to make historical facts -Ask questions such as: What was it like for people? What happened? How long ago? -Answer questions by using a specific source, such as an information book -Research the life of a famous Briton from the past using different resources to help 	<ul style="list-style-type: none"> -Know Florence Nightingale's contributions to modern hospitals and nursing practice -Know why Edith Cavell is important and how her role compared to Florence Nightingale's -Understand that historically, toys were made of wood and metal. Plastic had not been invented. -Recognise that many toys are made of plastic. In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. -Understand many modern toys are electrical and can move when you turn them on. -Know how to order toys on an historical time line. 	<ul style="list-style-type: none"> -Ask questions such as: What was it like for people? What happened? How long ago? -Identify some different ways the past has been represented -Reflect on what a source can tell us -compare two sources -suggest what an unknown object could be based on its appearance -collectively draw conclusions from evidence.
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Topic-specific vocabulary:

Florence Nightingale/Edith Cavell: Nation, National, War, Peace, Scutari, Hospital, Nurse, Crimean, Lamp, Soldier, Injured, Medicine, Patient, Hygienic, Bandage

Toys: toy, modern, old, historic, century, similarities, differences, family, year, children, play, wooden, plastic, electricity, period.

Year 3	<ul style="list-style-type: none"> -Place artefacts on a timeline -Begin to use dates to describe key periods - -Sequence key events on a timeline in relation to other key events in history. -Begin to use evidence to ask questions and find answers to questions about the past -Begin to suggest suitable sources of evidence for historical enquiry -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history -Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past -Begin to use research skills in finding out facts about the time period studied -Begin to research what it was like for specific people 	<p>-Know how life changed between the Stone Age and Iron Age. Compare the lives of people in the Stone Age and reflect on differences in our lives today. Understand the development of farming/agriculture. Select & organise relevant Historical information to construct informed responses. Study artefacts and discuss what we can learn from them</p> <p>-Ancient Greeks Research life in Ancient Greece using artefacts where possible. <i>Explore how Ancient Greece was governed and look at rival states. (Athens & Sparta)</i> Know that first Olympic Games took place in 776BC Know they 'invented' the concept of democracy, the alarm clock, modern medicine, theatre, philosophy, the watermill, geometry, and different branches of science and the impact this has had on the modern world.</p> <p>-Know why the Severn Valley Railway is important to the local area. Plot the development of the rail over time. Investigate the purposes of trains in the past compared to usage today. Investigate how and why the Severn Valley Railway began. Explore changes to the local area as a result of the Severn Valley Railway.</p>	<ul style="list-style-type: none"> -Ask more specific questions -Make simple predictions at the start of a topic. -Reflect on what more than once source can tell us. -Start to think what they do not show. -Start to consider which is most useful with some guidance. -Make suggestions about what an unknown artefact might be and link it to the topic studied. -Draw simple conclusions from the evidence given. -Know the role of an archaeologist.
	<p>Topic Vocabulary:</p> <p>Stone Age: Prehistoric, Fossils, Tribe, Settlement, Village, Archaeology, Artefacts, Homosapien, Neanderthal, Neolithic, Mesolithic, Palaeolithic, Hunter gatherers, Nomad, Skara Brae, Stonehenge, Bronze/Iron, Roundhouse, Hillfort, Monument</p> <p>Ancient Greece: Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Aristocrat, Mythology, Column, Oracle</p> <p>Severn Valley Railway: Train, Steam, Transport, Railway, Station, Platform, Vehicles, Carriages, Harbour, Conductor</p>		

<p>Year 4</p>	<ul style="list-style-type: none"> -Understand the difference between AD and BC -Place events on a timeline to show change over time in the local area -Place historical figures on a timeline. -Use evidence to ask questions and find answers to questions about the past -Suggest suitable sources of evidence for historical enquiry -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history -Use research skills in finding out facts about the time period studied Through research, compare and contrast different forms of evidence Research what it was like for men, women and children in a given period from the past and use different forms to present my findings. 	<p>The Romans</p> <ul style="list-style-type: none"> -Understand that we know so much about the Roman Empire because of records kept. -Know that this period crosses from BC to AD -Describe everyday life in Ancient Rome -Know the importance of Julius Caesar and that he invaded Britain in 55BC and 54BC -Know that Boudicca and the Iceni rebelled and consider why -Know that the Emperor Hadrian built a wall at the boarder of the territory in Britain -Know why the Roman army was so successful -Know that the Romans left Britain in 410AD <p>Local History</p> <ul style="list-style-type: none"> -Know some key events in Kidderminster's history -Understand changes that have happened in the locality of the school and across Kidderminster. -Give a broad overview of life in Kidderminster over time. -Explore the rise of the carpet industry and its effect on the local area -Investigate the impact of the industrial revolution on Kidderminster giving reasons. -Research a famous local person e.g. William Brinton 	<ul style="list-style-type: none"> -Ask specific questions -Make predictions about the answers -Reflect on what a range of sources tell us and what they do not. -Make suggestions about other sources of evidence that could be used with some guidance. -Identify which are most useful -Compare two difference accounts of the same event. -Begin to notice and comment on smaller details within a sources. -Make suggestions about what an unknown artefact might be using prior knowledge. -Draw conclusions based on evidence given by the teacher that show empathy and some understanding of the period. -Suggest some places historians might find useful information.
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Topic-specific vocabulary:

Local History: Kidderminster, Industrial Revolution, Carpet, Industry factory, Act, Census

Romans: Ancient Rome, Empire, Emperor, Centurion, Chariot, Invade/invasion, conquer, Settle/settlers, Villa, Amphitheatre, Gladiator, Empire, Toga, Coliseum, Senate, Republic, Legionary

<p>Year 5</p>	<p>Place current era of study on a timeline, in relation to other periods.</p> <p>Sequence key events studied and begin to consider cause and consequence.</p> <p>Draw comparisons with a period of history previously studied.</p> <p>Compare, contrast and identify similarities and differences between life in an historical time and today.</p> <p>Use specific dates to describe key events.</p>	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> -Know that the Anglo-Saxon times were from 410-1066AD - Study the invasions that took place in the wake of Roman departure – the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark. -Know that the Battle of Hastings took place in 1066 -Know that Britain was split into kingdoms, some of which were Christian and some pagan -Investigate life in Anglo –Saxon settlements – decline of Roman cities, tribal communities. -Discuss the battles between Anglo-Saxons and Britons and the long term effects – King Arthur and the birth of ‘England’. -Describe everyday life for men, women and children. <p>Ancient Egypt</p> <ul style="list-style-type: none"> -Know that Ancient Egypt represents over 3000 years of history and there were many changes to everyday lives -Know why the Nile was so important. -Know that Pharaohs were considered to be living gods and were buried in tombs. -Investigate the lives of the Pharaohs and which were the most significant. -Know that Egyptians used hieroglyphics and that these were often a method of propaganda. -Describe the process of mummification. -Know that Howard Carter discovered and documented the tomb of Tutankhamun in 1922 -Know the importance of Rosetta Stone. <p>Mayans</p> <ul style="list-style-type: none"> -Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2. -Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2. -Describe what life was like for different people living at the same point in history (e.g. men / women, rich / 	<ul style="list-style-type: none"> -Ask specific questions and begin to independently find the answers (these should show some awareness of key historical themes. -Make sensible hypothesis based on prior knowledge. -Suggest ways of finding proof. -Reflect on what the sources do and do not show -Consider the motivation of the person making the source (primary evidence) -Explain, why some sources are more useful than others -Compare the different accounts of the same event and suggest reasons why they may be different. -Comment on the choice of language within a written source or the composition of a picture when guided. -Draw plausible conclusions based on evidence given or found, that offer empathy and an understanding of life in the period studied. -Comment on cause and consequence where appropriate. -Know some of the places to find credible information.
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		<p>poor, military / priests / civilians etc.). Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (e.g. comparing Mayan and Egyptian pyramids). Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer. Recognise that much of our knowledge comes from later invaders, and then discuss the reasons why these may be biased or incomplete.</p>	
	<p>Topic Specific Vocabulary:</p> <p>Anglo Saxons: Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Lindisfarne, Monk, Illumination, Manuscript, Christianity, Augustine, Alfred the Great</p> <p>Egyptians: Ancient Egyptians, River Nile, Cairo, Pyramid, Sphinx, Pharaoh, Tomb, God / Goddess, Temple, Hieroglyphics, Tutankhamun, Mummification, Canopic jars, Papyrus, Scarab beetle, Scribe, Sarcophagus, Afterlife, Mummification, Irrigation, Shaduf, Sphinx, Egyptologis,.</p> <p>Mayans – Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote</p>		

<p>Year 6</p>	<ul style="list-style-type: none"> -Place the significant events on a timeline, in relation to other key events in history. -Draw comparisons with a period of history previously studied -Compare, contrast and identify similarities and differences between life in an historical time and today. -Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. -Know how to place features of historical events and people from past societies and periods in a chronological framework. - Use relevant dates and terms 	<p>Vikings</p> <ul style="list-style-type: none"> -Know that the Vikings invaded Britain beginning with a raid on Lindisfarne in 793AD. -Know where Scandinavia is and the countries that comprise it. -Know why the Vikings were successful invaders -Know that they made York their capital. -Know that Alfred the Great unified England and gave some land to the Vikings. <p>Describe Viking beliefs.</p> <ul style="list-style-type: none"> -Know why the Battle of Hastings occurred. -Know that the image we have of the Vikings is biased. -Know that the main written source of evidence is the Anglo-Saxon Chronicle and that is biased. <p>World War 2</p> <p>How did life change for people during and after WW2?</p> <ul style="list-style-type: none"> - make reference to WW1 - identify key facts of World War 11(eg who fought, why is it called World War and reasons why it is fought) -Explore the way the war was fought. <p>Investigate the lives and roles of key leaders (Churchill, Hitler)</p> <ul style="list-style-type: none"> -Identify the impact of the Blitz on the UK and what it would be like to be an evacuee. - Social impact – women’s role, daily life .e.g rationing, air raid shelters, gas masks. - Focus on the Battle of Britain (Key events comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side) - Consider the Battle of Britain as a turning point (Germany postpones the invasion and looks to the East. The later stages of the war Normandy landings and victory in Europe) - Debate arguments for and against the view that this was a decisive turning point in the war. - Understand the ‘Windrush’ generation. 	<ul style="list-style-type: none"> -Ask questions relating to key themes in history. -Make sensible hypotheses based on prior knowledge. -Suggest ways of finding proof, showing consideration of what was used in previous year groups. -Consider the motivation of the person making the source and the role of a historian in creating bias. -Explain why some sources are more useful than others. -Suggest why accounts of the same event differ. -Comment on the choice of language within a written source or the composition of a picture. -Draw plausible conclusions based on evidence given or found, that offer empathy and an understanding of life in the period studied (these should contain comments about cause and consequence, motivation of people and the way different people in society were treated at different times) <p>Find additional information independently and comment on its credibility.</p>
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Topic Specific Vocabulary:

Vikings – Britain, Scandinavia, Viking, Saxon, Normans, Raids, Settlements, Pagan, Christianity, Myth, Legend, Longboat, Longhouse, Chieftan, Raid
Runes, Farmer-warrior, Danelaw, Asgard, Figurehead, Chainmail, Valhalla

WW11 – Tank, blitz, evacuee, Nazi, German, spitfire, soldier, Anderson shelter, Winston Churchill, air raid shelter, ration book, Adolf Hitler, munitions,
Neville Chamberlain, refugee.

At the End of EYFS

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Historical Skills (Characteristics of Effective Teaching and Learning)

- Build up vocabulary that reflects the breadth of their experience
- Show curiosity about objects, events and people
- Questions why things happen
- Engage in open-ended activity
- Take a risk, engage in new experiences and learn by trial and error
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Use senses to explore the world around them
- Make links and notice patterns in their experiences

At the End of Year One

- **changes within living memory – where appropriate, these should be used to reveal aspects of change in national life**
- **events beyond living memory that are significant nationally or globally [for example, the Great Fire of London**
- **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 (Elizabeth I, Robert Falcon Scott)**
- **significant historical events, people and places in their own locality**

Chronological Understanding	Depth of Knowledge	Enquiry & Interpretation
Place events in their own life on a timeline Recount changes that have occurred in their own time line Place photographs from their lives and their parents' lives in chronological order	-Know what happened in their own lifetime -Know that Sir Rowland Hill invented the Penny black and came from Kidderminster -Know that Robert Falcon Scott sailed to the Antarctic and the opportunities this led to	- Ask questions such as: What was it like for people? What happened? How long ago? -Answer questions by using different sources, such as an information book or pictures -Sort objects into 'then' and 'now'

<p>Attribute AD dates to the period studied (recognise 1492 is earlier than 1666 and both are before 1969)</p> <p>Know that things change over time. Show some understanding of how people find out about the past</p> <p>Show some understanding of how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures.</p>	<p>-Know that the Great Fire of London occurred in 1666</p> <p>-Know that Queen Elizabeth 11 is our queen and the roles some other members of her family have</p>	<p>-Begin to identify what could be a source of evidence about the past (stories, pictures, photographs)</p> <p>-Suggest what an unknown object could be</p>
<p>Essential Vocabulary: a long time ago, recently when, my parents, were, before, after, years, local, living memory, memories, opinion, fact, research, evidence, recent, lifetime, history, inquiry</p>		

At the End of Year Two

- **changes within living memory – where appropriate, these should be used to reveal aspects of change in national life**
- **events beyond living memory that are significant nationally or globally (The Moon Landing)**
- **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 (Florence Nightingale and Edith Cavell]**
- **significant historical events, people and places in their own locality**

Chronological Understanding	Depth of knowledge	Enquiry & Interpretation
<p>-Begin to sequence artefacts on a timeline</p> <p>-Describe memories of key events</p> <p>-Attribute AD dates to the period studied e.g. the Crimean War (1853-56), the invention of the telephone 1876</p>	<p>-Know Florence Nightingale's contributions to modern hospitals and nursing practice</p> <p>-Know why Edith Cavell is important and how her role compared to Florence Nightingale's</p>	<p>-Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>-Identify some different ways the past has been represented</p>

<p>-Understand and talk about how people find out about the past</p> <p>-Show understanding of how evidence is collected and used to make historical facts</p> <p>-Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>-Answer questions by using a specific source, such as an information book</p> <p>-Research the life of a famous Briton from the past using different resources to help</p>	<p>-Know when the first moon landing was and how this significant event is commemorated.</p> <p>-understand why humans would risk their lives to explore space and the benefits this has brought</p>	<p>-Reflect on what a source can tell us</p> <p>-compare two sources</p> <p>-suggest what an unknown object could be based on its appearance</p> <p>-collectively draw conclusions from evidence.</p>
<p>Essential Vocabulary: chronological order, living memory, remember, memories, opinion, fact, interpret, research, evidence, experts, significant, recent, lifetime, history, inquiry, artefacts, significant, disaster</p>		

At the End of Year Three

- changes in Britain from the Stone Age to the Iron Age
- a local history study
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Chronological Understanding	Depth of Knowledge	Enquiry & Interpretation
<p>-Place artefacts on a timeline</p> <p>-Begin to use dates to describe key periods</p> <p>-Sequence events and artefacts on a timeline</p> <p>-Begin to use evidence to ask questions and find answers to questions about the past</p> <p>-Begin to suggest suitable sources of evidence for historical enquiry</p> <p>-Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p> <p>-Begin to recognise the part that archaeologists</p>	<p>Know how life changed between the Stone Age and Iron Age.</p> <p>Compare the lives of people in the Stone Age and reflect on differences in our lives today.</p> <p>Understand the development of farming/agriculture. Select & organise relevant Historical information to construct informed responses.</p> <p>Study artefacts and discuss what we can learn from them</p> <p>-Ancient Greeks</p> <p>Research life in Ancient Greece using artefacts where possible.</p>	<p>-Ask more specific questions</p> <p>-Make simple predictions at the start of a topic.</p> <p>-Reflect on what more than once source can tell us.</p> <p>-Start to think what they do not show.</p> <p>-Start to consider which is most useful with some guidance.</p>

<p>have had in helping us understand more about what happened in the past</p> <ul style="list-style-type: none"> -Begin to use research skills in finding out facts about the time period studied -Begin to research what it was like for specific people 	<p>Explore how Ancient Greece was governed and look at rival states. (Athens & Sparta)</p> <p>Know that first Olympic Games took place in 776BC</p> <p>Know they 'invented' the concept of democracy, the alarm clock, modern medicine, theatre, philosophy, the watermill, geometry, and different branches of science and the impact this has had on the modern world.</p> <p>-Know why the Severn Valley Railway is important to the local area.</p> <p>Plot the development of the rail over time.</p> <p>Investigate the purposes of trains in the past compared to usage today.</p> <p>Investigate how and why the Severn Valley Railway began.</p> <p>Explore changes to the local area as a result of the Severn Valley Railway.</p>	<ul style="list-style-type: none"> -Make suggestions about what an unknown artefact might be and link it to the topic studied. -Draw simple conclusions from the evidence given. -Know the role of an archaeologist.
<p>Essential Vocabulary: chronological, opinion, fact, interpret, research, evidence, experts, significant, ancient, timeline, age/era/period BCE CE AD BC artefacts, democracy, society</p>		

At the End of Year Four

- **The Roman Empire and its impact on Britain**
- **a local history study**

Chronological Understanding	Depth of Knowledge	Enquiry & Interpretation
<ul style="list-style-type: none"> -Understand the difference between AD and BC -Place events on a timeline to show change over time in the local area -Place historical figures on a timeline. -Use evidence to ask questions and find answers to questions about the past -Suggest suitable sources of evidence for historical enquiry -Use more than one source of evidence for 	<p>The Romans</p> <ul style="list-style-type: none"> -Understand that we know so much about the Roman Empire because of records kept. -Know that this period crosses from BC to AD -Describe everyday life in Ancient Rome -Know the importance of Julius Caesar and that he invaded Britain in 55BC and 54BC -Know that Boudicca and the Iceni rebelled and consider why 	<ul style="list-style-type: none"> -Ask specific questions -Make predictions about the answers -Reflect on what a range of sources tell us and what they do not. -Make suggestions about other sources of evidence that could be used with some guidance. -Identify which are most useful -Compare two different accounts of the same event.

<p>historical enquiry in order to gain a more accurate understanding of history</p> <p>-Use research skills in finding out facts about the time period studied</p> <p>-Through research, compare and contrast different forms of evidence</p> <p>-Research what it was like for men, women and children in a given period from the past and use different forms to present findings.</p>	<p>-Know that the Emperor Hadrian built a wall at the border of the territory in Britain</p> <p>-Know why the Roman army was so successful</p> <p>-Know that the Romans left Britain in 410AD Local History</p> <p>-Know some key events in Kidderminster's history</p> <p>-Understand changes that have happened in the locality of the school and across Kidderminster.</p> <p>-Give a broad overview of life in Kidderminster over time.</p> <p>-Explore the rise of the carpet industry and its effect on the local area</p> <p>-Investigate the impact of the industrial revolution on Kidderminster giving reasons.</p> <p>-Research a famous local person e.g. William Brinton</p>	<p>-Begin to notice and comment on smaller details within a sources.</p> <p>-Make suggestions about what an unknown artefact might be using prior knowledge.</p> <p>-Draw conclusions based on evidence given by the teacher that show empathy and some understanding of the period.</p> <p>-Suggest some places historians might find useful information.</p>
<p>Essential Vocabulary: decade, hypothesis, conclusion, source of evidence, reliable</p>		

At the End of Year Five

- Britain's settlement by Anglo-Saxons and Scots
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of; Mayan civilization c. AD 900;

Chronological Understanding	Depth of knowledge	Enquiry & Interpretation
<p>Place current era of study on a timeline, in relation to other periods.</p> <p>Sequence key events studied and begin to consider cause and consequence.</p> <p>Draw comparisons with a period of history previously studied.</p>	<p>Anglo-Saxons</p> <p>-Know that the Anglo-Saxon times were from 410-1066AD</p> <p>- Study the invasions that took place in the wake of Roman departure – the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.</p> <p>-Know that the Battle of Hastings took place in 1066</p> <p>-Know that Britain was split into kingdoms, some of which were Christian and some pagan</p>	<p>-Ask specific questions and begin to independently find the answers (these should show some awareness of key historical themes.</p> <p>-Make sensible hypothesis based on prior knowledge.</p> <p>-Suggest ways of finding proof.</p> <p>-Reflect on what the sources do and do not show</p> <p>-Consider the motivation of the person making the source (primary evidence)</p>

<p>Compare, contrast and identify similarities and differences between life in an historical time and today.</p> <p>Use specific dates to describe key events.</p>	<ul style="list-style-type: none"> -Investigate life in Anglo –Saxon settlements – decline of Roman cities, tribal communities. -Discuss the battles between Anglo-Saxons and Britons and the long term effects – King Arthur and the birth of 'England'. -Describe everyday life for men, women and children. Ancient Egypt -Know that Ancient Egypt represents over 3000 years of history and there were many changes to everyday lives -Know why the Nile was so important. -Know that Pharaohs were considered to be living gods and were buried in tombs. -Investigate the lives of the Pharaohs and which were the most significant. -Know that Egyptians used hieroglyphics and that these were often a method of propaganda. -Describe the process of mummification. -Know that Howard Carter discovered and documented the tomb of Tutankhamun in 1922 -Know the importance of Rosetta Stone. 	<ul style="list-style-type: none"> -Explain, why some sources are more useful than others -Compare the different accounts of the same event and suggest reasons why they may be different. -Comment on the choice of language within a written source or the composition of a picture when guided. -Draw plausible conclusions based on evidence given or found, that offer empathy and an understanding of life in the period studied. -Comment on cause and consequence where appropriate. -Know some of the places to find credible information.
<p>Essential Vocabulary: continuity, comparison, ancient, civilisation, rapid, decline, propaganda, bias, interpretation, credible</p>		

At the End of Year 6

- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)**

Chronological Understanding	Depth of knowledge	Enquiry & Interpretation
<ul style="list-style-type: none"> -Place the significant events on a timeline, in relation to other key events in history. -Draw comparisons with a period of history previously studied -Compare, contrast and identify similarities and differences between life in an historical time and today. -Divide recent history into present, using 21st 	<ul style="list-style-type: none"> -Know that the Vikings invaded Britain beginning with a raid on Lindisfarne in 793AD. -Know where Scandinavia is and the countries that comprise it. -Know why the Vikings were successful invaders -Know that they made York their capital. -Know that Alfred the Great unified England and gave some land to the Vikings. -Describe Viking beliefs. 	<ul style="list-style-type: none"> -Ask questions relating to key themes in history. -Make sensible hypotheses based on prior knowledge. -Suggest ways of finding proof, showing consideration of what was used in previous year groups. -Consider the motivation of the person making the source and the role of a historian in creating bias.

<p>century, and the past using 19th and 20th centuries.</p> <ul style="list-style-type: none"> -Know how to place features of historical events and people from past societies and periods in a chronological framework. - Use relevant dates and terms 	<ul style="list-style-type: none"> -Know why the Battle of Hastings occurred. -Know that the image we have of the Vikings is biased. -Know that the main written source of evidence is the Anglo-Saxon Chronicle and that is biased. 	<ul style="list-style-type: none"> -Explain why some sources are more useful than others. -Suggest why accounts of the same event differ. -Comment on the choice of language within a written source or the composition of a picture. -Draw plausible conclusions based on evidence given or found, that offer empathy and an understanding of life in the period studied (these should contain comments about cause and consequence, motivation of people and the way different people in society were treated at different times) -Find additional information independently and comment on its credibility.
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Essential Vocabulary: Independent choice and use of the previous years' vocabulary to describe historical events accurately.