

HISTORY CURRICULUM

CHRONOLOGY

National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><i>How have I changed?</i> <i>Figures from the past</i> <i>Events in our lives</i> <i>Toys from long ago</i> <i>West End in the past</i></p> <p><u>Intent-</u> Introduction to what history is. Sequencing from baby onwards and begin to make sense of their own life-story. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and draw on their experiences. Understand that things change over time.</p>	<p>L.S.Lowry <i>The Great Fire of London</i> <i>Changes in living memory - toys</i></p> <p>Builds on- Introduction to notion of history. Sequencing and making sense of own life story. Know some similarities and differences between thing in the past and own experiences. Know that things change over time and can suggest how themselves and West End has changed.</p> <p><u>Intent-</u> Make comparisons between then and now. Sequence the key events and understand a simple timeline. Begin to sequence artefacts from different time periods.</p>	<p><i>Events, people and places in their own locality</i> <i>Events beyond living memory: Christopher Columbus</i> <i>Space, living memory: Neil Armstrong</i></p> <p>Builds on- Sequence key events, understand a simple timeline and sequence artefacts in terms of passing of time. Know some similarities and differences between then and now. Know that things change over time and can suggest how themselves and West End has changed.</p> <p><u>Intent-</u> Sequence artefacts/images from different periods and use a timeline to place important events. Explain similarities and differences between now and then. Check with a source of information and compare lives from different periods.</p>	<p><i>Changes in Britain from the Stone Age to the Iron Age</i> <i>Ancient Egypt</i> <i>Ancient Greece</i></p> <p>Builds on- Sequencing own life story, artefacts and images from different time periods. Sequence and place key events on a timeline. Explain the similarities/differences between different periods and use a source of information to check.</p> <p><u>Intent-</u> Move on to look at BC times and discuss chronology. Place studied periods on a timeline, sequence events and compare and track changes over time. The span of time covered is larger and the terms ancient, BC and AD are introduced. Know that different civilisations existed at the same time, place on a time line and make comparisons. Look at world history timeline.</p>	<p><i>Roman Empire in Britain</i> <i>Anglo Saxons</i> <i>Vikings</i></p> <p>Builds on- Sequencing own life story, artefacts and images from different time periods. Sequence /place key events on a timeline, including ancient history. Explain the differences between periods using sources. Introduce terms ancient, BC and AD. Know that different civilisations were concurrent (Ancient Greece and Egypt). Look at world history timeline.</p> <p><u>Intent-</u> Develop a chronological understanding of the history of Britain. Use a timeline to place studied periods and historical events in chronological order. Children date events from own enquiry. Understand terms BC and AD.</p>	<p><i>The Tudors (including Monarchy timeline)</i> <i>Leisure and Entertainment through the decades</i></p> <p>Builds on- Chronologically sequence events on a timeline: ancient history and the history of Britain. Date events from their own enquiry. Understand the terms ancient, BC and AD. Know that civilisations were concurrent (Ancient Greece and Egypt) and look at world history timeline.</p> <p><u>Intent-</u> Know and sequence key events from the time studied. Make comparisons of significant events and place dates on a timeline. Use relevant terms and period labels. Secure understanding that a timeline can be divided into BC and AD.</p>	<p><i>WW1/WW2</i> <i>The Mayans</i></p> <p>Builds on- Chronologically sequence key events on a timeline: ancient history and the history of Britain. Date events from their own enquiry. Use relevant terms and labels with a secure understanding of BC and AD. Know that different civilisations were concurrent (Ancient Greece and Egypt). Look at a world history timeline.</p> <p><u>Intent-</u> Use their chronological knowledge to compare conflicts and advances made from different times and corroborate with evidence. Events are sequenced following individual research including dates and times. Describe the main changes between WW1 and WW2. Completion of a world history timeline covering studied periods so far.</p>

BRITISH HISTORY

National Curriculum aim: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><i>Toys from long ago.</i> <i>My community</i> <i>Traditions</i> <i>Figures from the past</i></p> <p><u>Intent-</u> Begin to use simple language relating to the passing of time. Consider how toys have changed. Discover characters from stories, including figures from the past, and consider their traditions. Talk about the lives of people around them and their roles in society.</p>	<p>Builds on- Begin to use simple language relating to the passing of time. Consider how toys have changed. Discover characters from stories, and consider their traditions. Talk about the lives of people around them and their roles in society.</p> <p><u>Intent-</u> <i>The Great Fire of London</i> Learn about a historical event hundreds of years ago (1666). Consider the impact of the Great Fire on the capital city. Consider questions like 'how did it start?', 'how did it end?' <i>L.S Lowry</i> Study an artist born over a 100 years ago yet still relevant today.</p>		<p>Builds on- Use simple language relating to the passing of time. Consider how toys have changed. Discover characters from stories, and consider traditions. Talk about the lives of people around them and extend this to events/ individuals beyond living history. Focus was on AD periods of British history: <i>The Great Fire of London (1666) and L.S. Lowry (1887 - 1976)</i> and their impact.</p> <p><u>Intent-</u> <i>Changes in Britain from the Stone Age to the Iron Age.</i> Develop their chronological narrative of Britain through learning about the earliest times of British civilisation. Introduce BC on a timeline. Learn about the beginnings of British history.</p>	<p>Builds on- Use language relating to the passing of time. Consider how toys, traditions and lives have changed. Talk about the lives of people around them and events/ individuals beyond living history. Focus was on AD periods of British history: <i>The Great Fire of London (1666) and L.S. Lowry (1887 - 1976)</i>. Then, BC periods: <i>Stone Age to the Iron Age.</i></p> <p><u>Intent-</u> Continue to learn about the chronological narrative of Britain: what happened after the end of the prehistoric period. <i>Roman Empire in Britain</i> Learn about the lasting impact the Romans had on Britain and explore the collapse of the Roman Empire and why the Roman rule of Britain came to an end. Learn about Boudicca and rebellion. <i>Anglo Saxons and Vikings</i> Learn about why Britain was a destination for invading and settling and the impact this had upon its history. Learn about the Norman Conquest.</p>	<p>Builds on- BC periods: changes from Stone Age to Iron Age. Study AD periods of British history: <i>The Great Fire of London (1666) and L.S. Lowry (1887 - 1976)</i>. Focus on invasion and rebellion (Romans, Anglo-Saxons and Vikings) and their impact.</p> <p><u>Intent-</u> <i>The Tudors (including Monarchy timeline)</i> Continue to learn about the chronological narrative of Britain through learning about Tudor times. Begin to learn about the concept of Monarchy through succession. Create a timeline showing the five crowned Tudor Monarchs, culminating in Elizabeth 1. Refer to the modern Monarchy of today. <i>Leisure and entertainment through the decades</i> Record and offer explanations for how entertainment/ leisure has transformed through the decades.</p>	<p>Builds on- BC periods: changes from Stone Age to Iron Age. Study AD periods of British history: <i>The Great Fire of London (1666) and L.S. Lowry (1887 - 1976)</i>. Focus on invasion and rebellion (Romans, Anglo-Saxons and Vikings) and their impact. Study monarchy in relation to the Tudors. Offer explanations of how entertainment has changed over the decades.</p> <p><u>Intent-</u> <i>WW1/WW2</i> Refer to and apply their previous knowledge and learning to understand how and why conflict happens and how rule has changed. Identify the similarities and differences between the wars and offer explanations for these. Apply previous learning to understand how life in Britain has changed and how the two conflicts have impacted life today.</p>

ANCIENT AND WORLD HISTORY

National Curriculum aim: 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.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>The bravery of Rosa Parks</p> <p><u>Intent-</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p><u>Builds on-</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>Intent-</u> Begin to realise that history extends beyond their own locality and nation, and these are significant nationally and internationally.</p> <p>Space, events within living memory Neil Armstrong Armstrong achieved a first, the first ever human on the Moon, another significant achievement in history.</p> <p>Explorers, events beyond living memory. Christopher Columbus Columbus made history by making four epic journeys to the 'New World'.</p>	<p><u>Builds on-</u> Understand the past through stories. Learn about events beyond living history (Christopher Columbus) and within living history (Neil Armstrong) and consider how significant these events were nationally and internationally.</p> <p><u>Intent-</u> Ancient Egypt Ancient Greece Introduce the term 'ancient civilisation'. Learn that concurrent civilisations existed around the world and made significant achievements. Begin to make comparisons between ancient civilisations, with support. Consider the achievements of the earliest civilisations and give an overview of where and when the first civilisations appeared with more of a depth study of Ancient Egypt.</p>			<p><u>Builds on-</u> Understand the past through stories. Learn about events beyond living history (Christopher Columbus) and within living history (Neil Armstrong) and consider their importance nationally and internationally. Study concurrent ancient civilisations (Egypt and Greece), comparing and identifying their achievements.</p> <p><u>Intent-</u> WW1/WW2 Apply their previous learning to understand how and why conflict happens and how rule has changed. Identify and explain alliances and describe the impact of this on World history. The Mayans Understand reasons for the expansion and dissolution of empires. Use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.</p>

LOCALITY

National Curriculum aim: gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>Intent-</u> How have I changed? My community West End in the past Understand that things change over time by looking at the historical perspective of themselves. Learning begins as close to the child's personal history and locality as possible. Begin to relate to the passing of time involving another person's experiences, people they know.</p>		<p>Builds on- Understand that things change over time by looking at the historical perspective of themselves. Learning begins in near locality. Begin to relate to the passing of time involving a person they know.</p> <p><u>Intent-</u> Events, people and places in their own locality. Eric Morecambe Learn about a local individual within living memory. Develop an understanding of the significance of this local individual and how he is celebrated (statue). Develop the depth of their historical knowledge of their local area.</p>	<p>Builds on- Understand that things change over time by looking at the historical perspective of themselves. Learning begins in near locality. Relate passing of time to people they know as well as those they do not (Eric Morecambe).</p> <p><u>Intent-</u> Changes in Britain from the Stone Age to the Iron Age. Learn about Stone Age and Iron Age settlements in the local area.</p>	<p>Builds on- Understand that things change over time by looking at themselves. Relate passing of time to people they know as well as those they do not (Eric Morecambe). Look to the local environment making links with Stone Age and Iron Age settlements.</p> <p><u>Intent-</u> Local history: Anglo Saxon/ Viking Learn about Anglo-Saxon / Viking settlements in the local area.</p>	<p>Builds on- Understand that things change over time by looking at themselves, people they know and an individual they do not (Eric Morecambe). Look to the local environment making links with Stone Age, Iron Age, Anglo-Saxon and Viking settlements.</p> <p><u>Intent-</u> The Pendle witches Learn about the Pendle witches' trials and the links to Lancaster.</p>	<p>Builds on- Understand that things change over time by looking at themselves, people they know and an individual they do not (Eric Morecambe). Look to the local environment making links with Stone Age, Iron Age, Anglo-Saxon and Viking settlements. Study the Pendle Witches and the resultant trials in Lancaster.</p> <p><u>Intent-</u> WW1/WW2 learn about links to the local area and local individuals.</p>

HISTORICAL ENQUIRY

*National Curriculum aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.
(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Encourage and prompt children to ask their own questions about the past. Children know about similarities and differences between themselves, others, families, communities and traditions.</p>	<p>Encourage children to ask their own questions about the past. Find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books). Explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?).</p>	<p>Work with sources - observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations. Encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources. Identify different ways in which the past is represented. Children to group sources from different time periods studied and explain how they know.</p>	<p>Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'. Select and record information which is relevant to the study. Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs).</p>	<p>Use evidence to build up a picture of a past event. Ask a variety of questions and find answers about the past. Use different methods and sources to complete research (including books, videos, the internet, photographs, pictures, written and spoken recounts, historic buildings, visits to sites as evidence about the past, artefacts). Use of primary and secondary sources. Support children in considering the validity/reliability of different sources of information.</p>	<p>Begin to identify primary and secondary sources. -Encourage children to discuss the validity/reliability of primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use different methods and sources to complete research with increasing confidence (including books, internet, videos, photographs, images, written and spoken recounts, artefacts).</p>	<p>Recognise primary and secondary sources. Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. Which sources of evidence are the most reliable/useful? Why? Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Bring knowledge gathered from several sources together in a fluent account.</p>

INTERPRETATIONS OF HISTORY

*National Curriculum aim: discern how and why contrasting arguments and interpretations of the past have been constructed.
(CONTINUE WITH AND BUILD UPON SKILLS DEVELOPED IN PREVIOUS YEAR GROUPS.)*

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use stories, memories and speak about the past. Look at their own families and immediate surroundings.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Use representations of the past (photographs, books, written accounts) to make interpretations.</p>	<p>Compare two versions of a past event. Compare images or photographs of people or events in the past. Begin to discuss the usefulness of photographs / accounts/ stories.</p>	<p>Identify and begin to give reasons for different ways in which the past is represented. Distinguish between different sources - compare different versions of the same event. Look at representations of the period (e.g. cartoons, posters).</p>	<p>Explore the idea that there are different accounts of history. Begin to evaluate the usefulness of different sources. Look at a range of evidence from the period and discuss its reliability.</p>	<p>Compare accounts of events from different sources - are they fact or fiction? Can they be relied upon as being accurate? Offer some reasons for different versions of events and accounts of history.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion? Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently. Evaluate evidence to choose the most reliable/useful forms. Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

Civilisation

<p>How have I changed? Children learn that people change over time.</p> <p>Toys from long ago. Children learn that toys were very different long ago.</p> <p>Traditions. Children learn that different sets of people have different traditions.</p> <p>Events in our lives. Children learn there are milestones in our lives.</p> <p>West End in the past. Children learn that West End was different in the past.</p>	<p>The Great Fire of London Studying how and why the events unfolded.</p> <p>Changes in living memory: toys. Children learn that toys change over time.</p>	<p>Famous explorers Christopher Columbus An awareness of how time has changed civilisation and the advancements that have been made.</p> <p>Neil Armstrong The race to the Moon.</p>	<p>Life in Prehistoric Britain Studying how people lived and how/why advancements have been made.</p> <p>Ancient Egypt Studying how an ancient civilization lived and how/why it ended.</p> <p>Ancient Greece Learning covers how an ancient civilisation lived and how and why a dominant civilisation eventually fell into decline.</p>	<p>The Romans in Britain Roman life in Britain and what it left behind.</p> <p>The Anglo-Saxons The way of life for Anglo-Saxons and how this compares with other studied civilisations.</p> <p>The Vikings The way of life for Vikings and how this compares with other studied civilisations.</p> <p>The Norman Conquest Study of the events leading up to the battle and how the Normans dominated the Battle of Hastings.</p>	<p>The Tudors Children learn about life in Tudor times with a focus on monarchy.</p> <p>Pendle Witches Children learn about beliefs at the time and the resultant trials.</p>	<p>WW1 and WW2 The impact of war on society.</p> <p>Mayans Comparison with other civilisations and their achievements.</p>
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Empire

			<p>Ancient Egypt Study the importance of the Egyptian empire.</p> <p>Ancient Greece Study the importance of the Greek empire.</p>	<p>The Romans and their impact on Britain Study the importance of and the fall of the Roman Empire in Britain.</p>		<p>WW1 and WW2 The role of the British Empire. The effect on the British Empire.</p>
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Invasion and Conflict

			<p>Ancient Greece Study the conflict between the Athenians and the Spartans. Study how war affected the ancient Greeks.</p>	<p>The Romans When and why did the Romans invade Britain?</p> <p>Anglo-Saxons Studying reasons for invasion.</p> <p>Vikings Viking raiding and settling.</p> <p>Norman Conquest How the Normans dominated the Battle of Hastings.</p>	<p>WW1 and WW2 Learning covers the reasons why a nation may declare war and how this impacts upon society.</p>
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Legacy and Achievements

<p>Rosa Parks The achievements for black history.</p>	<p>L.S. Lowry Learning about the legacy and achievements of significant figures.</p>	<p>Famous explorers, Christopher Columbus The achievements of significant individuals in terms of local, national and international impact. Also provides valuable opportunities for comparisons between the achievements made by both men and women.</p> <p>Neil Armstrong Learning about the legacy and achievements of significant historical figures and how inventions changed the world.</p>	<p>Prehistoric Britain. Achievements of the earliest civilisations.</p> <p>Ancient Egypt Achievements of the earliest civilisations.</p> <p>Ancient Greece Achievements of the earliest civilisations.</p>	<p>The Romans Achievements and legacy of the Romans in Britain.</p> <p>The Anglo-Saxons and Vikings Study of their achievements and national impact.</p>	<p>The Tudors Study of their achievements and national impact.</p> <p>The rebuilding of Britain after WW2 The impact of war on Britain: The Welfare State, the NHS, new towns, immigration, rebuilding, The United Nations.</p> <p>Mayans Comparison with other civilisations and their achievements.</p>
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YEAR GROUP VOCABULARY BY STRAND

EYFS

TOYS	Croquet, skipping rope, skittles, Jacob's ladder, marble, hopscotch
ROSA PARKS	Protest, rights, equal, segregation, boycott
OVERARCHING	Similarities, differences, past, present, communities, traditions, change, old, new, remember

YEAR 1

GREAT FIRE OF LONDON	London, Pudding Lane, River Thames, diary, Britain, capital city, bakery, Architect, Lord Mayor, Sir Christopher Wren, monument, burning, leather bucket, axe, Samuel Pepys, King Charles, monument
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YEAR 2

EXPLORERS	Christopher Columbus, explorer, Atlantic Ocean, voyage, America, map, ship, sail, navigate, compass, New World, colonies, continent
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KS1 OVERARCHING VOCABULARY

Century, Chronological order, Timeline, Living memory, Memories, Fact, Opinion, Source, Significant, Enquire/Enquiry, Impact, Research, Evidence, Expert, Recent, Lifetime Achievement, Era, Civilisation, Local, National, International, Compare, Contrast, Artefact

YEAR 3

STONE AGE IRON AGE	Chronology, tribal, hunter-gatherers, Stonehenge, Bronze Age, prehistory, homosapiens, pelt, beaker, smelting
ANCIENT EGYPT	Pharaoh, tomb, hieroglyphs, scribe, sarcophagus, mummy, papyrus, scarab, amulet, Canopic jar, after-life, irrigation, Shaduf, sphinx, oasis, Egyptologist, barter, Rosetta Stone, Pyramid
ANCIENT GREECE	Athenians, Spartans, democracy, Olympics, Zeus, loincloth, Apollo, Acropolis, marathon, citizen, alphabet, mythology, column

YEAR 4

ROMANS	Centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic, toga, republic, arch, chariot, tunic, Aquila, Pantheon, Circus, Maximus, legionary
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LKS2 OVERARCHING VOCABULARY

Era/Period, BCE (Before Common Era), CE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini), Archaeology, Archaeologist, Prehistory, Impact, Consequence, Continuity, Empire, Invasion, Conflict, Legacy, Cause, Consequence, Historian, Ancient

YEAR 5

TUDORS	Monarch, armada, execution, reign, vagrancy, treason, War of the Roses, inherit, heir
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YEAR 6

WW1	The Great War, no man's land, Battle of the Somme, poison gas, bombing raids, conscription, armistice war
WW2	Axis, Allies, Nazi, evacuation, evacuee, Blitz, Holocaust, Luftwaffe, refugees, Kindertransport, Anne Frank, Winston Churchill, battlefield, siren, gas mask, air raid, Blitz
MAYANS	Codices, Chichen Itza, cacao, ajaw, Kukulkán, pok-ta-pok, huipil, kin, uinal, Popol Vuh, Ahau, dynasty, maize, codex, hieroglyphics, Haab, TzolK'in

UKS2 OVERARCHING VOCABULARY

Primary source/evidence Secondary source/evidence Reliable/reliability, Eye-witness, Account, Ambiguous, Omits, Extent of change, Extent of continuity, Evaluate, Bias/biased, Accuracy, Interpret/interpretation, Aftermath

Useful Resources

Web Based Information And Games	Teaching Resources	CPD
Top marks	Historical Association - https://www.history.org.uk/primary/resource/3620/primary-topic-websites	LPDS: https://www.youtube.com/channel/UC55zSaI6p5ZhJxL--Q00IjA/videos
National Geographic kids	Clickview, videos, lesson plans and resources: https://www.clickview.co.uk/primary/history/	Historical Association