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| **National Curriculum** | **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.   **In Foundation Stage**  Pupils should be taught to:   * 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.   **Key Stage 1**  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.  Pupils should be taught about:   * 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**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:   * 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 * 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. | | | | | | |
|  | ***Nursery Historian*** | ***Reception Historian*** | | | ***Year 1 Historian*** | | ***Year 2 Historian*** |
| **Progression and Assessment Criteria** | *Understanding the World*   * ***Begin to make sense of their own life-story and family’s history.***   + *Spend time with children talking about photos and memories.*   + *Encourage children to retell what their parents told them about their life-story and family.* | *Understanding the World*   * ***Talk about members of their immediate family and community*.**   + *During dedicated talk time, listen to what children say about their family.*   + *Share information about your own family, giving children time to ask questions or make comments.*   + *Encourage children to share pictures of their family and listen to what they say about the pictures and toys etc.* * ***Comment on images of familiar situations in the past.***   + *Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.*   + *Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.*   + *Show images of familiar situations in the past, such as homes, schools, and transport.*   + *Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.*   + *Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.* * ***Compare and contrast characters from stories, including figures from the past.***   + *Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.*   + *Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.*   + *Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.*   + *In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.*   ***ELGs: Understanding the World***   * ***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.*** | | | ***Changes within living memory***   * *Know about many of the changes that have happened since I was born.**(S, MZ, MB)*   ***Significant events beyond living memory***   * *Give examples of things that were different when my grandparents were children.**(DP, MZ, MB)*   ***Lives of significant individuals and***   * *Know about the life of someone famous.**(S, DP, MZ)*   ***Local history***   * *Know why there is a monument to a famous person or event where we live i.e. Florence Nightingale**(S, MZ)*   ***Historic enquiry (S, DP, MZ, MB)***   * *Know how to ask and answer questions about old and new objects.* * *Use words and phrases like: old, new and a long time ago.* * *Spot old and new things in a picture.* * *Use words and phrases like: before, after, past, present, then and now.*   ***Chronological knowledge/understanding (S, DP, MZ, MB)***   * *To be able to sort simple artefacts and images into old and modern.* | | ***Changes within living memory***   * *Know and explain some changes that have happened since I was born.**(SD, BTT, LA)*   ***Significant events beyond living memory***   * *Know about how things were different when my grandparents were children.**(GFL, BTT, LA)*   ***Lives of significant individuals***   * *Know how some people have helped us to have better lives.**(SD, GFL, LA)* * *Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place. (SD, GFL, LA)* * *Compare the lives of two famous people from the past. ( GFL , LA)*   ***Local history***   * Know about the importance of a local event, person and place e.g. my local area when my grandparents were children.*(SD,SG))*   ***Historic enquiry (SD, GFL, BTT, LA)***   * *Know how to use books and the internet to find out more information about the past.* * *Know how to find out things about the past by talking to an older person.* * *Know what certain objects from the past might have been used for.*   ***Chronological knowledge/understanding (SD, GFL, BTT, LA)***   * *To be able to order key events in their families lifetime using terms such as past, present, future.* * *Compare aspects of life in different periods* |
|  | ***Nursery Historian*** | ***Reception Historian*** | | | ***Year 1 Historian*** | | ***Year 2 Historian*** |
| **Themes** | * ***Me and My Community/Exploring Autumn (C, A)*** * ***Starry Night/Winter Wonderland (S, W)*** * ***Move It (M)*** * ***Puddles and Rainbows (P)*** * ***Ready Steady Grow (R)*** * ***Tumble (T)*** | * ***Me and My Community (C)*** * ***Exploring Autumn/Sparkle and Shine (E, Sp)*** * ***Let’s Explore/Build It Up (L, B)*** * ***Once Upon A Time (O)*** * ***Animal Safari/Creep, Crawl and Wriggle (A, C)*** * ***Sunshine & Sunflowers/Shadows & Reflections (S, R)*** | | | * ***Superheroes (S)*** * ***Enchanted Woodlands (EW)*** * ***Paws, Claws and Whiskers (PCW)*** * ***Dinosaur Planet (DP)*** * ***Moon Zoom (MZ)*** * ***Memory Box (MB)*** | | * ***Street Detectives (SD)*** * ***The Great Fire of London (GFL)*** * ***Baddies, Towers and Tunnels (BTT)*** * ***Land Ahoy (LA)*** * ***Scented Garden (SG)*** * ***Humans (H)*** |
| **Vocabulary** | * after, baby, birthday, day, different, finally, first, grandparent, grow, last, long ago, morning, next, night, now, old, new, parent, photograph, remember, same, time, then, today, tomorrow, week | * A long time ago,calendar, camera, change, first, future, grandparent, great grandparent, grow, last, long ago, memories, month, soon, year, years ago, young | | | * before, after, past, present, then and now, admire, bravery, cared, community, danger, determination, electricity, equal rights, every day, evil, famous, freedom, generosity, health, help, hero, heroine, hurt, injured, kindness, life, medicine, patients, poverty, power, protect, public, real-life, safety, skill, soldiers, special, trust, villain, war, wounded * animal, asteroid, bones, creature, dig, dinosaur, discovery, Earth, egg, enormous, environment, extinct, fearsome, footprints, fossils, landscape, million, museum, palaeontologist, plant, prehistorical, remains, rock, skeleton, study, survive, teeth, traces * aboard, astronaut, Earth, equipment, explorer, famous, first, International Space Station, investigate, landed, Moon, moon buggy, orbit, pilot, planets, rocket, solar system, space, spacecraft, star, Sun, surface, trained, travel * aboard, astronaut, equipment, explorer, famous, investigate, landed, Moon, moon buggy, orbit, pilot, planets, rocket, solar system, space, spacecraft, star, Sun, surface * Grandparent, relative, parent, toddler, postcard, memory, holiday, museum, generation, event, calendar, artefact, birthday, celebration, diary, christening, wedding | | * 1666, bakery, burned, catastrophe, century, danger, destroyed, diary, escape, event, flames, historical, horse-drawn carts, ink, leather buckets, London, panic, possessions, present, quills, morning, recorded, spread * attack, arrow slits, bailey, battlements, bow and arrow, bridge, castle, collapse, concrete, curtain wall, defend, derelict, drawbridge, enemy, entrance, engineer, farmed, gatehouse, guards, invade, invent, keep, king, knight, lord, medieval, moat, motte, palace, passage, peasant, portcullis, protect, queen, ruler, soldiers, structure, surround, throne, tower, trap, tunnel, turret underground, wealth * captain, colony, compass, deck, discover, explorer, fought, pirate, Piracy, island, journey, lighthouse, native, navigate, remembered, rescue, route, sailor, sails, scurvy, sea, ship, shore, stars, survivor, travel, treasure, voyage, wreck * BC, AD, timeline |
| **Famous** |  |  | | | * Florence Nightingale – nurse - Lady of the Lamp * Queen Victoria – British monarch * Mary Anning – fossil Collector * Yuri Gagarin – first person in space * Neil Armstrong – first person on the Moon * Helen Sharman – first British person in space * Tim Peake – longest British person in space * International Space Station | | * Samuel Pepys – writer * Sir Christopher Wren – architect * Isambard Kingdom Brunel – engineer * Joseph Strutt – local industrialist * Christopher Columbus – discovered America * Neil Armstrong - astronaut * David Attenborough – biologist/broadcaster * Elizabeth Garrett Anderson – Physician |
|  | ***Year 3 Historian*** | | ***Year 4 Historian*** | ***Year 5 Historian*** | | ***Year 6 Historian*** | |
| **Progression and Assessment Criteria** | ***Changes in Britain from the Stone Age to the Iron Age (TT)***   * *Know about how Stone Age people hunted for their food and what they ate.* * *Know about many of the differences between the Stone, Bronze and Iron Ages.* * *Know what people learnt from Stone Aged paintings.* * *Be able to describe what a typical day would have been like for a Stone Age man, woman or child.*   ***Ancient Greece – a study of Greek life and achievements and their influence on the western world (GM)***   * *Know where Ancient Greece was.* * *Know about how a famous Ancient Greek influenced the world.* * *Know about and can talk about the struggle between the Athenians and the Spartans.* * *Know about some of the things that the Greeks gave the world.* * *Know that the Greeks were responsible for the birth of the Olympics.* * *Know that the Greek Gods were an important part of Greek culture.*   ***A local history study (focusing on Arboretum and Normanton) (UP)***   * *Research to find answers to specific historical questions about our locality e.g. Arboretum Park – the first public park.* * *Know how our locality today has been shaped by what happened in the past.*   ***Historic enquiry (TT, GM, UP)***   * *Describe events from the past using dates when things happened and appropriate vocabulary.* * *Know how historic items and artefacts have been used to help build up a picture of life in the past.* * *Know how a key event from the past is linked to the present.*   ***Chronological knowledge/understanding (TT, GM, UP)***   * *To identify BC and AD on timeline, consider where this period fits in comparison to known chronological periods/ people.* | | ***The Roman Empire and its impact on Britain (IW)***   * *Know where Ancient Rome was.* * *Know about the lives of at least two famous Romans.* * *Know that Rome was a very important place and many decisions were made there.* * *Know about at least three things that the Romans did for our country.* * *Know why the Romans needed to build forts in this country.*   ***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 (TR)***   * *Know where the Anglo-Saxons came from.* * *Know at least two famous Anglo-Saxons.* * *Use a timeline to show when the Anglo-Saxons were in England* * *Know the link between Anglo-Saxons and Christianity.* * *Know that many Anglo-Saxons were farmers.* * *Know that the Anglo-Saxons gave us many of the words that we use today.* * *Know important local places with Viking/Anglo-Saxon names and history.* * *Know that Britain was invaded on more than one occasion.* * *Know that the Anglo-Saxons and Vikings were often in conflict.* * *Know how to use a timeline to show when the Vikings raids started.* * *Know why the Vikings often overpowered the Anglo-Saxons.* * *Show on a map where the Vikings came from and where they invaded our country.* * *Know that many Vikings came to our country as peaceful farmers.*   ***Historic enquiry (IW, TR)***   * *Draw a timeline with different historical periods showing key historical events or lives of significant people.* * *Know how an event or events from the past has shaped our life today.*   ***Chronological knowledge/understanding (IW,TR)***   * *To identify BC and AD on timeline, consider where this period and significant events fit in comparison to known chronological periods/ people.* | ***A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (OWH)***   * *Know how the reign of Henry VIII affected different people and life in Britain.* * *Know how an element of life e.g. crime and punishment, health, education has changed over a period of time.* * *Know the names, location and stories of important local Tudor buildings and people.* * *Know how the lives of wealthy people were different from the lives of poorer people.* * *Know how Britain has had a major influence on the world.*   ***The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (Ph)***   * *Know where Ancient Egypt was.* * *Know at least two famous Ancient Egyptians.* * *Use a timeline to show when the Ancient Egyptians ruled Egypt.* * *Know that many of the early civilizations gave much to the world.* * *Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).* * *Know about the impact that one of these periods of history had on the world.*   ***Historic enquiry (Ph, OWH)***   * *Research what it was like in a given period of history and present my findings to an audience.* * *Explain how an historic event changed life for us today.* * *Know how historic items and artefacts have been used to help build up a picture of life in the past.* * *To begin to identify primary and secondary sources.*   ***Chronological knowledge/understanding (Ph, OWH)***   * *To be able to describe events using words and phrases such as: century, decade, BC, BCE, AD, after, before, during, Tudors, Victorians, era, period* * *To use historic knowledge to help date events and understand more complex terms.* | | ***A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (CW)***   * *Know how World War 2 affected and changed our local area and Britain.* * *Know how an element of life e.g. crime and punishment, health, education has changed over a period of time.* * *Know how the lives of wealthy people were different from the lives of poorer people.* * *Know how Britain has had a major influence on the world.*   ***A non-European society that provides contrasts with British history – Early Islamic Civilisation (I)***   * *Know where the Early Islamic civilisation was.* * *Know at least one famous person from the Early Islamic civilisation.* * *Use a timeline to show when the Early Islamic civilisation existed.* * *Know that many of the early civilizations gave much to the world.* * *Know about the impact that one of these periods of history had on the world.* * *Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).*   ***Historic enquiry (CW,I)***   * *Research in order to find similarities and differences between two or more periods of history and how they relate to life today.* * *Know about the main events from a period of history, explaining the order of events and what happened.* * *To know the difference between and use primary and secondary sources with increasing confidence.*   ***Chronological knowledge/understanding ( CW, I)***   * *To be able to explain events using words and phrases such as: empire, civilizations, Ancient Romans, early Islamic civilisations, WW2.* * *Know how to place features of historical events and people from the past societies and periods in a chronological framework.* | |
|  | ***Year 3 Historian*** | | ***Year 4 Historian*** | ***Year 5 Historian*** | | ***Year 6 Historian*** | |
| **Themes** | * ***Tremors (T)*** * ***Tribal Tales (TT)*** * ***Mighty Metals (MM)*** * ***Urban Pioneers (UP)*** * ***Gods and Mortals (GM)*** * ***Flow (F)*** | | * ***Burps, Bottoms and Bile (BBB)*** * ***I am Warrior (IW)*** * ***Traders and Raiders (TR)*** * ***Potions (Po)*** * ***Misty Mountain Sierra (MMS)*** * ***Playlists (Pl)*** | * ***Off with her head (OWH)*** * ***Alchemy Island (AI)*** * ***Pharaohs (Ph)*** * ***Stargazers (S)*** * ***Scream Machine (SM)*** * ***Allotment (A)*** | | * ***Darwin’s Delights (DD)*** * ***Blood Heart (BH)*** * ***Frozen Kingdom (FK)*** * ***Child’s War (CW)*** * ***Golden Age of Islam (I)*** | |
| **Vocabulary** | * BC/AD, account, ancient, archaeologist, buried, buildings, casts, citizens, debris, excavation, figures, fossil, historian, obliterate, Pompeii, preserved, reconstruction, recorded, Romans, temples, first hand evidence * archaeology, artefact, barrow mounds, Beaker People, Britain, bronze, Bronze Age, burial mound, cave art, coil pot, cremate, defence, discover, enemy, era, flint, fortified, gatherer, grave, harpoon, hillfort, historian, hunter, industry, invent, iron, Iron Age, long barrow, memorial, metals, mine, monument, palaeontologist, possessions, prehistory, preserved, roundhouse, ruins, standing stones, Stone Age, Stonehenge, thatch, tool, tribe, urn, weapon, weave * Arboretum Park, artist, Banksy, buildings, celebrated, changed, cities, commemorate, cotton, designed, exhibitions, Florentine Boar, generation, graffiti, industrialist, landmarks, leisure, local history, mill, philanthropist, pioneer, public park, plaque, sculpture, silk, society, statue, Victorian * athenians, Ancient Greece, architecture, Battle of Marathon, ceremony, conquests, democracy, empire, festivals, god, goddess, government, heroes, honour, hoplites, inventor, legacy, legend, magical creatures, messenger, mortal, Mount Olympus, mythology, Olympic Games, Pandora’s box, phalanx, philosophy, power, reign, ruler, soldier, Spartan, temple, Trojan Horse, Trojan War, Troy, values, vote, worship | | * BC/AD, amphitheatre, arena, armour, army, assassinate, aqueduct, Britannia, Celts, century, chariot, civilisation, colosseum, conquer, defeat, defend, develop, dictator, emperor, empire, export, formation, fort, general, gladiator, Hadrian’s Wall, import, invade, leader, legion, rebellion, Romans, Roman numerals, senator, slave, solider, territory, testudo, trade, tribe, war, warrior, military, mosaic, nation, Picts, protect resistance, consequence, empire * agreement, Angles, Anglo-Saxon, archaeologist, army, artefacts, attack, border, burial, Christianity,, conflict, conquer, convert, Danelaw, defend, excavation, gods, invaders, Jutes, kingdom, leader, monastery, monk, pagan, raid, Romans, rule, Saxons, Scots, settlers, Sutton Hoo, trade, tribe, unite, Vikings, village * spell, witch, wizard | * battle, beheaded, Christianity, Church of England, Coat of Arms, convicted, court, divorce, executed, exploration, fleet, galleons, Great Matter, imprisoned, jousting, monarch, parliament, portrait, power, punishment, reign, Roman Catholicism, ruled, sentence, Spanish Armada, throne, Tower of London, trade, treason, Tudors * ancient, chemicals, create, cure, found, precious, prove, pure, metals, mined, mythical * afterlife, ancient, Egyptians, Anubis, archaeology, burial chamber, Canopic jars, ceremony, civilisation, coffin, control, culture, curse, demons, embalming, eternity, excavation, Giza, god, goddess, guard, hierarchy, hieroglyphics, honour, intact, journey, messenger, mummification, organs, paradise, pharaoh, powerful, preserve, purification, pyramids, rituals, Rosetta Stone, royal, sacred, sarcophagus, scribe, soul, spirit, stamp, temple, tomb, treasures, underworld, Valley of the Kings, civilisation, historian, primary source, legacy * Cold War, developed, discovery, evidence, explore, formed, humanity, hypothesis, invent, investigate, Moon landing, Neil Armstrong, observe, originally, proved, satellite, spacecraft, Space Race | | * aircraft, allies, Allied powers, attack, Atomic bomb, Axis powers, battle, Blitz, bombs, bombing raid, civilians, control, countries, coupon, destroy, diary, dictator, escape, evacuate, evacuees, gas mask, government, industrial cities, invade, Jew, journey, leader, nations, Nazi, peace, Pearl Harbour, persecute, prime minister, propaganda, power, rations, shelter, sirens, surrender, target, threaten, troops, victory, warn, wartime, primary source, secondary source, legacy * Baghdad, House of Wisdom, mosque, scholar, merchant, manuscript, ailment, madrassa, observatory, astrology, caliph, caliphate, crusades, Dark ages, The renaissance, Golden age of Islam, Mongols | |
| **Famous** | * Pliny – Roman author * Joseph Strutt – Local businessman and philanthropist * Greece, Athens, Mediterranean sea – Greek landmarks * Aristotle, Plato - Philosophers * Pythagoras, Archimedes – Scientists and inventors * Alexander the Great – Military leader | | * Julius Caesar, Gaius Marius, Emperor Claudius, Emperor Hadrian – Roman leaders * Queen Boudicca – Celt Warrior queen * King Alfred, King Edward the Confessor – Anglo Saxon leaders * King Sweyn Forkbeard, King Cnut Sweynsson – Viking leaders | * Lancaster, York, River Severn – Tudor landmarks * King Richard, Henry VII, Henry VIII – British monarchs * Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr – wives of Henry VIII * John Blanke - Tudor trumpeter * Tutankhamun, Cleopatra VII- Egyptian pharaohs * Howard Carter, Lord Carnarvon, Lady Evelyn – Archaeologists/Egyptologists | | * Adolf Hitler – German leader * Neville Chamberlain, Winston Churchill – British leaders * Noor Khan – British spy * Anne Frank – Jewish writer * Al-Khawarizimi - mathematician * The Silk Route – trade route - Europe and Asia | |