

Gresham Primary School's History Curriculum

Mission Statement

To inspire our pupils' curiosity to know more about the past, to understand the process of change, the diversity of societies, their own identity and the challenges of their time.

Intent

- As a school, it is our aim and vision to instil a love of History in all our children
- We work hard to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.
- From EYFS up to the end of KS2, the children will be taught about various historical events and famous historical figures, some of which have shaped the world today.
- We will create every opportunity to link History to other subjects.
- The progression of skills is set out in order to build and develop the following:
 - Chronological Understanding
 - Knowledge and understanding of events, people and changes in the past
 - Connection and Historical Links
 - Interpretations of History
 - Historical Enquiry
 - Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
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Implementation

- A regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.
- The teaching, learning and sequencing of the History curriculum follows:
 - Units of IPC being taught across the school / Milepost 1, 2, and 3
 - In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
 - In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time.
- Staff will follow their curriculum maps to ensure progression throughout the school.
- Our Gresham Learning Super Heroes are integrated into everyday learning, helping children to become skilled, life-long learners.
- Children's books show cohesion between taught sessions with clear end points reached.
- Key vocabulary is explicitly taught to children as part of quality-first teaching.
- Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.

Impact

- Children will become increasingly critical and analytical within their thinking. Make informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Books, pupil voice, display and collection of work to show the following:

- Pupils will have clear enjoyment and confidence in history that they will then apply to other areas of the curriculum.
- Pupils will ultimately know more, remember more and understand more about History, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- The large majority of pupils will achieve age related expectations in History
- Pupils with SEND will be fully included and will progress well related to their starting points.

- Pupils from disadvantaged backgrounds will benefit from the cultural capital that is offered through our History curriculum.

The Essential Elements

Remember; as teachers of History, do not avoid contentious issues! Our duty is to explain- if we don't, who will?
e.g. KS2 How should war be remembered? Celebrate or commemorate?

Differentiation- Use differentiation by outcome, resource and task when assessing.

Challenge and engage all pupils- Plan a list at the start of any unit about what the children should know and remember at the end of the term. Knowledge and skill is linked. Knowledge and the capacity it provides to apply skills and deepen understanding, are essential ingredients of a successful curriculum design

Revisit- Regular retrieval promotes acquisition of core knowledge and efficient recall. Can children make connections between earlier knowledge and other subjects?

Vocabulary- Build up Vocabulary and constant retrieval/ revisiting of Knowledge.

Devise a learning Sequence- Think about:

How will children communicate their understanding through an engaging end **product**?

How will the children be **hooked** at the start of the enquiry?

How will the children be helped to **choose and use** information?

How can the **tasks** be made engaging to the pupils?

Will these tasks draw on **rich and varied** historical resources?

What **links** can be made with other parts of the curriculum?

How will the children's learning be **sequenced** for maximum motivation?

Key Concepts

Big Ideas Revisited Across Units

CONCEPT	DEFINITION	EYFS	KS1	LKS2	UKS2
Conflict	A) A serious disagreement or argument B) A prolonged armed struggle.		People of the Past Time Travellers Famous women including ethnic minorities From A to B	Scavengers and Settlers Significant figures- Our British heroes Temples Tombs and Treasures	WW2 The Great the Bold and the Brave

Historical Figures	A person who has made an impact in their own time or who has had their significance recognised since.	Cultures and Communities Past and present	Time Travellers The Magic Toymaker People of the Past A day in the Life Famous women including ethnic minorities From A to B	Scavengers and Temples Tombs and Treasures settlers All aboard Significant figures- Our British heroes All Aboard Different places similar lives	WW2 AD900 The Great the Bold and the Brave
Invasion	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.		Time travellers People of the past From A to B	Scavengers and Settlers Temples Tombs and Treasures	The Great the Bold and the Brave WW2 AD 900
Law and Order	A situation characterised by respect for and obedience to the rules of a society.		Time travellers People of the past Famous women including ethnic minorities	Scavengers and Settlers Temples Tombs and Treasures All Aboard Significant figures- Our British heroes	WW2 AD900 The Great the Bold and the Brave
Progress and Change	Advancement and adaptation through newly acquired knowledge, understanding or technology.	Cultures and Communities Past and present	Time Travellers The Magic Toymaker People of the Past A day in the Life Famous women including ethnic minorities From A to B	Scavengers and Settlers Temples Tombs and Treasures All aboard Significant figures- Our British heroes Different places similar lives	WW2 AD900 The Great the Bold and the Brave
Religion and Beliefs	Religion – a particular system of faith and worship. Beliefs – something one accepts as true or real; a firmly held opinion	Cultures and Communities	Time Travellers The Magic Toymaker People of the Past Famous women including ethnic minorities	Scavengers and Settlers Temples Tombs and Treasures Significant figures- Our British heroes Different places- Similar lives	WW2 AD900 The Great the Bold and the Brave
Settlements	A place, typically one which has previously been uninhabited, where people establish a community.		People of the past Time travellers	Scavengers and Settlers Temples tombs and Treasures	The Great the Bold and the Brave AD900

EYFS & KEY STAGE 1

EYFS: Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

NC Statutory Programme of Study KS1

Pupils should be taught about:

EYFS: Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

- 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];
- Famous women in history including ethnic minorities- Harriet Tubman, Rosa Parks, Maya Anjelou, Malala Youysafsi
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- significant historical events, people and places in their own locality.

	Unit being taught...	Learners will be finding out...	Key Vocabulary...	Knowledge, Skills and Understanding...
EYFS	Chronological understanding/ Past and present	To order events To talk about the past and present To look at differences from the past To order photos To look at black and white photos Talk about their grandparents The games they played long ago How have toys changed What is the same, what is different Stories from long ago	A long time ago Same/different Change People Lives Past/now Modern Old New Yesterday Senses- touch, see, smell, hear Discuss Questioning Finding out Order compare	<ul style="list-style-type: none"> • Talk briefly about past events at home e.g. 'yesterday' • They use past, present and future forms accurately when talking about events. • Talk about brief differences in the past. For example, they can find out about the childhood of their grandparents. • 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.
	Culture and communities	Celebrating differences Celebrating different cultures/ festivals e.g Divali Chinese New Year St Georges Day St Andrews Day Remembrance Day Bonfire Night	Culture Celebrate Festivals Community Festival of light Similar different Country Religion	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

		<p>(The Above are just examples as lessons are topical around different days and weeks)</p> <p>Looking at food, dress, dance, costumes school, day in the life etc of children from different cultural backgrounds</p> <p>People who help us Black History Month</p>	<p>A long time ago Same/different Change People Lives Past/now Modern Old New Yesterday Senses- touch, see, smell, hear Discuss Questioning Finding out Order compare</p>	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
<p>Year 1 (MP1)</p>	<p>Time Travellers YR 1</p>	<ul style="list-style-type: none"> Our own personal history How to order events chronologically How to make a family tree How we find out about events in the past How to investigate artefacts Local history Interviewing eye witnesses How the area around our school has changed over time Significant inventions from the past 	<p>An hour ago Today Yesterday A week ago A month ago A year ago Three years ago Five years ago Past/present Clues Evidence Recorded Explore Remember Record Select Research Evidence Significant events Chronological order Clues Travel Destination Historians Family tree Artefacts Local history- enquiry</p>	<p>1. .01 Be able to formulate questions about objects from the past 1.02 Understand that we are still collecting evidence about the past 1.03 Be able to select and record relevant information about the past 1.04 Know that there are a variety of ways to learn about the past 1.05 Know about the significant events and dates of their own lives 1.06 Know that how people talk about time is influenced by culture 1.07 Be able to order events and objects chronologically 1.08 Be able to suggest reasons for change 1.09 Be able to identify results/consequences of historical events 1.10 Know differences between their own lives and those of people from the past 1.11 Understand that technological development is not a recent phenomenon 1.12 Understand that events/situations have causes and effects 1.13 Be able to associate causes and effects of change. 1.14 Know that commemorative events may give insight into different nations</p>

			<p>Change Eye witness Significant inventions Consequences foreground, background, four corners and space' strategy – examine photographic evidence explain timeline</p> <p>time capsule future similarities differences national/historical event- e.g The Great Fire of London significant inventions Montgolfier's hot air balloon (1783) Henri Giffard's airship (1852) Wright brothers' bi-plane (1903) First World War fighter plane (1914-18) Heinkel HE178 jet plane (1939) Comet jet airliner (1940s) Concorde (1976) Double-decker airbus (2007) Neil Armstrong</p>	
	<p>A day in the life Yr1</p>	<ul style="list-style-type: none"> • The history of television • Comparing the past to the present • The original purpose of the soap opera • The reasons why jobs and technology change over time 	<p>Past /present Old/current Long time ago/ now events Change Chronological order timeline Differences Similarities Select Record</p>	<p>1.01 Be able to formulate questions about objects from the past 1.03 Be able to select and record relevant information about the past 1.07 Be able to order events and objects chronologically 1.08 Be able to suggest reasons for change 1.10 Know differences between their own lives and those of people from the past 1.11 Understand that technological development is not a recent phenomenon</p>

			Research Information Technology Advertisement Beginning/ end	
	People of the Past Yr 2	<ul style="list-style-type: none"> Using a living graph to explore how a person from history might have been feeling The life of a famous explorer using maps and role play Comparing the lives of two different explorers The difficult decisions that rulers had to make in the past The achievements of important scientists and inventors Spoken and written communication technologies that have developed over time What life was like at different times in the past 	Past/present Long time ago/ now Historical figures Florence Nightingale Living graph Positive/ negative moments of a person's life Order Events explorer from the past. Chronological Christopher Columbus Marco Polo, Vasco da Gama or Zheng He. Edmund Hilary Edward Jenner- scientist Role play Scenario Obstacles Discover Voyage Expedition Ancient scroll Chinese explorer- Bi Sheng Advantages Disadvantages Johannes Gutenberg's printing press.	11.01 Be able to formulate questions about objects from the past 1.03 Be able to select and record relevant information about the past 1.04 Know that there are a variety of ways to learn about the past 1.07 Be able to order events and objects chronologically 1.08 Be able to suggest reasons for change 1.09 Be able to identify results/consequences of historical events 1.10 Know differences between their own lives and those of people from the past 1.11 Understand that technological development is not a recent phenomenon 1.12 Understand that events/situations have causes and effects 1.13 Be able to associate causes and effects of change. 1.14 Know that commemorative events may give insight into different nations What makes them significant? What adversities did they overcome? What are the similarities and differences between them?
	Famous women throughout History including ethnic minorities	<ul style="list-style-type: none"> Rosa Park Emily Davison Rosa Park Mary Seacole Harriet Tubman Maya Angelou 		

		<ul style="list-style-type: none"> Malala Yousafsi 		
Year 2 (MP1)	The Magic Toymaker Yr 2	<ul style="list-style-type: none"> Toys and games from the past How to order a group of objects from old or new How to create our own toy museum display How we can learn about the past in different ways 	Past/ present Oldest /newest Chronological order Timeline Information Resources Artefacts Compare Contrast Museum Exhibits Explain Reason Similarities/ differences Available The ToyShop by Peter Blake (1962)	01 Be able to formulate questions about objects from the past 1.03 Be able to select and record relevant information about the past 1.04 Know that there are a variety of ways to learn about the past 1.07 Be able to order events and objects chronologically 1.08 Be able to suggest reasons for change 1.10 Know differences between their own lives and those of people from the past 1.13 Be able to associate causes and effects of change.
	Buildings Yr 2	<ul style="list-style-type: none"> Features of buildings in the past compared to today Changes to building materials Differences between old and modern buildings in the local area 	Past/present Order Events/ objects/ chronologically Timeline Old/ modern Historic records Structures Impact on lives imilarities/differences	1.02 Understand that we are still collecting evidence about the past 1.03 Be able to select and record relevant information about the past 1.04 Know that there are a variety of ways to learn about the past 1.07 Be able to order events and objects chronologically 1.08 Be able to suggest reasons for change 1.10 Know differences between their own lives and those of people from the past 1.11 Understand that technological development is not a recent phenomenon

	<p>From A to B Yr 2</p>	<ul style="list-style-type: none"> • What journeys were like in the past by interviewing an elderly member of the community • Interviews and eyewitness accounts as a primary historical source • Timelines that show when different types of transport were invented 	<p>Past/present record Research Information Technology Transport Past/present/future Similarities Differences Influence culture</p>	<p>1.01 Be able to formulate questions about objects from the past 1.03 Be able to select and record relevant information about the past 1.04 Know that there are a variety of ways to learn about the past 1.06 Know that how people talk about time is influenced by culture 1.07 Be able to order events and objects chronologically 1.10 Know differences between their own lives and those of people from the past 1.11 Understand that technological development is not a recent phenomenon</p>
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Key Stage 2

NC Statutory Programme of Study KS2

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.

Year 3	Unit being taught...	Learners will be finding out...	Key Vocabulary	Knowledge, Skills and Understanding...
	<p>Scavengers and Settlers</p>	<ul style="list-style-type: none"> • How fossils are made and what we can learn from them • What our earliest ancestors might have looked like • How our ancestors were able to survive • How to use archaeological evidence to find out about a prehistoric hunter • Where our ancestors settled and how they lived 	<p>Past/present Civilizations Ancient Explore Clues Eras settlements</p>	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied 2.02 Know about the lives of people in those periods 2.03 Know about the main similarities and differences between the past societies they have studied 2.04 Be able to give some reasons for particular events and changes</p>

	<ul style="list-style-type: none"> • How we can learn about the past by investigating a Stone Age village • What life was like during the Bronze Age and Iron Ages 	<p>Stone Age Bronze Age Iron Age Similarities/ differences Fossils Earliest migration Ancestors Record Research Artefacts Chronological order timeline Palaeontologists, Discovery Otzi-iceman hunters/ gatherers Indus valley Nile valley Similarities/ differences Skara Brae</p> <p>Stone Age Iron Age Celts Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts hand evidence second hand evidence myths and legends oral history museum</p>	<p>2.05 Be able to gather information from simple sources 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes 2.07 Understand that the past can be considered in terms of different time periods 2.08 Understand that the past has been recorded in a variety of different ways</p>
<p>Significant Figures/Our British heroes Yr 3</p>	<p>To know how William Wilberforce was influential in the abolition of the slave trade</p> <p>To know how and why Elizabeth Fry improved conditions for prisoners</p>	<p>Hero Slave trade Campaign Abolished</p> <p>Industrial Revolution Newgate Prison Prisoners Treatment Independence</p> <p>Victorian era</p>	<p>Do children know what a hero is? • Do children know what the Transatlantic Slave Trade was? • Can children explain why W o children understand what prisons were like in the early 19th century? •</p> <p>Can children explain some of the causes that led Elizabeth Fry to campaign for this reformation? • Can children talk about some of the effects Elizabeth’s campaign had on the conditions of prisons and the treatment of prisoners? William Wilberforce is considered a hero by many people?</p>

		<p>To know about Lord Shaftesbury's role in the improvement of working conditions for poor children</p> <p>To understand the influence of Florence Nightingale on modern day nursing</p> <p>To know how Emmeline Pankhurst helped women to win the right to vote</p> <p>To know how Winston Churchill lead Great Britain to victory in the Second World War</p> <p>Mary Seacole</p> <p>To know how to select, record and present information</p>	<p>Traditions Coal mines Chimney sweeps</p> <p>Victorian era Crimean War Hospitals</p> <p>19th Century Women's suffrage Vote</p> <p>World War II Victory Prime Minister Chronological</p> <p>British heroes Significance changes</p>	<p>Do children know what working life was like for children in the Victorian era? • Can children discuss some of the laws that Lord Shaftesbury campaigned for? • Can children give their own opinions of Lord Shaftesbury's work</p> <p>Can children talk about the life and work of Florence Nightingale? • Do children know what hospitals and nursing were like before the influence of Florence Nightingale? • Can children describe some of the changes Florence Nightingale made to hospitals and nursing?</p> <p>Do children understand the role of women in the 19th century? • Can children explain why women wanted to vote? • Can children discuss the events that led to women getting the vote?</p> <p>Do children know about the life of Winston Churchill? • Can they talk about his role in leading the country to victory in World War II? • Can children infer how Churchill might have been feeling at different parts of his life.</p> <p>Can children infer what life might have been like today if any of these British history heroes had not existed? • Can children express an opinion on which hero they think has been the most influential? • Can children select and record information to support their view?</p>
<p>Year 4 (MP2)</p>	<p>Temples, Tombs, Treasures</p>	<ul style="list-style-type: none"> • Why rivers were important to ancient civilisations • What daily life was like in Ancient Egypt • How to write using Egyptian hieroglyphics • About the different rulers of Egypt • About Ancient Egyptian religion and burials • How the Ancient Egyptians might have built the pyramids • About the treasures discovered in Tutankhamun's tomb 	<p>Ancient Egypt Ancient Sumer Ancient civilization Gods Goddess Pharaohs Lugals Archaeologists Tombs burial pyramids discoveries record resources</p>	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied 2.02 Know about the lives of people in those periods 2.03 Know about the main similarities and differences between the past societies they have studied 2.04 Be able to give some reasons for particular events and changes 2.05 Be able to gather information from simple sources 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes 2.07 Understand that the past can be considered in terms of different time periods</p>

	<ul style="list-style-type: none"> • How to use different sources to find out about Ancient Sumer • How to compare life in Ancient Sumer with life in Ancient Egypt 	<p>Similarities/ differences Past/present Sumerian civilization Artefact Primary/ secondary evidence Compare/ contrast Tomb paintings Hieroglyphics Burial Mummification After life Howard carter Tutunkhamun nachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts</p>	<p>2.08 Understand that the past has been recorded in a variety of different ways</p>
<p>Different Places Similar Lives Year 4</p>	<ul style="list-style-type: none"> • About important people in the countries we are studying • About the way important people have changed lives • How to make a timeline for the host country • A study of our local history 	<p>Past/present Similarities/ differences Lifestyles Local events/ historical events Change locally and globally Development of motor cars Host/ ho me country Advances in technology</p>	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied and locally 2.02 Know about the lives of people in those periods 2.04 Be able to give some reasons for particular events and changes 2.05 Be able to gather information from simple sources 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p>
<p>All Aboard Year 4</p>	<ul style="list-style-type: none"> • About the early innovators who invented the railways • The impact of the invention of railways on different groups in society • How railways changed towns and cities around Britain • What working conditions were like for the people who built the railways • How the growth of railways changed how people spent their leisure time 	<p>Past/present Similarities/differences Artefacts Resources Change Record Timeline George Stevensn Development Information Railways</p>	<p>2.01 Know about the main events, dates and characteristics of the past societies they have studied 2.02 Know about the lives of people in those periods 2.03 Know about the main similarities and differences between the past societies they have studied 2.04 Be able to give some reasons for particular events and changes 2.05 Be able to gather information from simple sources 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes 2.07 Understand that the past can be considered in terms of different time periods</p>

		<ul style="list-style-type: none">• How railways were built and continue to develop around the world• How railway safety has changed throughout time	Innovators Research Consequences Historical events / situations Multiple resources 19 th Century Navvies Impact of railways Industrial/ economic/town/city/ Past and present lifestyles Victorian holiday Seaside holidays Impact positive/ negative	2.08 Understand that the past has been recorded in a variety of different ways
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The Great the Bold and The Brave
(&AD900)

- About the Greek city-states of Athens and Sparta
- How people voted in Athens and Sparta
- How the Persian War brought the Greek city-states together
- What the Parthenon can tell us about Athenian life
- How to perform our own Greek play
- About the life Alexander the Great and what he achieved
- Why Rome had a republic and then an emperor
- What daily life was like in Ancient Rome
- What happened when the Romans invaded another country
- Why the Roman Empire declined
- What happened when the Anglo-Saxons invaded and settled in Britain
- About the Viking invasion of Britain
- About the life and legacy of Alfred the Great
- How to use archaeological evidence to find out about the past
- About the history of Britain, from the Roman occupation to the Norman Conquest

- **About the Maya from the buildings and artefacts they left behind*
- *How the Maya worshipped their gods*
- *How the Maya used glyphs for writing and counting*
- *Why the Maya empire declined*

*From AD900

anachronism
chronological order
era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium
thousands of years

Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages empire invasion civilisation settlers migration Roman withdrawal

- 3.01 Know that the study of history is concerned with the past in relation to the present
- 3.02 Know about the characteristic features of particular periods and societies
- 3.06 Know about the ideas, beliefs, attitudes and experiences of people in the past
- 3.07 Know about the social, cultural, religious and ethnic diversity of the periods studied
- 3.08 Know the terms associated with the periods they have studied
- 3.09 Be able to enquire into historical issues and their effects on people's lives
- 3.10 Be able to find out about aspects of the past from a range of sources
- 3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- 3.12 Be able to describe and make links between the main events, situations and changes both within and across periods
- 3.14 Be able to describe how the history of one country affects that of another
- 3.15 Be able to ask and answer questions about the past
- 3.16 Be able to select and record information relevant to an historical topic
- 3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework
- 3.18 Be able to use dates and terms relating to the passing of time
- 3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms
- 3.20 Understand how some aspects of the past have been represented and interpreted in different ways
- 3.21 Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint
- 3.10 Be able to find out about aspects of the past from a range of sources
- 3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- 3.14 Be able to describe how the history of one country affects that of another

				<p>3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>3.18 Be able to use dates and terms relating to the passing of time</p>
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YEAR 6 Milepost 3

World War 2

- How did Hitler come into power?
- How did WWII start?
- What was the Home Front?
- What was life like at home?
- What was the Battle of Britain?
- What was the Blitz?
- How were the secrets passed on?
- How did the government use propaganda?
- Who were the heroes of WWII?
- How did the war end?

Allies
Axis
Nazi Party
Atomic bomb
Annex
Czechoslovakia
Propaganda
Active service
Evacuation
Rationing
Holocaust
Investigate
Evaluate
Chronological
Blitz
Dig for Victory
government
Invade
Treaty
Agreement
Pact
persecuted
abused
discriminated
concentration camps
slaves.
gas chambers
genocide.
Democratic
Reparations
Inflation
Traitors
Nazi

Reichstag
Traitor
Dictator
Treaty of Versailles
Home Guard
Home front
air raid wardens
surrender
Bletchely Park

- To know why Hitler come into power
- To know what propaganda is
- To know how WWII started, key events and countries involved
- To be able to say what the Home Front was
- To explain why rationing was introduced, how it worked and how different people were affected
- To explain what an evacuee is and how different people were affected by evacuation
- Describe how the public protected themselves in an air raid
- To explain why the Government used codes
- To describe what an Enigma machine is

- To explain how the war ended

- To be able to research using the internet

- To be able to spell key words

- To recall details of some key events

- To explore the contribution made by women to the war effort

Key Vocabulary

	EYFS, Years 1 and 2	Year 3 and 4	Year 5 and 6
EYFS	<p>today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grand parent great grand parent clue memory lifetime calendar Who? What? materials plastic remember</p>	<p style="text-align: center;">Year 3</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Britons nomad/nomadic Boudicca Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt outpost colony gods/goddesses invention archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends</p>	<p style="text-align: center;">Year 5</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages The Georgians World War I World War II nation monarchy execution extent of change... extent of continuity... turning point The Tudors The Pope The Break with Rome Roman Catholic Protestant divorce male heir The Reformation monasteries Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun The Victorians The Industrial Revolution child labour mills/factories reformers legislation slums epidemics to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology</p>
YR1	<p>year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s toys materials wood plastic simple mechanical inventions homes houses grandparents' time the older</p>	<p style="text-align: center;">Year 4</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient Greece The Ancient Greeks The Saxons The Vikings</p>	<p style="text-align: center;">Year 6</p> <p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Ancient civilisations Ancient Egyptians Egyptologist</p>

	<p>generation memories drawing photograph camera detective opinion artefact What...? When...? Where...?</p>	<p>The Dark Ages Middle Ages empire invasion civilisation settlers migration Roman withdrawal invasions kingdoms settlements conversion Christianity reputation raids resistance Danegeld Sparta Athens culture achievements legacy democracy impact effects consequences change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology first hand evidence second hand evidence myths and legends</p>	<p>Ancient Greece The Ancient Greeks The Saxons The Vikings The Dark Ages Middle Ages The Georgians The Victorians The Industrial Revolution 20th century World War I World War II trench war recruit alliance Blitz Home Front morale democracy Parliament vote suffrage Houses of Parliament represent Native Americans culture stereotype diversity traditional view attitudes The Ancient Maya Central America Mexico empire city-state astrology astronomy codex excavate cenote pok-ol-pok stele variety of sources different experiences this source suggests that.. I can infer that... impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eye witness Secondary evidence could have been might have been this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance cause/s change continuity extent of continuity extent of change My conclusion is that... historian archaeologist archaeology</p>
<p>Yr 2</p>	<p>anachronism chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral explorers Columbus Armstrong travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing The Mexico Lifeboat Disaster storm rescue danger survive memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?</p>		

Curriculum Expectations and Guidance

What pupils should know, be able to do and understand

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Historical Interpretations	<p>KS1 History National Curriculum</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; <p>explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; <p>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>KS2 History National Curriculum</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; <p>begin to evaluate the usefulness of different sources.</p>
Historical Investigations	<p>KS1 History National Curriculum</p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; <p>begin to undertake their own research.</p>	<p>KS2 History National Curriculum</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; <p>investigate their own lines of enquiry by posing historically valid questions to answer.</p>

Chronological Understanding	<p>KS1 History National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>KS2 History National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; <p>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>KS2 History National Curriculum</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; <p>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; <p>describe significant individuals from the past.</p>	<p>KS2 History National Curriculum</p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; <p>describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>KS2 History National Curriculum</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; <p>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>
Presenting, Organising and Communicating	<p>KS1 History National Curriculum</p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; <p>use drama/role play to communicate their knowledge about the past.</p>	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; <p>start to present ideas based on their own research about a studied period.</p>	<p>KS2 History National Curriculum</p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; <p>plan and present a self-directed project or research about the studied period.</p>

