

# 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	Implementation	Impact
<ul style="list-style-type: none"> <li>As a school, it is our aim and vision to instil a love of History in all our children</li> <li>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.</li> <li>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.</li> <li>We will create every opportunity to link History to other subjects.</li> <li>The progression of skills is set out in order to build and develop the following:</li> <li>Chronological Understanding</li> <li>Knowledge and understanding of events, people and changes in the past</li> <li>Connection and Historical Links</li> <li>Interpretations of History</li> <li>Historical Enquiry</li> <li>Children are taught the sequence of skills and knowledge that are the components to a composite outcome.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The teaching, learning and sequencing of the History curriculum follows:</li> <li>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.</li> <li>In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time.</li> <li>Staff will follow their curriculum maps to ensure progression throughout the school.</li> <li>Our Gresham Learning Super Heroes are integrated into everyday learning, helping children to become skilled, life-long learners.</li> <li>Children's books show cohesion between taught sessions with clear end points reached.</li> <li>Key vocabulary is explicitly taught to children as part of quality-first teaching.</li> <li>Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Children will become increasingly critical and analytical within their thinking. Make informed and balanced judgements based on their knowledge of the past.</li> <li>Children will become increasingly aware of how historical events have shaped the world that they currently live in.</li> <li>They will also have a further understanding of History on a local level and on a small-scale.</li> <li>Children will develop enquiry skills to pursue their own interests within a topic and further questioning.</li> <li>Children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.</li> <li>Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.</li> </ul> <p>Books, pupil voice, display and collection of work to show the following:</p> <ul style="list-style-type: none"> <li>Pupils will have clear enjoyment and confidence in history that they will then apply to other areas of the curriculum.</li> <li>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.</li> <li>The large majority of pupils will achieve age related expectations in History</li> <li>Pupils with SEND will be fully included and will progress well related to their starting points.</li> <li>Pupils from disadvantaged backgrounds will benefit from the cultural capital that is offered through our History curriculum.</li> </ul>

## The Essential Elements

Cause	To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time. Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?
Consequences	To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time. Why did X happen? What led to X? What was the impact of ...? How did ... change because of this? What might have happened if...? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?
Change and Continuity	Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world. What happened after...? Can you name the ...? What happened before...? Who was it that....? When...? To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time. What differences/similarities exist between...? What do you think happened next? Provide an example to support/ exemplify your point. How did this change...? How quickly/ slowly did this change? How big/small was the change? How can you prove that?
Similarity and Difference	Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies. What are the features of...? How would describe....? What happened to...? How can you prove....? What evidence shows....?
Historical Significance	Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.
Sources and Evidence	To learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question. In addition to..., the evidence supports ...., The evidence would suggest otherwise because..., As a result of the evidence... To summarise the evidence..., Overall, the evidence suggests...
Historical Interpretation	Foundation stone to appreciating that the past is in an interpretation of the available evidence from the time. To consider the impact of perspective on interpretation. How might we think differently today? How might someone at that time think about...? How do we know if that is a fact or an opinion? How are the viewpoints different?

**Key Concepts**  
Big Ideas Revisited Across Units

CONCEPT	DEFINITION
<b>Conflict</b>	A) A serious disagreement or argument B) A prolonged armed struggle.
<b>Historical Figures</b>	A person who has made an impact in their own time or who has had their significance recognised since.
<b>Invasion</b>	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.

<b>Law and Order</b>	A situation characterised by respect for and obedience to the rules of a society.
<b>Progress and Change</b>	Advancement and adaptation through newly acquired knowledge, understanding or technology.
<b>Religion and Beliefs</b>	Religion – a particular system of faith and worship. Beliefs – something one accepts as true or real; a firmly held opinion
<b>Settlements</b>	A place, typically one which has previously been uninhabited, where people establish a community.

## 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.

### 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.

### NC Statutory Programme of Study KS1

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

Unit being taught...	Learners will be finding out...	Key Vocabulary...	Curriculum Coverage...
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EYFS	Chronological understanding/ Past and present	<p>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</p> <p>Stories from long ago</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"> <li>• Talk briefly about past events at home e.g. 'yesterday'</li> <li>• They use past, present and future forms accurately when talking about events.</li> <li>• Talk about brief differences in the past. For example, they can find out about the childhood of their grandparents.</li> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	Culture and communities	<p>Celebrating differences Celebrating different cultures/ festivals e.g</p> <p>Divali Chinese New Year St Georges Day St Andrews Day Remembrance Day Bonfire Night ( 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>Culture Celebrate Festivals Community Festival of light Similar different Country Religion</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"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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</li> </ul>
Year 1	Gunpowder Plot	<ul style="list-style-type: none"> <li>• About Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy</li> <li>• The events of the Gunpowder Plot</li> </ul>	<p>Gunpowder Plot, King James I, Guy Fawkes, Robert Catesby, barrels, gunpowder, plotters, Thomas</p>	<p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past by learning about the build-up to the Gunpowder Plot and the problems that the plotters tried to overcome To find out about events beyond living memory that are significant nationally by learning about Guy Fawkes and his life</p>

		<ul style="list-style-type: none"> <li>How bonfire night has been celebrated in Britain since the 1930s</li> </ul>	Percy, cellar, Catholic, Lord Monteagle, London, confession, prison, reason, Houses of Parliament, fireworks, bonfire, Bonfire Night, sparklers	<p>To find out about events beyond living memory that are significant nationally by learning about the order and conclusion of the events of the Gunpowder Plot.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally by learning about what happened directly after the Gunpowder Plot</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and to find out about events beyond living memory that are significant nationally through performing parts of the story of the Gunpowder Plot</p> <p>To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally by finding about how the Gunpowder Plot is remembered in this country and how bonfire night has changed over the years.</p>
	<b>Toys</b>	<ul style="list-style-type: none"> <li>About popular toys through the 20th century and the early 21st century</li> <li>About their favourite toy from today</li> <li>Look at toys which were popular when their parents and grandparents were children</li> <li>Develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today</li> </ul>	toys, favourite, today, Victorian, then, now, before, after, evidence, sources, past, present, old, older, oldest, question, new, newest, compare	<p>To learn about changes within living memory by exploring toys from today.</p> <p>To understand some of the ways in which we find out about the past by identifying different sources.</p> <p>To learn about changes within living memory by about toys from the past.</p> <p>To use sources to ask and answer questions in the context of finding out about toys from the past</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys.</p> <p>To identify changes in living memory by understanding how toys have changed over time</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys</p>
	<b>Nurturing Nurses</b>	<ul style="list-style-type: none"> <li>About the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell</li> <li>Establish what makes a person significant</li> <li>Explore and compare the lives and work of these nurses</li> <li>Considers how these individuals have influenced nursing today</li> </ul>	Significant, important, nurse, Florence Nightingale, Crimea, hospital, nursed, cared, Crimean War, soldiers, injured, Mary Seacole, World War One, Edith Cavell, problem, solution, compare, remember, inspired, changed	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of identifying the criteria that makes a person significant.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Florence Nightingale improved nursing</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Mary Seacole improved nursing.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out how Edith Cavell helped soldiers</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of remembering Florence Nightingale, Mary Seacole and Edith Cavell.</p>

## Year 2

<b>The Great Fire of London</b>	<ul style="list-style-type: none"> <li>About the key events of the Great Fire of London</li> <li>Develop an understanding of the ways in which we can find out about the past</li> <li>Awareness of the past by learning about what London was like in the 17th century</li> <li>Compare life in the 17th century to the present day</li> <li>Consider how some problems caused the fire to spread</li> <li>How and why some things changed as a result of the fire, in order to be safer</li> <li>How historical sources can tell us about what happened in the past and how some sources are more useful than others</li> </ul>	London, 17 <sup>th</sup> century, change, events, diary, past, present, modern, firefighter, Samuel Pepys, rebuild, old	To develop an awareness of the past. To identify differences and similarities between ways of life in different periods. To know and understand key features of an event beyond living memory that are nationally significant To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand key features of events, choosing and using parts of stories and asking and answering questions.
<b>Significant Explorers</b>	<ul style="list-style-type: none"> <li>Why some people are considered to be significant</li> <li>About some significant explorers</li> <li>About the explorations of Ibn Battuta</li> <li>About Matthew Henson</li> <li>Compare Matthew Henson's polar exploration to a much more recent exploration by Felicity Aston</li> <li>About Neil Armstrong</li> <li>How we remember significant people and how values may change over time in relation to this</li> </ul>	Arctic, Antarctica, remember, explorer, exploration, commemoration, Matthew Henson, Neil Armstrong, Felicity Aston, Ibn Battuta, long ago, voyage, achievement, polar, North Pole, Moon, astronaut, space, significant	To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about Ibn Battuta and exploring how it is often difficult to find evidence about people who lived a long time ago To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of comparing Felicity Aston's polar exploration with Matthew Henson's around a hundred year earlier. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory. To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the achievements and legacy of Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong.
<b>Travel and Transport</b>	<ul style="list-style-type: none"> <li>About the development of travel and transport throughout history</li> <li>Consolidating understanding of chronology through using timelines and making comparisons between old and new forms of transport</li> <li>Early travel methods of the Vikings, through to the</li> </ul>	travel, transport, sailboard, Viking longboat, hot air balloon, omnibus, penny farthing, bicycle, Montgolfier, flight, steam train, George Stephenson, Stephenson's	To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively. To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national

		invention of cars, trains and aeroplanes <ul style="list-style-type: none"> <li>The significant individuals George Stephenson and the Wright brothers</li> <li>Travel and transport and the local area</li> </ul>	Rocket, railway, car, bus, aeroplane, helicopter, space shuttle, Wright brothers	and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day.
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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	Curriculum Coverage...
	Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>About how the Stone Age to Bronze Age period impacted on life in Britain</li> <li>About how early man survived in a harsh environment</li> <li>Why Skara Brae was important for understanding life in the Stone Age</li> <li>How copper mining was crucial to the Bronze Age</li> <li>Why Stonehenge was built</li> <li>about why Iron Age people developed hillforts</li> </ul>	Archaeologist, Skara Brae, Prehistoric, artefacts, Neolithic, Stonehenge, iron, copper, bronze, alloy, earthwork, flint, bluestones, sacrifice, druid, tribe, chronological, roundhouse, hillforts, offering	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age</p> <p>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 by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age.</p>

		<ul style="list-style-type: none"> <li>How important Druids were in Iron Age Britain</li> </ul>		Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.
	<b>Romans</b>	<ul style="list-style-type: none"> <li>About the impact the Roman empire had on life in Britain</li> <li>About the spread of the Roman empire, the invasion of Britain and the conquest</li> <li>Aspects of the Romanisation of Britain</li> <li>About the British resistance of Boudicca</li> <li>Investigate Hadrian's Wall, examining how, where and why it was built</li> <li>About the different features of the wall and use maps to determine its location</li> <li>About gods and Roman religion (gods and goddesses)</li> <li>About the culture and beliefs of Roman people</li> </ul>	strigil, Roman baths, aqueduct, hypocaust, Boudicca, Emperor Hadrian, Hadrian's Wall, turret, milecastle, fort, solider, Julius Caesar, Emperor Claudius, senator, Jupiter, Venus, Neptune, Mercury, Mars, Pluto	<p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths.</p>
	<b>Riotous Royalty</b>	<ul style="list-style-type: none"> <li>About William the Conqueror's reign from 1066 onwards</li> <li>How King John made himself very unpopular as monarch</li> <li>Why King Henry VIII married so many times</li> <li>Who Queen Anne was</li> <li>What Queen Victoria achieved during her reign</li> <li>The role of the British monarchy today</li> </ul>	monarchy, parliament, reign, coronation, taxes, king, queen, prince, princess, rebellion, William, John, Henry, Anne, Victoria, Elizabeth, royal, assassination, throne	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the arrival of King William and the Normans in 1066</p> <p>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 by learning about the significance of the Magna Carta in English history</p> <p>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 by learning about the significance of a royal heir in securing the power of a monarchy</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how Queen Anne helped to create Great Britain as a country</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria's quest for empire.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the modern royal family in Britain</p>
<b>Year 4</b>	<b>Anglo-Saxons and Scots</b>	<ul style="list-style-type: none"> <li>About the invasions of the Scots and Anglo-Saxons in the 5th century</li> <li>Where the invading troops came from and where in Britain they managed to settle</li> <li>How life in Britain changed as a result</li> </ul>	Angles, Saxons, Scots, Picts, weaver, tanner, potter, Woden, Frigg, Thunor, Tiw, Eostre, Canterbury Cathedral, Iona Abbey, Lindisfarne Priory, Augustine, Aiden, Columba,	<p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by knowing where the Anglo-Saxons settled and what they named the places they settled in.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon settlements and village life.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture.</p>

		<ul style="list-style-type: none"> <li>How the Anglo-Saxons influenced the English language</li> <li>Examine and analyse artefacts from the period</li> <li>What life was like in a typical Anglo-Saxon village</li> <li>About the Pagan beliefs of the early Anglo-Saxons</li> <li>About the many gods they worshipped</li> <li>How and why the Anglo-Saxons were largely converted to Christianity by the early 7th century</li> </ul>	Oswald, Pope Gregory the Great	Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Anglo-Saxon religious beliefs and the gods they worshipped. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain.
	<b>Anglo-Saxons and Vikings</b>	<ul style="list-style-type: none"> <li>About the raids and invasions by Vikings in Anglo-Saxon Britain</li> <li>Who the Vikings were as well as when and where they raided and settled</li> <li>About significant events from the period About the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history</li> <li>About the Anglo-Saxon justice system</li> <li>Compare and contrast crimes, punishments and laws with their modern day equivalents</li> <li>About different aspects of everyday Viking life</li> <li>Explore the types of houses that the Vikings lived in, what clothes they wore and what types of food they ate</li> </ul>	Saga, Battle of Hastings, wergild, Danelaw, danegeld, Odin, Frigg, runes, King Alfred the Great, King Athelstan, King Edward the Confessor, King Ethelred the Unready,	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain.</p> <p>Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.</p> <p>Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld.</p> <p>Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.</p> <p>Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.</p> <p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign.</p>
	<b>Ancient Egypt</b>	<ul style="list-style-type: none"> <li>About the achievements of this ancient civilisation</li> <li>About how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians</li> <li>Who Tutankhamun was and how mummies were made</li> </ul>	ancient, Egyptian, Egypt, artefacts, tomb, sarcophagus, Pharaoh, Tutankhamun, scara, canopic, obsidian, afterlife, preserve, Nile,	<p>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.</p>

		<ul style="list-style-type: none"> <li>About how Egyptian people used hieroglyphs to communicate and compare the powers of different gods</li> </ul>	riverbanks, kingdoms, desert, burial, amulet, mummy	<p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.</p>
<b>Year 5</b>	<b>Leisure and Entertainment</b>	<ul style="list-style-type: none"> <li>About the rise in popularity of cinema</li> <li>About how and why football became the nation's favourite sport</li> <li>The social and cultural importance of the 'Swinging Sixties'</li> <li>Why British holiday camps emerged</li> <li>How television has impacted modern life</li> <li>About how developments in 20th century technology can make life in this century easier</li> </ul>	technology, century, decade, entertainment, leisure, holiday, camp, FA cup, hat trick, broadcast, Charlie Chaplin, television, radio, the Sixties, football, talkie, World cup, Butlin's coronation, software	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the role of cinema in 20th century entertainment. 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 by learning about how and why football changed across the 20th century in Britain and throughout the world.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how some young people spent their leisure time in the 1960s.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the British holiday industry boomed from the 1930s onwards.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about how television became a popular leisure activity.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the impact of 20th century technologies on leisure and entertainment in the 21st century.</p>

	Ancient Greece	<ul style="list-style-type: none"> <li>Where and when some key events during the ancient Greek period took place</li> <li>What is meant by the terms 'trade', 'civilisation' and 'empire'</li> <li>How Alexander the Great grew an empire</li> <li>What life was like for different people who were enslaved during ancient Greek times</li> <li>About different elements of daily life in ancient Greece</li> <li>Explore the differences between life in ancient Athens and ancient Sparta. About early democracy in Athens</li> <li>Use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics</li> <li>Make comparisons between the ancient Games and the modern Olympics</li> <li>About the beliefs of the ancient Greeks, producing fact files about the Greek gods</li> <li>Explore historical evidence relating to the Trojan War</li> <li>Learn to use historical sources and understand how past events have helped to shape the world that we know today</li> </ul>	trade, empire, civilisation, Alexander the Great, Aristotle, Darius III or Persia, Philip II of Macedonia, Sparta, Athens, city state, democracy, debate, primary source, secondary source, Greek gods, Greek goddesses, Olympic Games, legacies, the Trojan War, the Trojan horse	<p>Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>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>Develop the appropriate use of historical terms.</p> <p>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>Develop the appropriate use of historical terms.</p> <p>Note connections, contrasts and trends over time.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
Year 6	World War 2	<ul style="list-style-type: none"> <li>When and why World War II began</li> <li>About the key individuals and countries involved</li> <li>Discover all about evacuation</li> <li>Learn what it was like to live with food rationing</li> <li>Explore the contribution made by women to the war effort</li> <li>About the Holocaust</li> <li>Investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the Soviet Union</li> </ul>	invade, occupy, Nazi, Adolf Hitler, Neville Chamberlain, Munich Agreement, evacuation, billeting officer, gas mask, Lord Woolton, rationing, ration book, Dig for Victory, munition factory, antisemitism, Battle of Britain, The Blitz,	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.</p> <p>Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II.</p>

		<ul style="list-style-type: none"> <li>WW2 and our local area</li> </ul>	D Day, Winston Churchill	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 by learning about a variety of key events from World War II.
	Benin	<ul style="list-style-type: none"> <li>About where the ancient Kingdom of Benin was located and how it came to thrive</li> <li>What the people there believed in and how they showed this in their artwork.</li> <li>Explore western attitudes towards African civilisations</li> <li>About the story of Eweka</li> <li>How European invaders threatened the civilisation of ancient Benin</li> </ul>	Benin, Kingdom, Oba, coral, bronze, civilisation, archaeologists, Nigeria, historian, century, leopard, crocodile, carving, casting, trading, Africa, Niger, Eweka, artefact, evidence	<p>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 by learning about how the kingdom of Benin formed.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning how and why the kingdom of Benin came to an end.</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><b>KS1 History National Curriculum</b></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> <ol style="list-style-type: none"> <li>start to compare two versions of a past event;</li> <li>observe and use pictures, photographs and artefacts to find out about the past;</li> <li>start to use stories or accounts to distinguish between fact and fiction;</li> <li>explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ol>	<p><b>KS2 History National Curriculum</b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>look at more than two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ol>	<p><b>KS2 History National Curriculum</b></p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ol style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>show an awareness of the concept of propaganda;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>begin to evaluate the usefulness of different sources.</li> </ol>

Historical Investigations	<p><b>KS1 History National Curriculum</b></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"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>c choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b></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"> <li>a use a range of sources to find out about the past;</li> <li>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;</li> <li>c gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>d regularly address and sometimes devise own questions to find answers about the past;</li> <li>e begin to undertake their own research.</li> </ul>	<p><b>KS2 History National Curriculum</b></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"> <li>a recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>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;</li> <li>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>d investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
Chronological Understanding	<p><b>KS1 History National Curriculum</b></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"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e 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.</li> </ul>	<p><b>KS2 History National Curriculum</b></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"> <li>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;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<p><b>KS2 History National Curriculum</b></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"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
Knowledge and Understanding of Events, People and Places	<p><b>KS1 History National Curriculum</b></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"> <li>a recognise some similarities and differences between the past and the present;</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>c examine causes and results of great events and the impact these had on people;</li> </ul>

	<ul style="list-style-type: none"> <li><b>b</b> identify similarities and differences between ways of life in different periods;</li> <li><b>c</b> know and recount episodes from stories and significant events in history;</li> <li><b>d</b> understand that there are reasons why people in the past acted as they did;</li> <li><b>e</b> describe significant individuals from the past.</li> </ul>	<p>influenced life today;</p> <ul style="list-style-type: none"> <li><b>d</b> identify key features, aspects and events of the time studied;</li> <li><b>e</b> describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li><b>d</b> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
Presenting, Organising and Communicating	<p><b>KS1 History National Curriculum</b></p> <p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li><b>b</b> talk, write and draw about things from the past;</li> <li><b>c</b> use historical vocabulary to retell simple stories about the past;</li> <li><b>d</b> use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li><b>b</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;</li> <li><b>c</b> start to present ideas based on their own research about a studied period.</li> </ul>	<p><b>KS2 History National Curriculum</b></p> <p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li><b>b</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;</li> <li><b>c</b> plan and present a self-directed project or research about the studied period.</li> </ul>