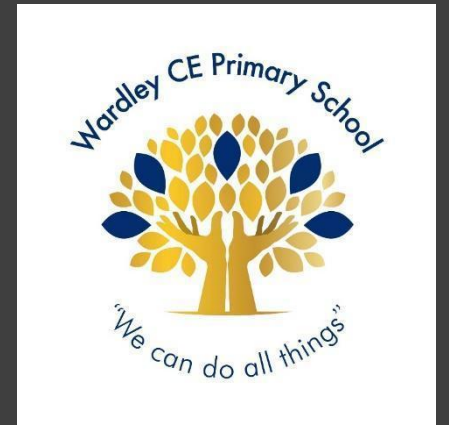


History Curriculum



Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

History Intent



The history curriculum makes full use of resources within the immediate and wider, local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. It aims to ensure that all pupils; gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Topics Overview -

| | Autumn 1 | Spring 1 | Summer 1 |
|---------------------|--|--|--|
| By the end of KS 1 | <p>Who was Grace Darling?</p> <p>National curriculum link. Study of a significant person from the past - Grace Darling</p> | <p>How did our country change during the reign of Queen Elizabeth II?</p> <p>National curriculum link. Changes within Living memory - The life of Queen Elizabeth II</p> | <p>What was The Great Fire of London?</p> <p>National curriculum link. Events beyond living memory – The Great Fire of London</p> |
| | <p>How did the first flight change the world?</p> <p>National curriculum link. Events beyond living memory - History of flight.</p> | <p>Did Lowry's paintings show what life was really like in Manchester?</p> <p>National curriculum link. Significant historical events, people and places in their own locality: LS Lowry</p> | <p>Who was the most significant explorer?</p> <p>National curriculum link. Study of a significant person from the past - Christopher Columbus, Ibn Battuta, Amelia Earhart, Neil Armstrong.</p> |
| By the end of LK S2 | <p>What changed in the Stone Age?</p> <p>National curriculum link. Changes in Britain from the Stone Age to the Iron Age. Stone Age focus.</p> | <p>How similar and how different was life in the Bronze and Iron Ages?</p> <p>National curriculum link. Changes in Britain from the Stone Age to the Iron Age. Bronze Age & Iron Age focus</p> | <p>How much did the Ancient Egyptians achieve?</p> <p>National curriculum link. The achievements of the earliest civilisations - Ancient Egypt.</p> |
| | <p>What happened when the Romans came?</p> <p>National curriculum link. The Roman Empire and its impact on Britain</p> | <p>Was the Victorian Industrial revolution a good thing?</p> <p>National curriculum link. A theme in British history that extends knowledge beyond 1066 focusing on a significant turning point - Victorian industrial revolution</p> | <p>What is the story of migration in Britain?</p> <p>National curriculum link. A theme in British history that extends knowledge beyond 1066.</p> |
| By the end of | <p>What impact did the Anglo-saxons have?</p> <p>National curriculum link. Britain's settlement by the Anglo Saxons & Scots. Also link into Viking & Anglo-Saxon struggle for the Kingdom of England.</p> | <p>Were the vikings just vicious raiders?</p> <p>National curriculum link. The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</p> | <p>Why do we remember the Maya?</p> <p>National curriculum link. A non-European society that contrasts with British history - The Maya</p> |

History Curriculum



Early Years

Historical Features in EYFS

In nursery and reception children will, within their Understanding of the World, work towards the following outcomes:

- Begin to make sense of their own life-story and family's history
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

By the end of Reception children should:

- 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.

Understanding of the World: Past and Present

3 and 4-year olds will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Begin to make sense of their own life-story and family's history

Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.

Introduce vocabulary related to the past. Words such as yesterday, before, last week, once upon a time, etc.

Look at photographs of people in their family as they are now and talk about younger and older, etc.

Look at the photographs of family members when they were as young as they are. Note the differences in clothes.

Listen to a grandparent or great grandparent talk about the toys they had when they were children.

Key Vocabulary

- very old
- before
- long ago
- older
- younger
- adult

Past and Present: End of nursery expectation

- Children will be familiar with terms like new and old;
- They will recognise that there are children that are older than them and others that are younger;
- They will have an awareness that they can do more for themselves now than when they were babies;
- Children are likely to have come across photographs of their grandparents and great grandparents when they were young.

Understanding of the World: Past and Present

Reception aged children will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Comment on images of familiar situations in the past

Key Vocabulary

| | |
|--------------------------|-----------------|
| <input type="checkbox"/> | past |
| <input type="checkbox"/> | long ago |
| <input type="checkbox"/> | yesterday |
| <input type="checkbox"/> | last week |
| <input type="checkbox"/> | a long time ago |
| <input type="checkbox"/> | artefact |

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Appreciate that photographs of the past tell them about how things have changed

Able to talk about changes they note in photographs and from direct experiences of past events

Learning, through handling artefacts, that people did not have the modern appliances we have today

Begin to show that they can organise artefacts by age and start to justify their choices

Past and Present: Early Learning Goal

- 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.

Understanding of the World: Past and Present

Reception aged children will ...

Children should be learning to:

Examples of how this could be supported

Proposed Learning Sequence

Compare and contrast characters from stories, including figures from the past

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Key Vocabulary

- famous
- brave
- determined
- difference
- unselfish
- in the past

Appreciate that many stories are set in a time in the past

Talk about why people did what they did and discuss what drove them to do so

Appreciate that often things need changing and that it can sometime take a brave person to start the process

Begin to appreciate that many people did things that has helped to make the world a better place

Past and Present: Early Learning Goal

- 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.

History Curriculum



Threshold Concepts Disciplinary Knowledge

This is the skills based historical knowledge that is to be learnt by the set curriculum endpoints. The school has identified four key historical threshold concepts which are used to organise this disciplinary knowledge.

History: Threshold Concepts - Disciplinary Knowledge

| Investigate and interpret the past | Build an overview of world history | Understand chronology | Communicate historically |
|--|--|---|---|
| <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> | <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections in time</p> | <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> | <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p> |
| <p>By the end of KS1</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented • Recognise that familiar objects we have today would have been different in the past, i.e., telephone | <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Remember parts of stories they have read or have had read to them which involve memories about the past | <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • To appreciate the difference between long ago and very long ago • Begin to appreciate what a timeline is by looking at a time line over the past 10 years • Create a simple timeline to capture recent events | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. • 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 • Describe memories and changes that have happened in their own lives |

History: Threshold Concepts - Disciplinary Knowledge

| Investigate and interpret the past | Build an overview of world history | Understand chronology | Communicate historically |
|---|--|--|--|
| <ul style="list-style-type: none"> • <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> | <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections in time</p> | <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> | <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p> |
| <p>By the end of LKS 2</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |

History: Threshold Concepts - Disciplinary Knowledge

| Investigate and interpret the past | Build an overview of world history | Understand chronology | Communicate historically |
|--|--|--|---|
| <ul style="list-style-type: none"> • <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> | <p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections in time</p> | <p>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> | <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p> |
| <p>By the end of UKS 2</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. |

History Curriculum



Substantive Knowledge

This is the factual historical knowledge that is to be learnt by the set curriculum endpoints. Within the body of substantive knowledge the school has identified sets of key facts that must be known by the specified endpoints. These key facts are set out in red.

History: Substantive Knowledge

| Within living memory | Beyond living memory | Lives of significant people | Local history |
|--|--|---|---|
| <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | <ul style="list-style-type: none"> 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] | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> significant historical events, people and places in their own locality |
| <p>By the end of Key Stage 1</p> <ul style="list-style-type: none"> Y1 Endpoints for Reign of Queen Elizabeth II <ul style="list-style-type: none"> Know that Queen Elizabeth II was the monarch of our nation for 70 years until her sad death in 2022. Know that during her reign on the throne our nation saw many changes. Know that when the queen first came to the throne people used to receive their news by newspapers or radio but she then started to give a Christmas message on the television. Know that the toys their grandparents played with were different to their own Know the main differences between their school days and that of their grandparents' school days Know the food that eaten in their grandparents when children differs to their own Know that the games that grandparents played when children with were different to their own | <ul style="list-style-type: none"> Y1 Endpoints for The Great Fire of London <ul style="list-style-type: none"> Know that in 1666 a fire broke out in a bakery in Pudding Lane, London. Know that the fire raged for four days and led to the destruction of much of the City of London. Know that after the fire much of London was rebuilt in a better way by King Charles II. Know that the fire spread quickly and was difficult to stop. Y2 Endpoints for The First Flight <ul style="list-style-type: none"> Know that the first flight of an engine powered plane was by the Wright brothers in 1903. Know the first flight across the Atlantic was in 1927 by Charles Lindbergh. Know the first test flight of a passenger jet was in 1929. Know that the Wright brothers flight led to the development of aeroplanes and this has changed the lives of many people across the world. Strands across these units <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago | <ul style="list-style-type: none"> Y1 Endpoints for Grace Darling <ul style="list-style-type: none"> Know that Grace Darling risked her life to save the stranded survivors of a wrecked steamship in 1838. Know that she became a national heroine and received the RNLI Silver Medal for Gallantry. Know that her actions have inspired others to help those in difficulty at sea - such as the RNLI. Y2 Endpoints for Famous Explorers <ul style="list-style-type: none"> Know that Christopher Columbus was an Italian explorer who sailed from Spain to the Americas in 1492 on board his ship Santa Maria. Know that Ibn Battuta was a great Islamic explorer from Morocco who between 1325 to 1354 visited 44 modern countries and wrote a book about it. Know that Amelia Earhart was the first woman to fly solo across the Atlantic in 1932 Know that Neil Armstrong was the first man to land on the moon in 1969. Know exploration is a search for something, such as land, and it can have significant consequences - such as when two civilisations meet for the first time. Strands across these units <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous Know that certain people in the past leave a legacy. | <ul style="list-style-type: none"> Y2 End points for LS Lowry <ul style="list-style-type: none"> Know that LS Lowry was born in Manchester in 1887. Know that he became a very famous painter who painted pictures of life in Salford and Manchester. Know that his pictures often used dull colors to reflect the industrial city he lived in. Know the name of a famous person, or a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys). |

History: Substantive Knowledge

| CHRONOLOGY (Stone age to 1066) | Beyond 1066 | LOCAL STUDY |
|--|---|--|
| <ul style="list-style-type: none"> To include: Stone age to Iron age Roman settlement in Britain Anglo-Saxon settlement in Britain Viking settlement in Britain | <ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 | <ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066 |
| <p>By the end of LKS2</p> <ul style="list-style-type: none"> Y3 Endpoints for The Stone Age. Know the Stone Age can be seen as the start of early human civilization with its move from nomadic groups to hunter gatherers. Know the Stone Age period is called prehistory and covered the time from 800,000 BC to 2,100 BC. Know the three Stone Age period is divided into three eras: Paleolithic, Mezolithic and Neolithic. Know the key dates of this era. Y3 Endpoints for The Bronze & Iron Ages. Know that the Bronze and Iron Age eras saw immense changes in the way people lived due to technological developments in metalworking. Know that the Bronze Age covered the time between 2,100 BC and 750 AD. Know that the Iron Age covered the time from 750 BC to 43 AD. Know the main differences between the Stone, Bronze and Iron Ages Know the importance of travel and movement of people in these eras. Know the key dates of these eras. | <ul style="list-style-type: none"> Y4 Endpoints for the Victorian Industrial Revolution. Know that the Victorian era is the name given to Queen Victoria's reign between 1837 and 1901. Know that it was a time of significant technological, scientific, economic and social change. The industrial revolution saw new inventions such as the Spinning Jenny that changed how people lived and worked. Know that there were many positive changes such as the Education Act in 1880 but also negative factors such as child poverty. Know the key dates of this era. Y4 Endpoints for the History of Migration to Britain. Know that migration is a very topical issue and causes lots of discussion and debate in our current world. Know that by exploring the past, we can see that migration is not just a modern feature and that people have migrated to Britain from the Stone Age. Know that the history of migration to Britain has fundamentally shaped the country in which we all live today with events such as the Irish Potato Famine 1845 - 1849 AD. Know the key dates of these eras. | |
| <ul style="list-style-type: none"> Y4 Endpoints for Roman Britain. Know that the Roman emperor Claudias led a successful invasion of Britain in 43 AD which led to many significant changes to life in Britain. Know that there was resistance to the Roman settlement in Britain and Boudicca led a revolt in 60 AD. Know that the Roman army left Britain in 410 AD but the Romans themselves did not all leave. Know how the Roman settlement of Britain helped to advance British society and led to many significant changes. Know why the Romans came to Britain and why they decided to leave Know the key dates of this era. | | |

History: Substantive Knowledge

| CHRONOLOGY (Stone age to 1066) | Beyond 1066 | LOCAL STUDY |
|---|--|---|
| <ul style="list-style-type: none"> To include: Stone age to Iron age Roman settlement in Britain Anglo-Saxon settlement in Britain Viking settlement in Britain | <ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 | <ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066 |
| <p>By the end of UKS 2</p> <ul style="list-style-type: none"> Y5 Endpoints for Anglo-Saxon Settlement in Britain. Know about that the Anglo-Saxons controlled much of what is now England for around 600 years, from 410 AD to 1066 AD and that during this period that built a lasting legacy of culture and beliefs that still influences us today. Know that the Anglo-Saxons played a significant part in England becoming a Christian country. Know that during the Anglo-Saxon period England was divided into four main kingdoms - East Anglia, Mercia, Northumbria, and Wessex. Know the impact of Anglo-Saxon settlement on Britain. Know the key dates of this era. | | <ul style="list-style-type: none"> Y6 Endpoints for The WWII Blitz in Salford Know that WWII started in 1939 and ended in 1945. Know that the Blitz was the German bombing campaign on major UK cities from September 1940 to May 1941. Know that Salford was badly affected by air raids during this period as the factories located in Trafford Park were an important target for the German Luftwaffe bombers. Know the causes that led to WWII and the impact that it had on the local area and the wider world. Know the key dates of this era. |
| <ul style="list-style-type: none"> Y5 Endpoints for Viking & Anglo-Saxon Struggle for the Kingdom of England. Know the Vikings, also known as Norsemen or Danes, originated from Scandinavia. Know that the Vikings and Anglo-Saxons were often in conflict, from the first Viking raid at Lindisfarne in 793 AD to the battle at Stamford Bridge in 1066 AD. Know they were often seen as just vicious raiders. However, they were also excellent explorers, traders and settlers who colonised many new areas with farming communities and trading settlements. Know the key dates of this era. | | |

History: Substantive Knowledge

| ANCIENT ANCIENTS (approx. 3000 years ago) | | CIVILIZATIONS from 1000 years ago | ANCIENT GREECE |
|---|---|---|---|
| <ul style="list-style-type: none"> • Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty | | <ul style="list-style-type: none"> • Choose one of: • Mayans • Islamic Civilizations • Benin Civilization | <ul style="list-style-type: none"> • Greek life and influence on the Western world |
| By the end of LKS 2 | <ul style="list-style-type: none"> • Y3 Endpoints for Ancient Egypt • Know that the Ancient Egyptian civilization covered 3,000 years from 2,770 BC to the death of Cleopatra in 30 BC. • Know about that Ancient Egypt was home to some of the most influential inventions and discoveries in history. The Ancient Egyptians developed systems for writing and maths; they used paper and wrote texts on a wide range of subjects; they built magnificent buildings and created a great civilization that lasted until it fell to the Roman Empire. • Know the importance of the River Nile to the success of the Ancient Egyptians. • Know that Britain was not an advanced civilization when these ancient civilizations were at their most powerful. • Know the key dates of these eras. | | |
| By the end of UKS2 | <ul style="list-style-type: none"> • Y5 Endpoints for The Maya • Know that the Maya are native Americans of central America, who built a great civilisation in the tropical rainforests. • Know that the Maya civilization lasted over 2,000 years from 1800 BC to around 900 AD. • Know why many historians think that the Maya were the most advanced society in America at that time, as shown by artefacts such as the Maya codices. • Know why they were considered an advanced society in relation to that period of time in Europe. • Know some of the theories that historians hold about why the Maya civilization collapsed. | <ul style="list-style-type: none"> • Y6 Endpoints for Ancient Greece • Know that the Ancient Greece civilization ran from 4,000 BC to 146 AD and that they were the most influential ancient civilisation in history. • Know that Ancient Greece was not a single nation but a group of city states like Athens and Sparta. • Know about the legacy of Greek culture (government, art, architecture or literature) on later periods in British history, including the present day. • Know that the Greeks introduced the world to democracy • Know about the battles between the Athenians and the Spartans • Know the key dates of this era. | |

History Curriculum



Progression of Vocabulary

Progression of Vocabulary

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|---|--|--|---|---|---|
| Chronology | after before long ago next now past present before I was born when my grandparents were young | at the same time (as) BC/AD CE/BCE century chronological order era later long after long before recent period dates timeline | approximate change chronological cause consequence event millennium originate process prehistoric | accurate continuity decline former latter occasion phase seldom trend uncertain | abrupt contemporary context diminish dominate enduring epoch inevitable legacy prior subsequent | cumulative simultaneous |
| Historical concepts | Main Concepts Society & civilisation Travel & exploration Location Artefacts Culture & pastimes Settlement Events Unit concepts Elizabeth II Monarchy & government Grace Darling Heroine & gallantry The Great Fire Destruction & development | Main Concepts Society & civilisation Travel & exploration Location Artefacts Culture & pastimes Settlement Conflict Events Unit concepts Flight Innovation Lowry Industrial & urbanisation Explorers Achievement & legacy | Main Concepts Society & civilisation Travel & exploration Location Artefacts Culture & pastimes Settlement Conflict Events Food & farming Conflict Beliefs Unit concepts Stone Age Hunter gathers & settled farmers Bronze & Iron Age Technology & trade Ancient Egypt Dynasty & society | Main Concepts Society & civilisation Travel & exploration Location Artefacts Culture & pastimes Settlement Conflict Events Food & farming Conflict Beliefs Unit concepts Roman Britain Empire, conquest & rebellion Industrial Revolution Industrial revolution & economy Migration Prejudice & persecution | Main Concepts Society & civilisation Travel & exploration Location Artefacts Culture & pastimes Settlement Conflict Events Food & farming Conflict Beliefs Unit concepts Anglo-Saxon Britain Medieval kingdom & religion Viking Britain Invasion & colonisation Maya Expansion & collapse | Main Concepts Society & civilisation Travel & exploration Location Artefacts Culture & pastimes Settlement Conflict Events Food & farming Conflict Beliefs Unit concepts WWII - The Blitz World War & homefront The Ancient Greeks Democracy & legacy |
| Historical language | artefact similar different fiction non-fiction source historian | similarity difference evidence events recording represent research sequence | clarify equivalent infer interpret introduce opinion organise primary source archaeologist excavate secondary source theme theory version | alternative assume characteristic contrast conventional develop reliability structure summarise trivial typical unique valid strategy | complex crucial generalise propaganda impact inform saga myth legend sparse verify obstacle perspective pivotal rigorous Bias influence | analyse appropriate authentic characterise controversy corroborate discern robust epitomise extrapolate Plausible Prejudice |