

History

Non-Negotiable Concepts, Key Skills, Subject Knowledge and Vocabulary

National Curriculum Statement:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Key Stage 1 pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2 pupils should 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.

Key concepts

Key concepts

A: Chronological awareness: **know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world**

B. Knowledge and understanding: **know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind**

C. Organise, evaluate and communicate key information: **children can analyse, evaluate and interpret sources, enabling them to select appropriate and effective communication methods**

D. Historical understanding: **gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’**

E. Historical enquiry: **understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the**

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Year Group	Concept	Key Skills	Subject Knowledge	Key Vocabulary
Year 1	Chronological Understanding	<p><u>Celebrations</u> Children can:</p> <ul style="list-style-type: none"> • Use appropriate terminology (A1) • Organise pictures based on personal experience (A2) 	<p><u>Celebrations</u> Children know:</p> <ul style="list-style-type: none"> • Toys from the past and present • To know what “then” and “now” means (A1) 	<p><u>Celebrations</u> Now, then, birth, death, past, present, future, time line, before, after, chronological order</p>
	Knowledge and Understanding	<p><u>Celebrations</u> Children can:</p> <ul style="list-style-type: none"> • Compare historical periods using ‘then’ and ‘now’ (B1) • Identify changes within historical time periods (B1) • Recall some facts about why people have acted the way they did (B2) 	<p><u>Celebrations</u> Children know:</p> <ul style="list-style-type: none"> • What change means • How things have changed. (Look at what chn could do when they were babies and what they can do now) • How to organise simple pictures with my own experience. • What a fact is (B2) • To know what “then” and “now” means (B1) 	<p><u>Space</u> Moon, space, national, astronaut, Neil Armstrong, planets, planet names, rocket, launch, gravity, stars, sun</p>
	Organise, Evaluate and Communicate Information	<p><u>Space</u> Children can:</p> <ul style="list-style-type: none"> • Obtains ideas about the past from pictures (C1) • Write simple sentences about a period in time (C2) • Write simple sentences about a significant individual (C2) 	<p><u>Space</u> Children know:</p> <ul style="list-style-type: none"> • Neil Armstrong – significant events and achievements. • Basic life facts • Significant changes in national life. 	<p><u>Paws, Claws and Whiskers</u> Significant, memory, change, events, chronological order, experience, different, endangered, hunted, conservation, species.</p>

		<ul style="list-style-type: none"> Tell stories about the past (C3) 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. Past tense vocabulary 	
	Historical Understanding	<p><u>Paws, Claws and Whiskers</u> Children can:</p> <ul style="list-style-type: none"> Give simple explanations to a consequence of an action as a result of an event or individual (D1) 	<p><u>Paws, Claws and Whiskers</u> Children know:</p> <ul style="list-style-type: none"> Why some animal species are endangered. Actions that have led to them being an endangered species Consequences of organisations such as WWF/conservations/zoo 	
	Historical Enquiry	<p><u>Paws, Claws and Whiskers</u> Children can:</p> <ul style="list-style-type: none"> Find simple answers to question using stories and other sources (E1) 	<p><u>Paws, Claws and Whiskers</u> Children know:</p> <ul style="list-style-type: none"> The difference between the different types of animals; mammals, amphibians etc What animals eat and whether they are carnivores, herbivores or omnivores. Animal habitats 	
Year 2	Chronological Understanding	<p><u>Superheroes</u> Children can:</p> <ul style="list-style-type: none"> Identify similarities and differences between past and present (A1) Recognise that dates are used to identify events in the past (A2) Recount changes in their own life over time (A3) Use a timeline to place important events (A4) <p><u>Creepy Crawlies</u> Children can:</p> <ul style="list-style-type: none"> Recognise that dates are used to identify events in the past (A2) Use a timeline to place important events (A4) <p><u>Towers, Tunnels and Turrets</u> Children can:</p> <ul style="list-style-type: none"> Identify similarities and differences between past and present (A1) 	<p><u>Superheroes</u> Children can:</p> <ul style="list-style-type: none"> The difference between past and present (A1) What dates are How dates are ordered What change is What a timeline is (A4) How a timeline is ordered (A4) <p><u>Creepy Crawlies</u> Children can:</p> <ul style="list-style-type: none"> What dates are What a timeline is (A4) How a timeline is ordered (A4) <p><u>Towers, Tunnels and Turrets</u> Children can:</p> <ul style="list-style-type: none"> What similar and different means 	<p><u>Pirates</u> Pirate, ship, sea, map, life, fact file, voyage, Blackbeard, captain, chronological order, dates, timeline, significance</p> <p><u>Superheroes</u> Comics, sates, changes, similarities, Dandy, Beano, heroes, drawings, ,speech bubbles, dates, chronology</p> <p><u>Creepy Crawlies</u> Charles Darwin, discovery, fossils, evolution, animals, change, cause and effect, time, inheritance,</p>

	Knowledge and Understanding	<p><u>Pirates</u> Children can:</p> <ul style="list-style-type: none"> • Provide simple reasons why changes occurred in the past (B1) <p><u>Towers, Tunnels and Turrets</u> Children can:</p> <ul style="list-style-type: none"> • Provide simple reasons why changes occurred in the past (B1) • Draw simple conclusions and deduce information on the past from pictures and information (B2) 	<p><u>Pirates</u> Children know:</p> <ul style="list-style-type: none"> • Fact file on Blackbeard and key information on him • Blackbeard's voyages and significant events • His appearance, occupation, death and impact. <p><u>Towers, Tunnels and Turrets</u> Children know:</p> <ul style="list-style-type: none"> • The physical make-up of castles • Why castles were built • How the shape of them changed 	<p>discovery, similarities, differences, natural selection, HMS Beagle</p> <p><u>Towers, Tunnels and Turrets</u> Towers, forts, walls, moats, draw bridge, castles, differences, similarities, change, timeline, chronology</p>
	Organise, Evaluate and Communicate Information	<p><u>Pirates</u> Children can:</p> <ul style="list-style-type: none"> • Connect ideas and give simple phrases as to why and event occurred (C2) <p><u>Towers, Tunnels and Turrets</u> Children can:</p> <ul style="list-style-type: none"> • Begin to understand that information from various sources on the past may differ (C1) 	<p><u>Pirates</u> Children know:</p> <ul style="list-style-type: none"> • Why Blackbeard's voyages were significant • How Blackbeard carried out his quests <p><u>Towers, Tunnels and Turrets</u> Children know:</p> <ul style="list-style-type: none"> • What sources are (C1) • How to use sources (C1) 	
	Historical Understanding	<p><u>Towers, Tunnels and Turrets</u> Children can:</p> <ul style="list-style-type: none"> • Provide more than one effect of an event (D1) • Give simple explanations for the effects of an event (D1) 	<p><u>Towers, Tunnels and Turrets</u> Children know:</p> <ul style="list-style-type: none"> • The purpose of castles 	
	Historical Enquiry	<p><u>Pirates</u> Children can:</p> <ul style="list-style-type: none"> • Use various sources to answer questions about the past (E1) <p><u>Creepy Crawlies (Charles Darwin /fossils)</u> Children can:</p> <ul style="list-style-type: none"> • Use various sources to answer questions about the past (E1) • Handle questions about an artefact (E2) • Pose questions about an artefact (E2) 	<p><u>Pirates</u> Children know:</p> <ul style="list-style-type: none"> • What sources are (E1) • How to use sources (E1) <p><u>Creepy Crawlies (Charles Darwin/fossils)</u> Children know:</p> <ul style="list-style-type: none"> • What sources are (E1) • How to use sources (E1) • What an artefact is (E2) • How to create appropriate questions on artefacts (E2) • That artefacts are from the past (E2) 	

Year 3	Chronological Understanding	<p><u>Tribal Tales</u> Children can:</p> <ul style="list-style-type: none"> Show an understanding of chronology (A1) Understand that a timeline is divided into AD and BC. (A2) Identify differences and similarities between periods. (A1) Order and sequence events chronologically. (A1) <p><u>Ancient Greeks</u> Children can:</p> <ul style="list-style-type: none"> Compare and contrast between events and eras. (A1) Chronologically place key events on a timeline. (A1) 	<p><u>Tribal Tales</u> Children know:</p> <ul style="list-style-type: none"> That a timeline can be divided into AD and BC. (A2) To be know the timeline of Stone Age to Iron Age. (A1) The meaning of AD and BC (A2) <p><u>Ancient Greeks</u> Children know:</p> <ul style="list-style-type: none"> Similarities and differences between Greek soldiers and Roman soldiers. (A1) The timeline of Ancient Greek creations and advancements. (A2) 	<p><u>Tribal Tales</u> Stone Age, hunters, gatherers, society, artwork, weapons, tools, trade, iron, bronze, Bronze Age, Iron Age, Neolithic, Mesolithic, Palaeolithic spear, bow and arrow, AD, BC, BCE, ACE, timeline, prehistoric, Celts</p> <p><u>Urban Pioneers</u> Local, town, city, housing, industry, churches, population, urban, locality, change, similarities, differences, society</p>
	Knowledge and Understanding	<p><u>Urban Pioneers</u> Children can:</p> <ul style="list-style-type: none"> Understand some of the main events and people from the past. (B1) <p><u>Tribal Tales</u> Children Can:</p> <ul style="list-style-type: none"> Use evidence to describe the people and the lifestyle of the people in the past. (B3) <p><u>Tremors</u> <u>Romans in Britain</u> Children can:</p> <ul style="list-style-type: none"> Show some of the main events and people from the past. (B1) Use evidence to describe the lifestyle of people in the past. (B3) 	<p><u>Urban Pioneers</u> Children know:</p> <ul style="list-style-type: none"> Significant events and buildings from local history. (B1) <p><u>Tribal Tales</u> Children know:</p> <ul style="list-style-type: none"> The progression form Stone Age to Bronze Age to Iron Age. (B1) The advancements in technology i.e. weapons and tools Artwork and symbolism To know the significance of stone age artwork <p><u>Tremors</u> <u>Romans in Britain</u> Children know:</p> <ul style="list-style-type: none"> The Romanisation of Britain (B1) The advancements with cargo, travel and water The Three Roman Invasions (B1) The eruption of Vesuvius and its impact on Pompeii (D1) Key dates of invasions Key events 	<p><u>Tremors</u> <u>Romans in Britain</u> Volcano, eruption, devastation, Romans, Roman Empire, emperor, invasion, legionaries, aqueducts, trade, Romans, Boudicca, Julius Ceaser, advancements, religion, money</p> <p><u>Ancient Greeks:</u> Olympics, pottery, gods, democracy, Mount Olympus, Zeus, Athens, vote, myths, hoplite, mortals, myths, legends</p> <p><u>Predators:</u>Predator, extinction, habitat,</p>

		<p><u>Ancient Greeks:</u> Children can:</p> <ul style="list-style-type: none"> Show some understanding of the main events and people from the past (B1) Use evidence to describe the lifestyle of people on the past (B3) 	<p><u>Ancient Greeks:</u> Children can:</p> <ul style="list-style-type: none"> The Ancient Olympics and the differences between them and modern day Olympics (B2) To use art as a representation of life events (B2) The gods and their roles (B3) The advancement of democracy (B3) 	<p>cause, effect, nation, wild, prey,</p> <p><u>Food for Thought:</u> Navy, scurvy, vitamin D, sailors, sea, significant individual, discovery, change</p>
	Organise, Evaluate and Communicate Information	<p><u>Urban Pioneers:</u> Children can:</p> <ul style="list-style-type: none"> Identify different ways in which the past can be represented (C1) <p><u>Tremors Romans in Britain</u> Children can:</p> <ul style="list-style-type: none"> Communicate ideas about the past by using different genres (C2) <p><u>Food for Thought</u> Children can:</p> <ul style="list-style-type: none"> Identify some of the ways in which the past is represented (C1) Communicate ideas about the past by using different genres (C2) <p><u>Predators</u> Children can:</p> <ul style="list-style-type: none"> Communicate ideas about the past by using different genres (C2) 	<p><u>Urban Pioneers</u> Children know:</p> <ul style="list-style-type: none"> Where to locate and find appropriate sources How the past can be represented. <p><u>Tremors Romans in Britain</u> Children know:</p> <ul style="list-style-type: none"> How to identify appropriate ways to communicate the past <p><u>Food for Thought</u> Children know:</p> <ul style="list-style-type: none"> What information is useful What genre best displays the desired message. <p><u>Predators</u> Children know:</p> <ul style="list-style-type: none"> How to order information non – chronologically 	
	Historical Understanding	<p><u>Urban Pioneers</u> Children can:</p> <ul style="list-style-type: none"> Give reasons for and results of the main events of changes using simple concepts (D1) 	<p><u>Urban Pioneers</u> Children know:</p> <ul style="list-style-type: none"> Recall accurate historical information and appropriately apply it to a cause and effect scenario 	

		<p><u>Food for Thought</u> Children can:</p> <ul style="list-style-type: none"> Give reasons for and results of the main events of changes using simple concepts (D1) <p><u>Ancient Greeks</u> Children can:</p> <ul style="list-style-type: none"> Give reasons for and results of the main events of changes using simple concepts (D1) 	<p><u>Food for Thought</u> Children know:</p> <ul style="list-style-type: none"> What life was like before and after the main event i.e. cure for scurvy The effects of scurvy and who it primarily effected The impact and change that was a result of the finding (D1) <p><u>Ancient Greeks</u> Children know:</p> <ul style="list-style-type: none"> The impact of Ancient Greek society on modern day Britain The importance of democracy and how it is used within society. 	
	Historical Enquiry	<p><u>Urban Pioneers</u> Children can:</p> <ul style="list-style-type: none"> Use a variety of documents as evidence about the past (E1) <p><u>Tribal Tales</u> Children can:</p> <ul style="list-style-type: none"> Use a variety of documents as evidence about the past (E1) <p><u>Ancient Greeks</u> Children can:</p> <ul style="list-style-type: none"> Use a variety of documents as evidence about the past (E1) 	<p><u>Urban Pioneers</u> Children know:</p> <ul style="list-style-type: none"> How to interpret a variety of sources What sources provide the most valuable information for a given topic <p><u>Tribal Tales</u> Children know:</p> <ul style="list-style-type: none"> The significance of the discovery of cave paintings How to use cave paintings an insight to prehistoric life <p><u>Ancient Greeks</u> Children know:</p> <ul style="list-style-type: none"> The significance of Ancient Greek pottery and what it represents 	
Year 4	Chronological Understanding	<u>1066</u> Children can:	<u>1066</u> Children know:	1066

		<ul style="list-style-type: none"> Describe and compare different periods of the past (A1) Make links to historical knowledge of different eras (A1) Describe the main changes in a period of history (A3) Show awareness of how the Normans impacted on people's lives (A2) <p><u>Potions</u> Children can:</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (A3) <p><u>Traders and Raiders</u> Children can:</p> <ul style="list-style-type: none"> Describe and compare different periods of the past (A1) Make links to historical knowledge of different eras (A1) Describe the main changes in a period of history (A3) <p><u>Cracking Contraptions</u> Children can:</p> <ul style="list-style-type: none"> Describe and compare different periods of the past (A1) Make links to historical knowledge of different eras (A1) Show awareness of how people's lives have shaped this nation (A2) Describe the main changes in a period of history (A3) <p><u>Blue Abyss</u> Children can:</p> <ul style="list-style-type: none"> Describe and compare different periods of the past (A1) Make links to historical knowledge of different eras (A1) Describe the main changes in a period of history (A3) 	<ul style="list-style-type: none"> Changes/ advancements of the Norman occupation of Britain (A3) The differences between Anglo-Saxon and Normal rule. (A3) (A1) Life in Britain under Norman rule e.g. society and housing. (A2) <p><u>Potions</u> Children know:</p> <ul style="list-style-type: none"> The advancement of medicines (A3) How different parts of the world advanced in medicines at different rates (A3) <p><u>Traders and Raiders</u> Children know:</p> <ul style="list-style-type: none"> The end of Roman reign, Anglo Saxons and Viking invasions. How to compare the lifestyle of the Anglo Saxons to the Vikings, extending to the that of the Romans and Celts (A1) The main changes of this time period (A3) <p><u>Cracking Contraptions</u> Children know:</p> <ul style="list-style-type: none"> The impact of significant inventions on the local, national and global community e.g. Florence Nightingale How inventions have changed society (A3) <p><u>Blue Abyss</u> Children know:</p> <ul style="list-style-type: none"> How the sinking of the Titanic impacted the future conduct of cruise liners (A3) The social hierarchy and how it compares to society today (A1) 	<p>Anglo-Saxon, Normandy, Normans, French, Bayeux Tapestry, Anglo-Saxon King Harold Godwinson, William Duke of Normandy, battle, fort challenge, contest, throne, heir, invade, coast, Battle of Hastings, Stamford Bridge, shields, tactics, archers, arrows spears, taxes, Domesday Survey</p> <p><u>Potions</u> Anaesthetic, medicine, cure, Magical Medicinal, surgery, pharmacist, doctor, dentist, herbs, ingredients,</p> <p><u>Traders and Raiders</u> Anglo-Saxons, Vikings, attack Invaders, Jutes, raiders, fort, Traders, Arthurian, Angle, long house</p> <p><u>The Blue Abyss</u> Titanic, ship, iceberg, voyage, society, class, cause, effect, Atlantic, maiden, lifeboat, structure, survivors, death toll</p>
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	<p>Knowledge and Understanding</p>	<p><u>1066</u> Children can:</p> <ul style="list-style-type: none"> • Make connections between local, regional and international history (B1) • Explain some of the main events of changes in the past (B2) • Give reasons for changes in the past (B2) • Give results of the changes in the past (B2) <p><u>Potions:</u> Children can:</p> <ul style="list-style-type: none"> • Make connections between the advancements of medicines in different time periods (B1) • Explain some of the main events of changes in the past (B2) • Give reasons for changes in the past (B2) • Give results of the changes in the past (B2) <p><u>Traders and Raiders</u> Children can:</p> <ul style="list-style-type: none"> • Make connections between Native Americans and Anglo Saxons (B1) • Explain some of the main events of changes in the past (B2) • Give reasons for changes in the past (B2) • Give results of the changes in the past (B2) 	<p><u>1066</u> Children know:</p> <ul style="list-style-type: none"> • Facts about the lifestyle of Britain under Norman rule. • Facts about the lifestyle of different historical eras (B1) • How Anglo-Saxon King Harold Godwinson came to throne • How and why he was challenged for his title • Battle at Stamford Bridge (brief outline) • Battle of Hastings events • Who William, Duke of Normandy was and his claim to the throne. • Why society changed e.g. taxes • Domesday survey • Link to local study of Nottingham <p><u>Potions:</u> Children know:</p> <ul style="list-style-type: none"> • That medicine was a gradual process that happened at different time in different paces (B1) • Why some places were more advanced in medicine than others (B2) <p><u>Traders and Raiders</u> Children know:</p> <ul style="list-style-type: none"> • Similarities and differences between the Anglo Saxons and Native Americans (B1) • Changes made by the Anglo Saxons and Vikings (B2) • Impacts of the invasions of the Anglo Saxons and Vikings (B2) <p><u>Cracking Contraptions</u> Children can:</p>	<p><u>Cracking Contraptions</u> Local, inventions, inventors, period, impact</p>
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	Organise, Evaluate and Communicate Information	<p><u>Potions:</u> Children can:</p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres (C2) <p><u>Traders and Raiders</u> Children can:</p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres (C2) <p><u>Cracking Contraptions</u> Children can:</p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres (C2) <p><u>Blue Abyss</u> Children can:</p> <ul style="list-style-type: none"> • Identify and understand how aspects of the past can be represented and interpreted in different ways (C1) • Communicate ideas about the past using different genres (C2) 	<p><u>Potions:</u> Children know:</p> <ul style="list-style-type: none"> • How to choose an appropriate way of communicating ideas of the past (C2) <p><u>Traders and Raiders</u> Children know:</p> <ul style="list-style-type: none"> • How to choose an appropriate way of communicating ideas of the past (C2) <p><u>Cracking Contraptions</u> Children know:</p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres (C2) <p><u>Blue Abyss</u> Children know:</p> <ul style="list-style-type: none"> • Different ways in which the past can be represented (C1) • How to understand ways in which the past can be represented • How aspects in the past can be interpreted in more than one way (C1) • How to choose an appropriate way of communicating ideas of the past (C2) 	
	Historical Understanding	<u>1066</u> Children can:	<u>1066</u> Children know:	

		<ul style="list-style-type: none"> Understand more complex, abstract concepts (D1) 	<ul style="list-style-type: none"> Links between Norman and Anglo Saxon/Viking history Concept of monarchy and right to the throne 	
	Historical Enquiry	<p><u>1066</u> Children can:</p> <ul style="list-style-type: none"> Think of a variety of questions (E1) Choose relevant sources and artefacts to create a picture of thee past (E1) <p><u>Potions:</u> Children can:</p> <ul style="list-style-type: none"> Think of a variety of questions (E1) Choose relevant sources and artefacts to create a picture of thee past (E1) <p><u>Traders and Raiders</u> Children can:</p> <ul style="list-style-type: none"> Think of a variety of questions (E1) Choose relevant sources and artefacts to create a picture of thee past (E1) <p><u>Cracking Contraptions</u> Children can:</p> <ul style="list-style-type: none"> Think of a variety of questions (E1) Choose relevant sources and artefacts to create a picture of thee past (E1) <p><u>Blue Abyss</u> Children can:</p>	<p><u>1066</u> Children know:</p> <ul style="list-style-type: none"> What questions are appropriate to ask When sources are relative to the Iroquois (E1) How to pose questions based on artefacts presented to find out information (E1) Primary sources e.g. Bayeux Tapestry <p><u>Potions:</u> Children know:</p> <ul style="list-style-type: none"> What questions are appropriate to ask When sources are relative to the history of medicine (E1) How to pose questions based on artefacts presented to find out information (E1) <p><u>Traders and Raiders</u> Children know:</p> <ul style="list-style-type: none"> What questions are appropriate to ask When sources are relative to the Anglo Saxons and Vikings (E1) How to pose questions based on artefacts presented to find out information (E1) <p><u>Cracking Contraptions</u> Children know:</p> <ul style="list-style-type: none"> What questions are appropriate to ask When sources are relative to significant inventions How to pose questions based on artefacts presented to find out information (E1) 	

		<ul style="list-style-type: none"> • Think of a variety of questions (E1) • Choose relevant sources and artefacts to create a picture of thee past (E1) 	<p><u>Blue Abyss</u> Children know:</p> <ul style="list-style-type: none"> • What questions are appropriate to ask • When sources are relative to the Titanic (E1) • How to pose questions based on artefacts presented to find out information (E1) 	
Year 5	Chronological Understanding	<p><u>Egyptians</u> Children can:</p> <ul style="list-style-type: none"> • Describe significant features from the ancient civilisations (A1) • Place the ancient civilisation time periods on a timeline (A3) • Place key events of Ancient Egypt in chronological order (A3) <p><u>Peasants, Princes and Pestilence</u> Children can:</p> <ul style="list-style-type: none"> • Describe significant features from time periods (A1) • Recognise how Britain has influenced and been influenced by the wider world (A1) • Place historical events or change on a timeline (A3) 	<p><u>Egyptians</u> Children know:</p> <ul style="list-style-type: none"> • The ancient civilisations; Shang Dynasty, Ancient Egyptians, Ancient Sumer, Indus Valley (A1) • The significant features of those above (A1) • How to place time periods chronologically (A3) • The reign of Tutankhamun, the unity of Upper and Lower Egypt and the building of the Great Pyramid of Giza • Artefacts, Egyptian myths, picture analysis etc. <p><u>Peasants, Princes and Pestilence</u> Children know:</p> <ul style="list-style-type: none"> • The chronological order of key events and individuals Black Death; symptoms of BD in chronological order. • Marking on a map the journey of the spread of BD. (A1) • The impact of key events and individuals on Britain and the wider world. (A1) • Knights – roles and responsibilities. • Hundred Years War and Battle of Crecy. • Flagellants – actions and motives • Peasant’s Revolt 1381 	<p><u>Egyptians</u> Ancient, Shang Dynasty, Ancient Egyptians, Ancient Sumer, Indus Valley, civilisations, river, River Nile, water sources, society, pharaohs, tombs, Tutankhamun, hieroglyphs, language, tomb, gods</p> <p><u>Off With Her Head!</u> Christianity, Catholicism, Pope Protestantism, Church of England, Coronation, divorce, Dynasty, monarch, Reformation, execution, heir Great Matter, treason, Tudor, Battle of Bosworth</p> <p><u>Peasants, Princes and Pestilence</u> Black Death, chivalry, Flagellants, heraldry jousting, knight, medieval, Middle Ages, peasant, pestilence, revolt</p> <p><u>Stargazers</u> Scientist, astronomer,</p>

		<p><u>Off with her Head</u> Children can:</p> <ul style="list-style-type: none"> Describe significant features from time periods (A1) Recognise how Britain has influenced and been influenced by the wider world (A1) Describe different periods from the past (A2) Compare and contrast different periods of the past (A2) Make links to previous periods studied (A2) 	<p>Wat Tyler</p> <p><u>Off with her Head</u> Children know:</p> <ul style="list-style-type: none"> The chronological order of key events and individuals Battle of Bosworth, Richard III, the Wars of the Roses – Houses of York vs Houses of Lancaster, Henry Tutor becoming King Henry VII (A1) The impact of key events and individuals on Britain and the wider world. (A1) Reformation in Europe and Martin Luther, Catholic Church, the Pope and his Bishops. Anne Boleyn’s life and crime. Crimes and punishment in the Tutor era. Tudor monarchs (and dates): Henry VII (1485-1509) Henry VIII (1509-1547) Edward VI (1547-1553) Lady Jane Grey (1553) Mary I (1553-1558) Elizabeth I (1558-1603) Henry’s Great Matter King Henry and his wives/marriages. Protestant church, English bible. 	<p>astrology, invention, physics, moon, sun, astronaut, universe, telescope, invention, Italian, sunspots</p>
	Knowledge and Understanding	<p><u>Stargazers</u> Children can:</p> <ul style="list-style-type: none"> Describe significant features from time periods (A1) Recognise how Britain has influenced and been influenced by the wider world (A1) 	<p><u>Stargazers</u> Children know:</p> <ul style="list-style-type: none"> The chronological order of key events and individuals (A1) The impact of key events and individuals on Britain and the wider world. (A1) 	
		<p><u>Egyptians</u> Children can:</p> <ul style="list-style-type: none"> Give their own reasons why an event occurred, backed up by evidence (B2) 	<p><u>Egyptians</u> Children know:</p> <ul style="list-style-type: none"> How to effectively use sources (B2) What a reliable source is (B1) 	

		<ul style="list-style-type: none"> Choose reliable sources of information about the ancient civilisations (B1) <p><u>Peasants, Princes and Pestilence</u> Children can:</p> <ul style="list-style-type: none"> Give their own reasons why an event occurred, backed up by evidence (B2) <p><u>Off with her Head</u> Children can:</p> <ul style="list-style-type: none"> Choose reliable sources of information about the past (B1) <p><u>Stargazers</u> Children can:</p> <ul style="list-style-type: none"> Describe how events have influenced life today (B3) 	<ul style="list-style-type: none"> Key facts on Ancient Egyptian life <p><u>Peasants, Princes and Pestilence</u> Children know:</p> <ul style="list-style-type: none"> Black Death: causes, journey to England, symptoms, treatments The effects of events on local towns Causes of the Peasants’ Revolt in 1381 How to use sources as evidence of the past (B2) <p><u>Off with her Head</u> Children know:</p> <ul style="list-style-type: none"> How to use sources as evidence of the past (B2) The difference between primary and secondary sources (B1) <p><u>Stargazers</u> Children know:</p> <ul style="list-style-type: none"> The significance of Galileo Galilei & Leonardo Da Vinci and their impact on society today (B3) How his discoveries changed our views of the solar system. The landing on the moon and significance of Apollo 11 (B3) 	
	Organise, Evaluate and Communicate Information	<p><u>Egyptians</u> Children can:</p> <ul style="list-style-type: none"> Make use of dates and specialist terms to structure work (C1) Evaluate sources and identify those that are useful to the task (C2) <p><u>Peasants, Princes and Pestilence</u></p>	<p><u>Egyptians</u> Children know:</p> <ul style="list-style-type: none"> Key dates and terminology of ancient civilisations (C1) Structure of Ancient Egyptian society How to evaluate sources (C2) 	

		<p>Children can:</p> <ul style="list-style-type: none"> • Begin to use dates and specialist terms to structure work (C1) • Evaluate sources (C2) • Identify sources that are useful for a specified task (C2) <p><u>Off with her Head</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Begin to use dates and specialist terms to structure work (C1) <p><u>Stargazers</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Evaluate sources (C2) • Identify courses that are useful for a specified task (C2) • Plan and present a self-directed project (C3) 	<p><u>Peasants, Princes and Pestilence</u></p> <p>Children know:</p> <ul style="list-style-type: none"> • How to choose appropriate sources for their task (C2) • How to appropriate dates and specialist terms to key events (C1) • How to evaluate sources (C2) • Key vocabulary (see right) (C1) <p><u>Off with her Head</u></p> <p>Children know:</p> <ul style="list-style-type: none"> • Key vocabulary (see right) (C1) • How to appropriate dates and specialist terms to key events (C1) <p><u>Stargazers</u></p> <p>Children know:</p> <ul style="list-style-type: none"> • How to evaluate sources (C2) • How to choose appropriate sources for their task (C2) • How to methodically plan a project (C3) • Presentation skills (C3) 	
Historical Understanding		<p><u>Egyptians</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Understand concepts of Ancient Civilisations (D1) • Draw contrasts, analyse trends and ask questions about the ancient civilisations (D1) <p><u>Stargazers</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Understand historical concepts (D1) • Use historical concepts to make connections about the past (D1) • Use historical concepts to draw contrasts about the past (D1) • Use historical concepts analyse trends about the past (D1) • Use historical concepts ask questions about the past (D1) 	<p><u>Egyptians</u></p> <p>Children know:</p> <ul style="list-style-type: none"> • Ancient civilisations structures (D1) • How to contrast and analyse effectively (D1)] • Similarities and differences between ancient civilisations (D1) <p><u>Stargazers</u></p> <p>Children know:</p> <ul style="list-style-type: none"> • Historical figures and their significance - Galileo Galilei & Leonardo Da Vinci. • The landing on the moon and the significance of Apollo 11 • How to make connections between significant events and 	

			<p>individuals of the past (D1)</p> <ul style="list-style-type: none"> • How to compare and contrast (D1) • How to devise historically valid questions (D1) 	
	Historical Enquiry	<p><u>Egyptians</u> Children can:</p> <ul style="list-style-type: none"> • Know that there is often more than one answer to a question (E1) • Research an ancient civilisation (E3) <p><u>Peasants, Princes and Pestilence</u> Children can:</p> <ul style="list-style-type: none"> • Research topics from the past (E3) <p><u>Off with her Head</u> Children can:</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources (E2) <p><u>Stargazers</u> Children can:</p> <ul style="list-style-type: none"> • Recognise that there can be more than one answer to historical questions (E1) 	<p><u>Egyptians</u> Children know:</p> <ul style="list-style-type: none"> • How to effectively conduct research (E1) • How to devise historically adequate questions • How to explore historical enquiry through observing a range of artefacts. <p><u>Peasants, Princes and Pestilence</u> Children know:</p> <ul style="list-style-type: none"> • How to research topics about the past (E3) • How to search appropriate questions about the past (E3) • How to decide what information is relevant (E3) • How to decide what information is reliable (E3) <p><u>Off with her Head</u> Children know:</p> <ul style="list-style-type: none"> • To know the differences between primary and secondary sources and what ones are appropriate (E2) <p><u>Stargazers</u> Children know:</p> <ul style="list-style-type: none"> • That there may be more than one answer to a historical question (E1) • How to communicate more than one answer to historical question (E1) 	
Year 6	Chronological Understanding	<u>A Child's War</u> Children can:	<u>A Child's War</u> Children know:	<u>All</u> Cultural

		<ul style="list-style-type: none"> • Make appropriate use of dates and specialist terms (A1) • Order significant events, movements and dates on a timeline (A2) • Understand how some historical events occurred concurrently in different locations (A3) • Identify features and make links between past societies and periods (A4) • Describe features and make links between past societies and periods (A4) • Compare and contrast features and make links between past societies and periods (A4) <p><u>Revolution</u> Children can:</p> <ul style="list-style-type: none"> • Make appropriate use of dates and specialist terms (A1) • Order significant events, movements and dates on a timeline (A2) • Understand how some historical events occurred concurrently in different locations (A3) • Identify features and make links between past societies and periods (A4) • Describe features and make links between past societies and periods (A4) • Compare and contrast features and make links between past societies and periods (A4) <p><u>Darwin's Delights</u> Children can:</p> <ul style="list-style-type: none"> • Make appropriate use of dates and specialist terms (A1) • Order significant events, movements and dates on a timeline (A2) 	<ul style="list-style-type: none"> • Chronological order of key factors that led up to the war (A2) • Main countries and leaders involved in the lead up to the war such as; UK/Winston Churchill USA/Franklin D. Roosevelt France/Charles de Gaulle USSR/Joseph Stalin Germany/Adolf Hitler Italy/Benito Mussolini Japan/Hirohito (A2) • Key events of the war such as; Treaty of Versailles, Hitler becomes leader of Germany, D Day, VE Day, Blitz, Battle of Britain, Pearl Harbour • Links between WW1 and WW2 (A4) • That different countries entered the war at different times (A3) <p><u>Revolution</u> Children know:</p> <ul style="list-style-type: none"> • Key Victorian dates such as; Victoria's birth and death, Prince Albert's death, Poor Law passed, first steam railway, first photograph, Great Exhibition, Education Act, free education for all, Crimean War, first electric light bulb (A1) (A2) • Society within Victorian times such as; schools, crime and punishment, class systems and workhouses (A4) <p><u>Darwin's Delights</u> Children know:</p> <ul style="list-style-type: none"> • Chronological order of inventions (A1) (A2) • Significance of Charles Darwin within his time period 	<p>Economic Military Political Religious Social</p> <p>A Child's War Treaty (of Versailles), appeasement, Great Depression, Fascism, allied powers axis powers, Blitz Anderson/Morrison shelter, concentration Camp, D-Day, Holocaust, Nazi, propaganda Rationing, evacuation/evacuee United Nations, VE Day</p> <p>Revolution Industrial Revolution, suffragette Queen Victoria, Prince Albert, workhouse, social reformer, coal, factory, affluent, poverty, slum, British Empire</p> <p>Hola Mexico! Civilisation, heritage, indigenous Chichen Itza, El Castillo, deity Glyphs, temple, Mayans</p>
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		<ul style="list-style-type: none"> • Understand how some historical events occurred concurrently in different locations (A3) • Identify features and make links between past societies and periods (A4) • Describe features and make links between past societies and periods (A4) • Compare and contrast features and make links between past societies and periods (A4) <p><u>Hola Mexico</u> Children can:</p> <ul style="list-style-type: none"> • Make appropriate use of dates and specialist terms (A1) • Order significant events, movements and dates on a timeline (A2) • Understand how some historical events occurred concurrently in different locations (A3) • Identify features and make links between past societies and periods (A4) • Describe features and make links between past societies and periods (A4) • Compare and contrast features and make links between past societies and periods (A4) 	<ul style="list-style-type: none"> • How to compare and contrast with other significant individuals of the past i.e. Galelio (A4) <p><u>Hola Mexico</u> Children can:</p> <ul style="list-style-type: none"> • Chronological order of significant events of the Ancient Mayans i.e. the beginning of the Mayan calendar 3114BC, decline of Maya in 900AD (A1) (A2) • The Mayan number system and how it links to those of different historical eras (A3) (A4) 	<p>Blood Heart Organ donation, timeline, transplant, liver, kidney, heart, lungs, skin, face, medical, surgery</p>
	<p>Knowledge and Understanding</p>	<p><u>Blood Heart</u> Children can:</p> <ul style="list-style-type: none"> • Draw on personal depths of factual knowledge and understanding of Britain and the wider world (B1) • Choose reliable sources of information (B2) • Identify significant events and catalysts for change in Britain and the wider world (B3) • Analyse significant events and catalysts for change in Britain and the wider world (B3) • Describe the impacts of significant historical figures, events and periods (B4) • Describe the influence of significant historical figures, events and periods (B4) 	<p><u>Blood Heart</u> Children know:</p> <ul style="list-style-type: none"> • How the work of William Harvey impacted society and the wider world (B1) • The significance of William Harvey in the medical world (B1) (B3) (B4) • The history towards the progression of organ and blood donation (B1) (B3) (B4) 	

	<p><u>A Child's War</u> Children can:</p> <ul style="list-style-type: none"> • Draw on personal depths of factual knowledge and understanding of Britain and the wider world (B1) • Choose reliable sources of information (B2) • Identify significant events and catalysts for change in Britain and the wider world (B3) • Analyse significant events and catalysts for change in Britain and the wider world (B3) • Describe the impacts of significant historical figures, events and periods (B4) • Describe the influence of significant historical figures, events and periods (B4) <p><u>Revolution</u> Children can:</p> <ul style="list-style-type: none"> • Draw on personal depths of factual knowledge and understanding of Britain and the wider world (B1) • Choose reliable sources of information (B2) • Identify significant events and catalysts for change in Britain and the wider world (B3) • Analyse significant events and catalysts for change in Britain and the wider world (B3) • Describe the impacts of significant historical figures, events and periods (B4) • Describe the influence of significant historical figures, events and periods (B4) <p><u>Darwin's Delights</u> Children can:</p> <ul style="list-style-type: none"> • Identify significant events and catalysts for change in Britain and the wider world (B3) • Analyse significant events and catalysts for change in Britain and the wider world (B3) • Describe the impacts of significant historical figures, events and periods (B4) • Describe the influence of significant historical figures, events and periods (B4) 	<p><u>A Child's War</u> Children know:</p> <ul style="list-style-type: none"> • Catalysts for a country entering the war (B3) • How to identify reliable sources of information on the war (B2) • The impacts of the war on society (B4) • The impact of world leaders and their decisions (B4) <p><u>Revolution</u> Children know:</p> <ul style="list-style-type: none"> • The impact the revolution had on Britain and in contrast with the wider world (B1) (B4) • How to choose reliable sources (B2) • Key individuals such as; Dr Barnardo, Florence Nightingale, Isambard Kingdom Brunel, Charles Dickens, Alexander Graham Bell, William Morris, Elizabeth Fry, Robert Peel (B4) <p><u>Darwin's Delights</u> Children know:</p> <ul style="list-style-type: none"> • How significant individuals and inventions changed Britain and the wider world (B3) • The relevance of the inventions within their time period 	
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	Organise, Evaluate and Communicate Information	<p><u>Blood Heart</u> Children can:</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry (C1) <p><u>A Child's War</u> Children can:</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry (C1) <p><u>Revolution</u> Children can:</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry (C1) <p><u>Darwin's Delights</u> Children can:</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry (C1) 	<p><u>Blood Heart</u> Children can:</p> <ul style="list-style-type: none"> • How evidence is used (C1) • How contrasting arguments and interpretations of the past have been constructed (C1) <p><u>A Child's War</u> Children can:</p> <ul style="list-style-type: none"> • How evidence is used (C1) • How contrasting arguments and interpretations of the past have been constructed (C1) <p><u>Revolution</u> Children can:</p> <ul style="list-style-type: none"> • How evidence is used (C1) • How contrasting arguments and interpretations of the past have been constructed (C1) <p><u>Darwin's Delights</u> Children can:</p> <ul style="list-style-type: none"> • How evidence is used (C1) • How contrasting arguments and interpretations of the 	

		<p><u>Hola Mexico</u> Children can:</p> <ul style="list-style-type: none"> • Understand the methods of historical enquiry (C1) 	<p>past have been constructed (C1)</p> <p><u>Hola Mexico</u> Children can:</p> <ul style="list-style-type: none"> • How evidence is used (C1) • How contrasting arguments and interpretations of the past have been constructed (C1) 	
	<p>Historical Understanding</p>	<p><u>A Child's War</u> Children can:</p> <ul style="list-style-type: none"> • Use historical concepts to create structured accounts (D1) <p><u>Revolution</u> Children can:</p> <ul style="list-style-type: none"> • Use historical concepts to create structured accounts (D1) <p><u>Darwin's Delights</u> Children can:</p> <ul style="list-style-type: none"> • Use historical concepts to create structured accounts (D1) <p><u>Hola Mexico</u> Children can:</p> <ul style="list-style-type: none"> • Use historical concepts to create structured accounts (D1) 	<p><u>A Child's War</u> Children know:</p> <ul style="list-style-type: none"> • The factors that led to the beginning of WW2 • The intention and impact of propaganda during WW2 <p><u>Revolution</u> Children know:</p> <ul style="list-style-type: none"> • The role of the Suffragettes in affecting change in the UK <p><u>Darwin's Delights</u> Children know:</p> <ul style="list-style-type: none"> • Key facts about the life of Charles Darwin and his circumnavigation of the globe on HMS Beagle <p><u>Hola Mexico</u> Children know:</p> <ul style="list-style-type: none"> • Key facts about the Maya civilisation: similarities and differences with other civilisations 	
	<p>Historical Enquiry</p>	<p><u>A Child's War</u> Children can:</p> <ul style="list-style-type: none"> • Investigate lines of enquiry (E1) • Pose questions for lines of enquiry (E1) • Collate a variety of sources to create a fluent account of a past event (E1) • Recognise primary and secondary sources (E2) • Debate the reliability of sources (E2) 	<p><u>A Child's War</u> Children know:</p> <ul style="list-style-type: none"> • How to ask appropriate enquiry based questions (E1) • How to appropriately combine sources to represent the past (E1) • What makes a resource reliable (E2) • How to respectfully debate the reliability of sources (E2) 	

		<p><u>Revolution</u> Children can:</p> <ul style="list-style-type: none"> • Investigate lines of enquiry (E1) • Pose questions for lines of enquiry (E1) • Collate a variety of sources to create a fluent account of a past event (E1) • Recognise primary and secondary sources (E2) • Debate the reliability of sources (E2) <p><u>Darwin's Delights</u> Children can:</p> <ul style="list-style-type: none"> • Investigate lines of enquiry (E1) • Pose questions for lines of enquiry (E1) • Collate a variety of sources to create a fluent account of a past event (E1) <p><u>Hola Mexico</u> Children can:</p> <ul style="list-style-type: none"> • Investigate lines of enquiry (E1) • Pose questions for lines of enquiry (E1) • Collate a variety of sources to create a fluent account of a past event (E1) • Recognise primary and secondary sources (E2) • Debate the reliability of sources (E2) 	<ul style="list-style-type: none"> • When to use a particular source <p><u>Revolution</u> Children know:</p> <ul style="list-style-type: none"> • How to ask appropriate enquiry based questions (E1) • How to appropriately combine sources to represent the past (E1) • What makes a resource reliable (E2) • How to respectfully debate the reliability of sources (E20) • When to use a particular source <p><u>Darwin's Delights</u> Children know:</p> <ul style="list-style-type: none"> • How to ask appropriate enquiry based questions (E1) • How to appropriately combine sources to represent the past (E1) <p><u>Hola Mexico</u> Children know:</p> <ul style="list-style-type: none"> • How to ask appropriate enquiry based questions (E1) • How to appropriately combine sources to represent the past (E1) • What makes a resource reliable (E2) • How to respectfully debate the reliability of sources (E20) • When to use a particular source 	
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