


History Curriculum Handbook

Curriculum Intent:	A St. Mary's Historian has...
<p>To foster an enthusiasm and curiosity about the history of Britain and the wider world developing a secure sense of chronology and an understanding of how events and people through time have led to where we are in the present. To study a variety of significant historical figures and events that underpin the diversity of Britain and the wider world responding to this with compassion and critical thinking.</p> 	<ul style="list-style-type: none"> • An excellent knowledge and understanding of people, events and contexts from a range of historical eras. • The ability to think critically about history and to communicate ideas confidently. • The ability to think, reflect, debate, discuss and evaluate the past, asking and refining questions and enquiries. • A passion for history that develops their sense of curiosity about the past and their understanding of how and why people interpret the past differently. • A respect for historical evidence and the ability to use this to support their explanations and judgements.



Curriculum Implementation:

The History curriculum is taught through specific Key Stage focuses based on the National Curriculum and through four key 'lenses' or 'golden threads' that run through the units of work. The substantive knowledge, the key skills and vocabulary are mapped out progressively from EYFS to Y6 and links are made to key English texts and other curricular subjects to help to develop retention, application and progression. This ensures that the focus is on the Historical skills and knowledge which can then be enhanced through curriculum links and application.

Key Features:

- ✚ Detailed substantive knowledge alongside specific vocabulary and skills mapping across all key stages that is progressive.
- ✚ Four 'lenses' or 'golden threads' give a clear focus to the knowledge and concepts taught. These being: Invasion and Empire, Religious and Political History, Legacy and Settlements and Social History.
- ✚ The curriculum is mapped out in distinct Historical eras and linked events from the past with a clear chronology through Key Stage 2.
- ✚ Over the academic year, there are three units taught in each year group (with 3 units across EYFS) which is the year's content.
- ✚ Wider curriculum links to deepen understanding and knowledge.
- ✚ The lessons are introduced and led by enquiry questions.
- ✚ High quality class texts have been mapped out to support the History curriculum.
- ✚ Main access to resources and schemes of work is through our school membership of the Historical Association, the use of BBC Teach online and units of work from Grammarsaurus.



History progression of Units

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	Family History Yearly timeline for clothes at different times of the year. Begin to look at; <i>Lives of people around them and their roles in society-nurses and firefighters.</i>	Family History-how have I changed since I was a baby? Lives of people around them and their roles in society-images from past, modern past(living memory) and now. Kingdoms-Kings and Queens-taught through Fairy Tales.	Toys: past and present Castles and Kingdoms Intrepid explorers	Guy Fawkes and the Gunpowder Plot Florence Nightingale(compare to Edith Cavell) Brunel's Bridges	Prehistoric Britain Ancient Egypt Roman Empire and Rule	Roman Invasion of Britain Anglo Saxons and Vikings British History Heroes.	Monarchy and Power The Mayans The Reformation; religious divides	Conflicts and Empire Local Study: Industrial Revolution and the 'Birth of the Black Country' The Greeks; Legacy
NC end of Key Stage attainment targets	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. Can talk about the lives of people around them and their roles in society. Communication and language Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	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. Can talk about the lives of people around them and their roles in society. Communication and language Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should know: <ul style="list-style-type: none">➤ 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.➤ 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➤ Significant historical events, people and places in their own locality.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms . They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources . To ensure progression when teaching the British, local and world history teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should know: <ul style="list-style-type: none">➤ changes in Britain from the Stone Age to the Iron Age➤ about 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➤ local history events and significant people➤ 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.				



St Mary's Scheme of work for Early Years Foundation Stage History

Unit: **All About Me** – using the children's own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.

About this unit

In the Early Years Foundation Stage, children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills.

Many children within the EYFS will have younger and/or older siblings, who they will see being involved in activities at a different level. This can be used to extend the children's learning and understanding of themselves and the world around them. By the time children are in Reception, they will be increasingly aware of the changes in routines during different times of the day and seasons of the year.

These changes in time have an impact on what activities they can do (sleep, eat, play, home, holidays, etc.), as well as what they wear and what they celebrate.

This series of learning activities is aimed to bring together a number of key learning areas that are within Understanding the World.

Unit structure

This unit is structured around three history enquiries that link to a number of prime and specific areas of the *Development Matters* Early Years Foundation Stage statements:

1. **How have I changed since I was a baby?**
2. **Why do we wear different clothes during the year and at different times of the day?**
3. **What are our favourite celebrations each year?**

The EYFS framework states that Understanding the World requires children to make sense of their physical world and their community.

This scheme of work achieves this by putting the ***individual child and their home and learning environments at the centre of the enquiry-led projects***.

Links to stories suggested within the unit will foster a child's understanding of our culturally, socially, technologically and ecologically diverse world, as well as help to develop domain-specific language.

Enquiry 1: How have I changed since I was a baby?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p>Children should learn:</p> <p>Characteristics of effective learning: Playing and exploring engagement They play with what they know</p> <p>Creating and thinking critically They use pretend play to think beyond the 'here and now'</p> <p>Personal, social and emotional development: They see themselves as a valuable individual</p> <p>Communication and language: They give their attention to what others say and respond appropriately</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><u>What is a timeline?</u></p> <p>**Months of the year displayed as a year timeline with photos/images linked to each month and discuss with the language of <i>now, before, next, last, past, soon, then.</i></p> <p>*Read <i>Once There Were Giants</i> by Martin Waddell to the children/watch the video version available online. You may need to read it/watch it a few times until the children are familiar with the plot.</p> <p>Use language associated with time: then, before, now, next, soon.</p> <p>Draw the children's attention to how the main character gains new skills with the passage of time: sitting up, walking, talking, running, starting school. Ask the children to look at the physical changes to the little girl on each page. What is happening to the girl? Why does the little girl think her mum and dad are giants? Do they look like giants as she gets bigger? What is happening to her? Has she really become a giant?</p> <p>Ask the children to help you to sequence images from the story. Once they have achieved this, ask the children to help you retell the story in their own words. This could be followed up by role-playing the changes using props, puppets and pictures taken from the story to help the children internalise the language and the concept that they too are growing up and will, with time, be able to do more things.</p> <p>This could be linked to maths by using dolls houses, etc. Why do the children look like giants compared to the toys? Think about size. Are they really giants? Try to get them to make comparisons between larger and smaller versions of similar items.</p> <p>*Alternatively, you could sequence large pictures of the girl and place it along a timeline with her age underneath so that the children can see the sequential impact of numerals, time and the physical changes associated with the passage of time.</p> <p>Early Years professionals could bring in photos of themselves at different stages of their lives for the children to sequence. Ask the children to talk about the similarities and differences between themselves as babies/toddlers/young</p>	<p>Photos of the walk for sequencing</p> <p>Picture cards of daily activities</p> <p>Clothes/objects worn/used along the route</p> <p><i>Once There Were Giants</i> by Martin Waddell</p>

<p>They use a wider range of vocabulary.</p> <p>They are able to talk about a range of books and stories using their experiences to help them to develop their vocabulary.</p>	<p>children compared with the adults in their life. This could be extended to explore a significant person in the past, e.g. TBC</p> <p>**Create an area for investigation that includes sequencing activities. The activities need to be able to develop children's vocabulary as well as physical development and critical thinking skills.</p> <p>Ideas should show the children how much they have changed and developed. They are now in a position to help others. This could include having a set of dolls that need different functions performed for them that the children could do to help the dolls – dressing, washing, cooking, etc.</p>	
<p>They describe events in some detail.</p> <p>They use new vocabulary in different contexts</p> <p>Literacy:</p> <p>They reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>*Understanding the world:</p> <p>*Past and present:</p> <p>They talk about members of their immediate family and community.</p> <p>*They can comment on images of familiar situations in the past.</p> <p>*They can compare and contrast characters from stories, including figures from the past.</p>	<p>ADDITIONAL IDEAS AND ACTIVITIES</p> <p><u>How have I changed since I was baby?</u></p> <p>Read <i>A Chair for Baby Bear</i> by Kaye Umansky and Chris Fisher. You may want to read it to the children a few times so that they can become familiar with the sequence of events and the different types of chairs that Baby Bear encounters. Have a selection of different chairs for the children to explore: different sizes, shapes, types and materials used to make the chairs. Can the children recreate their story using their own imaginative play?</p> <p>Draw the children's attention to the 'baby chair'. Is it something that the children would use now? Why not? Get the children to think/talk about how they have grown and can't use the chair anymore. Use this as a starting point to explore other ways in which the children have changed since they were babies. This could be linked to maths and PE lessons.</p> <p>Have a look at a selection of toys for babies. Would the children play with them/need them now? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: 'toys I played with when I was a baby' and 'toys I like to play with now'.</p> <p>Now look at some non-fiction books that show the different stages of growing up. Heinemann's <i>Human Life Cycles</i> by Anita Ganeri has good images for this task.</p> <p>Ask the children to order pictures from a baby to an old person. More able children (Reception) might be able to read/write labels for the photographs.</p> <p>Now look at the photographs that the children have brought in from home. Ask the children to talk about what they can see. Compare their baby photos with their toddler photos and their photos of them as they are now. Ask the children to try to identify what is similar and different about themselves.</p> <p>Give the children the props to be able to retell the story using their own language.</p>	<p>Photos of the children as babies, toddlers and now</p> <p>Toys the children played with/would have played with as babies, toddlers and now – try to keep similar themes, showing increasing complexity. Ensure teething rings, rattles and pram mobiles are available</p> <p>DVDs of programmes very young children watch and the slightly older children (Reception) would like</p> <p>Different types/sizes of chair – ensure one is very small/a highchair</p> <p><i>A Chair for Baby Bear</i> by Kaye Umansky and Chris Fisher</p> <p>Non-fiction books that show the different stages of growing up</p>

	<p>Final activity: What did our parents/carers look like when they were babies?</p> <p>*For this session you may want to get the children to create/decorate invitations to take home, inviting family members to celebrate the children's work on sequencing and thinking about the passage of time. Ask the adults to bring in a toy they played with when they were a child and a photograph of themselves as a very young child.</p> <p>'Pop-up museums' can be a fun way to bring home and the children's setting together. The children can turn the setting into a 'museum', complete with a café serving real food and drink (please take into consideration your setting's policy on food, food preparation and allergies) and entrance tickets, etc.</p> <p>Have a number of 'stations' set up around your setting – both indoors and outdoors – where the children can sort objects into: new or old; toys for babies or toys for themselves; and toys they played with compared to toys their parents/carers played with when they were little.</p> <p>Ask the parents/carers to share their photos with their child(ren). Ask the children to look for any similarities/differences between the picture of themselves and the picture of their family member. Maybe the parent had the same colour hair/eyes as their child, etc.</p>	<p>Visiting parents/ guardians/carers/ grandparents</p> <p>Old and new toys</p> <p>Photos of visitors when they were younger</p> <p>DVDs of programmes parents watched as young children and programmes the children watch now</p>
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How will this enquiry help the children to make progress in history?

These activities address a number of key historical concepts of **chronological awareness**. The activities are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods that will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:

- Talking about the lives of the people around them and their roles in society.
- Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

How might this enquiry be adapted for children of different ages and different abilities?

There are certain key ideas that are important for children of all ages and abilities to acquire, namely:

- **Time passes in sequential order.**
- **There is key vocabulary associated with the passage of time.**
- **Time changes us all.**

Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:

- *Having more independence in exploring artefacts and using them in their own imaginative play.*
- *Being able to sequence stories.*
- *Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.*

Enquiry 2: Why do we wear different clothes at different times of the year and different times of the day?
****Link to the yearly timeline displayed in the Unit and display images/discuss with the historical language.**

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p>Children should learn:</p> <p>Characteristics of effective learning: Playing and exploring engagement They realise that their actions have an effect on the world, so they want to keep repeating them</p> <p>They respond to new experiences that you bring to their attention</p> <p>Active learning They begin to predict sequences because they know routines</p> <p>Creating and thinking critically They use pretend play to think beyond the 'here and now'</p> <p>Communication and language: They learn new vocabulary</p> <p>They use new vocabulary throughout the day</p>	<p><u>What do we wear in the spring and summer?</u></p> <p>Put an old suitcase/backpack in the middle of the circle. Make sure that it's closed so the children are anticipating what's inside when they come into the room. Have lots of beach towels/ beach mats arranged in a circle for the children to sit on. Have images of holidays, gardens with lots of flowers and trees in full leaf and seaside holidays on the board. The key worker/teacher could be dressed up in shorts, T-shirt, sunglasses and flip-flops. You could also help to create the ambience by having a sound track/video playing in the background of children playing on a beach or seagulls and surf.</p> <p>Ask the children to suggest what is happening. What time of year are we pretending to be in? How can you tell? See whether the children can tell that the clothes and images are related to warm weather.</p> <p>Allow the children to open the case and explore what's inside. Explain that you have had trouble packing your case because you can't remember what to wear when it is warm in the spring and summer. Ask the children to sort the clothes into spring/summer clothes and autumn/winter clothes. How can we tell whether they are right? Ask the children to explore materials (fabrics) to see whether they can determine the differences.</p> <p>Now ask the children to think about what they can do when the spring and summer arrives. Think about playing outside and eating cold foods/ having cold drinks.</p> <p>Follow-up activities could be to make ice lollies, paint big sunny pictures or make a collage of themselves wearing lightweight clothes. You may want to use pieces of brightly coloured cotton fabric cut up into small bits.</p> <p>Some ICT packages have designated programs for teaching the seasons. These programs will help children to practise their mouse skills by dragging and dropping clothes onto teddies to correspond with the time of year/weather.</p> <p>A permanent display in class, which can be developed with time showing the different seasons of the year, will also help children to see how the seasons change with time. One example might be to have a large 'tree' that has been</p>	<p>Sunglasses/sun screen/sun hats</p> <p>Shorts/ T-shirts/sandals</p> <p>Clothes associated with beach holidays</p> <p>An old suitcase</p> <p>Old postcards and travel brochures</p>

<p>They ask questions to find out more and to check they understand what has been said to them</p>	<p>divided into quarters. You could ask the children to help make paper buds, blossom and lots of leaves on the spring and summer sections.</p>	
<p>They describe events in some detail</p> <p>Personal, social and emotional development: They think about the perspectives of others</p> <p>Physical development: moving and handling: They develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>*Understanding the world: *Past and present They talk about the lives of the people around them and their roles in society</p>	<p><u>What do we wear in the autumn and winter?</u></p> <p>Repeat the set-up from the last session. The children will have some idea of what to expect. They should realise that the difference this time is that the key worker/teacher is dressed for cold weather. Change the images and instead of beach towels have blankets and cushions to make a nice cosy feel in the room. You might want to have a sound effect of wind and rain outside.</p> <p>Have the same suitcase/backpack as the previous session in the centre of the room. Tell children that they are going to pretend that time has moved on and now the spring and summer have gone and the season has changed to... (Can they suggest autumn or winter?)</p> <p>Again, allow the children time to empty the case and sort out the correct clothes for autumn/winter. See whether they can decide which clothes/accessories would be most suitable for colder and wetter weather.</p> <p>To follow up, you might want to consider doing a winter version of the above suggestions – perhaps warming milk slightly to make hot chocolate, etc.</p> <p>On the ‘seasons tree’, the children could paint/use real autumn leaves (if it’s the right time of year) to make autumn. They could use cotton wool on bare branches to depict snow/ice in the winter.</p>	<p>Scarves/woolly hats/gloves</p> <p>Waterproof clothing/coats</p> <p>Wellington boots/snow boots</p> <p>Umbrellas</p>
<p>*They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>*They understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><u>What do we wear at different times of the day?</u></p> <p>Play ‘What’s the time Mr Wolf?’ Change the rules slightly by using time expressions such as bedtime, playtime, dinnertime, lunchtime, etc. With each different expression, teach the children actions such as pretending to sleep when the wolf turns around.</p> <p>Use sets of daily routine flashcards (these may be flashcards that you use regularly in your setting to help children know how the day will run) to make up a bingo game to help the children to become more familiar with the expressions associated with different times of the day.</p>	<p>Pyjamas</p> <p>Clothes for playing outside</p> <p>PE/swimming kits (if appropriate)</p> <p>School uniform</p>

<p>People, culture and communities</p> <p>They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Before you play the game, ask the children to look at the clothes worn by the characters on the flashcards. Can the children identify the clothes and talk about when they might wear those types of clothes? Ask them to locate examples of the clothes from the dress-up box.</p> <p>An alternative version of the bingo game would be to play with actual sets of clothes. The key worker/teacher could call out ‘night-time’, for example, and if the children have some pyjamas in their ‘bingo’ clothes pile, they could hold them up to show the group. Repeat with different time expressions.</p> <p>Extend the Mr Wolf game, once the children have got used to the rules, by giving them props to hold up when they hear the different time expressions – e.g. some pyjamas for bedtime, a coat for playtime, an apron for lunchtime, etc.</p>	<p>Home clothes</p>
<p>The natural world</p> <p>They explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Final activity (could be used as an assessment): Link passage of time to the changes in the children’s lives</p> <p>*This is very much linked to the skills that the children would have used in Enquiry 1</p> <p>Ask the children to sequence pictures of themselves throughout the year. Ask them to talk about what is happening in the picture. What are they wearing? What does that say about the weather? Discuss with the children how they have changed compared to the marker object next to them. Can they see that they have grown but the marker has stayed the same?</p> <p>Ask the children to think about all the things that they have done and can do now that they have been through all four seasons. Which is their favourite season? Why? What can they do in that season? What will they do when that season returns? Where will they be when that season returns? Starting Reception? In Year 1?</p>	<p>Photographs of the children taken throughout the year – ideally have them standing next to the same object so children can see how they have changed in relation to the ‘marker’ object</p>

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- **Being able to sequence stories.**
- **Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.**

Enquiry 3: What are our favourite celebrations each year?

This can be taught throughout the year and should reflect the cultural identities of the children within each individual EYFS setting

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p>Children should learn:</p> <p>Characteristics of effective learning: Playing and exploring engagement They realise that their actions have an effect on the world, so they want to keep repeating them</p> <p>They respond to new experiences that you bring to their attention</p> <p>Active learning They begin to predict sequences because they know routines</p> <p>Creating and thinking critically They use pretend play to think beyond the 'here and now'</p> <p>Communication and language: They learn new vocabulary</p> <p>They use new vocabulary throughout the day</p> <p>They ask questions to find out more and to check they understand what has been said to them</p>	<p><u>Which celebrations do we enjoy in our setting?</u></p> <p>*The activities for this enquiry will be largely dictated by the nature of the celebrations that the setting chooses to focus upon.</p> <p>Ask the children to help decorate the setting with decorations that they have made in class. This could be for Christmas, Easter, Diwali, Chinese New Year, Bonfire Night, etc.</p> <p>If possible, invite family members to help the children to learn about the celebration. Activities could include cooking special food or learning dances, such as the Diwali stick dance.</p> <p>**The children could help to develop a working timeline display, which will grow as the year progresses. It can include artwork or photographs of the children celebrating the events, as well as evidence of seasonal changes. Labels depicting the seasons and/or months will help the children to learn more about the vocabulary associated with the passage of time.</p>	<p>Images/videos of children celebrating different events during the school year</p> <p>Artefacts kept from different celebrations for sorting</p> <p>Decorations appropriate to the festival/celebration</p>
	<p><u>Which festivals do we enjoy celebrating with our families at home?</u></p> <p>It is important that the children have opportunities to share their home life with the other children within the setting. This is best achieved by sharing the festivals/celebrations that the children enjoy at home – some of which will not form part of the setting's calendar.</p> <p>Activities should help to show the children that there are a number of similarities and differences in the way in which different occasions are celebrated. The children could be involved in helping to prepare examples of special food, clothes and the giving and receiving of cards and gifts, etc.</p> <p>Explore artefacts associated with different celebrations. Older children may be able to sort images/artefacts associated with different festivals: Christmas paper/Easter eggs/Chinese lion/diva lamps, etc.</p>	<p>Images of children celebrating at home</p> <p>Ask the children to bring artefacts from their special celebrations</p>

<p>They describe events in some detail</p> <p>Personal, social and emotional development:</p> <p>They see themselves as a valuable individual</p> <p>They express their feelings and think about the feelings of others</p> <p>They think about the perspectives of others</p> <p>Physical development: moving and handling:</p> <p>They develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Understanding the world:</p> <p>Past and present</p> <p>They talk about the lives of the people around them and their roles in society</p> <p>They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>They understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, culture and communities</p>	<p>The children could be asked to bring photographs of themselves and their families celebrating into the setting. The children will need time to talk to the other children to share their news and feelings.</p> <p>These home-based photographs/artefacts could be incorporated into the timeline, which will help to show the children the links between the home and their setting.</p> <p><u>Final activity: When are our birthdays?</u></p> <p>Explain to the children that today is a chosen teddy bear's birthday and they are going to have a special birthday party to celebrate.</p> <p>Ask the children to talk about the birthdays and birthday parties that they can remember. What do we need to make a nice birthday party? Model writing a list on the board.</p> <p>Bring out a model of a birthday cake/a laminated picture of a birthday cake with candles/images of individual candles. Ask the children to help you count the candles out for the bear's birthday. How old is (s)he? The children could do some maths activities associated with that number. Now talk to the children about how old they are. Do they know when their birthday is? How old will they be on their next birthday?</p> <p>Give them pictures of laminated cakes and individual laminated candles. They can count out the correct number of candles for their age. When they have completed this, the cakes can be sorted according to number of candles: groups of three, four or five candles. Now group the children according to their age. Can we see any differences between the oldest and the youngest? Listen to the children's responses.</p> <p>Now ask children to count out the candles/see the number of candles for their teacher/key worker. Who has the most candles now? Why do they think that might be?</p> <p>**The children's birthday cakes with the children's names/photographs could be displayed in the correct sequence on the developing timeline. The children could then use the timeline to see who has a birthday next. When a child has a birthday, an extra candle could be placed on their individual cake.</p>	<p></p> <p>Images of birthday parties</p> <p>A favoured class bear/doll</p> <p>Pass the parcel</p> <p>A model birthday cake</p> <p>Laminated pictures of birthday cakes and sufficient laminated pictures of candles for the children to create their own cakes</p> <p>Party food that the children can help to prepare</p>
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<p>They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>The natural world They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		
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How will this enquiry help the children to make progress in history?

These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods that will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:

- Talking about the lives of the people around them and their roles in society.
- Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

How might this enquiry be adapted for children of different ages and different abilities?

There are certain key ideas that are important for children of all ages and abilities to acquire, namely:

- **Time passes in sequential order.**
- **There is key vocabulary associated with the passage of time.**
- **Time changes us all.**

Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:

- Having more independence in exploring artefacts and using them in their own imaginative play.
- Being able to sequence stories.
- Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.

Links to and progression through the British Values through History.

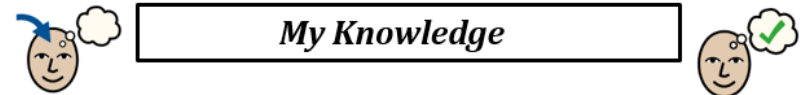
British Values	EYFS	KS1	KS2
Democracy	Pupils learn about people in our community who help us now and in the past (fire fighters and nurses).	Pupils are encouraged to learn from the past about how best to be an active citizen in the Britain of today. Pupils may use vocabulary such as 'fair' 'unfair' 'better' 'worse' to describe their feelings about historical periods and events. Discussions may include: Child labour (Victorian bridge building and Brunel) - Being an active citizen (such as Florence Nightingale and Edith Cavell) - Childhood in the past (toys, holidays, Victorian Wednesbury) - Wars and battles (Castles and Kingdoms) - Rich and poor people in the past.	<p>Our History Curriculum gives children many opportunities to explore the themes of DEMOCRACY through a historical context, enabling children to compare many types of systems and practices to then reach their own conclusions.</p> <p>Some content areas (although by no means all) by which children can develop their understanding of what a DEMOCRACY is (or isn't!) are: - Anglo-Saxons and Vikings - Ancient Greece - The Earliest Civilisations and Ancient Egypt - The Ancient Maya Civilisation - The Roman Empire</p>
Rule of Law	<p>Pupils learn the importance of taking turns.</p> <p>They know that they must follow rules to stay safe when on visits out of the classroom, for example, during a walk to look at homes in the past.</p>	Pupils explore the RULE OF LAW through cause and effect. For example, children are able to learn about laws that were created as a result of a historical event - Florence Nightingale (changes in medical practice) - The Gunpowder plot(arrests and punishment) - What was it like to live in Wednesbury in the past? (changes in child labour laws which meant that children had to attend school)	<p>Learning and discussing the different LAWS of civilisations and periods of history.</p> <p>Pupils learn about the RULE OF LAW through historical examples of how laws have brought about positive change or be used as a tool of repression, such as:</p> <ul style="list-style-type: none"> - The Roman Empire - Ancient Greece - The Industrial Revolution in the West Midlands (The Black Country) <p>They also learn about the impact of breaking the law and war on individuals and a wider society/civilisation:</p> <ul style="list-style-type: none"> - The Roman Empire - Anglo-Saxons and Vikings - The Reformation of the Church in England (Y5) - Conflicts and Empire (Y6)

Individual Liberty	Pupils can make choices about revisiting history resources in provision.	Pupils are provided with historical role models who made a difference by standing up for their beliefs or breaking down barriers such as Florence Nightingale and Edith Cavell.	Pupils are provided with historical role models who made a difference by standing up for their beliefs or for breaking down barriers such as: - The Roman Empire – Boudicca and The Iceni - The Industrial Revolution – Titus Salt - British History Heroes (Y4) –the Suffragettes - Catholics at the time of the Reformation (Y5)
Mutual Respect for and tolerance of those with different faiths and beliefs	Pupils learn to listen to others when they are talking about pictures and artefacts.	Pupils are encouraged to look at history through different perspectives, such as eye-witnesses or secondary accounts and learn that opinions and memories can differ for a variety of reasons. Pupils learn about Protestants and Catholics and religious divides (Y2 Gunpowder Plot)	Pupils are able to use different sources such as eye-witness accounts, historical accounts and modern-day reflections and can reflect upon why accounts may differ. They are also able to see and discuss the value in each account. Pupils are encouraged to explore the different views through narrative, debate and discussion. Pupils are encouraged to explore the views of opposing sides such as the Roman Empire versus The Iceni; the Spanish Conquistadores versus the Maya and the power of Rome versus Henry VIII.

Curriculum Impact:

Through the carefully thought out plan of content, the pupils will gain a secure historical knowledge using key skills and they will be able to make links between and across units of work.

Pupils will record something key that they have learnt in each lesson independently or with support on a given recording sheet titled '**My knowledge...**' to evidence knowledge gained and to guide assessment.



Lesson 1 Which important event happened in 1605?	
Lesson 2 Why did the Gun Powder plot happen?	
Lesson 3 Can you explain what the plot was?	
Lesson 4 Guy Fawkes – Plotter.	
Lesson 5 Discovery and Treason!	
Lesson 6 Why do we remember the Gunpowder Plot and how?	

<u>Teacher Comment/Stamp</u>	<u>Sentence Openers</u>
	<i>I now know that...</i> <i>I have learnt that...</i> <i>A key fact is...</i> <i>Something that surprised me was...</i>

Substantive Historical Knowledge

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Understanding the world.</u> <u>Past and Present (ELG)</u></p> <p><u>Birth to 5 and Development matters.</u> <u>People and Communities.</u></p> <p>To begin to make sense of their own life-story and family's history.</p> <p>To talk about the lives of people around them and their roles in society.</p>	<p><u>Understanding the world.</u> <u>Past and Present (ELG)</u></p> <p><u>Birth to 5 and Development matters.</u> <u>People and Communities.</u></p> <p>To begin to make sense of their own life-story and family's history.</p> <p>To talk about the lives of people around them and their roles in society.</p> <p>To know common themes from stories such as bravery, difficult choices and kindness and talk about children's experiences with these themes.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Toys: Past and Present *To know how to find out about the past. *To know what toys our parents and grandparents had. *To describe how old and new toys are similar and different. *To know that toys have changed over the years and how and why. *To know what toys can do now that they couldn't in the past. *To know how to sort which toys are old and new using a timeline *To know how to ask questions, make comparisons and use artefacts.</p>	<p>The Gunpowder Plot *To know that an important event happened in November 1605. *To know that James VI of Scotland was also James I of England and was a Protestant king. *To know that this was the start of the Stuart era in History. *To know that England was a Protestant country and it was illegal to go to Catholic Mass. *To know that for 100s of years, arguments about religion had been happening. *To name Robert Catesby as a Catholic and the 'plot maker.' *To describe the plan. *To know that Guy (Guido) Fawkes plotted to set Parliament alight. *To know that a letter was written by a plotter and it was discovered. *To know that most of the plotters were arrested for treason and sent to the Tower of London (a prison) including Guy Fawkes. *To understand that November 5th (Bonfire Night) came from James I's new law to commemorate the capture of the plotters.</p>	<p>Prehistoric Britain *To know the definition and time scale of human prehistory. *To know that prehistory is divided into 3 ages: Stone Age, Bronze Age and Iron Age in that order. *To know that the Iron Age marks the end of prehistory. *To know that the Stone Age is divided into 3 periods: Palaeolithic, Mesolithic and Neolithic. *To know some settlements of the Stone Age and Iron Age such as ditch houses and hill forts. *To know what Skara Brae is and its significance. *To know that the first man was known as a hunter gatherer. *To know that Homo Habilis (skilled man) was the first human to use stone to make tools. *To know that the Stone Age people were nomads but became settlers. *To know some stone/Bronze advancements with weapons, tools, clothing and jewellery. *To know that Stonehenge is thought of as the world's most famous prehistoric monument.</p>	<p>Roman Invasion of Britain *To know the time span of 43AD to 410AD for the Roman invasion and occupation of Britain. *To know that Emperor Claudius was the first to successfully invade. *To know why the Romans invaded Britain. *To know that Britain was once part of the Roman Empire. *To know the terms 'invade' and 'settle' in terms of the Roman timeline. *To know what is still present today in Britain from Roman settlements. *To know who Boudicca was and from different points of view. *To know that the Celts revolted against the invaders. *To know about armour and protection for the Roman Army. *To know that during their occupation of Britain the Romans built an extensive network of roads still in use today. *To understand the downfall of the Roman Empire. *To be able to describe the Romans' legacy.</p>	<p>Monarchy and Power *To know the term 'monarch' and be able to define it as someone who 'rules' and has power and influence. *To know that the concept of monarchy has changed over time. *To understand that the power of the monarch can be 'absolute' or guided and controlled by governments or even the people! *To know that the Magna Carta was issued in 1215 and was the first document to state that the King was not above the law. *To know that Elizabeth I had many kingdoms and how important she was. *To know the main events in the life of Charles I that led to his execution. *To know that Charles II was restored to the monarchy which is why we have monarchy today. *To know that the Georgian monarchy had four kings all named George and that in this era, Britain became a global power (empire) *To know that Victoria ruled over an Empire and had the title Empress of India too. *To know that Elizabeth II was the longest reigning British monarch and what her legacy is.</p>	<p>Conflict and Empire *To know the term 'empire' and be able to explain what it means. *To know that the British Empire began in the 16th Century to spread the country's rule and power and how this was achieved over time. *To know that the British Empire was at its height in 1922 and was the largest the world had ever seen. *To know that the Empire brought huge changes with it both positive and negative and begin to evaluate their significance and impact. *To know the start and end dates of WW1 and 2 to place them in time. *To know about the Battle of the Somme and why we have Remembrance. *To understand the causes of WW2. *To know that the Blitz and Evacuation were a consequence of War. *To be able to describe the effect of the Blitz on London. *To know about the life of Noor Inayat Khan and her bravery during WW2. *To know who Anne Frank was and key events in her short life. *To understand Anne Frank's diary is a precious historical document and legacy.</p>

	<p>To <i>understand the past through</i> settings, characters and events encountered in books read in class and through storytelling sessions.</p> <p>To comment on images of familiar situations in the past(<i>Link to Sources and Evidence skills as they move into KS1</i>)</p>					<p>*To know that Britain is a monarchy that has a strong relationship with its Government.</p>	
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Substantive Historical Knowledge

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Understanding the world.</u> <u>Past and Present (ELG)</u></p> <p><u>Birth to 5 and Development matters.</u> <u>People and Communities.</u></p> <p>To begin to make sense of their own life-story and family's history.</p> <p>To talk about the lives of people around them and their roles in society.</p>	<p><u>Understanding the world.</u> <u>Past and Present (ELG)</u></p> <p><u>Birth to 5 and Development matters.</u> <u>People and Communities.</u></p> <p>To begin to make sense of their own life-story and family's history.</p> <p>To talk about the lives of people around them and their roles in society.</p> <p>To know common themes from stories such as bravery, difficult choices and kindness and talk about children's experiences with these themes.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><u>Castles and Kingdoms</u> *To know that kingdoms are ruled by powerful people who are kings and queens. *To know the concepts of kingship and kingdoms. *To know that people could be punished if they disobeyed the king or queen. *To know who built the first castles in the UK and why. *To name William the Conqueror as a key historical figure. *To understand the structure of medieval castles. *To know what people's lives were like in castles and that of common people in medieval times. *To know what the Tower of London was used for and how this has changed over time.</p>	<p><u>Florence Nightingale and Edith Cavell</u> *To know who Florence Nightingale was and when she lived. *To know the key events in Florence Nightingale's life. *To order the key events and use the phrase 'over a hundred years ago'. *To know how Florence Nightingale improved the conditions at the Scutari hospital. *To understand that improved cleanliness in hospitals was a legacy of Florence Nightingale. *To know how the changes made by Florence Nightingale has impacted on nursing today. *To identify similarities and differences between medical care now and in Victorian times. **To know who Edith Cavell was and when she lived. *To know the key events in Edith Cavell's life. *To compare the two nurses and the time in</p>	<p><u>Ancient Egypt: an in-depth study so 8 lessons.</u> *To know that the Pharaohs were rulers and religious leaders too. *To know that the word Pharaoh means 'Great House' which refers to the palace where the pharaoh lives. *To know that the Pharaohs ruled Egypt from around 3100BC to 320BC. *To be able to create a timeline of the key Pharaohs and understand the term BC. *To know that there was a Queen of Egypt, Cleopatra, and she died in 30BC. *To know that the Egyptian landscape impacted on people's lives and the importance of the fertile River Nile. *To know about Egyptian tombs, pyramids and burial sites. *To know about Tutankhamun and how artefacts can teach us about the past.</p>	<p><u>Anglo Saxons and Vikings- an in-depth study so 8 lessons.</u> *To place the Anglo-Saxons living in Britain on a timeline from 410AD to 790AD. *To know why the Anglo-Saxons then Vikings invaded Britain. *To know that the Vikings invaded Britain in 793AD. *To know and explain the terms AD and century. *To understand the concept of kingdoms in Anglo-Saxon times and invasion. *To know about the invasions of the Anglo-Saxons and Vikings. *To know what Britain was like before the first Viking invasions. *To understand that monasteries like Lindisfarne were an ideal place to attack. *To know about Viking life in Britain. *To know that England was unified by Aethelstan, an Anglo-Saxon. *To know that Aethelstan was the</p>	<p><u>The Maya</u> *To know the key dates of 2,000 BC to 1600AD to show the span of the Maya civilisation. *To place the Maya on a timeline of British History studied and understand that the Maya were a civilisation through many eras in British History. *To know that the Maya lived in rainforests and in Central America. *To know about the Maya writing system of glyphs, hieroglyphic texts and codices. *To understand what the hieroglyphs tell us about Maya culture. *To know that the Maya traded goods and used cacao beans as currency. *To know that the Maya valued shells, jade and chocolate. *To understand the Maya numerical system and compare it to others. *To know who had the power in Maya society and how diverse it was (make links and comparisons to today)</p>	<p><u>Industrial Revolution: The birth of the Black Country</u> *To know about periods of rapid change in History and their impact. *To know that the Industrial Revolution had a transformative effect on the world. *To know that the Industrial Revolution began in Britain in around 1760 but really 'took off' around the 1840s. *To know about the birth of big cities and towns because of migration. *To know about inventions and developments during the Industrial Revolution e.g. the steam engine and the railways. *To know about the importance of steam engines and why iron and coal were important then and now. *To learn about the importance of Ironbridge and the surrounding towns. *To know the origins of the term 'The Black Country' and be able</p>

	<p>To <i>understand the past through</i> settings, characters and events encountered in books read in class and through storytelling sessions.</p> <p>To comment on images of familiar situations in the past(<i>Link to Sources and Evidence skills as they move into KS1</i>)</p>		<p>History they lived in and the hospitals they worked in.</p>	<p>*To name the key Egyptian Gods and why they were worshipped. *To know about the invention of Papyrus and its legacy.</p>	<p>first king of a <i>unified England in 929AD.</i> *To know about Anglo-Saxon culture from art, music, legends and poetry. *To know about the <i>spread of Christianity throughout Britain.</i></p>	<p>*To know that the Maya worshipped many Gods and made human sacrifices. *To know the Maya myth of creation in the Popul Vah. *To understand what an <i>archaeologist</i> does. *To know that Chichen Itza was a large city that is now in ruins. *To understand it is <i>difficult to make conclusions about the past using only artefacts.</i></p>	<p>to describe the sights and sounds. *To know that the Industrial Revolution left a real legacy and be able to name some with reasons why.</p>
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Substantive Historical Knowledge

N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Understanding the world.</u></p> <p><u>Past and Present (ELG)</u></p> <p><u>Birth to 5 and Development matters.</u></p> <p><u>People and Communities.</u></p> <p>To begin to make sense of their own life-story and family's history.</p> <p>To talk about the lives of people around them and their roles in society.</p>	<p><u>Kingdoms-Kings and Queens</u></p> <p>*To know that a kingdom is an area or place lived in by Kings and Queens.</p> <p>*To be able to identify the concept of Kingdoms in the <u>Fairy Tales</u> they listen to and read.</p> <p>*To know that a King or Queen rules a Kingdom.</p> <p>*To know what a King and Queen look like.</p> <p>*To know they live in castles and what they look like.</p> <p>*To know that we have a King today.</p>	<p><u>Intrepid Explorers</u></p> <p>*Ibn Battuta *Captain Scott *Christopher Columbus *Tim Peake</p> <p>*To know that Captain Scott, Christopher Columbus and Ibn Battuta are explorers of the past.</p> <p>*To know that Tim Peake is a present day explorer.</p> <p>*To understand that exploration is from the far past, the past, living memory, today and for the future.</p> <p>*To know that Ibn Battuta explored on camels and horses. *To explain what Ibn found and saw.</p> <p>*To know that Christopher Columbus discovered parts of America. *To know that the Catholic Church sponsored the voyage. *To know that people from Europe came to make a new life.</p> <p>*To know that ships have changed over time.</p>	<p><u>Brunel's Bridges</u></p> <p>* To know who Isambard Kingdom Brunel was and that he is famous still today.</p> <p>*To know when in the past he lived and place him on a timeline.</p> <p>* To know that he invented and built bridges, tunnels and railways.</p> <p>*To know that he also invented and built ships and hospitals.</p> <p>*To understand the links to Florence Nightingale and the Renkioi hospital designed by Brunel.</p> <p>*To know that his ideas changed conditions and helped to make things better.</p> <p>*To explain why all of his inventions were important at the time and what impact they still have today.</p>	<p><u>Roman Empire and Rule –short unit of 4 lessons ready for Y4</u></p> <p>*To know the term 'The Romans' and where they came from.</p> <p>*To place The Romans in History on a time line with Prehistoric Britain, Ancient Egypt and the present day.</p> <p>*To know that the Romans had an Empire and what that term means.</p> <p>*Too know that the Romans invaded other countries and took charge and ruled.</p> <p>*To know that armour and weapons were important to the success of the Romans.</p> <p>*To know what was life was like as a Roman soldier.</p> <p>*To understand and explain why the Roman army was so successful.</p> <p>* To begin to suggest where the Romans may have gone next and why.</p>	<p><u>British History Heroes</u></p> <p>*Mary Anning (Science link) *Emmeline Pankhurst *Mary Seacole *Grace Darling. *William Wilberforce(the poor, RSPCA and abolition of slavery)</p> <p><i>*and also some teacher choice from children's interest.</i></p> <p>*To be able to place each person on a timeline and know in which era they lived.</p> <p>*To know why each person is important and influential.</p> <p>*To know how Emmeline Pankhurst helped women to win the vote.</p> <p>*To know how Mary Seacole changed the conditions for soldiers and in hospitals.</p> <p>*To know that Mary Seacole overcame challenges.</p> <p>*To know how William Wilberforce was influential in the abolition of the slave trade.</p>	<p><u>Henry V The Church: The Reformation.</u></p> <p>* To know who Henry VIII was and what his faith was.</p> <p>*To place Henry on a time line with other monarchs studied and with the Maya.</p> <p>* To know and understand why and how Henry broke with Rome.</p> <p>* To be able to explain what the Reformation was and what happened. *To understand the impact the Reformation had on the Church and the legacy today.</p> <p>* To know how the Reformation affected Catholics.</p> <p><i>*To link what they've learnt to the visit to Harvington Hall</i> and understand the effect on the family.</p>	<p><u>The Greeks-Legacy</u></p> <p>*To place the Greeks in Ancient time.</p> <p>*To know about the differences between Athens and Sparta which develop the understanding of democracy.</p> <p>*To know about Greek warfare.</p> <p>*To have an insight into daily life in towns and cities.</p> <p>*To understand how the religious beliefs affected daily life.</p> <p>*To know about the impact the Ancient Greeks had on modern civilisations.</p> <p>*To know the legacy of the Ancient Greeks through their inventions.</p>

		<p>*To know that Captain Scott was known as 'Scott of the Antarctic'.</p> <p>*To understand the hardships faced by Captain Scott on his expedition.</p> <p>*To know that space exploration is the modern 'frontier'.</p> <p>*To know who Tim Peake is and where he travels to and what he sees.</p>					
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Progression in Second Order Concepts (Disciplinary Knowledge)							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding							
Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 events or objects in the correct order they happened or were made. Know how to use terms like, before, after, old and new correctly.	Know how to put 5 events or objects in the correct order they happened or were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more or less than 100 years ago.	Know how to locate key events and periods studied on a timeline. Know the meaning of: AD, BC, century and millennium.	Know how to locate and place the key events or periods studied on a timeline. Know the meaning of decade, ancient and modern.	Know how to order and place the key periods and events studied on a timeline. Know that CE and BCE can be used instead of AD and BC.	Know how to order and place the key periods and events studied on a timeline. Know the relationship between date and century (dates starting from 100AD are 2nd century).
Cause and Consequences							
Remembering events and losses in our past (lost toys).	Remembering events and losses in our past (lost toys).	Know about the cause of an event studied this year.	Know about the cause of an event studied this year.	Know the cause of an event and the consequence (from KS1 and this year).	Know the cause of an event and consequence (from previous years and this year).	Know the cause of an event and consequence & explain why (from previous years and this year).	Know the cause of an event and consequence and explain why. Make links to other events in History.
Significance of Events / People / Places							
Know the name of a significant event (birthday, bonfire night, Christmas, Easter, Eid, Divali).	Know the name of a significant event (birthday, bonfire night, Christmas, Easter, Eid, Divali).	Know the name of a famous person from History and explain why they are famous.	Know the name of a famous person from History and explain why they are famous.	Know some important events, places and people.	Know some important events, places and people.	Know, make links and draw comparisons between some important events, places and people.	Know, make links and draw comparisons between some important events, places and people.

Progression in Second Order Concepts (Disciplinary Knowledge)							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
Similarity and Difference / Continuity and Change							
Recognise they look like their family. Name the members of their immediate and extended family.	Recognise they look like their family and there are some differences. Name the members of their immediate and extended family.	Know simple facts about aspects of daily life studied this year. Know some things which have changed or stayed the same. Discuss past and present and changes.	Know simple facts about aspects of daily life studied this year. Know some things which have changed or stayed the same. Discuss past and present and changes. Compare with own life.	Know similarities and differences between daily lives of people in the past and today. Know of the main changes or constants.	Know similarities and differences between daily lives of people in the past and today. Know of the main changes or constants.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes or constants and compare with other periods studied.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes or constants and compare with other periods studied. Describe change through the use of general, abstract terms such as gradual, rapid, important or unimportant.
Historical Enquiry							
Use photographs and objects to talk about their family. Know that photographs tell stories about our past.	Use photographs and objects to talk about their family's past. Know that photographs and objects can tell stories about our past.	Use historical artefacts, photographs and visits to museums to find out about the past.	Use historical artefacts, simple written accounts, photographs and visits to museums to answer simple questions about life in the past.	Use a range of sources of evidence such as witness accounts, visits, the internet, photographs, museum visits and artefacts to answer questions and to ask questions. Ask and answer questions to find out about the past.	Use a range of sources of evidence such as witness accounts, visits, the internet, photographs, museum visits and artefacts to answer questions and to ask questions. Ask and answer questions to find out about the past. Know what a primary and secondary source is and give examples.	Recognise some sources may be more reliable than others. Use sources to answer a question independently.	Recognise some sources may be more reliable than others and reasons for bias . Use sources to formulate a question and investigate the answers independently.

Historical Interpretation

		Know what an eye-witness account is.	Know what an eye-witness account is.	Look at different accounts of history: know what is fact or opinion .	Look at different version of the same event, identify differences and talk about reasons why.	Know that some evidence is propaganda, misinformation or opinion . Give reasons why.	Know that some evidence is propaganda, misinformation or opinion . Give reasons why. Evaluate evidence to choose the most reliable .
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Vocabulary Progression:

Below are the key vocabulary lists for the History units of work. These give an indication of the words that we want children to become familiar with during each key stage. They are not intended as a test list but show the kind of language that will be used and explained in lessons to broaden pupils' historical vocabulary and understanding.

	UNIT OF WORK AND KEY VOCABULARY	UNIT OF WORK AND KEY VOCABULARY	UNIT OF WORK AND KEY VOCABULARY
N	Family History now before past then baby toddler adult baby chair change time different	Begin to look at; Lives of people around them and roles in society role help us how uniform now today	
R	Family History (consolidation from Nursery) past modern now next last before then change year different time today time line	Lives of people around them and roles in society past modern past living memory now roles society change uniform differences	Kingdoms-Kings and Queens King Queen Castle Kingdom past today now Time line Fairy Tales
Y1	Toys: past and present <i>difference similarities favourite characteristics</i> <i>imagine pretend collections decade</i> period of time invented old new modern the past popular photograph <i>oldest newest museum</i>	Castles and Kingdoms Normans legendary conquered armies battles <i>power motte and bailey ruins tower turrets</i> fortress medieval ditch portcullis <i>drawbridge</i> <i>Kings Queens Prince Princess Lord Lady</i> <i>Squire jester servants banquets settlements</i>	Intrepid Explorers <i>explorer discovery journey expedition</i> <i>sailors maps continent islands space</i> <i>voyage knowledge technology inventions</i> <i>exploration famous significant remembered</i> <i>mission settlements time line sources</i>
Y2	Guy Fawkes and the Gunpowder Plot <i>1605 James I monarch Protestant</i> <i>Stuart era Catholic religious differences</i> <i>bonfire firework Guy (Guido) Fawkes Robert</i> <i>Catesby gunpowder Parliament plotter</i> <i>Tower of London treason</i> <i>November 5th commemorate</i>	Florence Nightingale and Edith Cavell: a comparison. <i>nurses pioneers vocation Victorian era</i> <i>equal hygiene contribution change</i> impact bandages supplies treatment <i>society</i> <i>infection chronologically sources significance</i> <i>First World War Crimean War</i> <i>Saint legacy</i>	Brunel's Bridges <i>Isambard Kingdom Brunel Victorian era bridges</i> <i>engineer important railway steam train</i> <i>structure sources famous significant</i> <i>industry iron suspension bridges legacy</i> Industrial Revolution (introduce term: not in depth) Chronological order past before time line

	UNIT OF WORK AND KEY VOCABULARY	UNIT OF WORK AND KEY VOCABULARY	UNIT OF WORK AND KEY VOCABULARY
Y3	Prehistoric Britain <i>prehistory timeline BC century archaeologists flint technology Stone Age Bronze Age Iron Age Neanderthals Homo sapiens Hunter gatherers agriculture monuments community defences settlements Stonehenge</i>	Ancient Egypt <i>civilisation ancient BC sources trading River Nile farming fertile pharaohs Tutankhamen Anubis embalming mummified excavations sarcophagus reconstruct artefacts hieroglyphics decipher tombs pyramids burial sites timeline legacy</i>	Roman Empire and Rule <i>Caesar Rome legions Empire invade invasion conquer battle timeline continents Europe Emperor power society Senate century shields weapons tyrant artefacts ruins sources consequence effect impact</i>
Y4	Roman Invasion of Britain <i>timeline Empire Britannia invasion settle Londinium capital legions defensive generations Celts resistance change Boudicca revolt Britons tribes century conquered settlements Roman Britain religion impact sources artefacts</i>	Anglo Saxons and Vikings <i>invaders conquer battle seize capture occupy kingdoms Lindisfarne Beowulf artefacts evidence Celts culture customs religion unified settlements Alfred the Great era Norse countries long ships monasteries peace treaty manuscript sources rebellions conquest change legacy</i>	British History Heroes <i>influential hero heroism campaign vocation bravery compassion effect impact remembered significant parliament politician slave trade abolition reformer equal inequality suffragists suffragettes legacy political sources</i>
Y5	Monarchy and Power <i>King domains Queen monarch country power 'to rule' reign absolute change era divine right challenge laws significance society kingdom government chronology source fact opinion version of events</i>	The Reformation: religious divides. <i>monarch Pope excommunication significant changes sources The Church power Catholic consequence impact Protestant Church of England Reformation observance divorce religion divides propaganda fact opinion</i>	The Mayans <i>civilisations exploration Christopher Columbus conquistadors natives remains archaeologists worship pyramids artefacts masks hieroglyphs society priests settlements timeline nobles religion sacrifices decline monuments legacy sources</i>
Y6	Conflicts and Empire <i>conflict war empire power Allies horror sources propaganda Churchill Hitler Noor Inayat Khan resistance The Somme Remembrance victory heroism consequence impact effect role of women legacy suffragette equalit</i>	Local Study: Industrial Revolution and the 'Birth of the Black Country' <i>industry steam engine iron coal canal mechanised industrialisation significant inventions James Watt Matthew Boulton Soho House discoveries furnaces coalfields ammunition chain making pottery transport consequence population Coalbrookdale impact legacy settlement</i>	The Greeks: a legacy <i>civilisations BC ancient mainland empire democracy Athens Sparta citizens slaves army navy warfare artefacts sources chronology mythology Olympians Gods Goddesses philosophy Socrates city states government legacy significance fact opinion</i>

