

HISTORY

Vision Statement:

Our aim is to develop the curiosity of students to build informed perspectives based on analysis of a range of evidence, which enables them to have a critical understanding of a complex and diverse world and an appreciation of the role of the past in shaping it.

In **Key Stage One** to engender curiosity by accessing a range of artefacts, written sources and historical narratives. To begin to develop the skills and confidence to ask probing questions and understand the concept of change both within the past and their lifetime. To know and understand that things in the past were different. Introduce and recognise historical vocabulary.

Moving forward into **Key Stage Two** to build on their curiosity and expand their knowledge and understanding of the evolving world around them with continued use of evidence and historical skills. Begin to build a chronological arc of history in order to understand and explain changes in history focusing on significant events and people. To further develop and use historical vocabulary.

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Early Years

Early Years						
Topics	All about me.	Let's celebrate!	Once upon a time...	Where shall we go today?	Splish, Splash, Splosh!	All creatures great and small.
Key Knowledge	See separate EYFS document					
Key Skills						
Key Vocabulary						

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Living memory Toys and Games		Houses to homes		Seaside and holiday	
Key Knowledge Can children...	- use appropriate vocabulary to describe their toys - make suggestions for how they could find out about what toys were like in the past? - describe, sort old and new toys by their characteristics? - define the term 'decade' and order decades chronologically to organise toys in a timeline? - identify some of the toys that were popular in particular decades? - identify similarities between old and new toys? - identify differences between old and new toys?		- recognise and name different kinds of homes? - describe features common to all modern homes? - talk about their homes using appropriate vocabulary? - record their observations appropriately? - describe the features of homes built a long time ago? - use terms relating to the passing of time accurately? - identify similarities and differences between modern houses and houses built a long time ago? - identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past? - communicate their knowledge and understanding in a variety of ways?		- identify features associated with seaside holidays? - discuss activities that people might do at the seaside? - explain how they can find out information about the past from photographs? - use photographs to find out clues about what seaside holidays were like in the past? - order photographs chronologically? - give reasons why seaside holidays became popular in the 19th century? - display knowledge of Victorian seaside holidays in a variety of ways? - discuss differences between seaside holidays in different eras? - identify ways in which holidays in the past and holidays today are similar and different? - make deductions about the past from a variety of sources?	
Key Skills	Chronology of events through sequencing or ordering objects Use common words and phrases relating to the passing of time. Tell the difference between the past and present in their own and others lives. Recount details from the past using artefacts (pictures, stories) Find answers to simple questions about the past.					
Key Vocabulary	a long time ago, centuries, decade, now, hours, last, week, last year, then, timeline, years, X years ago, yesterday, artefact, calendar, change, coronation, church, evidence, museum, parliament, similar, different, explorer, Invention. King, Queen, Monarch					

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Great Fire of London		Florence Nightingale Nursing through history		Transport through time - Local Study - People places and events	
Key Knowledge Can children...	- say where and when the Great Fire took place? - explain how London was different in the 17th century? - describe how we know about the Great Fire of London? - say what an eyewitness is? - describe which sources they think are most useful? - recall how and when the Great Fire started? - describe why the fire was so destructive? - present information about the Great Fire in a variety of ways? - recall how and when the Great Fire started? - describe why the fire was so destructive? - present information about the Great Fire in a variety of ways?		- say when Florence Nightingale lived? - explain the expectations of a rich woman in Victorian times? - equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up? - describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari? - compare the Scutari hospital before and after Florence Nightingale's arrival? - identify similarities and differences between nurses today and in the time of Florence Nightingale? - recall and describe the main events in Florence Nightingale's life? - use words relating to the passing of time, e.g. before, after, next, etc.? - order events chronologically?		- talk and write about the differences between old and new transport? - demonstrate understanding of the different points in history when various types of transport were invented and used? - recall some key facts about the different types of travel and transport studied? - recall facts about the significant people involved in inventing different types of transport?	
Key Skills	Chronology of events Recounts changes over time using past and present Order people, objects and events. Use information to describe differences between the present and the past. Begin to use evidence to explain why people in the past acted as they did. Use artefacts to find information. Ask and question why events happened in the past. Record using labels, diagrams and writing about the past.					

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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Stone Age / Bronze Age / Celts/Iron Age / Celtic Harmony visit / Technological changes		Ancient Egyptians		Romans	
Key Knowledge Can children...	- define the term 'prehistory'? - name the three periods of prehistory? - describe how we can find out about the prehistoric past? - explain how and when people first came to Britain? - say where early humans lived? - describe what Mesolithic life was like? - explain where and when agriculture was developed? - explain how people were buried in the Bronze Age? - explain what happened to the climate at the end of the Bronze Age? - describe what Iron Age houses were like? - explain what happened at the end of the Iron Age? - say how long British prehistory was? - explain how life changed in Britain during prehistory?		- identify the difference between AD and BC dates? - explain that different groups of people had different rights and roles in ancient Egyptian society? - describe who had most and least power in ancient Egyptian society? - identify and describe the different groups of society in ancient Egypt? - identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered? - express their knowledge of ancient Egyptian gods and goddesses in a variety of ways? - suggest ways in which we can learn about ancient Egypt from the pyramids that have survived? - describe some of the ancient Egyptian beliefs in life after death? - evaluate some of the biggest achievements of the ancient Egyptian civilisation? - suggest how inventions and achievements of the ancient Egyptians impact our lives today?		- explain some of the reasons why Rome grew so rapidly from a city to an empire? - identify some of the countries that were under the rule of the Romans? - explain what a republic is? - identify some of the different social classes of ancient Rome? - name some of the most famous Roman emperors and explain their role in the empire? - use a variety of sources of information to find out about life in ancient Rome? - recall, select and organise historical facts and information? - communicate their understanding of history in a variety of ways? - explain what different aspects of life the major gods and goddesses were rulers of?	
Key Skills	Chronology of events Use evidence to describe the past. Describe similarities and differences between the past and now. Show changes on a timeline from BC into AC Compare two versions of the same event. Develop questioning, opinion and reasoning linked to a specific event. Link artefacts and research to their understanding and questioning.					

Key Vocabulary	After common era, Before common era, (ACE, BCE), AD, BC, centuries, chronology, decades, duration, millennium, eras, period, pre, post, sequence,	Historical roles and occupations: Archeologist, aristocracy, emperor, general, God/Goddess, hunter gatherer, invader, military, nun, parliament, settler,	Epochs (British History) Ancient Egypt, Ancient Greece, Ancient sumer, Anglo-saxons and Scots, Bronze Age, Indus valley, Iron Age, Roman Empire, Shang Dynasty, Stone Age, Vikings.		Historical concepts: Ancient, Cause and consequence, civilisation, colony, conflict, conquest, democracy, diversity, empire, enemy, freedom, invasion, justice, law, monarchy, nation, peace, republic, revolt, settlement, traitor, treason	
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Anglo-Saxons		Vikings		Local Study: Wrest Park	
Key Knowledge Can children...	- explain what an archaeologist does and why they excavate certain sites? - study objects and answer questions about them? - make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there? - explain the difference between invasion and settlement? - place the Anglo-Saxons on a timeline? - identify on a map where the Anglo-Saxons came from? - explain the tensions between the Scots, Picts and Anglo-Saxons? - generate questions relating to everyday life in Anglo-Saxon times? - use a variety of historical sources to find out about everyday life? - compare the lives of rich and poor Anglo-Saxons? - explain that Anglo-Saxons were pagans when they came to Britain? - describe some of the factors that helped convert Britain to Christianity? - explain the evidence for their decisions about who the person at Sutton Hoo was? - judge which evidence is most helpful? - recognise that other people have different interpretations?		- explain how the Anglo-Saxons came to Britain? - explain why this period is often referred to as the Dark Ages? - explain what life was like in the 8th century before the Viking invasions? - say when the Vikings first invaded Britain? - offer reasons for why the Vikings invaded? - recognise and describe the different perspectives of the Viking invasions? - use a variety of sources to gather information? - describe how the Vikings gained control of the northeast of England? - identify similarities and differences between Viking and Anglo-Saxon life? - use a variety of sources of information to find out about the life of King Alfred? - discuss causes and effects of historical events?		- recognise how events and significant people have affected life in their local area? - use a range of evidence to describe the similarities and differences that occurred? - make first-hand observations?	
Key Skills	Chronology of events Place dates of significant events on a timeline. Describe features of past societies, periods of history and today.					

	Identify beliefs and attitudes and how these have importance in ways of life through history. Understand the difference between primary and secondary sources. Ask and question giving opinion and reasoning. Give opinions and reasons about differing accounts of history.			
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