

**Purpose of study**

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, why the world exists as it does and the challenges of their time.

Aims

The school history curriculum aims to ensure that all pupils:

- 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
- 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
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 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 past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Organisation

- History is mostly taught in topics although not every topic will contain history. Teachers have freedom to place their history units anywhere over the school year.
- History units have been chosen to offer breadth in both the balance of British and world history and in the teaching of the full 'sweep' of British history (stone age to modern Britain)
- History units are not taught chronologically. Instead, they are matched to the maturity and conceptual understanding of the pupils. For instance, World War II is taught in Y5 because of the mature content and complex concepts involved. Year groups also have a balance of ancient, early British and late British history to give a breadth of knowledge.

Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge and concepts-chronology	Use common words to describe the passing of time e.g. before, yesterday, after, a long time ago Sequence events or objects in chronological order	Extend their chronological vocabulary using words and phrases like recently, century, when my parents were children, decade Put people, events and objects on a simple timeline	Know that the past can be divided into periods and sequence these on a timeline Use dates when discussing time	Order key events within a period on a timeline Understand more complex vocabulary e.g. BC, AD (or BCE, CE), 20th century	Know and sequence events and changes within a period Develop a sense of duration by comparing periods	Create timelines demonstrating an understanding of period, change and significant events Demonstrate a sense of period
Historical skills-enquiry	Ask and answer questions about the past using simple sources of information	Use a source and ask why, what, how, where, who to find answers Start to discuss the usefulness of sources	Combine a range of sources to find out about a period Observe small details in sources and ask questions of sources Select and record information to answer questions	Use a range of evidence to build up a picture of a past event Choose relevant material to present a picture of an aspect of life in a period Infer from sources	Distinguish between primary and secondary sources Use evidence to build up a picture of life in a time studied Develop an understanding of the reliability of sources	Bring knowledge gathered from various sources together in a fluent account Use a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps
Historical skills-interpretation	Identify different ways in which the past is represented	Compare pictures and photographs of people or events in the past	Compare different versions of the same event/ story	Give reasons why different versions of the past may exist	Consider the reliability of interpretations and evaluate their usefulness Link sources and consider how conclusions were arrived at	Reach a balanced conclusion based on an evaluation of different interpretations Consider ways of checking the accuracy of interpretations

Historical concepts-continuity and change	Identify some changes between then and now Know some things that stay the same	Describe some historical changes	Make links between main events, situations and changes within and across periods	Give some reasons with evidence of why changes occurred	Identify and explain change and continuity within and across periods	Analyse change for type, extent and speed and use more precise vocabulary e.g. slow, gentle, progress
Historical concepts-cause and consequence	Recognise why people did things and why events happened	Understand what a consequence is and give examples	Identify the consequences of events, situations and changes	Give reasons for the cause and consequences of events, situations and changes	Draw contrasts and spot trends when exploring cause and consequence	Analyse the reasons for, and the results of, historical events, situations and changes
Historical concepts-similarity and difference	Identify similarities and differences between then and now	Make some simple observations about similarities and differences within a period e.g. rich and poor	Compare different ways of life within a period	Give reasons for similarities and differences within a period	Understand and explain people's diverse experiences within a period	Draw contrasts and spot trends across periods when exploring similarities and differences
Historical concepts-significance	Know why someone or something was important	Understand the term 'significant' and give some examples	Identify significant people and events within a period	Understand what makes something significant e.g. affecting lots of people, leading to other events	Understand how significance can develop over a longer period of time	Compare the significance of events, people and developments in their context with their significance in the present day

National Curriculum objectives

	Key Stage 1	Key Stage 2
	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 &/or Florence Nightingale & Edith Cavell) • significant historical events, people and places in their own locality	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

Unit Planner

Year	Units
1	War and Remembrance Stansted Old and New Toys Past and Present
2	The Great Fire of London Castles Transport and Journeys
3	Stone Age to Iron Age Tudors Explorers
4	Ancient Egypt Romans in Britain The Making of Modern Britain
5	Invaders and Settlers World War II Ancient Greece
6	Black History in Britain Mayan Civilisation Local history Study

Knowledge Table

Unit	Knowledge
War and Remembrance	• To know why we have Remembrance Day, understanding what is being remembered and why • To know why the poppy is used as a symbol of remembrance • To know about memorials associated with remembrance
Stansted Old and New	• To know some differences between Stansted past and present • To recognise what 'old' and 'new' look like and find evidence of this • To know that a place is constantly changing but some things stay the same
Toys Past and Present	• To know about toys around the world, both past and present • To know when a toy was invented and place it on a timeline • To make comparisons between toys throughout history, including use of materials
The Great Fire of London	• To know how and when the Great Fire of London started and what happened during the fire • To know how we know about the Great Fire of London • To know the effect of the fire on London
Castles	• To know the different parts of a castle and what they were for • To know who lived in and around castles • To know what daily life was like in a castle
Transport and Journeys	• To know how cars, trains and bicycles have changed over time and why this is • To know how transport affects people's lives • To know some famous journeys and the transport used to make them • To know how transport changed Stansted
Stone age to iron age	• To know how the first hunter gatherers became farmers • To know how the people in these ages lived and how this changed over time (Skara brae & Hill forts) • To know the beliefs of the earliest people and how we know about this through the monuments they left behind • To know how art developed during this period • To know how the earliest tools were made and what this enabled people to do

Tudors	• To know how the Tudor dynasty began at the Battle of Bosworth • To know about the Tudor kings and queens and the differences between them • To know what life was like for rich people at the court and poor Tudors • To know what the Reformation was and its impact on Britain • To know about achievement of Tudor explorers and their impact • To know about the Elizabethan theatre and William Shakespeare
Explorers	• To know why people explore • To know famous explorers from different periods of history • To know that exploring can be both dangerous and rewarding • To know what happens as a result of exploring, including the development of trade routes • To know about the development of mapping skills and navigation
Ancient Egypt	• To know when the Egyptian period was and how long it lasted • To understand the social class structure (Pharaohs – slaves) and the differences between ‘free’ Egyptians and slaves • To know how the Nile River played an important role in shaping the lives and society of Ancient Egypt • To know how the Egyptians invented and used simple machines • To know about the Egyptian belief system and The Book of the Dead • To know how mummification, tombs, pyramids and hieroglyphics have given us evidence about Egyptians
Romans in Britain	• To know what the Roman Empire was, how far it spread and when it existed • To know about the Roman invasion of Britain (including Colchester, London and Hadrian’s wall) • To know what life was like for a Roman soldier and why the Roman army was successful • To know who Boudicca was and what she did • To know about life in Roman Colchester • To understand ways in which the Romans changed Britain (roads/transport, writing, language and numbers) • To know why the Romans left Britain
The making of Modern Britain	• To know how Britain has become more multicultural and the impact this has had on society • To know about the establishment of the Welfare State and the National Health Service • To know how social attitudes have changed in this period- e.g. gender/race etc. • To know about the development of popular culture, how this reflected the social attitudes, and how this became important- e.g. music/fashion/art • To understand the impact of key technological advances on everyday life e.g. TV, the internet, automation

Invaders and settlers	• To know about the succession of peoples who invaded Britain after the fall of the Roman Empire • To know about Anglo Saxon settlements and everyday life • To know how the Sutton Hoo ship burial has given us evidence about Saxons • To know who the Vikings were and what they did • To know about the conflict between Saxons and Vikings and the role of Alfred the Great • To know who the Normans were and what happened at the Battle of Hastings in 1066 • To know who William the Conquer was and how he used castles to control Britain
World War II	• To know when WW2 occurred • To know about Adolf Hitler, the Nazi Party and their views • To know about evacuation and the effects of this on children • To know about daily life in WW2 Britain (including the Blitz) • To know about Winston Churchill and why he was important • To know what happened in the Battle of Britain and why it was important • To know how WW2 ended • To know how we remember past conflicts and why this is important
Ancient Greece	• To know who the Ancient Greeks were and where and when they lived • To know how Greece started as lots of City States who fought with each other but who joined together in the end • To know now that the Greeks believed in Gods and Goddesses and that they told myths about Greek heroes • To understand the main ideas of Greek culture and how these are still important today <i>architecture, sport, law (equality), politics (democracy), maths, theatre</i>
The Mayan Civilisation	• To know that this civilisation was based in Central America and how far it spread • To know how the Mayan society was divided up into city states each with its own ruler • To know about the advances it made in science and mathematics • To know about Mayan art and architecture in this period • To know how the civilisation ended • To know the legacy of the civilisation and why it is still important today
Black History in Britain	• To know key dates and events associated with black British history, e.g. Windrush, Bristol Bus Boycotts, Race Relations Acts • To know prominent black British historical figures and the pioneering roles they played • To know how black culture has influenced and shaped modern Britain • To know the meaning of the terms Empire, Imperialism, Colonialism, Colonies, Abolitionists and Emancipation

Local History Unit	• To know how we find out about local history e.g. oral history, documents, buildings, street/place/road names. • To be able to compare old and new in Stansted and explore similarities and differences between sources and the present day • To know who Richard De Montfitchet was and the legacy he left behind • To know what the Magna Carta is and the reason it was written • To explore an element of local history of their choice
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Conceptual Links

Exploration and Invasion- Explorers, Romans, Invaders and settlers, Tudors and World War 2

Technology- Egyptians, Stone Age, Modern Britain, transport

Agriculture- Invaders and settlers, Local, Stone Age to Iron Age

Warfare- Romans, Invaders and Settlers, WW2, Ancient Greece

Religion- Egyptians, Mayan Civilisation, Ancient Greeks, Stone Age, Tudors

Leadership and power- Egyptians, Romans, Invaders and Settlers, Tudors, WW2, castles

Legacy- Romans, Greeks, Invaders and Settlers, Mayan Civilisation, explorers

Culture- Romans, Greeks, Modern Britain, Mayan Civilisation

Wealth and Class- Tudors, Invaders and settlers

History Curriculum Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
War and Remembrance Remembrance Day, Armistice Day, Flanders Fields, The Last Post, poppy/poppies, memorial, cenotaph wreath, war, conflict, veteran, sacrifice	The Great Fire of London St. Paul's Cathedral, Thomas Farynor, Pudding Lane, London, River Thames, diary, firebreak, fire hook, water squirt, drought, flammable	Stone Age to Iron Age Neolithic, Palaeolithic, bronze age, stone age, iron age, settlement, tribe, hunter gatherers, Skara Brae, artefact, archaeologist, fur pelt, flint	Ancient Egypt Pharaoh, Tutankhamun, Howard Carter, mummification, sarcophagus, papyrus, Valley of the Kings, pyramids, River Nile, hieroglyphics, social structure	Invaders and Settlers Anglo-Saxon, Viking, Norman, Angles, Jutes, Mercia, Wessex, Danelaw, treason, tithing, wergild, tunic, seax, hilt, longboat, longhouse, runes	Black History in Britain Abolitionists, Racism, Prejudice, Discrimination, British Empire, Windrush generation, Imperialism, Colonies, Colonialism, Emancipation
Stansted Old and New Past, present, then, today, evidence, features, local community, houses, dwellings, shops, church, architecture, site	Castles Rampart, battlements, dungeon, portcullis, moat, tower, drawbridge, turret, buttress, motte, keep, bailey, knight, baron	Tudors Dynasty, Battle of Bosworth, reformation, Elizabethan, William Shakespeare, monarch, execution, treason, heir, inherit, reign, peasants, Spanish Armada	Romans in Britain Roman Empire, emperor, invasion, centurion, Hadrian's Wall, amphitheatre, Colchester, Boudicca, chariot, gladiator, legacy, social structure, aqueduct, hypocaust, mosaic	World War II Blitz, propaganda, Adolf Hitler, Neville Chamberlain, Winston Churchill, Luftwaffe, Royal Air Force, Battle of Britain, Blitzkrieg, home guard, air raid, Anderson shelter, evacuees, rations	Mayan Civilisation Mesoamerica, Palenque, Tikal, Belize, Yucatan, Guatemala, Chichen Itza, astronomy, fresco, hieroglyphs, maize, cacao beans, pok-ta-pok, middleworld, upperworld, underworld
Toys Past and Present Invent, invention, timeline, old-fashioned, new, modern, compare, materials, sequence, manufactured, handmade, moveable	Transport and Journeys Travel, transport, journey, vehicle, vessel, auto, sail destination, luggage, maps, directions, engine, wind powered, water powered	Explorers Exploration, expeditions, trade, compass, circumnavigate, Christopher Columbus, achievements, locally, locality, nationally, globally, routes, mountaineering	The Making of Modern Britain Decade, pop culture, fashion, welfare state, National Health Service, multicultural society, social attitude, technological advance, computers, internet	Ancient Greece Democracy, philosophy, Athenians, Spartans, hoplites, Acropolis, Parthenon, Olympics, stadium, chariot, gymnasium, minotaur, agora, tunic, loincloth, chiton	Local history Study Richard de Montfitchet, Magna Carta, documentation, record-keeping, historical narrative, cultural sites, pargetting