

# History

<b>Chronology</b> Historians place events in chronological context.	<b>Questioning</b> Historians ask and answer historical questions.	<b>Change</b> Historians explore change and describe its causes and consequences.	<b>Sources</b> Historians gather evidence from sources.	<b>Vocabulary</b> Historians use appropriate subject specific vocabulary.
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	Chronology	Questioning	Change	Sources	Vocabulary
N	<b>Substantive Knowledge</b> To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends.	<b>Disciplinary Knowledge</b> To show interest in the lives of people who are familiar to them. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.  <b>Substantive Knowledge</b> To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work.	<b>Disciplinary Knowledge</b> To show interest in different occupations and ways of life  <b>Substantive Knowledge</b> To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. To develop an understanding of growth, decay and changes over time.		
Rec	<b>Substantive Knowledge</b> To talk about past and present events in their own lives and in the lives of family members.		<b>Disciplinary Knowledge</b> To look closely at similarities, differences, patterns and change.  <b>Substantive Knowledge</b> To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.		today, yesterday, tomorrow the present, the past, the future, day, week, month, long ago old, new parent, grand parent changes
Year 1	<b>Disciplinary Knowledge</b> Begin to order artefacts and pictures from significantly different time periods.  <b>Substantive Knowledge</b> Sequence the story of a significant historical figure. Retell a story or significant event from their own past.	<b>Disciplinary Knowledge</b> Ask and respond to simple questions about the past, using sources of information.	<b>Substantive Knowledge</b> Describe, in simple terms, the importance of a local place or landmark. Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.	<b>Disciplinary Knowledge</b> Begin to describe similarities and differences between historical artefacts and pictures. Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.	now, then, long ago, before, after, timeline, date order the present, the past, the future living memory toys materials wood Homes, houses, toys, seaside, babyhood, clothes, food, size Photographs, opinion, artefact, memories similarities, differences
Year 2	<b>Substantive Knowledge</b> Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.	<b>Disciplinary Knowledge</b> Ask and answer questions about a range of historical sources. Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.	<b>Disciplinary Knowledge</b> Use stories of famous national and international historical figures to compare aspects of life in different times. Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.  <b>Substantive Knowledge</b> Describe how their own life is different from past generations of their own family. Describe how people, places and events in their own locality have changed over time. Describe changes in the local area during their own lifetime and that of their parents and grandparents.	<b>Disciplinary Knowledge</b> Build a 'bigger picture' of a historical period, using a range of source material.	year, decade and century chronological order, era/period, locality investigate, research, evidence historians, experts, letters, newspapers, websites opinion, artefact festivals, celebrations travel, encounter, impact, significant, discovery, invention, historical, traditional, old fashioned parents, grandparents, generation
Year 3	<b>Disciplinary Knowledge</b> Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	<b>Disciplinary Knowledge</b> Express an opinion on whether a person or event had a positive or negative impact on life in Britain. Suggest useful research questions. Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.  <b>Substantive Knowledge</b> Explore the achievements of the people of the Indus Valley and the Shang Dynasty.	<b>Disciplinary Knowledge</b> Explain how a significant figure of a period influenced change.  <b>Substantive Knowledge</b> Describe how their own lives are similar or different to children living in past times. Describe how national changes affected their locality. Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war). Describe changes in Britain from the Stone Age to the Iron Age	<b>Disciplinary Knowledge</b> Choose the most important source material for a task, showing awareness of a range of sources.	chronological order era/period millennium, thousands of years, B.C (Before Christ) A.D (Anno Domini) Emperor, Caesar, republic, empire, army/soldiers, colony, gods/goddesses, invention importance, significance, impact, effects, reason myths and legends, the Stone Age

## History

Year 4	<p><u>Disciplinary Knowledge</u> Explain how significant historical figures contributed to national achievements in a variety of eras.</p> <p><u>Substantive Knowledge</u> Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.</p>	<p><u>Disciplinary Knowledge</u> Ask and answer more complex questions through independent research. Choose the best way to record a range of historical information, giving reasons for their choice.</p> <p><u>Substantive Knowledge</u> Explore the Roman Empire and its impact on Britain. Study Greek life and achievements and their influence on the Western World.</p>	<p><u>Disciplinary Knowledge</u> Compare two periods of history, identifying similarities and differences between them.</p> <p><u>Substantive Knowledge</u> Describe the impact of international events (e.g. war) on the local area. Explain the impact of a significant historical figure on life in Britain.</p>	<p><u>Disciplinary Knowledge</u> Use a range of source materials to answer questions about the past which go beyond simple observations.</p>	<p>chronological order era/period millennium, thousands of years, B.C (Before Christ) A.D (Anno Domini) empire, invasion, civilisation, settlers, migration, Kingdoms, settlements, parliament, Christianity culture, achievements, legacy, democracy historian, archaeologist, archaeology, first hand evidence, second hand evidence, myths and legends change, continuity, cause/s, infer, suggest impact, effects, consequences</p>
Year 5	<p><u>Substantive Knowledge</u> Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p>	<p><u>Disciplinary Knowledge</u> Follow independent lines of enquiry and make informed responses based on this. Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p> <p><u>Substantive Knowledge</u> Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).</p>	<p><u>Disciplinary Knowledge</u> Make connections between two periods of history, to begin to develop historical perspective. Link events from periods studied to changes or developments in contemporary society, both in Britain.</p> <p><u>Substantive Knowledge</u> Describe how a significant individual or movement has influenced the UK or wider world. Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village. Explore Britain's settlement by Anglo-Saxons and Scots. Investigate the Viking and Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><u>Disciplinary Knowledge</u> Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur.</p>	<p>chronological order, era/period millennium, thousands of years, B.C (Before Christ) A.D (Anno Domini), anachronism nation, monarchy, execution, protestant, divorce Monasteries, first civilisations reformers, legislation, primary evidence, secondary evidence impact, effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer, suggest historian, archaeologist, archaeology</p>
Year 6	<p><u>Disciplinary Knowledge</u> Study an aspect of British History which extends chronological knowledge beyond 1066.</p> <p><u>Substantive Knowledge</u> Create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy.</p>	<p><u>Disciplinary Knowledge</u> Suggest and research information sources required to present an in-depth study of a local town or city. Independently investigate a complex historical research question. Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.</p> <p><u>Substantive Knowledge</u> Study crime and punishment in a non-European society which contrasts with British History (Mayan civilization).</p>	<p><u>Disciplinary Knowledge</u> Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective. Describe the negative or positive impact of a period of history on contemporary society.</p> <p><u>Substantive Knowledge</u> Describe how their own lives have been influenced by a significant individual or movement. Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p>	<p><u>Disciplinary Knowledge</u> Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>	<p>chronological order, era/period 20th century, World War I, World War II trench war, recruit, alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament, represent, culture, stereotype, diversity, traditional view, attitudes variety of sources, different experiences reliability, propaganda, one sided, biased, motive, mistake, primary evidence, eye witness, secondary evidence impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of continuity, extent of change historian, archaeologist, archaeology diversity, international, nation</p>

### History Non Negotiables

1<sup>st</sup> lesson of each topic must use timelines to create historical context

### Nursery

Has a sense of own immediate family and relations and pets  
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird  
Shows interest in the lives of people who are familiar to them  
Remembers and talks about significant events in their own experience  
Recognises and describes special times or events for family or friends  
Shows interest in different occupations and ways of life indoors and outdoors  
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

### Reception

Enjoys joining in with family customs and routines

## History

Talks about past and present events in their own life and in the lives of family members  
 Knows that other children do not always enjoy the same things, and is sensitive to this  
 Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Statutory ELG: Past and Present

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

<u>Autumn</u> Christmas story Family history – parents, grandparents etc Forest school – seasonal changes Bonfire night	<u>Spring</u> Transport – compare/contrast Forest school – seasonal changes Re-telling holiday/weekend experiences	<u>Summer</u> Growth – changes in plants and humans Forest school – seasonal changes Writing - holiday/weekend experiences
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### Year 1

<b>Topic 1</b>	Key Discipline: Past and Present	Key Vocabulary: now, then, before, after, timeline, date order, living memory, babyhood, memories, photographs, toys, clothes, food, The Royal Arboretum			
L1: Learn to order artefacts and pictures from significantly different time periods chronologically.	L2: Learn to use chronological language.	L3: Learn the difference between events that happen(ed) in the past, present and future.	L4: Learn how to tell a story or significant event from my own past.	L5: Learn to compare my own life and interests now with my babyhood.	L6: Learn to describe, in simple terms, the importance of a local place.
<b>Topic 2</b>	Key Discipline: Nursing – Now and Then	Key Vocabulary: Florence Nightingale, Scutari, Crimean War, improved, chronological, Crimea, chamber pots, infection, compare, similarities, differences, treatment			
L1: Learn to sequence key events in the life of Florence Nightingale on a timeline.	L2: Learn to ask and respond to simple questions about the past, using sources.	L3: Learn to use simple source material to answer questions about an event beyond living memory.	L4: Learn why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.	L5: Learn to compare modern hospitals to Scutari hospital.	L6: Learn how nursing has changed from Florence Nightingale's time to now.
<b>Topic 3</b>	Key Discipline: Seaside in the Past	Key Vocabulary: bathing machine, metal bucket, Punch and Judy show, pier, transport, promenade, donkey ride, tram, beach huts			
L1: Learn to order seaside pictures from different time periods, using context clues with support.	L2: Learn to use sources to identify features of a seaside holiday.	L3: Learn to ask more complex questions about the past using sources of information.	L4: Learn to interrogate sources in order to answer my own questions about the past.	L5: Learn to compare similarities and differences between seaside holidays in the past and present.	L6: Learn the importance of a landmark.

### Year 2

<b>Topic 1</b>	Key Discipline: The Great Fire of London	Key Vocabulary: Samuel Pepys, River Thames, diary, mayor, horse and cart, gun powder, timeline, chronological, thatched, modern, historical, Christopher Wren, architect, source, primary, secondary, flammable			
L1: Learn to order the events of the GFOL events chronologically.	L2: Learn to show understanding of an event beyond living memory, by describing what people saved from the fire.	L3: Use picture sources to learn how the fire started.	L4: Learn how to use a written source (Samuel Pepys' diary) to gather information about the GFOL.	L5: Learn cause and effect by investigating how London was re-built.	L6: Learn to compare how people live now and how people lived in 1666.
<b>Topic 2</b>	Key Discipline: Remembrance	Key Vocabulary: World War, Remembrance, poppy, soldier, war memorial, parade, battlefield, veteran			
L1: Learn to place WW1 and WW2 into chronological context of other key events we know.	L2: Learn the cause and effect of Remembrance Day.	L3: Learn why local War Memorials were built.	L4: Learn how the local area has changed since the First World War.	L5: Learn how to use picture and written sources to gather information about the World Wars.	L6: Learn to present and explain learning about the Remembrance topic to a small group.
<b>Topic 3</b>	Key Discipline: Now and Then: Kings and Queens	Key Vocabulary: event, monarch, Queen Elizabeth I, Tudor, Queen Victoria, Victorian, workhouse, governess, modern, historical			

## History

L1: Learn to use picture and context clues to independently order the lives of 3 Queens chronologically.	L2: Learn to use picture sources to conduct independent research into the Tudor period.	L3: Learn to use written sources to conduct independent research into the Victorian period.	L4: Learn to use stories Queen Elizabeth II to begin to compare time periods.	L5: Use picture, video and written sources to learn about the significance of the Coronation.	L6: Learn to describe how our own life is different from past generations.
<b>Year 3</b>					
<b>Topic 1</b>	Key Discipline: Stone Age	Key Vocabulary: hunter-gatherers, wigwam, settlement, Stone Henge, Mammoth, Skara Brae			
L1: Learn to create a Stone Age timeline.	L2: Learn how our housing is similar and different to people who lived in the Stone Age.	L3: Learn how diet has changed between the Stone Age and the present day.	L4: Learn to describe some of the changes from the Stone Age as a result of farming.	L5: Learn how to choose the most appropriate source for a task.	L6: Learn to use picture sources to independently illustrate an understanding of life in the Stone Age.
<b>Topic 2</b>	Key Discipline: Indus Valley	Key Vocabulary: Indus Valley, civilization, seals, The Great Bath, granary, Priest King statue, primary source, secondary source, state, figurines, water drainage, citadel			
L1: Learn to recognise that the past can be divided into different periods of time by placing the Indus Valley into chronological context.	L2: Learn to suggest useful research questions to collect information about the Indus Valley.	L3: Learn to use labelled diagrams to illustrate an understanding of what Indus Valley life was like.	L4: Learn about different types of historical sources, and explain why they are useful.	L5: Use written recount and story sources to develop further understanding of what Indus valley life was like.	L6: Learn how creative people in the Indus Valley influenced global change.
<b>Topic 3</b>	Key Discipline: Shang Dynasty	Key Vocabulary: dynasty, emperor, King Cheng Tang, conscription, oracle bones, ceremonies, ancient, ritual, revolt, Xia Dynasty, drought, Palace of Remembrance, Anyang, currency, taxes, social status			
L1: Learn to place Shang Dynasty events into chronological order, and into chronological context.	L2: Use sources to learn how to express an opinion on whether King Cheng Tang had a positive or negative impact on life in China.	L3: Learn to compare Shang Dynasty and modern British culture and tradition.	L4: Learn to select and use the most appropriate source material for a task.	L5: Learn to use labelled picture sources to illustrate understanding about artefacts from the Shang Dynasty period.	L6: Learn to use written diary sources to illustrate an understanding about the discovery of oracle bones.
<b>Year 4</b>					
<b>Topic 1</b>	Key Discipline: Egyptians	Key Vocabulary: cultural, River Nile, fertile, amulets, mummified, preserve, afterlife, canopic, natron, scarab, sarcophagus, Tutankhamen, Pharaoh			
L1: Learn to place periods of time on a timeline with key historical dates.	L2: Learn to use a range of source materials to answer questions about the past.	L3: Learn how life in Egypt depended on the River Nile.	L4: Learn the impact of a significant historical figure on life in Britain.	L5: Learn to use sources to answer questions about daily life in Ancient Egypt.	L6: Learn to use sources to independently answer questions about the achievements of the Ancient Egyptians.
<b>Topic 2</b>	Key Discipline: Greeks	Key Vocabulary: Metic, democracy, Athenian citizens, Athens, Sparta, Marathon, city states, Pankration, chariot racing, Ekklesia, Boule, Dikasteria			
L1: Learn to place periods of time on a timeline with key historical facts and dates.	L2: Learn to use a range of source materials to answer questions about the past which go beyond simple observations.	L3: Learn about Greek life and achievements and their influence on the Western World (democracy).	L4: Learn about Greek life and achievements and their influence on the Western World (Athens and Sparta)	L5: Learn the impact of a significant historical figure on life in Britain, and how life has changed as a result.	L6: Learn about the greatest achievements of Ancient Greece.
<b>Topic 3</b>	Key Discipline: Romans	Key Vocabulary: Hadrian's wall, Emperor Hadrian, Romans, Picts, Caledonia, territory, taxes, Celts, Icenii tribe, Queen Boudicca, rebellion, Julius Caesar, primary/secondary evidence			
L1: Learn to put key dates from the Roman period into chronological context, using what I've already learnt.	L2: Learn how Julius Caesar contributed to national and international achievements.	L3: Learn how Emperor Hadrian impacted on life in Britain.	L4: Learn to describe the impact of the war on the local area.	L5: Learn how Boudicca impacted on our local area.	L6: Learn to compare two periods of history, identifying similarities and differences between them.
<b>Year 5</b>					
<b>Topic 1</b>	Key Discipline: Ancient Mayans	Key Vocabulary: slave, temple, lowland, highland, pyramid, solar, trade, farming			
L1: Learn to independently place historical events on a timeline.	L2: Learn the religious beliefs of the Mayan people.	L3: Learn how to identify and use a range of sources to understand more about the Mayan civilisation.	L4: Learn to link events from periods studied to changes or developments in contemporary society.	L5: Learn about Mayan cities and temples.	L6: Learn why Pakal the Great acted as he did.
<b>Topic 2</b>	Key Discipline: Anglo Saxons and Vikings	Key Vocabulary: longboat, longhouse, chieftain, berserker, runes, Pagan, Danelaw, Jarl, Karl, figurehead, Freyja, Odin, Thor, Jorvik, Danelaw, Alfred the Great, Lady Wulfruna, Sutton Hoo, Lindisfarne, Hengest and Horsa, Athelstan, Augustine, Angles, Saxons, Jutes, ead			

## History

L1: Learn to independently place historical events on a timeline, remembering key facts from a period of history studied.	L2: Learn about the daily life of Vikings and Anglo Saxons.	L3: Learn why the Anglo-Saxons settled in Britain.	L4: Learn to compare and contrast the Anglo-Saxon and Viking justice systems with the modern British justice system.	L5: Learn to organise and record relevant information from a range of sources.	L6: Learn who Edward the Confessor was, and the reasons behind the Battle of Hastings.
<b>Topic 3</b>	Key Discipline: Black Country	Key Vocabulary: Coal mining, Industrial Revolution, Abraham Darby			
L1: Learn to independently place historical events and change on a timeline, remembering key facts from a period of history studied.	L2: Learn to use a range of local history sources to describe how an event affected our local area.	L3: Learn to make connections between two periods of history, to begin to develop historical perspective.	L4: Learn to select, organise and record relevant information from a range of sources to produce explanations.	L5: Learn how different types of evidence tell us different things about the past.	L6: Learn how a significant individual has influenced the UK or wider world.
<b>Year 6</b>					
<b>Topic 1</b>	Key Discipline: Turning Point in British History – WW2	Key Vocabulary: cause, consequence, oral history, The Blitz, rationing, chronological, operation, evacuee, Dunkirk, Operation Barbarossa, Battle of Britain, morale			
L1: Learn to independently place historical events on a timeline, remembering key facts from World War II and putting this into chronological context.	L2: Learn how our own lives have been influenced by a significant individual or movement.	L3: Learn how lives were influenced by rationing.	L4: Learn how our own diet compares to wartime rationing.	L5: Learn to analyse a significant turning point in British History.	L6: Learn to explore the significance of key events.
<b>Topic 2</b>	Key Discipline: The Changing Power of Monarchs	Key Vocabulary: democracy, consequence, Parliament, reforms, people's rights, Roundheads, Cavaliers, Civil War			
L1: Learn to create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy.	L2: Learn what changes the Magna Carta made to the ruling of the British Monarchy.	L3: Learn how the Tudors came to power.	L4: Learn to make connections, draw contrasts and identify trends in history, to improve historical perspective.	L5: Select, organise, summarise and present relevant information, by writing a factual newspaper report based on the English Civil War.	L6: Select, organise, summarise and present relevant information, from a wide range of sources, by writing Queen Victoria's diary entry after the death of Prince Albert
<b>Topic 3</b>	Key Discipline: Crime and Punishment Across the Ages	Key Vocabulary: jury, magistrate, lawyer, traitors, prevention, ordeal, poachers, witchcraft, weregild, citizen, curse, evidence			
L1: Learn about crime and punishment in a non-European society which contrasts with British History (Mayan civilization).	L2: Learn to describe the negative or positive impact of a period of history on contemporary society. Medieval and Tudor Crime and Punishment. (1)	L3: Describe the negative or positive impact of a period of history on contemporary society - Medieval and Tudor Crime and Punishment. (2)	L4: Learn about crime and punishment in the Early Modern Period.	L5: Learn what crime and punishment was like during the Anglo-Saxon period.	L6: Learn what crime and punishment was like during the Victorian period.