



History

Curriculum strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Use everyday language related to time</p> <p>Talk about past and present events in their lives and in lives of family members.</p> <p>Know about some events that happened in the past.</p> <p>Know about their own life-story.</p> <p>Know about their family's history.</p>	<p>Develop an awareness of the past</p> <p>Use words and phrases relating to the passing of time</p>	<p>Know where people and events studied fit into a chronological framework</p> <p>Identifying similarities and differences between people and events from different time periods</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Develop a chronological understanding of British, local and world history</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Understand an overview and depth of knowledge</p>	<p>Establish clear narratives within and across the periods that they have studied.</p> <p>Sequence the significant events, societies and people from units covered, using appropriate dates.</p>	<p>Note connections, contrasts and trends over time</p> <p>Sequence the significant events, societies and people from units covered, using appropriate dates.</p>
Historical enquiry	<p>Be curious about people and show interest in stories</p> <p>Ask appropriate questions related to learning.</p>	<p>Ask and answer questions related to history</p> <p>Understand some ways we find out about the past</p>	<p>Ask and answer questions related to history</p> <p>Choose and use parts of sources to show understanding of historical concepts</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources.</p> <p>Begin to construct informed responses to enquiry questions by selecting relevant historical information.</p> <p>Regularly address, and sometimes devise historically valid questions.</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources.</p> <p>Begin to construct informed responses to enquiry questions by selecting relevant historical information.</p> <p>Regularly address, and sometimes devise historically valid questions.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses to enquiry questions by selecting relevant historical information.</p> <p>Regularly address, and sometimes devise historically valid questions.</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses to enquiry questions by selecting relevant historical information.</p> <p>Regularly address, and sometimes devise historically valid questions.</p>
Using sources	<p>Understand that books help us to learn about the past.</p> <p>Know about the past through the use of settings, characters and events encountered in</p>	<p>Understand that there are different ways that we can find out about the past.</p>	<p>Identify different ways that the past is represented.</p>	<p>Begin to understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Begin to understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p>



History

	books and storytelling.						
Interpretations of history		Identify different ways in which the past is represented.	Identify different ways in which the past is represented.	Begin to understand that different versions of the past may exist.	Begin to understand that different versions of the past may exist, giving some reasons for this.	Understand that different versions of the past may exist, giving some reasons for this.	Understand that different versions of the past may exist, giving some reasons for this.
Continuity and Change	Understand that there have been changes to objects over time.	Identify ways that life has changed over time.	Identify ways that places have changed over time.	Describe the changes that occurred during different time periods.	Make links between changes that have occurred within a time period.	Make links between changes that have occurred during different time periods.	Describe and make links between main events, situations and changes within and across different time periods.
Cause and Consequence		Recognise why people did things and what happened as a result.	Recognise why people did things, why events happened and what happened as a result.	Give reasons why changes occurred within time periods.	Identify and give reasons for historical events taking place, and changes within time periods.	Identify and give reasons for historical events and changes that occurred over time.	Identify and give reasons for the results of historical events and changes that occurred over time.
Similarity/Difference	Know about similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Identify similarities and differences between objects from the past and present.	Make simple observations about how life was different for different groups of people.	Make simple observations about different types of people and events.	Begin to describe the social, cultural, religious and ethnic diversity in Britain and the wider world.	Begin to describe the social, cultural, religious and ethnic diversity in Britain and the wider world.	Describe the social, cultural, religious and ethnic diversity in Britain and the wider world.	Describe the social, cultural, religious and ethnic diversity in Britain and the wider world.
Significance	Know about some events and people in the past. Know about characters from stories, including figures from the past. Know about the lives of people around them, and the jobs that those people do.	Discuss someone who was important and begin to explain why they were important.	Discuss someone who was important and explain why they were important.	Begin to identify historically significant people and events in situations.	Begin to identify historically significant people and events in situations.	Identify historically significant people and events in situations.	Identify historically significant people and events in situations.

History

Substantive Knowledge

Year Group	Autumn	Spring	Summer
R	<p>I know about my own life-story and family's history.</p> <p>I know about changes that have happened within my family lifetime.</p> <p>I know about the lives of the people around me, and the jobs they do.</p>	<p>I know about some events & people in the past</p>	<p>I know that things change over time.</p> <p>I can recognise things that have changed whilst I have been at school.</p>
1	<p>Some toys people in the past played with, we still play with today (e.g. Barbies, cars, trains, Lego, dolls, teddies).</p> <p>Electronic games began to be used in children's parents' time.</p> <p>In children's grandparents' time, children played games more than children played with toys.</p> <p>Toys in the past did not have TV or film characters.</p> <p>Teddies used to be just bears but now they can be lots of things.</p>	<p>Florence and Mary were both nurses during the Crimean War.</p> <p>Hygiene in hospitals was really bad a long time ago.</p> <p>Florence changed hygiene practises in hospitals.</p> <p>Mary Seacole was mixed race and Florence Nightingale was white.</p> <p>Unlike Florence, Mary had to fund herself because she was told no.</p> <p>Black/mixed race people were treated differently in the past.</p> <p>Mary used her own money to set up the British Hotel.</p>	<p>There were 3 classes of passenger – 1st class, 2nd class and 3rd class.</p> <p>1st class tickets were very expensive so only the rich could afford them.</p> <p>The Titanic was built to be unsinkable.</p> <p>Many people died, including crew because there were not enough lifeboats. 1st class passengers were given priority.</p> <p>Some people survived.</p> <p>Women and children were saved first.</p>
2	<p>France and England were at war when Arundel castle was built.</p> <p>Roger the Great – Roger de Montgomery was the first Earl of Arundel</p> <p>Some of the key features of Arundel castle are: Great Hall, The Keep, Dungeon, Portcullis/drawbridge, Moat, Armoury</p> <p>The way that Arundel castle is used has changed over time.</p>	<p>Ernest Shackleton was a polar explorer, who explored the Antarctic</p> <p>Ernest Shackleton's ship was called the Endurance and it got stuck in ice for 2 years</p> <p>Ernest Shackleton saved all members of his crew members</p> <p>Ibn Battuta was born in Africa and explored Africa and Asia</p> <p>Ibn Battuta explored Africa and Asia (warmer continents) whereas Shackleton explored Antarctica</p> <p>People have been and are still inspired by Ernest Shackleton and Ibn Battuta</p>	<p>Factors contributed to the spread of the fire, such as the construction of buildings, strong winds, and narrow streets.</p> <p>Sir Christopher Wren played an important role in the process of rebuilding London.</p> <p>The Great Fire of London started in a bakery near Pudding Lane.</p> <p>The fire swept through London for four days. It destroyed 13,200 houses, 87 churches, and St Paul's Cathedral.</p> <p>People had to use horse-drawn carts to bring water up to the burning buildings because there were no proper fire engines.</p>

History

		The things that Ibn Battuta and Ernest Shackleton took on their expeditions were different.	
3	<p>The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Over time, people learned new skills, where they learned to herd animals and grow crops. Hunter gathers had temporary homes as they travelled between different places. Tools and weapons were created by flint knapping. Art, jewellery and pottery were created by Stone Age people.</p>	<p>Smelting rocks started to be used to make bronze. Settlers from mainland Europe brought their new skills to Britain. Britons started to mine for metals. The introduction of metal led to changes in the weapons and tools that were used by people at the time. Some settlers who arrived belonged to the Beaker culture. Beaker people lived in clans led by powerful chiefs. They held religious ceremonies at stone circles, and buried their dead in circular graves. These customs became part of life in Ancient Britain. Iron replaced bronze as the main material for making tools and weapons. People lived in tribes and they were often at war with each other. Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by stone walls. Sometimes people from the Iron Age are called 'Celts'. Cissbury Ring is a local site that was once used as a hill fort.</p>	<p>The Roman army helped the Roman empire expand and conquer large areas of land. The Roman empire changed overtime. The western Roman empire fell after Rome was sacked by the Goths and Visigoths – the eastern empire continued for much longer. The soldiers were well-trained and disciplined. It is thought that a combination of intense training, new and improved weapons, knowledge of their enemies and strict organisation were the reasons for the Roman army's success.</p>
4	The earliest civilisations had several things in common, including their geographical location in river valleys,	Britain was made up of a number of independent kingdoms. Anglo-Saxons arrived Pagan but converted to Christianity.	Vikings sailed the seas trading goods. They bought silver, silks, spices, wine, jewellery, glass and pottery to bring back home.



History

	<p>architecture, trade, writing, religion and kingship. The timeline of the Ancient Egyptians (3100BCE to 395 AD) falls within the time period of the Stone Age, Bronze Age, Iron Age and Roman occupation of Britain. The Egyptian empire is divided into three Kingdom periods (Old, Middle and New) and was eventually subsumed into the Roman Empire.</p>	<p>People mainly lived in small farming settlements/communities. Movement of tribes – Angles, Jutes and Saxons first raiding, then settling. Tribes came because they wanted farm land that didn't flood.</p>	<p>Vikings were Pagans, which is why they were happy to raid monasteries. Almost all the kingdoms fell to the Vikings. All except for Wessex, which was ruled by Alfred the Great. Alfred saved England from being completely controlled by the Vikings, and began the process of re-claiming England for the Saxons.</p>
5	<p>Worthing was an agricultural and fishing hamlet for many centuries. Princess Amelia visited Worthing in 1798, which led to it becoming a fashionable place to visit. Many wealthy people who visited Worthing decided to stay, making it their home. Worthing pier, Worthing library, The Dome Cinema, St. Mary's church, The Connaught theatre and the Lido are significant places in Worthing. The opening of Worthing Pier led to many more people visiting Worthing. Worthing Pier has been repaired many times due to damage that it received in severe storms and during WW2. Marian Frost persuaded Andrew Carnegie to build a new library in Worthing because the old one was not fit for purpose. Goring Primary School has grown over time due to more houses being built in the local area.</p>	TBC	<p>Ancient Greece was split up into states. The main states include: Athens, Sparta, and Olympia. City states had their own government, laws and army. City states were often rivals to one another. Athens was known for its democracy. Sparta was known for its military strength. Theatre played an important role in everyday life. Thousands of people packed the hillside arena of ancient Athens to watch plays by famous writers like Sophocles, Euripides and Aeschylus.</p>

History

<p>6</p>	<p>Islam was founded by Muhammad. Islam originated in the Arabian Peninsula, which is where modern day Saudi Arabia is located. Many discoveries were made linked to medicine, astronomy, maths, science and more. Islam spread and became the dominant religion along the trade routes. Items, knowledge and religious beliefs were traded along the silk roads.</p>	<p>WW2 started because Germany invaded Poland. The Battle of Britain led to Germany losing much of their air force due to the strength of British planes. Germany targeted large cities such as London, Coventry and Manchester as part of the Battle of Britain to begin with. Germany moved their attack on Britain to areas in the countryside that had factories and army bases. Women and children played a role in keeping factories and farms working as part of the Home Front. Worthing was impacted by WW2.</p>	<p>Children largely committed crime involving theft during the Victorian period and received punishments for these. How you were punished depended on who you were and your position in Roman society. Whipping and fines were the most common punishments. During the Anglo-Saxon period, there wasn't a police force like we have today. Keeping law and order was the responsibility of everyone in the village. The laws in Tudor times were strict and most crimes were punished severely. In Tudor times, the worst punishments were reserved for the most serious crimes. In Victorian times, if a child committed a crime they received the same punishment as an adult.</p>
----------	---	---	--