



History Curriculum

History	KS1 A	KS1 b	¾ A	¾ B	5/6 A	5/6 B
Who Am I and Who Am I Becoming?	My History	Local Study My Schools History	Local Study: Why is the history of Wootton Wawen also the history of England?	Local Study How has Henley in Arden grown throughout history?	Local Study Why is the history of Coughton Court also the history of England?	Who am I and where are my roots?
Celebrating difference	Fashion through the decades (History of Shopping)	Significant events Remembrance day, gunpowder plot (links to Coughton)	Mayans Local study Bourneville	The Ancient Civilisations of Sumer, the Indus Valley and Shang Dynasty China	Early Islamic civilisation	Local Study (Birmingham) The Industrial Revolution and the Victorians
Wonders of Christmas						
Heritage and Culture	History of communication	History of Transport (railways and planes)	Local Study (Henley) The Stone Age, the Bronze Age, the Iron Age and the transition to agriculture	Local Study (Alcester) Ancient Rome and Roman Britain	Local Study (Wootton) The Anglo-Saxons, the Vikings and the Norman Conquest	Local Study (Coventry) World War 2
Building a Sustainable and Inclusive World	Katherine Johnson/Mary Jackson - Black women in NASA Bessie Coleman - first black women to get pilot license	Nurses from History	Fairtrade	David Attenborough (Animals)	Malala Yousafzai Girls Education	Greta Thornburg – climate change
The Easter Story						
Citizenship and the World (History Day)	The Great Fire of London	Kings and Queens (Tudor)	Ancient Egypt	Ancient Greece	The kingdom of Benin	Civil rights and human rights icons

<p>Lights Camera Action Cycle A</p> <p>Local Study – Tudors Shakespeare</p>	<p>How many kings and Queens ruled in Tudor Britain?</p> <p>Identify significant people and begin to understand why they were important</p>	<p>How many kings and Queens ruled in Tudor Britain?</p> <p>Identify and understand significant people and events.</p> <p>Describe how the events affected the culture at the time.</p>	<p>What effect did Tudor Life have on Britain today?</p> <p>Understand how the Tudors influenced our life today?</p> <p>Know of significant events and people influenced present life</p>	<p>What effect did Tudor Life have on Britain today?</p> <p>Describe how the Tudors influenced our life today?</p> <p>Describe significant events and people influenced present life</p>	<p>How did Shakespeare effect modern Britain?</p> <p>Know about Shakespeare’s legacy, giving reasons.</p>	<p>How did Shakespeare effect modern Britain?</p> <p>Describe and explain Shakespeare’s legacy, giving reasons.</p>
<p>Lights Camera Action Cycle B</p> <p>Local Study – Tudors Warwick</p>	<p>Who was the king Maker? (Earl of Warwick)</p> <p>Identify the King Maker and his key jobs</p>	<p>Who was the king Maker? (Earl of Warwick)</p> <p>Identify the King Maker and describe his role</p>	<p>When was life at Warwick castle at its prime?</p> <p>Understand how the Tudors improve our life today?</p>	<p>When was life at Warwick castle at its prime?</p> <p>Describe the culture changes within Warwick over time.</p>	<p>Why is the history of Warwick also the history of England? (Temple Grafton)</p> <p>Identify and describe how the history of Warwick influenced the history of England? (Temple Grafton)</p>	<p>Why is the history of Warwick also the history of England? (Temple Grafton)</p> <p>Evaluate how the history of Warwick influenced the history of England? (Temple Grafton)</p>

National Curriculum Programmes of Study

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>			
Historical Knowledge	Knowledge & Understanding of British History	<ul style="list-style-type: none"> • Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> • 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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 			
	Local History	<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> • A local history study 			
	Knowledge & Understanding of Wider World History	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. 			
History Skills and Concepts		<ul style="list-style-type: none"> • Be aware of the past, using common words and phrases relating to time • Fit people and events into a chronological framework • Identify similarities and differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which past is represented 		<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this 			

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local History	<p>Identify the name of a famous person, or a famous place, close to where they live.</p> <p>Talk about events in my life and the lives of people I know.</p> <p>Begin to discuss changes within living memory from the local area.</p>	<p>Identify and describe changes within living memory from the local area (where appropriate, these should be used to reveal aspects of change in national life)</p> <p>Identify similarities and differences of the local area, between periods.</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Begin to understand clear accounts within and across periods studied</p> <p>Identify connections, contrasts and trends over time</p> <p>Understand how knowledge of the past is constructed from a range of sources within the local area.</p> <p>Discuss evidence by selecting and organising relevant historical information, gathered within the local area.</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Understand that different versions of the accounts of the past may exist, giving some reasons for this</p> <p>Identify and describe connections, contrasts and trends over time</p> <p>Identify knowledge of the past and describe how it is constructed from a range of sources, within the local area.</p> <p>Evaluate by selecting and organising relevant historical information, gathered within the local area.</p>	<p>Use some history skills and concepts to know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p>	<p>Use all history skills and concepts to know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p>

Substantive Skills and Concepts						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge	<p>Talk about own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p> <p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Sequence people, events, objects and photos and fit them onto a prepared timeline with a scale.</p> <p>Describe events, places and people beyond living memory. (National or Global)</p> <p>Confidently, use a range of words and phrases relating to the passing of time e.g., nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc.), and recount changes in own life.</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Understanding that the past can be commemorated each year at specific times</p>	<p>Begin to recognize historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p> <p>Begin to recognise and talk with increasing accuracy and detail about events, places and people beyond living memory.</p>	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Describe how the past has been divided into different periods of time.</p> <p>Use the terms BC and AD to locate dates of invasion and occupation.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p> <p>Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Compare and contrast features of historical periods identifying similarities and differences.</p> <p>Describe and analyse the impact of change within and between periods in the past.</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</p>

Disciplinary Knowledge - - knowledge of second order concepts and the approach of historical enquiry. Children should know how to....

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry – Using Sources and Communicating Ideas	<p>Talk about and share experiences of the past and present.</p> <p>Talk about and describe artefacts from the past and present.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p> <p>Begin to identify aspects of the present with the past and describe simple similarities and differences.</p> <p><i>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events - clothing, housing etc.</i></p>	<p>Give reasons for and describe changes that have taken place within living memory. (linked to national life)</p> <p>Ask questions and produce answers to a few historical enquiries, about artefacts from the past and present.</p> <p>Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Understand and compare aspects of the present with the past and describe simple similarities and differences.</p> <p><i>Make reasoned interpretations about individuals and events by using a small selection of focused sources</i></p>	<p>Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses.</p> <p>Use simple sources of information such as artefacts, music, historical buildings, stories and oral accounts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Communicate ideas and research about the past using different genres of writing, drawing, storytelling, diagrams, data-handling, drama and ICT.</p> <p>Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Compare reasons why peoples account of the same event may be different.</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p>	<p>Identify different ways in which people have represented and interpreted the past.</p> <p>Give reasons for negative views and accounts in written sources of information.</p> <p>Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints - Talk about and give reasons for an event being interpreted in a range of different ways.</p> <p>Identify why the amount of written primary sources varies depending on individual time periods</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions, by:</p> <p>Select, combine and present information from more than one source.</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence.</p> <p>Talk about why some written sources may give a negative view or account</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
Cause and Consequence	Recognise why people did things, why events happened identifying basic causes & effects.	Recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects.	Recognise the importance of causes and consequences of historical events and changes.	Identify and describe the importance of causes and consequences of historical events and changes.	Explain, give reasons for the significance of causes & consequences of historical events/changes.	Compare and contrast the significance of causes & consequences of historical events/changes.
Change and continuity	Discuss similarities and differences between ways of life at different times.	Identify similarities and differences between ways of life at different times.	Identify and describe the changes occurring within & across periods	Make valid statements about the main changes occurring within and across periods – giving reasons.	Compare and contrast the changes occurring within & across periods.	Compare and contrast the changes occurring within & across periods, and compare the importance and nature of these changes.
Similarities and Differences	Make simple observations about different types of people, events, beliefs within a society or time period, beginning to recognize simple similarities and differences.	Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.	Make observations about similarities and differences between people, groups, experiences or places in the same historical period.	Make observations about similarities and differences between people, groups, experiences or places in the same historical period. Begin to describe the similarities and differences.	Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.	Describe, explain and compare the similarities and differences between people, groups, experiences or places in the same historical period.
Historical Significance	Recognize and talk about important aspects of a theme, period, society or person.	Identify and talk about important aspects of a theme, period, society or person.	Identify and explain why aspects of a theme, period, society, person or historical account are significant.	Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin	Identify and explain why aspects of a theme, period, society, person, historical event or development are	Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these

				to describe how these aspects influence life today.	significant; describe how these aspects influence life today.	aspects influence life today. Further compare and contrast different theme, period, society, person, historical event
Vocabulary and communication	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'
Historical Interpretations	Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.		Understand that different versions of the past exist, and explore possible reasons for this.		Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.	

Sticky Knowledge per a topic

<u>Skill</u>	<u>EYFS</u>	<u>Ks1 Cycle a</u>	<u>Ks1 Cycle b</u>	<u>LKs2 Cycle a</u>	<u>LKs2 Cycle b</u>	<u>UKs2 Cycle a</u>	<u>LKs2 Cycle b</u>
Constructing the past	Identifying that things from the past might be different from today – technology, cars, planes houses, toys etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally – <i>Great fire of London, landing on the moon</i>	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – – <i>George Stephenson and the development of trains, Amelia Earhart and Bessie Coleman – First female pilots; Florence nightingale, Edith Carvell Mary Seacole (nurses)</i>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on how: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period</p> <p>Building a coherent knowledge of the Egyptians, their chronological place in history and their impact on future civilisations focusing on how: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period</p>	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison of how n: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period</p> <p>Building a coherent knowledge of the earliest civilisations (including Egyptians), their chronological place in history and their impact on future civilisations focusing on how: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period</p> <p>Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history</p>	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on how: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period</p> <p>Comparing Early Islamic civilisation with the Maya civilisation through focusing on how: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period and understanding the reasoning for similarities/differences between each civilisation.</p>	<p>Building an understanding of post-1066 Britain through the Victorians and their impact on today’s world by comparison of how : Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period</p> <p>Comparing Viking Britain with the Maya civilisation through focusing on how : Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements influenced people, events, beliefs within a society or time period and understanding the reasoning for similarities/differences between each civilisation</p>

<p>Sequencing the past/Chronology</p>	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves (great fire of London)</p> <p>Identifying that events and changes have happened in order – <i>telephone, mobile phone, video call</i></p> <p>Begin to identify that there are different periods of time in history; 50s,60s,70s, 80s, modern fashion/ development of the communication.</p> <p>Identify things that were here 100 years ago and things that were not (fashion, communication tools)</p>	<p>Identifying and comparing people from different periods of time <i>George Stephenson and the development of trains, Amelia Earhart and Bessie Coleman – First female pilots; Florence nightingale, Edith Carvell Mary Seacole (nurses)</i></p> <p>Identifying how periods of time can impact on individuals and events – Tudors</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning</p> <p>Differentiate between things that were here 100 years ago and things that were not (<i>instruments in hospitals, transport developments</i>)</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts</p> <p>Developing an understanding of concurrence of ancient Egypt in comparison to around the world during these times</p> <p>Placing Ancient Maya into chronological context in comparison to around the world during these times</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent early civilisations around the world and their impact on later civilisations</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing Victorian Britain into chronological context and it’s legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
<p>Continuity and change</p>	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today; changes in fashion</p> <p>Identifying that there are reasons for continuities and changes and stating</p>	<p>Identifying that changes throughout history have had important consequences – development of railways, understanding of the</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: Government; Exploration and Conflict; Religion;</p>	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: Government; Exploration and</p>	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: Government;</p>	<p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of: Government; Exploration and</p>

		<p>some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p>	<p>world from nurses</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p>	<p>Power and Rule; Culture; Settlement; achievements</p> <p>Identifying the similarities and differences between the Ancient Egyptians and Mayans, Stone Age Britain.</p>	<p>Conflict; Religion; Power and Rule; Culture; Settlement; achievements</p> <p>Identifying the similarities and differences between the early civilizations and Roman Britain through: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements</p> <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through.</p>	<p>Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements</p> <p>Comparing similarities and differences between the Ancient Maya (<i>previous learning</i>) and Viking Britain through comparison of: Government; Exploration and Conflict; Religion; Power and Rule; Culture; Settlement; achievements</p>	<p>Conflict; Religion; Power and Rule; Culture; Settlement; achievements</p> <p>Identifying the continuity and change throughout the World Wars.</p>
Cause and effect	<p>Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history - The great fire of London landing on the moon.</p> <p>Identifying that history can affect the local area, as well as nationally and globally</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – Titanic sinking and health and safety changes made due to it</p>	<p>Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – Tudor Monarchs</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans</p> <p>Identifying the cause and effect of Spanish explorers on the Maya</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying the importance of settlements in early civilisations– identifying the links between natural resources and humans.</p>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</p>	<p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today’s world as either positive or negative</p> <p>Identifying the effect of World Wars on their world and today’s world as either positive or negative.</p>

				- positive or negative?			
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally Begin to understand what makes someone or something significant -	Identifying why certain people/events are significant in the wider context of history Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence Interpret the achievements of the Maya compared to the Romans/Greeks and make a judgement on their significance – which achievements were more impressive?	Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past Identifying why our interpretations of early civilisations are difficult due to limited primary sources or written evidence.	Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’	Identifying the significance of Victorian achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?

Key Stage 1 Substantive Concepts

Old, new, past, present, poor, rich, same, different, kings, queens, rulers, throne, reign, society, soldiers, war, parliament, vote, elect, Prime Minister, empire, emperor, power, civilisation, army, cities, conquer, invade

Key Stage 2 Substantive Concepts

Important historical substantive concepts, organised via central themes, are encountered in a variety of contexts in Key Stage 2. This is important because each concept can mean different things when applied to a particular example or time period. The history curriculum provides regular opportunities to begin to layer this substantive conceptual understanding of the following concepts, organised via theme (in bold):

Government	Exploration and Conflict	Religion	Power and Rule	Culture	Settlement
advisor	boundary	church	justice	art	civilisation
official	border	temple	resistance	architecture	settlement
Scribe	frontier	tomb	suffering	craftsman/woman	society
Council	ally/alliance	religion	power	ballad	community
administration	enemy	goddess	privilege	style	relationship
republic	conflict	belief	democracy	tradition	city
court	diplomacy	deity/divinity	rights	symbol/sign	landholding
politics	migration	afterlife	protest	inscription	peasantry
law	immigration	sacrifice	liberation	scribe	dependence
nation	refugee	underworld	hierarchy	parchment	caste
state	alliance	paradise	monarchy	papyrus	class
representative	army	holy	emperor/empress	gold	estate
ambassador	war/civil war	duty	crown	ebony	order
government	conquest	soul	throne	marble	diversity
authority	military	persecution	ruler	folksong	colony
tax	navy	tradition	kingdom	frieze	Country
institution	peace	devotion	lord	image	nation/nationality
prime minister	trade	reformation	dynasty	customs	nobility
	liberate	rituals	house		peasant
	propaganda		Heir/succession		merchant
	morale		inheritance		slave
	censorship		ancestor		urbanisation
			nobility		
			honour		
			Coronation		
			king/queen		
			Dictator		

KS2 WORLD HISTORY TIMELINE

