



The Meadows Primary Academy



HISTORY

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Chronology	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as 'a chronological framework' and 'the long arc of development'. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
Diversity	This concept is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions, helping children to develop a greater understanding of diversity in modern global society. Diversity is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Democracy	Democracy is based around looking at the ideas and principles of freedom that have been moulded throughout History.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.
Cause and consequence	This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these
Similarity and difference	Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.



The Meadows Primary Academy - History progression through EYFS						
UW- Past and Present/ The World						
Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)		
ELG –UW-Past and Present						
-Talk about the lives of the people around them & their roles in society						
-Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class						
-Understand the past through settings, characters & events encountered in books read in class & storytelling						
Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Communication	Vocabulary- To be used daily.	
Nursery Skills	<ul style="list-style-type: none">Retell past events in correct orderUse talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiencesRemember & talk about significant times or events for family & friendsBegin to make sense of o	<ul style="list-style-type: none">Question why things happened & give explanationsUnderstand why and how questionsAsks who, what, when & how	<ul style="list-style-type: none">Develop an understanding of growth, decay and changes over timeShare photographs, videos, visitorPreserve memories of special events e.g., make a book, video, photos	<ul style="list-style-type: none">Comment and ask questions about aspects of the familiar world such as the place where I live or the natural worldShare stories about people from the past who have an influence on the present	<ul style="list-style-type: none">Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last nightUnderstand and use vocabulary such as: how, why, becauseUnderstand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because	
Nursery Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves – All About Me	Families & Celebrations	Traditional Tales	What a Wonderful World – Growing and Changing	What's the story	People Who Help Us

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Our Mission: To drive personal and academic excellence; everyone, every day.



	<ul style="list-style-type: none"> • Able to follow the daily routine with support of visuals • Describe special events such as a birthday/ day out/ first day at school by looking at images. Describe what is the same and what is different. 	<ul style="list-style-type: none"> • Name their own immediate family • Talk about how they have changed over time from baby-Toddler-child. • Talk about the events in the Christmas story. • Describe what we 'remember'. 	<ul style="list-style-type: none"> • Begin to develop an understanding of characters from the past • Sequence the events in a story. • Make predictions about what might happen next • Question words of 'who', 'why', 'where' and 'when'. 	<ul style="list-style-type: none"> • Take images of growth and change and sequence events and retell what happened over time. 	<ul style="list-style-type: none"> • Talk about similarities and differences between • Describe a memory linked to photographs and special objects. • Recount key events linked to visitors into school using past tenses 	<ul style="list-style-type: none"> • Recount visitors and visits using photographs using past tenses
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Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future.

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**The Meadows Primary Academy History progression through EYFS
UW- Past and Present/The World**

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –UW-Past and Present

-Talk about the lives of the people around them & their roles in society

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

-Understand the past through settings, characters & events encountered in books read in class & storytelling

Focus	Chronological understanding		Historical Enquiry		Knowledge & Interpretation		Communication		Vocabulary- to be used daily			
Reception Skills	<ul style="list-style-type: none">▪ Use talk to organise, sequence and clarify thinking and events▪ Compare & contrast characters from stories, including figures from the past•Comment on images of familiar situations in the past		<ul style="list-style-type: none">▪ Ask questions to find out more & to check understanding of what has been said▪ Understands questions such as who, why, when, where & how▪ Understands a range of complex sentence structures including tense markers•Engage in non-fiction books		<ul style="list-style-type: none">▪ Articulate ideas & thoughts in well-formed sentences▪ Ask questions to find out more & to check understanding of what has been said		<ul style="list-style-type: none">▪ Use talk to organise, sequence & clarify thinking, ideas, feelings & events		<ul style="list-style-type: none">▪ Understand and use vocabulary: yesterday, last week, at the weekend, this morning, last night▪ Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?•Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain			
Reception Knowledge	Autumn 1 “Who am I?”		Autumn 2 “Who am I?”		Spring 1 “Food to fork”		Spring 2 “Food to fork”		Summer 1 “Where will we go now? /Water water everywhere”		Summer 2 Where will we go now? /Water water everywhere”	

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	<ul style="list-style-type: none">• Share their experience of holidays with friends – trips out at the weekend, holiday’s children take.• Describe special events and special people in their own lives. Explain what makes their home special.• Can look at homes from the past and compare these with their homes. Talk about themselves in the past and in the present.• Talk about stories from the past - Christmas Nativity story.• Know that some stories teach us life lessons (morals)<ul style="list-style-type: none">• Traditional Tales Children see themselves as explorers in their immediate environment.	<ul style="list-style-type: none">• Describe what is the same and what is different about themselves and their friends.• Talk about fictional characters and compare these with people they know in real life – Kings & Queens. Use a range of sources to find new information – books, internet.• Order stages in their lives (birth to Reception).• Talk about important places built in the past – insert Stoke example• Talk about places in the past – Stoke(black and white photographs) compared to the present day.	<ul style="list-style-type: none">• Know that our society is made up of lots of different people that help us.• Talk about different occupations in the present and compare them with occupations from the past – Fire Service, Farmers and their roles.• Use their experiences to talk about and create a whole class simple timeline of events from their year in Reception.• Talk about how technology has changed our world. Compare different celebrations which relate to family life – Chinese New Year, Christmas, Easter, Eid, Divali.
Exploring Events and Celebrations	Fiction and Non Fiction		Changes within Living Memory
Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. Timeline of events to be placed up on class walls so children can continually retrieve what they have learnt in the past, can explain what is happening in the present and are aware of what will happen in the future.			

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Key Stage 1: **Disciplinary concepts: Chronology, Diversity, Democracy, Cause and Change**

KS1 – Cycle A: History skills progression

<u>Cycle A: POS</u> <ul style="list-style-type: none">• 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.• 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• Significant historical events, people and places in their own locality	<u>Chronological understanding</u> <ul style="list-style-type: none">• Understand and use the words past and present when telling other about an event• Use words and phrases such as <i>now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc</i>• Recount changes in my own life over time• Describe things that happened to themselves and other people in the past• Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me
<u>Knowledge and understanding of events, people and changes in the past</u> <ul style="list-style-type: none">• Describe changes within living memory• Recall some facts about people/ events beyond living memory• Look at evidence to give and explain reasons why people in the past may have acted in the way that they did• Use information to describe the past• Describe the differences between then and now• Recount the main events from a significant event in history• Say why people may have acted the way that they did	<u>Historical interpretation</u> <ul style="list-style-type: none">• Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past

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Historical enquiry <ul style="list-style-type: none"> Identify different ways in which the past is represented Ask questions about the past Explore events, look at pictures and ask questions such as 'which things are old and which are new' or 'what were people doing?' Look at objects from the past and ask questions such as 'what were they used for?' and try to answer Use a wide range of information to answer questions 	Organisation and communication <ul style="list-style-type: none"> Describe objects, people or events in history Use timelines to order events or objects or place significant people Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT
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Key Vocabulary	
Changes Beyond Living memory: Great Fire of London	Changes Within Living Memory
events, memory, beyond, significant, monument, national, cause, consequence, building materials, equipment, king, rebuild, cathedral, national, significant	past, present and future, similarity, difference, monarch, monarchy, equipment, curriculum, changes, continuity, Materials, plastic, iron, metal, electrical, boiling, same

Cycle A – End points	
Changes beyond Living Memory – Unit 4 Great Fire of London Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none"> Know events can happen beyond living memory and understand this means nobody alive today can remember the event. Know that the Great Fire of London had an impact nationally Know events can happen beyond living memory Know a King rules over a kingdom and England was ruled by a King at the time. Know that a large section of London (a settlement) was destroyed by the fire Know there were significant changes nationally after the event (town planning and fire service) Know that Samuel Pepys was an eyewitness and his diary was historical source.

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<u>Changes Within Living Memory – Unit 2</u>	<ul style="list-style-type: none"> • Living memory means people are alive today who can remember the changes/ event • My family, the royal family, my school, my house and transport have changed over time • Maps can help us to see change over time • Know familiar changes and how that goes beyond their lived experience • Artefacts are used to support our understanding • Know what similarity and change is
<u>The Stone Age</u>	<ul style="list-style-type: none"> •

Experiences	SMSC	British Values	The Meadows Values
Exposed to careers Talking to older members of the community about changes to shops/ local area Stafford Castle	Cultural and Social - – understanding how past communities were based around local shops and how this has changed over time with the introduction of new cultures (other nationalities moving into area) Moral - consequences of poor planning on human life. The	The rule of law – fire regulations were introduced after the Great Fire of London to safeguard people's lives Individual Liberty – the right to a safe home	Team Work – People worked together after the Great Fire of London

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	necessity to ensure improvements are made after disaster Cultural – National monuments in London		
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KS1 – Cycle B: History skills progression

Cycle B: POS

- 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.
- 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
- Significant historical events, people and places in their own locality

Chronological understanding

- Understand and use the words past and present when telling other about an event
- Use words and phrases such as *now, yesterday, tomorrow, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my mummy was young etc*
- Describe things that happened to themselves and other people in the past
- Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me

Knowledge and understanding of events, people and changes in the past

- Look at evidence to give and explain reasons why people in the past may have acted in the way that they did
- Use information to describe the past
- Describe the differences between then and now
- Recount the main events from a significant event in history
- Say why people may have acted the way that they did

Historical interpretation

- Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums and the internet to find out more about the past

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<u>Historical enquiry</u> <ul style="list-style-type: none"> Identify different ways in which the past is represented Ask questions about the past Look at pictures and ask questions such as 'which things are old and which are new' or 'what were people doing?' Look at objects from the past and ask questions such as 'what were they used for?' and try to answer Use a wide range of information to answer questions 	<u>Organisation and communication</u> <ul style="list-style-type: none"> Describe objects, people or events in history Use timelines to order events or objects or place significant people Communicate ideas about people, objects or events from the past in speaking, writing, drawing, roleplay, storytelling and using ICT
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Cycle B– End points	
Lives of significant Individuals- National & International (Unit 6) – Queen Elizabeth II, Walter Tull, Edith Cavell and Isambard Kingdom Brunel	<ul style="list-style-type: none"> Living memory means people are alive today who can remember the changes/ event Events can happen beyond living memory and understand this means nobody alive today can remember the event. A significant person is someone we remember due to their achievements or way of life We can learn about people from beyond living memory by using a variety of sources Significant people will have an impact on our lives today.
Significant Events, People & Places in Their Own Locality (Unit 8) – Josiah Wedgwood, Reginald Mitchell, Sir Stanley Matthews	<ul style="list-style-type: none"> Know what the word significant means Know how our local area has changed over time Know the reasons why places have significance to our local area. Know that people are significant based on their achievements Know the historic meaning behind significant events

Experiences	SMSC	British Values	The Meadows Values
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Exposed to careers Local Walk Talking to older members of the community about changes to shops/ local area	Cultural and Social – Cultural/Social/Moral - Cultural – Cultural – children learn about local buildings and their link to history	British values Democracy – comparison of Queen Elizabeth II, Walter Tull, Edith Cavell and Isambard Kingdom Brunel. Who had the most impact and why?	Aspirational is discussed when looking at the impact of Reginald Mitchell
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Key Vocabulary	
Lives of significant Individuals- National & International (Unit 6)	Significant Events, People & Places in Their Own Locality (Unit 8)
Beyond living memory, discovery, trade, significant, nationally, globally, transported, living memory, Cause, consequence, motivation, choices, evidence, demonstration, democracy, biography, autobiography, significant, achievements	significant knighted, past, present statue, monument, remembrance Industrial, pottery, inventions

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Key Stage 2

Disciplinary Concepts: Change and Continuity, Evidential Thinking, Causation & Similarities and Differences.

LKS2 – Cycle A: History skills progression

LKS2: POS

- Changes in Britain from the Stone Age to the Iron Age
- 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

Chronological understanding

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order
- Describe dates or and order significant events for the period studied

Knowledge and understanding of events, people and changes in the past

- Describe how tools and land use changed the way people lived
- Describe how some of the things I have studied from the past affect/influence life today
- Describe the changes over time within Ancient Egypt
- Describe similarities and differences between people, events and artefacts studied
- Use evidence to describe the clothes, ways of life and actions of people from the past
- Use evidence to describe what the Greek city states had in common
- Use evidence to show how the lives of rich and poor people from the past differed
- Use evidence to describe how Alexandar the Great conquered so much land.

Historical interpretation

- Explore the idea that there are different accounts of history
- Compare Egypt and Sumer
- Understand the relationship with power, knowledge and religion; its ever-shifting nature through cross-cultural influence
- What the past tells us about Ancient Greek stories

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Historical enquiry

- Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past
- Ask questions and find out answers about the past
- Use historical sources to know how we found out about the Indus Valley

Organisation and communication

- Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Cycle A – End points

Ancient Egypt	<ul style="list-style-type: none"> • Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. • How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. • Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing
Cradles of civilisation	<ul style="list-style-type: none"> • The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). • Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. • Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats
Indus Valley Civilisation	<ul style="list-style-type: none"> • Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal • Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion
Persia and Greece	<ul style="list-style-type: none"> • Start with ancient Persia and its empire to set geographical & political context. • Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? • Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses

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Ancient Greece	<ul style="list-style-type: none"> Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.
Alexander the Great	<ul style="list-style-type: none"> Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall

Key Vocabulary

Ancient Egypt: Valley of the Kings archaeologist excavate tomb ruler ancient Egypt remains hieroglyphics ebony Tutankhamun historian civilisation Nile Mediterranean Sea kingdom crown pharaoh united, unity taxes, tax, taxation fertile mine pyramids Giza scribes sacred carvings overpower enemies, chariot ankh hawk Amun Ra (god) Osiris (god) Isis (goddess) dependent Ma'at (goddess) universe order flooded Anubis (god) afterlife underworld soul limb decay preserve embalm mummy, mummification Rosetta Stone translate, translation inscription cartouche carved papyrus

Cradles of Civilisation: tablets Sumer Tigris Euphrates Mesopotamia Fertile Crescent, trade weaving herding ziggurat cuneiform, Gilgamesh epic Assyria, Indus valley Shang nomadic cradle bronze, altar sacrifices decipher, sculptures mythical decorative

Indus Valley Civilisation: necklace bangles Mohenjo-Daro merchants market Indus Valley civilisation reconstruction reconstructed Harappa monuments seals, sources evidence trench pottery potsherds threshed, threshing barley beckon, urban citadel fired kiln technology sewage Lothal drain wells draw water, jewellery oxen rhinoceroses unicorns, terracotta ornaments carnelian, barter weights transport power trade route, governed governments robe figurines fertility Asia Asian Hindu granary

Persia and Greece: Darius empire Persian Empire Cyrus Babylon, slaves succeeded satrapy satrap taxes tax, city-state polis agora acropolis temple gymnasium theatre, Zeus displeased shrines owls Olympus Ares Poseidon trident Hera, alphabet alpha beta, Homer Iliad Achilles besiege, messengers surrender surrendered Marathon pass strait

Ancient Greece: democracy citizens voted assembly Pericles, Golden Age declared war Peloponnesian War starve plague allies, surrendered enslaved, Parthenon architecture architects inspired columns scrolls frieze sculptures pediment, spectators chorus masks playwrights Sophocles

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tragedy comedy satire gestures literature Homer, Odyssey Odysseus off course Cyclops Sirens, sailors mast nymph disguised revealed, philosophy wisdom philosophers Socrates Plato Academy

Alexander the Great: Macedon puppet king hoplite Philip of Macedon captured hostage sarissa phalanx, Delphi oracle prophecy prophesy league League of Corinth, Bucephalas assassinated determined Gordium wagon legend, pledged loyalty Issus Alexandria Gaugamela chariots retreated, victor divine flew into a rage Ptolemy, founded scrolls Euclid geometry astronomy astronomer Galen

Experiences	SMSC	British Values	The Meadows Values
Exposed to careers Tatton Park – The day in the life the Stone Age	<p>Spiritual – religious practices of Britons pre-Christianity (paganism) and its link to stone circles..</p> <p>Cultural – importance of historical sites such as Stone Henge</p> <p>Religious beliefs and practices of the ancient civilisations. Children explore how these are similar and different.</p> <p>Moral – Many of the ancient civilisations had slaves. There is proof the pyramids were built by slaves.</p> <p>Cultural – importance of historical sites such as the pyramids</p>	<p>Democracy – discussion about how Empires are undemocratic to states they control. It later became an autocracy.</p> <p>Rule of Law –</p>	<p>Resilience is discussed when children learn how early humans adapted to their environment. It is also discussed when children learn about how tribes in Scotland and Boudicca resisted against the power of the Romans.</p> <p>Resilience is discussed when children learn about the inventions of the early civilisations and how it help them become successful.</p> <p>Team Work is discussed when children learn about city planning and irrigation. The leaders of these civilisations had a responsibility to care for the people there.</p>

Disciplinary Concepts: Chronology, Diversity, Democracy, Significance, Cause and Change, Similarities and Differences.

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LKS2 – Cycle B: History skills progression

<p><u>Cycle B: POS</u></p> <ul style="list-style-type: none"> The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates onto a timeline Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> Describe how some of the things I have studied from the past affect/influence life today Describe similarities and differences between people, events and artefacts studied Use evidence to describe the clothes, ways of life and actions of people from the past Use evidence to describe buildings and their uses of people from the past Use evidence to show how the lives of rich and poor people from the past differed Use evidence to describe culture and leisure activities from the past 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Look at different versions of the same events in history and identify differences
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past Ask questions and find out answers about the past 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT

Cycle B – End points

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Early Civilisations An overview of Ancient Summer, The Indus Valley, Ancient Egypt, The Shang Dynasty	<ul style="list-style-type: none"> • Ancient period came after prehistoric period • Know what primary and secondary sources are and know how we use artifacts to find out about the past. • Early civilizations formed when people began living together in larger organized settlements and can name 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty • All four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport, • The invention of a writing script was significant as humans started to record how they lived. • Achievements have impacted life today – Children able to describe this.
Ancient Egypt – In depth study	<ul style="list-style-type: none"> • The Egyptians believed in many gods and the afterlife • The Ancient Egyptians had social classes including the pharaoh, priests, farmers and slaves and only pharaohs and priests were mummified • Know the Egyptian civilization was based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport,

<u>Key Vocabulary</u>	
Early Civilisations	Ancient Egypt
Ancient, civilization, duration, settlement, trade, irrigation, waste disposal, transport, climate, cuneiform, agriculture, irrigation, pyramids, dynasty, emperor, jade, silk	archaeology, interpretation, temples, tombs, pyramids, mummification, tomb, social class, pharaoh, nobles, priests, scribes, soldiers, craftsmen, farmers, slaves



Experiences	SMSC	British Values	The Meadows Values
Exposed to careers Liverpool World Museum	<p>Spiritual – religious practices of Britons pre Christianity (paganism) and its link to stone circles.</p> <p>Religious practices of Romans and their impact on Britons after their invasion. Moral – was Britain the Romans to invade? Discussion about Romans keeping slaves.</p> <p>Cultural – importance of historical sites such as Stone Henge and Hadrian's wall to national culture. Resisted against the power of the Romans.</p>	<p>Democracy – discussion about how Empires are undemocratic to states they control.</p> <p>Rule of Law – In Roman Britain there were laws and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today?</p> <p>Spiritual – Religious beliefs and practices of the Anglo-Saxons and Vikings. Children explore Norse Gods.</p> <p>Moral – Morality of raiding and pillaging by the Vikings.</p> <p>Cultural – Norse mythology as inspired many films and stories globally including the popular Marvel character Thor. British values</p> <p>Democracy – discussion about how kingdoms are undemocratic as one person rules.</p> <p>Rule of Law – Anglo-Saxon and Vikings Kingdoms had their own systems of crime and punishment. How is this similar or different to today?</p>	<p>Resilience is discussed when children learn how early humans adapted to their environment. It is also discussed when children learn about how tribes in Scotland and Boudicca resisted against the power of the Romans.</p> <p>Resilience and Team Work is discussed when children learn about how the Anglo-Saxon kingdoms came together to resist the Vikings.</p>

Disciplinary Concepts: Chronology, Diversity, Democracy, Significance, Cause and Change, Similarities and Differences.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



UKS2 – Year 5: History skills progression

<p><u>Year 5: POS</u></p> <ul style="list-style-type: none"> • Ancient Greece- a study of Greek life and their achievements on the western world • Industrial Revolution • WW1 and WW2 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates onto a timeline • Describe the main changes in a period in history
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past • Give own reasons why changes may have occurred, backed up by evidence • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today • Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations in history • Give reasons why there may be different accounts in history • Evaluate evidence to choose the more reliable forms
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Investigate own lines of enquiry by posing questions to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about the past using different genres or writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT • Plan and present a self-directed project or research about the studied period

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E

Year 5 – End points

WW1	<ul style="list-style-type: none"> • Know that the assassination of Archduke Ferdinand resulted in Austria-Hungary declaring war on Serbia. • Know that Britain declared war on Germany on 4th August 1914 after Germany invaded Belgium • Know that WWI was fought on land, at sea and in the air • Know that on the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches. • Know that the war ended on 11th November 1918 when Germany and the allies signed a ceasefire, or armistice, and the Treaty of Versailles was signed •
WW2	<ul style="list-style-type: none"> • Know that after World War One, many Germans were unhappy about the Armistice and the punishments outlined in the Treaty of Versailles. • Know that WW2 was a war fought around the world by many countries from 1939-1945 • Know that <i>England and France declared War on Germany when Germany invaded Poland.</i> • Know that Neville Chamberlain attempted appeasement and formed the Munich Agreement with Hitler in 1938. • Know that Jews were killed during the Holocaust, as they were scapegoated by the Nazi party • Know that VE day (Victory in Europe) was celebrated on 8th May 1945).
Industrial Revolution	<ul style="list-style-type: none"> • Know that Britain changed from being an agricultural to an industrial country. • Know that The Industrial Revolution was a time of great change. • Know that pollution was a big problem for those living in urban areas. • Know that children were able to work in factories and coal mines to earn money for their families. • Know that factories were able to manufacture goods quickly and cheaply which improved Britain's trade. •
Ancient Greece A study of Greek life and the achievements and influences on the Western World.	The Classical Golden Age of Ancient Greece came after the four earliest civilizations <ul style="list-style-type: none"> • Early civilizations formed when people began living together in larger organized settlement, sharing culture and beliefs • Ancient Greece was made of city states (settlements) and the most famous were Athens, Thebes and Sparta • The Ancient Greeks had many gods and built temples as places of worship • Democracy originated from Ancient Greece and can make comparisons to modern democracy • Democracy is significant as it shapes our lives today • The Olympic games were first held by Ancient Greeks to avoid conflicts.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Year 5 - Key Vocabulary

Ancient Greece	WW1	WW2	The Industrial Revolution
ancient, civilization, trade, city states, artefacts, pottery, statue, archaeology, temples, theatre, language, democracy, power, ruler, government, governance, vote, law, council, representative, religious beliefs	Assassination, invaded, Western-Front, trenches, allies, Home-front, Remembrance, impact, Walter Tull, Significance, Leader	The Great depression, National Socialist party, Adolf Hitler, Neville Chamberlain, Winston Churchill, Appeasement, Anne Frank, The Holocaust, Concentration camps, genocide, scapegoating, propaganda, Dunkirk, Battle of Britain, The Blitz, VE day	Revolution, Enclosure, Crop rotation, Trappers, Climbing boys, Workhouse, Rookeries, Killer diseases, Slums, Peelers, great change, agriculture, inventions, pollution, Education Act, enforce, Factory Act, compulsory, Canals, manufacture, trade, Metropolitan Police, Child Miner, cholera

Experiences	SMSC	British Values	The Meadows Values
Experiences – Greek workshop, WWI&II Imperial War Museum, Buggie making and looking at the Industry at the Iron Bridge Museum. Exposed to careers – archaeologist, historian, armed forces, engineers, politician, civil service	SMSC Spiritual –Religious beliefs and practices of the ancient civilisations. Children explore how these are similar and different. Cultural – the global legacy of the Olympics Moral – Children explore the morality of wars. In WWI, the Black Hand were resisting Austro-Hungarian rule. In WWII, the allied forces were against the rise of fascism. Social – Children explore how society changed due to the change in jobs during and after the wars. Progress was made for women's equality due to them	Democracy – discussion about how Greece was the first recorded democracy but this had its restrictions. Was it a true democracy if slaves and women couldn't vote? Was it a democracy if it allowed slavery? Rule of Law – In Ancient Greece agreed laws were followed by citizens and courts gave consequences for crimes. They also had a system of taxation. How is this similar or different to today? Democracy – Children learn about the dictatorship of Hitler	Resilience is discussed when the children learn about the allied forces and their determination to win the wars. Resilience is also discussed when the children learn about life in the trenches. Team Work is discussed when the children learn about how roles change due to the wars. Respect is discussed when children learn about stories of soldiers (Walter Tull) and the sacrifices they made for others in their units

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Curriculum Intent: R-A-I-S-E



	entering the work force. Cultural – children gain a more in depth understanding of national celebrations such as Remembrance Day and VE day and their importance to our national history	and erosion of democracy in Germany. How did democracy at the time of WWI in the UK differ from now? How did it differ from WWII? All women over 21 got the vote in 1928 in the UK. The rule of law – Children learn how this can change due to circumstances e.g rationing (people could be penalised for breaking rationing rules). This could be discussed in relation to Covid 19 and how rules changed to safeguard people and public health.	
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Disciplinary Concepts: Chronology, Diversity, Democracy, Significance, Cause and Change, Similarities and Differences.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



UKS2 – Year 6: History skills progression

<p><u>Year 6: POS</u></p> <ul style="list-style-type: none"> Non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300. 	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> Order events, movements and dates on a timeline Identify and compare changes within and across different periods Understand how some historical events occurred concurrently in different locations
<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past Give own reasons why changes may have occurred, backed up by evidence Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today Make links between some of the features of past civilisations (religion, houses, buildings, trade) 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> Evaluate evidence to choose the more reliable forms Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations in history Know that people both in the past and present day have a point of view and this can affect interpretation Give clear reasons why there might be different accounts of history- linking this to factual understanding of the past
<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources(achieved materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to museums and visits to sites as evidence about the past Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions Investigate own lines of enquiry by posing questions to answer 	<p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> Communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT Plan and present a self-directed projects or research about the studied period

Year 6 – End points

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E



Mayans A Non-European society that provides a contrast with British history	The Mayans were a civilisation who lived in an area known as Mesoamerican <ul style="list-style-type: none"> • The Mayans had many gods and believed in an afterlife • Mayan society was organised into city states (settlements) and each city was ruled by a different king or queen • There were many conflicts between the city states • Can make comparisons with other civilizations studied e.g settlements and religious beliefs. • The Mayan civilization began in the ancient period and ended in the early modern period due to invasion • Historians use archaeology to interpret the past
WWII and the impact on Stoke-On-Trent	<ul style="list-style-type: none"> • WWII had a huge impact on Stoke-On-Trent • The Spitfire was created by Reginald Mitchell from Stoke-On-Trent • There were around 20 recorded bombings across Stoke-on-Trent and North Staffordshire • Stoke-On-Trent became known for their 'resilience' and 'Best of British attitude'. • Stoke –On-Trent helped rebuild a village in Czech Republic (Lidice) after it was destroyed by the Nazis in 1942. • In September 1942 an appeal - Lidice Shall Live - was launched by Stoke city councillor Sir Barnett Stross and local miners.

Year 6 - Key Vocabulary

Mayans	WWII and the impact on Stoke-On-Trent
civilization, society, city state, archaeology, civilization, ancient, social class, Meso-America, power, conflict, agriculture, polytheistic, gods, goddesses, creation, afterlife	Impact, rationing, Lidice, resilience, survivors, Reginald Joseph Mitchell, bombings.

Experiences	SMSC	British Values	The Meadows Values
Experiences : Mayan Workshop Exposed to careers – archaeologist, historian	Moral – Children discuss human sacrifices in the Mayan civilisation	Democracy – The Mayans civilisation was organised into city states with a ruler and a social class	Resilience is discussed when children learn about the inventions of the Mayan civilisation and how it help them become successful.

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E

Our Mission: To drive personal and academic excellence; everyone, every day.



			Children learn about how children and adults in Stoke-On-Trent were resilient during the war and link this to our school value and why we need to be resilient.
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Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent: R-A-I-S-E