

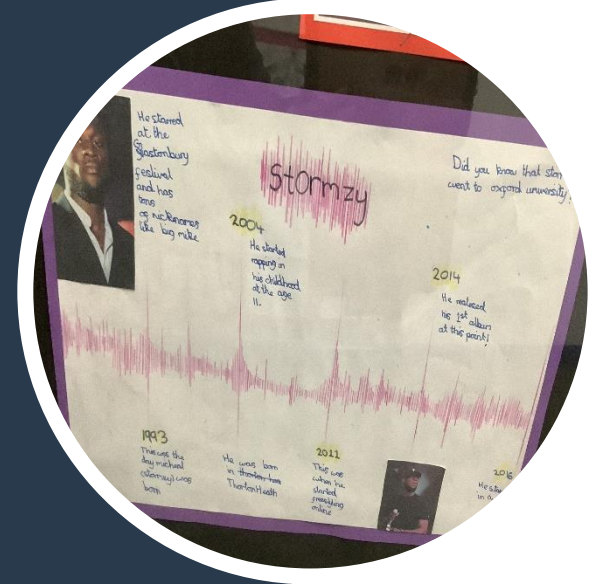


History Curriculum

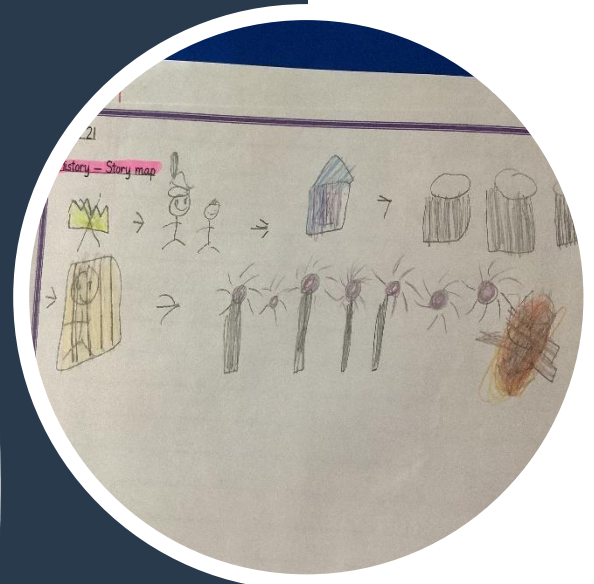
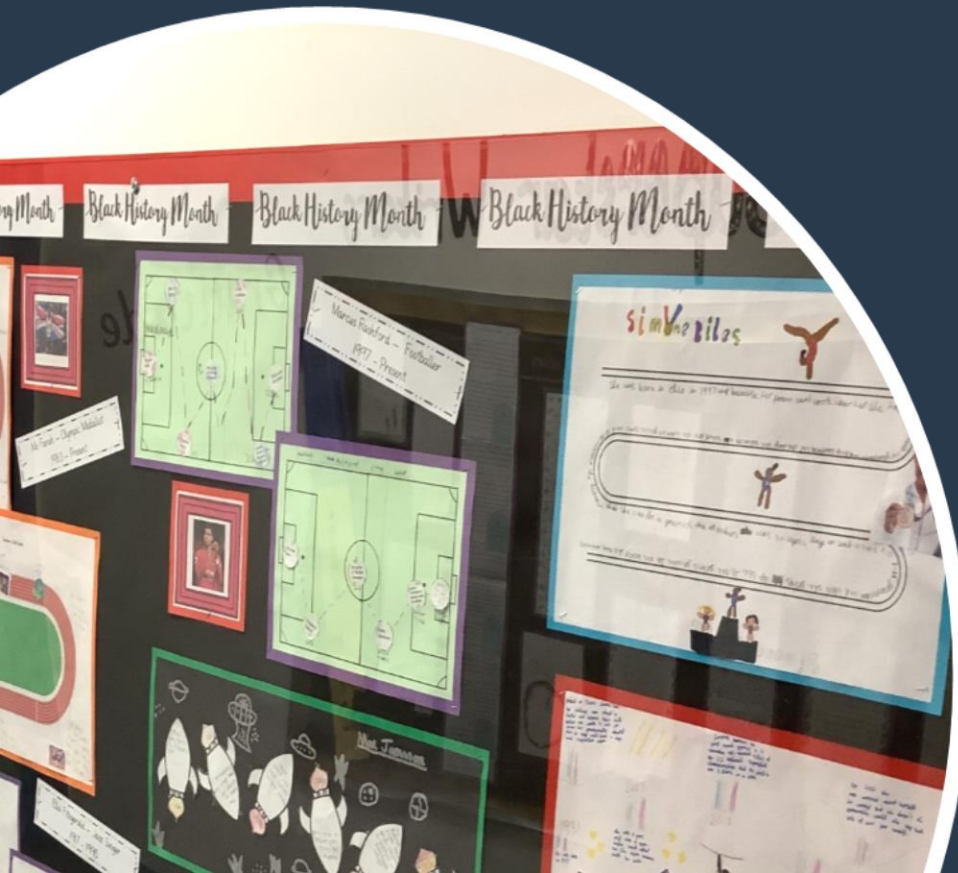
Broughton Fields Primary School

Intent

At Broughton Fields Primary School, we believe that a varied and versatile History curriculum will broaden children's horizons, challenge preconceptions and allow them to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through our History curriculum we aspire to inspire our children's curiosity about life in the past and make connections to our lives today. As budding historians our children will have opportunities to ask perceptive questions, think critically, weigh evidence, draw conclusions, sift arguments, and develop perspective and judgement. In addition, we recognise the importance that History plays in preparing our children with key skills and values that they can use for life, raising their aspirations, understanding how to be a responsible citizen, identifying the process of change, the vast diversity of societies and a context in which to appreciate their own identity within the challenges of our time.

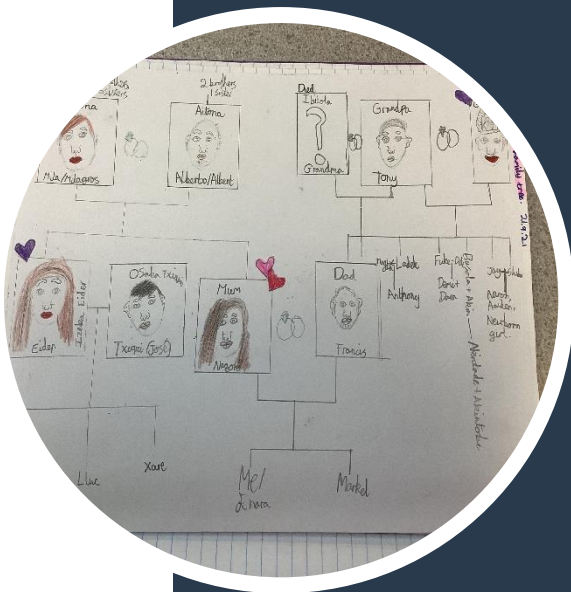
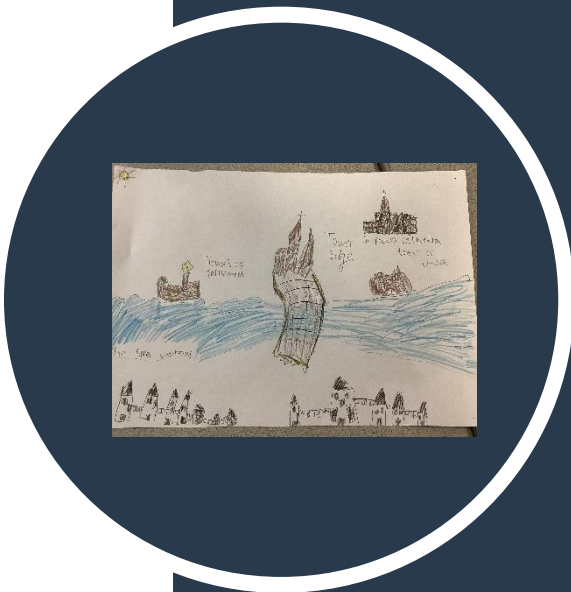
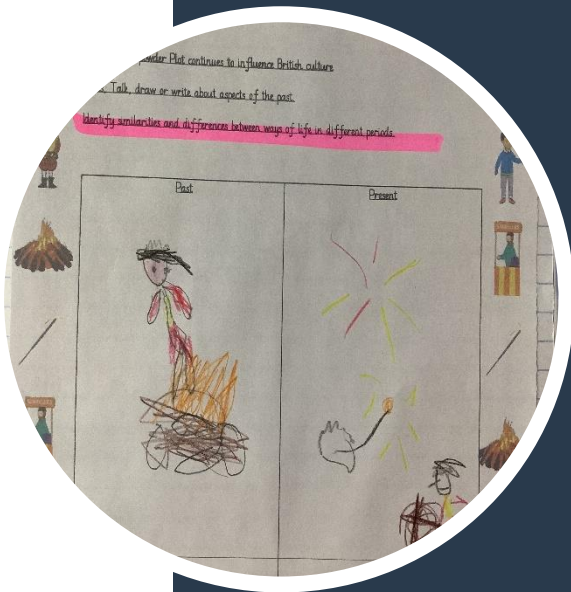


“a varied and versatile History curriculum will broaden children's horizons, challenge preconceptions and allow them to gain a coherent knowledge and understanding of Britain's past and that of the wider world.”



Leader: Sarah Poulter

Documents showing progression, knowledge and skills are shown below.



Stone Age Hunter Gatherers	
HUNTED	FORAGE
fish	Eggs
Bison	grass
Reindeer	Fruits
Meats	Vegetables
wild boar	seeds
Mammoth	Nuts
Bear	Radish
birds	Wild garlic
deer	Wild parsnips
duck	sorrel leaves
geese	Burdock root
insect	Dandelions
	Nettle leaves
	Bulrush shoots
	Black Black be
	chest chest n
	Elderberries
	Juniper

Now, we eat a lot of processed food bought from a shop so we have a huge variety.

Broughton Fields Primary School – Whole School History Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Lives of people around them and their role in society - Know similarities and differences between things in the past and now drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> - Events beyond living memory: Gunpowder Plot - Lives of Significant Individuals – Elizabeth and Victoria - Changes within living memory: History of Toys 	<ul style="list-style-type: none"> - Events beyond living memory: The Great Fire of London - Lives of Significant Individuals: The History of Nursing - Changes within Living Memory: The History of Space Travel 	<ul style="list-style-type: none"> - Changes in Britain: Stone Age to the Iron Age - Survival - The achievements of the earliest civilisations: Shang Dynasty - A study of an aspect or theme in British History beyond 1066: Crimes and Punishment from Anglo-Saxon to today. 	<ul style="list-style-type: none"> - A Non-European society that contrasts with British History: The Mayans - Ancient Greece, a study of Greek life and their influence on the Western World - A study of an aspect or theme in British History beyond 1066: The changing lives of women, from Anglo-Saxon to today 	<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons - A study of an aspect or theme in British History beyond 1066: Racial History through the ages, from Anglo-Saxon to today. 	<ul style="list-style-type: none"> - The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Local History Study – WW2 - A study of an aspect or theme in British History beyond 1066: the development of Technology
Key Concepts and Vocabulary	Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,	20th Century, 19th Century, commemoration, comparison, living memory, interpretation, agriculture,	Reliability, democracy, bias, objective, subjective, legacy.
Era Specific Vocabulary		Guy Fawkes: King / Queen, Parliament, treason, plotters, monarchy, King James, Protestants, Catholics	Neil Armstrong: astronaut, space race. Florence Nightingale: lady of the lamp, Queen Victoria, Crimean war, nurse, wounded. Great Fire of London: Samuel Pepys, Pudding Lane, architecture, crowding	Stone Age to Iron Age: hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices	Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices. Greece: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium.	Rosa Parks: Civil rights, equality, race, separate, segregate, boycott. Romans: Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses. Anglo-Saxons and Scots: Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry World	War 2: Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport. Vikings: Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes. Ancient

Chronological Understanding	Use words such as first and then to describe a sequence of events from their own life, that of their families or from fictional examples.	Show some awareness of the distinction between present and past in their own and other people's lives. Sequence artefacts from distinctly different periods of time. Sequence basic events in their own lives. Use everyday terms about the passing of time. Begin to use a timeline to place events using language to describe basic chronological order.	Use information about the past to describe the differences between then and now. Use basic key information to describe the past (e.g. simple dates). Describe memories of key events in their life. Use a time line to place events using language to describe chronological order.	Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place. Begin to make comparisons between time periods studied.	Use terms related to the period and begin to date events including use of BC / AD. Begin to use centuries to describe the past. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line. Make comparisons between time periods studied.	Relate current studies to previous studies. Make comparisons between different times in the past, relating these to their learning. Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of periods studied)	Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects. Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.
Historical Knowledge and Understanding	Compare and contrast characters from stories including those from the past.	Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did. Recognise the difference between past and present in their own and other's lives.	Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted as they did. Recount the main events from a significant event in history.	Uses evidence to find out about change during a time period. Describe similarities and differences between people, events and objects.	Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.	Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Gives own reasons why changes may have occurred, backed up with evidence. Describe the similarities and differences between some people, events and objects studied. Describe how some changes affect life today.
Historical Interpretation	Comment on images of familiar situations in the past.	Begin to identify and recount some details from the past from sources such as pictures and stories.	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet. Compare adults talking about the past – how reliable are their memories?	Look at and compare two versions of the same event in history and identify differences in the accounts. Begin to give reasons why there may be different accounts in history. Begin to recognise primary and secondary sources.	Give reasons why there may be different accounts in history. Recognise primary and secondary sources.	Look at different versions of the same event and identify how the accounts differ. Give clear reasons why there may be different accounts of history. Begin to use primary and secondary sources.	Understand that the past has been represented in different ways and give clear reasons why. Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history. Use range of primary and secondary sources.

Historical Enquiry	Begin to make sense of their own life story and those of their families.	Find answers to simple questions about the past from sources of information.	<p>Answer questions about the past by making simple observations from historical sources.</p> <p>Asks and answers simple questions such as: 'what was it like for...?'</p>	<p>With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions such as, "How did people...?" 'What did people do for....?' Begin to suggest sources of evidence to help answer questions.</p>	<p>Begin to select and combine information from different sources.</p> <p>Begin to use a range of sources to collect evidence about the past.</p> <p>Ask questions such as 'what was it like for.....during....?'</p>	<p>Confidently use a range of sources to collect evidence about the past.</p> <p>Choose reliable sources of evidence to help answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary).</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>
Historical Organisation and Communication	<p>Verbalise things that they know from their own past.</p> <p>Verbalise, in order, events from a text (fiction or non-fiction account).</p>	<p>Talk, draw or write about aspects of the past.</p> <p>Speak about how he/she has found out about the past.</p> <p>Begin to use vocabulary of everyday historical terms.</p> <p>Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc</p>	<p>Begin to communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc</p> <p>With guidance plan and carry out investigations on own and in groups.</p>	<p>Communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc</p> <p>Plan and carry out investigations on own independently and in groups.</p>	<p>Begin to present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and carry out investigations on own and in groups, showing awareness of sources.</p>	<p>Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and carry out investigations on own and in groups, showing awareness of sources and evaluating reliability.</p>

	Knowledge	Skills	
Year 1 Autumn			
Events beyond living memory Gunpowder Plot	Who was King James 1? Where, when and why did the Gunpowder Plot take place? Which individuals were involved in the Gunpowder Plot? Who was Guy Fawkes? What was the sequence of the Gunpowder Plot? Why is the Gunpowder plot still remembered today?	Era Specific Vocabulary:	Guy Fawkes, Parliament, treason, plotters, monarchy, King James,
		Historical Vocabulary	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar
		Chronological Understanding	Show some awareness of the distinction between present and past in their own and other people's lives.
		Historical Knowledge and Understanding	Find some facts about events that happened long ago. Say why people may have acted as they did.
		Historical Interpretation	Begin to identify and recount some details from the past from sources such as pictures and stories.
		Historical Enquiry	Find answers to simple questions about the past from sources of information.
		Historical Organisation and communication	Talk, draw or write about aspects of the past. Speak about how he/she has found out about the past. Begin to use vocabulary of everyday historical terms. Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc
Year 1 Spring			
Lives of Significant Individuals – Elizabeth and Victoria	What is a monarch? Who was Queen Elizabeth I? What was Queen Elizabeth's family like? What were key moments of her reign? Who was Queen Victoria? What were key moments of her reign? How do Queen Victoria and Queen Elizabeth compare?	Era Specific Vocabulary:	King / Queen, Protestant, Catholic, Tudor, Victorian
		Historical Vocabulary	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar
		Chronological Understanding	Sequence artefacts from distinctly different periods of time. Begin to use a timeline to place events using language to describe basic chronological order.
		Historical Knowledge and Understanding	Find out some facts about people long ago.
		Historical Interpretation	Begin to identify and recount some details from the past from sources such as pictures and stories.
		Historical Enquiry	Find answers to simple questions about the past from sources of information.
		Historical Organisation and communication	Talk, draw or write about aspects of the past. Speak about how he/she has found out about the past. Begin to use vocabulary of everyday historical terms. Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc
Year 1 Summer			
Changes within living memory: History of Toys	What are toys like today? How can we find out about toys from the past? How can we use sources in history? Can we compare similar toys from different times? How do Victorian toys compare to modern toys? How have toys changed over time?	Era Specific Vocabulary:	Toys, Victorian, modern, compare, timeline, sequence, change
		Historical Vocabulary	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar
		Chronological Understanding	Sequence basic events in their own lives. Use everyday terms about the passing of time.
		Historical Knowledge and Understanding	Recognise the difference between past and present in their own and other's lives.
		Historical Interpretation	Begin to identify and recount some details from the past from sources such as pictures and stories.
		Historical Enquiry	Find answers to simple questions about the past from sources of information.
		Historical Organisation and communication	Talk, draw or write about aspects of the past. Speak about how he/she has found out about the past. Begin to use vocabulary of everyday historical terms. Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc

Year 2 Autumn			
Events beyond living memory: The Great Fire of London	How does London compare in the past and the present? How did people live in 1066? How is that different to now? What caused the Great Fire of London? How do we know about the Great Fire of London? What changed as a result of the Great Fire of London? Who was Samuel Pepys?	Era Specific Vocabulary:	Great Fire of London: Samuel Pepys, Pudding Lane, architecture, crowding
		Historical Vocabulary	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.
		Chronological Understanding	Use information about the past to describe the differences between then and now. Use basic key information to describe the past (e.g. simple dates).
		Historical Knowledge and Understanding	Look at evidence to give and explain reasons why people in the past may have acted as they did. Recount the main events from a significant event in history.
		Historical Interpretation	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.
		Historical Enquiry	Answer questions about the past by making simple observations from historical sources. Asks and answers simple questions such as: 'what was it like for...?'
		Historical Organisation and communication	Use a wide vocabulary of everyday historical terms. Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc
Year 2 Spring			
Lives of Significant Individuals: The History of Nursing	What makes a person significant? Who was Florence Nightingale? How did Florence Nightingale improve nursing? Who was Mary Seacole? How did Mary Seacole improve nursing? Who was Edith Cavell? How did Edith Cavell improve nursing? How can we compare the different nurses?	Era Specific Vocabulary:	Florence Nightingale: lady of the lamp, Queen Victoria, Crimean war, nurse, wounded, Edith Cavell, Mary Seacole
		Historical Vocabulary	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.
		Chronological Understanding	Use information about the past to describe the differences between then and now. Use basic key information to describe the past (e.g. simple dates). Use a time line to place events using language to describe chronological order.
		Historical Knowledge and Understanding	Use information about the past to describe the differences between then and now.
		Historical Interpretation	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.
		Historical Enquiry	Answer questions about the past by making simple observations from historical sources. Asks and answers simple questions such as: 'what was it like for...?'
		Historical Organisation and communication	Use a wide vocabulary of everyday historical terms. Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc
Year 2 Summer			
Changes within Living Memory: The History of Space Travel	Who is Neil Armstrong? What is the moon? What was the rush to get to space? What was the timeline of events? Who are other famous astronauts? How has space travel changed?	Era Specific Vocabulary:	Neil Armstrong: astronaut, space race
		Historical Vocabulary	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.
		Chronological Understanding	Use basic key information to describe the past (e.g. simple dates). Describe memories of key events in their life. Use a time line to place events using language to describe chronological order.
		Historical Knowledge and Understanding	Use information to describe the past.
		Historical Interpretation	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet. Compare adults talking about the past – how reliable are their memories?
		Historical Enquiry	Answer questions about the past by making simple observations from historical sources. Asks and answers simple questions such as: 'what was it like for...?'
		Historical Organisation and communication	Use a wide vocabulary of everyday historical terms. Begin to record what he/she has learned by drawing and writing, drama, annotated diagrams, photos, ICT, display, timelines with objects etc
Year 3 Autumn			

Changes in Britain: Stone Age to the Iron Age - Survival	What is prehistory? When was the Stone Age? Who were the Stone Age people? What did humans need for survival in the Stone Age? What is Stonehenge? What was the Bronze Age? What was the Iron Age? How did survival change? Why do the druids give us different accounts?	Era Specific Vocabulary:	Stone Age to Iron Age: hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids
		Historical Vocabulary	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.
		Chronological Understanding	Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place. Begin to make comparisons between time periods studied.
		Historical Knowledge and Understanding	Uses evidence to find out about change during a time period.
		Historical Interpretation	Begin to give reasons why there may be different accounts in history.
		Historical Enquiry	With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask questions such as, "How did people...?" 'What did people do for....?' Begin to suggest sources of evidence to help answer questions.
		Historical Organisation and communication	Begin to communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc With guidance plan and carry out investigations on own and in groups.
		Year 3 Spring	
The achievements of the earliest civilisations: Shang Dynasty	Where and when was the Shang Dynasty? What archaeological evidence do we have from the Shang Dynasty? What were the religious beliefs of the Shang Dynasty? What are Oracle bones? Who was Fu Hao? Why is she significant?	Era Specific Vocabulary:	Oracle bones, Shang, Fu Hao, warrior, priest, ancestor
		Historical Vocabulary	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.
		Chronological Understanding	Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place.
		Historical Knowledge and Understanding	Uses evidence to find out about change during a time period.
		Historical Interpretation	Begin to recognise primary and secondary sources.
		Historical Enquiry	With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask questions such as, "How did people...?" 'What did people do for....?' Begin to suggest sources of evidence to help answer questions.
		Historical Organisation and communication	Begin to communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc With guidance plan and carry out investigations on own and in groups.
Year 3 Summer			
A study of an aspect or theme in British History beyond 1066: Crimes and Punishment from Anglo-Saxon to today.	What did the Romans believe about Crime and Punishment? How did the legal system work in Anglo-Saxon Britain? How can we compare the Anglo-Saxon legal system with modern day? What were the Tudor punishment methods? What was the early modern justice system like and how has this changed? What were Victorian prisons like?	Era Specific Vocabulary:	Justice, legal, punishment, try, jury, executioner, guilty, innocent
		Historical Vocabulary	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.
		Chronological Understanding	Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place. Begin to make comparisons between time periods studied.
		Historical Knowledge and Understanding	Uses evidence to find out about change during a time period. Describe similarities and differences between people, events and objects.

	How has Crime and Punishment changed through the ages and how do we know?	Historical Interpretation	Look at and compare two versions of the same event in history and identify differences in the accounts. Begin to give reasons why there may be different accounts in history.
		Historical Enquiry	With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Ask questions such as, "How did people...?" 'What did people do for....?' Begin to suggest sources of evidence to help answer questions.
		Historical Organisation and communication	Begin to communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc With guidance plan and carry out investigations on own and in groups.
Year 4 Autumn			
A Non-European society that contrasts with British History: The Mayans	Who were the Mayans and where did they live? What were the Mayan people like? What were the religious beliefs of the Mayans? What sources of information do we have about the Mayans? What were the advancements of the Ancient civilisation? How did the Mayans end?	Era Specific Vocabulary:	Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices.
		Historical Vocabulary	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,
		Chronological Understanding	Use terms related to the period and begin to date events including use of BC / AD. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line. Make comparisons between time periods studied.
		Historical Knowledge and Understanding	Shows knowledge and understanding by describing features of past societies and periods.
		Historical Interpretation	Recognise primary and secondary sources.
		Historical Enquiry	Begin to select and combine information from different sources. Begin to use a range of sources to collect evidence about the past. Ask questions such as 'what was it like for.....during....?'
		Historical Organisation and communication	Communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc Plan and carry out investigations on own independently and in groups.
Year 4 Spring			
Ancient Civilisations: Ancient Greece,	Who were the Ancient Greeks? Who was Alexander the Great? How did the Greek Empire grow and what were the effects of this? What was daily life like? What was it like in Ancient Athens and Ancient Sparta? How did the Olympics develop? What was religion like? How did democracy develop?	Era Specific Vocabulary:	Greece: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium.
		Historical Vocabulary	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,
		Chronological Understanding	Greece: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium.
		Historical Knowledge and Understanding	Begin to use centuries to describe the past. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.
		Historical Interpretation	Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.
		Historical Enquiry	Recognise primary and secondary sources.
		Historical Organisation and communication	Begin to select and combine information from different sources. Begin to use a range of sources to collect evidence about the past. Ask questions such as 'what was it like for.....during....?'
Year 4 Summer			
A study of an aspect or theme in British History	What were the traditional roles of women? How did this change in the Victorian times? What is a Suffragette?	Era Specific Vocabulary:	Suffragette, role, change, advancement, independence
		Historical Vocabulary	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,

beyond 1066: The changing lives of women, from Anglo-Saxon to today	How did women's roles change during the war? How did this alter from women in the 1950s? What is second-wave feminism? How has the role of women evolved over time to where we are today?	Chronological Understanding	Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.
		Historical Knowledge and Understanding	Describes how some of the past events/people affect life today.
		Historical Interpretation	Give reasons why there may be different accounts in history. Recognise primary and secondary sources.
		Historical Enquiry	Begin to select and combine information from different sources. Begin to use a range of sources to collect evidence about the past. Ask questions such as 'what was it like for.....during....?'
		Historical Organisation and communication	Communicate his/her findings in an organised way and structured way, using appropriate terminology. Eg select data and organise into a fact file to answer historical questions or by displaying findings in a variety of ways eg discussion, pictures, writing, annotations, drama etc Plan and carry out investigations on own independently and in groups.
Year 5 Autumn			
The Roman Empire and its impact on Britain	When did the Roman invasions occur? How did the Roman Empire spread? What advancements did the Romans bring to Britain? How did the Roman empire affect different people? How did the Celts react to the Romans? Who was Emperor Hadrian? What was the Roman religion? How did the Roman empire end?	Era Specific Vocabulary:	Romans: Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses. Anglo-Saxons and Scots: Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry World
		Historical Vocabulary	20th Century, 19th Century, commemoration, comparison, living memory, interpretation, agriculture,
		Chronological Understanding	Relate current studies to previous studies. Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of periods studied)
		Historical Knowledge and Understanding	Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.
		Historical Interpretation	Begin to use primary and secondary sources.
		Historical Enquiry	Confidently use a range of sources to collect evidence about the past. Choose reliable sources of evidence to help answer questions. Realise that there is often not a single answer to historical questions.
		Historical Organisation and communication	Begin to present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and carry out investigations on own and in groups, showing awareness of sources.
Year 5 Spring			
Britain's settlement by Anglo-Saxons	Why, where and when did the Anglo-Saxons invade? How did the Anglo-Saxons influence Britain? What was daily life like for the Anglo-Saxons? What Anglo-Saxon artefacts do we have and what do they teach us? What were the religious beliefs of the Anglo-Saxons? How did the Anglo-Saxons convert to Christianity?	Era Specific Vocabulary:	Angles, Saxons, Jutes, invade, battle, Sutton Hoo
		Historical Vocabulary	20th Century, 19th Century, commemoration, comparison, living memory, interpretation, agriculture,
		Chronological Understanding	Relate current studies to previous studies. Make comparisons between different times in the past, relating these to their learning. Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of periods studied)
		Historical Knowledge and Understanding	Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.
		Historical Interpretation	Look at different versions of the same event and identify how the accounts differ. Give clear reasons why there may be different accounts of history. Begin to use primary and secondary sources.
		Historical Enquiry	Confidently use a range of sources to collect evidence about the past. Choose reliable sources of evidence to help answer questions. Realise that there is often not a single answer to historical questions.

		Historical Organisation and communication	Begin to present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and carry out investigations on own and in groups, showing awareness of sources.
Year 5 Summer			
A study of an aspect or theme in British History beyond 1066: Racial History through the ages, from Anglo-Saxon to today.	What was the Windrush? What was life like before this? How have racial attitudes changed? Who was Rosa Parks? Who was Martin Luther King Jr?	Era Specific Vocabulary:	Race, prejudice, Rosa Parks, Martin Luther King Jr, Windrush
		Historical Vocabulary	20th Century, 19th Century, commemoration, comparison, living memory, interpretation, agriculture,
		Chronological Understanding	Relate current studies to previous studies. Make comparisons between different times in the past, relating these to their learning. Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of periods studied)
		Historical Knowledge and Understanding	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied.
		Historical Interpretation	Give clear reasons why there may be different accounts of history. Begin to use primary and secondary sources.
		Historical Enquiry	Confidently use a range of sources to collect evidence about the past. Choose reliable sources of evidence to help answer questions. Realise that there is often not a single answer to historical questions.
		Historical Organisation and communication	Begin to present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and carry out investigations on own and in groups, showing awareness of sources.
Year 6 Autumn			
The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	When and why did the Vikings raid Britain? Where did the Vikings come from? What was the significance of the Anglo-Saxon kings during the Viking period? Who was King Ethelred II? Why was Danegald introduced? What was the Viking way of life like? How did the last Anglo-Saxon kings shape Britain?	Era Specific Vocabulary:	Vikings: Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes. Ancient
		Historical Vocabulary	Reliability, democracy, bias, objective, subjective, legacy.
		Chronological Understanding	Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.
		Historical Knowledge and Understanding	Describe the similarities and differences between some people, events and objects studied. Describe how some changes affect life today.
		Historical Interpretation	Use range of primary and secondary sources
		Historical Enquiry	Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary). Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account.
		Historical Organisation and communication	Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and carry out investigations on own and in groups, showing awareness of sources and evaluating reliability.
Year 6 Spring			
Local History Study – WW2	Why did WW2 begin? Who was involved in WW2? How did people contribute to the home front? What were the roles and responsibilities of the armed forces? What was the Battle of Britain and how was it a turning point?	Era Specific Vocabulary:	War 2: Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport.
		Historical Vocabulary	Reliability, democracy, bias, objective, subjective, legacy.
		Chronological Understanding	Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.

	What role did Bletchley Park play in the war? How did WW2 end?	Historical Knowledge and Understanding	Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Gives own reasons why changes may have occurred, backed up with evidence. Describe how some changes affect life today.
		Historical Interpretation	Understand that the past has been represented in different ways and give clear reasons why. Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history. Use range of primary and secondary sources.
		Historical Enquiry	Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary). Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account.
		Historical Organisation and communication	Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and carry out investigations on own and in groups, showing awareness of sources and evaluating reliability.
Year 6 Summer			
A study of an aspect or theme in British History beyond 1066: the development of Technology	What is technology? Earliest versions of technology – the printing press How did the WWW change the world? How does technology boost morale? How do Caxton and Berners Lee compare?	Era Specific Vocabulary:	Technology, world wide web, printing, developments, advancements, telephone
		Historical Vocabulary	Reliability, democracy, bias, objective, subjective, legacy
		Chronological Understanding	Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects. Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.
		Historical Knowledge and Understanding	Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Describe how some changes affect life today
		Historical Interpretation	Use range of primary and secondary sources.
		Historical Enquiry	Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary). Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account.
		Historical Organisation and communication	Present findings and communicate knowledge and understanding in different ways eg detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and carry out investigations on own and in groups, showing awareness of sources and evaluating reliability.