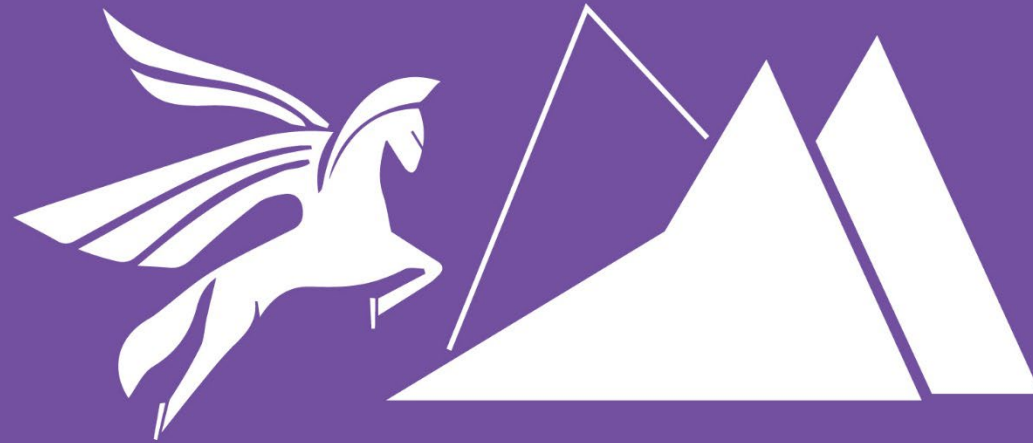


History



Pegasus Primary School
SUMMIT LEARNING TRUST

History Curriculum Overview

| Year group | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Early Years | | Throughout the year, Early Years learn about: Memories Past New Remembering Change Old Long ago | | | | | | |
| 1 | Project title | Super Sense | Memory Box | Paws, Claws and Whiskers | Bright Light, Big City | The Enchanted Woodland | Fossils | |
| | Subject focus | | Recognise the distinction between past and present. Past and present Toys Victorian toys Changes over time | | | | Significant events beyond living memory Past, Present, Future Artefact Fossils Extinction Significant person: Mary Anning | |
| 2 | Project title | Let's Explore Our World | Towers, Tunnels and Turrets | The Scented Garden | Influencers | Surviving and Thriving | Beach Combers | |
| | Subject focus | | Castles and features of a castle Warwick Castle Monarchy Significant people: William the Conqueror | | The lives of significant individuals. Artists, Activist, Explorer, Monarch, Scientist Significant people: George/Richard Cadbury, Christopher Columbus, Neil Armstrong. | | | |
| 3 | Project title | Scrumdiddlyumptous | Stone Age | Tremors | Urban Pioneers | Gods and Mortals | Fantastic Forces | |
| | Subject focus | | Stone Age, Iron Age, Bronze Age Archaeology Stonehenge Settlements Tools | | | Study of Ancient Greece Ancient Greece The Trojan Horse Olympic Games Beliefs Significant person: Alexander the Great | | |
| 4 | Project title | Burps, Bottoms and Bile | Misty Mountains and Winding Rivers | Blue Planet | Roman Empire | Super States of Matter | Traders and Raiders | Living Things |

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| | Subject focus | | | | Roman Empire and its impact on Britain The Roman Empire. Roman Army Invasion Significant people: Boudicca, Claudius, Julius Caesar. | | Anglo Saxons and Vikings Anglo-Saxons and the Vikings. Invade Culture Person of note: Aethelflaed |
| 5 | Project title | Amazon Adventure | Pharaohs | Stargazers | Mesmerising Mayans | A Greener Future | Peasants, Princes and Pestilence |
| | Subject focus | | The achievements of the earliest civilizations hierarchy civilisation religion settlements Significant people: Hatshepsut- the first woman to rule Egypt as king and Tutankhamun | | A non-European society that provides contrasts with British history Hierarchy civilisation religion settlements Chichen Itza – Mexico Inventions: Number system, Hot chocolate Gods Exploration and discovery Significant person: Lady Six Sky | | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 British History. Medieval Black death. Feudal system. Medieval knight. Battle of 1066 Peasants revolt Significant person: Monarchs (Edward II / III) |
| 6 | Project title | Off with Her head | Frozen Kingdom | Revolution | World War II | Forces and Motions | The Americas |
| | Subject focus | The Tudors. Impact on modern day civilisation War of the Roses Battle of Bosworth Tudor dynasty Significant people: Henry VIII and his wives (Anne Boleyn | | Victorian Britain. Lives of rich and poor British Empire Impact on modern day Significant people: Queen Victoria and Prince Albert Industrial Revolution Banardo. Emaline Pankhurst | World War II and its impact on modern Britain and the world. Evacuation Homefront Leaders | | |

History Progression

| | National Curriculum | Project | Key Themes | Area of Study | Knowledge | Skills | Project Specific Vocabulary | Subject Specific Vocabulary |
|---|---|---|---|--|--|--|---|--|
| Nursery | Understanding of the world | Why do you love me so much? Dinosaurs | Everyday life Significant people | ELG: Past and Present | <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. | | Old New First Next | |
| Reception | Understanding of the world | Me and my Community Once Upon a Time Long Ago | Everyday life Significant people | ELG: Past and Present | <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. | | Past Present Old New First Next | |
| Year 1 | Changes within living memory Significant events beyond living memory The lives of significant individuals | Memory Box | Everyday life Significant people | Chronological knowledge and understanding | Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some every day terms about the passing of time such as a long time ago and before. | Order and sequence some familiar events and objects. | baby toddler child adult memory new old parent | history past chronology memory timeline key events yesterday today tomorrow a long time ago same different change |
| Events, people and changes | | | | Describe some changes from living memory Aspects of everyday life include houses and entertainment | Make comparisons between life now and in the past. | | | |
| Enquiry, interpretation and using sources | | | | Choose parts of stories and other sources to show what they know about the past. Understand that objects tell us things about the past. | Use sources to answer simple questions about the past. Make simple observations about people, events and communities. Identify some of the basic ways in which the past can be represented. | | | |
| Communication | | | | Describe special and significant events. | Retell simple stories or events from the past. Use simple historical terms. | | | |
| Dinosaur Planet | | Significant people | Chronological knowledge and understanding | Use some every day terms about the passing of time such as a long time ago and before. | Order and sequence simple events. | fossil archaeologist | | |

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| | | | | Events, people and changes | Retell some events from beyond their living memory that are significant nationally or globally. Describe aspects of a significant individual's life (Mary Anning) | | archaeology discovery extinct extinction dinosaur | |
| | | | | Enquiry, interpretation and using sources | Choose parts of stories and other sources to show what they know about the past. Understand that objects tell us things about the past. | Use sources to answer simple questions about the past. Make simple observations about people, events and communities. Identify some of the basic ways in which the past can be represented. | | |
| | | | | Communication | Describe special and significant events. | Retell simple stories or events from the past. Use simple historical terms. | | |
| Year 2 | Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national or international achievements Significant historical events, people and places in their locality | Towers, Turrets and Tunnels (with a focus on monarchs) | monarchy invasion power war | Chronological knowledge and understanding | Recognise that their own lives are similar and or different from the lives in the past. Use common words and phrases concerned with the passing of time. Understand what a timeline is and that it can show different periods of time, from a few years to millions of years. | Sequence significant events in chronological order (timeline of Warwick castle and monarchs). | arch archer arrow Bailey battlements burrow castle drawbridge fortress keep Gatehouse Enemy Invade Lord Knight king medieval moat motte passage portcullis queen rampart turret | Past Present Future Important Event Era Artefacts Time Order Year Decade century |
| | | | | Events, people and changes | Develop awareness of significant historical events, people and changes in their own locality. Aspects of everyday life from the past such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Understand hierarchy is a way of organising people according to importance (monarchy). Understand what hierarchy is and the role of monarch or leader. Be able to describe the hierarchy of a past society. Describe how an aspect of life has changed over time (the use of castles). | Make comparisons between life now and in the past (compare monarchs/castles). | | |
| | | | | Enquiry and Interpretation | Consider why things may change over time (the use of castle). | Ask and answer simple questions about the past through observing and handling a range of sources. | | |

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| | | | | | Choose parts of stories and other sources to show what they know about significant people and events. | | | | |
| | | | | Communication | Talk about what/ who was significant in simple historical accounts (monarchs, Earl of Warwick) | Demonstrate simple historical concepts and events through role play, drawing and writing Use a variety of historical terms and concepts (see vocabulary list). | | | |
| | | | | Artefacts and sources | Understand what historical sources are and that they can give clues about the past (artefacts from Warwick Castle, newspaper articles ect) | Use a range of historical artefacts (artefacts, written accounts, photographs, paintings or ruins) Examine an artefact and suggest what it is, where it is from and why it was made and who owned it (artefacts from Warwick Castle, newspaper articles ect) | | | |
| | | | | Influencers | Significant people | Chronological knowledge and understanding | | Recognise that their own lives are similar and or different from the lives in the past. Use common words and phrases concerned with the passing of time. | Sequence significant events in chronological order. |
| | | | | Events, people and changes | | Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and changes in their own locality. | | Use Dawson's model to organise and sort historical information and make judgements about significance and impact of an individual on history | |
| | | | | Enquiry and interpretation | | Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events. | | Ask and answer simple questions about the past through observing and handling a range of sources. | |
| | | | | Communication | | Talk about what/ who was significant in simple historical accounts | | Demonstrate simple historical concepts and events through role play, drawing and writing Use a variety of historical terms and concepts. | |
| | | | | Artefacts and sources | | Understand what historical sources are and that they tell us about the past. | | Use a range of historical artefacts (artefacts, written accounts, photographs, paintings or ruins) Examine an artefact and suggest what it is, where it is from and why it was made and who owned it | |
| | | | | | | | | | Discover Invent Monument Plaque Protest Significant Activist Campaign significant |

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| | | | | | | Use historical sources to begin to identify a viewpoint | | |
| Year 3 | Ancient Greek life and influence on western world Changes in Britain from stone age to Iron age | God's and Mortals | hierarchy religion power democracy war | Chronological knowledge and understanding | Demonstrate awareness that the past can be divided in to different periods of time, Explore trends and changes over time. | Use some dates and historical terms when ordering events and objects | amphora artefact cavalry City-state conquer deity Demeter formation Hades hoplites labyrinth legend minotaur mortal Poseidon warrior Zeus | Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation |
| | | | | Events, people and changes | Describe some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in depth knowledge of one ancient civilisation e.g. Greeks Understand the consequences of a significant event/s Describe how aspects of history change over time (rule, government, jobs, health, art and culture Describe the everyday lives of people from the past historical periods | Compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Explain the cause and effect of a significant historical event | | |
| | | | | Enquiry and interpretation | Recognise that different versions of past events may exist. Describe some of the ways that the past can be represented. | Devise or respond to historically valid questions | | |
| | | | | Communication | | Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. | | |
| | | | | Artefacts and sources | Recognise that our knowledge of the past is constructed from different sources of evidence. Introduce the terminology primary and secondary sources | Use sources to address historically valid questions. Make deductions and draw conclusions from historical sources (interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements) Begin to draw conclusions about the reliability of historical sources or artefact | | |

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| | | Stone Age | trade civilisation settlements | Chronological knowledge and understanding | Demonstrate awareness that the past can be divided in to different periods of time, Explore trends and changes over time. | Use some dates and historical terms when ordering events and objects | Archaeologist bone bronze Bronze Age barrow Cave art Celts cremate excavation flint fort harpoon historical site hunter-gathered iron Iron Age Mesolithic Microliths Monument Neolithic Nomadic Palaeontologist Palaeolithic Prehistoric Prehistory Preserved records ruins settlement Stone Age Stonehenge tribe |
| | | | | Events, people and changes | Describe and give reasons for some of the changes in Britain from the stone age to the iron age. Describe some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Understand how the lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of materials Describe the everyday lives of people from the past historical periods Describe ways in which human invention and ingenuity have changed how people live | Compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. | |
| | | | | Enquiry and interpretation | Recognise that our knowledge of the past is constructed from different sources of evidence. Understand and explain the significance settlements in Britain Explain the similarities and differences between two periods of history | Use sources to address historically valid questions. Devise or respond to historically valid questions Explain the similarities and differences between two periods of history | |
| | | | | Communication | | Discuss some historical events, issues, connections and changes. Select and organize historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. | |
| | | | | Artefacts and sources | Recognise that our knowledge of the past is constructed from different sources of evidence. Revisit the terminology primary and secondary sources | Make deductions and draw conclusions from historical sources (interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements) | |

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| | | | | | | Begin to draw conclusions about the reliability of historical sources or artefact | | |
| Year 4 | <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by the Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> | Roman Empire | <p>hierarchy</p> <p>power</p> <p>empire</p> <p>trade</p> <p>invasion</p> <p>settlements</p> <p>war</p> | Chronological knowledge and understanding | <p>Identify where people and events fit into a chronological framework</p> <p>Explore links and contrasts within and across different periods of time (Stone Age and Ancient Greeks)</p> | Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. | <p>Amphitheatre</p> <p>Aqueduct</p> <p>Barbarian</p> <p>Britannia</p> <p>Caledonian</p> <p>Celts</p> <p>Centurion</p> <p>Chariot</p> <p>Colosseum</p> <p>Emperor</p> <p>Forum</p> <p>Gladiator</p> <p>Gladius</p> <p>Invader</p> <p>Legion</p> <p>Mosaic</p> <p>Pilum</p> <p>Roman Empire</p> <p>Roman numerals</p> <p>Roman</p> <p>Scutum</p> | <p>Innovation</p> <p>Legacy</p> <p>Conquer</p> <p>Consequence</p> <p>Invasion</p> <p>Social Structure</p> <p>Chronological</p> <p>Significant</p> <p>Power</p> <p>Development</p> <p>Compare</p> <p>Contrast</p> <p>Influence</p> <p>BC and AD</p> <p>Ancient</p> <p>Civilisation</p> |
| | | | | Events, people and changes | <p>Describe some aspects of the Roman Empire and recognise its impact on Britain.</p> <p>Demonstrate some knowledge of aspects of history significant to their locality (The Lunt Roman Fort)</p> <p>Understand that historical events have a cause or causes such as power, wealth, retaliation ect</p> <p>Explain in detail the multiple causes and effects of significant events (Boudicca's rebellion)</p> <p>Understand the profile of a leader and their significant achievements or events they played a role in (Caesar, Claudius and Augustus)</p> <p>Describe the hierarchy and different roles in an ancient civilisation (Ancient Roman Empire)</p> <p>The influences of the Roman civilisation on Britain</p> <p>Aspects of everyday life in a Roman town (such as jobs, houses, buildings, food and schooling)</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain</p> | <p>Compare and contrast two different civilisations (Greeks and Romans)</p> <p>Use Dawson's model or pyramid model to decide what aspects/inventions the Romans brought to Britain was the most significant.</p> | | |
| | | | | Enquiry and interpretation | <p>Recognise why some events happen and what happens as a result.</p> | <p>Ask and answer historically valid questions about changes over time and suggest and plan ways to answer them</p> <p>Ask and answer more complex questions through independent research</p> | | |

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| | | | | Communication | | <p>Discuss significant aspects of and connections between different historical events.</p> <p>Select and organize relevant historical information to presenting a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p> | | | |
| | | | | Artefacts and sources | <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Revisit terminology of Primary and Secondary sources.</p> | <p>Use sources to address historically valid questions and hypotheses.</p> <p>Choose the best sources to answer questions about the past which go beyond simple observations</p> <p>Make deductions and draw conclusions from historical sources (interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements)</p> | | | |
| | | | | Traders and Raiders | Trade Invasion settlements power | Chronological knowledge and understanding | | <p>Identify where people and events fit into a chronological framework (link to Roman Britain)</p> <p>Explore links and contrasts within and across different periods of time.</p> | Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. |
| | | | | Events, people and changes | | <p>Describe some aspects of Britain's settlement by Anglo Saxons and Scots.</p> <p>Understand that historical events have a cause or causes such as power, wealth, retaliation ect</p> <p>Describe the hierarchy and different roles in an ancient civilisation (Viking Social Structure)</p> | | | |
| | | | | Enquiry and interpretation | | <p>Recognise why some events happen and what happens as a result (invasions)</p> <p>Identify historically significant people and events in different situations (Anglo Saxon Kings)</p> | | <p>Ask and answer historically valid questions about changes over time and suggest and plan ways to answer them</p> <p>Ask and answer more complex questions through independent research</p> | |
| | | | | Communication | | | | Discuss significant aspects of and connections between different historical events. | |
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 Anglo-saxon
 Arthurian
 Attack
 Battleaxe
 Charm
 Chieftain
 Dark Ages
 Germanic
 Indigenous
 Invader
 Jute
 Longhouse
 Middle ages
 Monk
 Offa's Dyke
 Plunder
 Runestone
 Saxon
 Saxon shore fort
 Scholar
 Traders
 Viking

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| | | | | | | <p>Select and organize relevant historical information to presenting a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p> | | |
| | | | | Artefacts and sources | <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Choose the best sources to answer questions about the past which go beyond simple observations</p> | <p>Use sources to address historically valid questions and hypotheses.</p> <p>Make deductions and draw conclusions from historical sources (interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements)</p> | | |
| Year 5 | <p>The achievements of the earliest civilizations</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A non-European society that provides contrasts with British history</p> | <p>Pharaohs</p> <p>hierarchy civilisation religion settlements</p> | <p>hierarchy empire religion power trade</p> | Chronological knowledge and understanding | <p>Identify where people and places and periods of time fit in to a chronological framework</p> <p>Describe links and contrasts within and across different periods of time including short term and long term time scales (Greeks & Romans)</p> | <p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Independently place historical events or change a timeline remembering key facts from a period studied.</p> | <p>afterlife Anubis Cleopatra Vii curse Deity excavation hierarchy hieroglyphics Hatshepsut Howard Carter Khafra Lord Carnarvon Ma'at mummification Pharaoh pyramid Ramesses II Rosetta Stone ritual sarcophagus sphinx Tefnut Thutmose III tomb Tutankhamun Valley of the Kings Vizier</p> | <p>Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity</p> |
| | | | | Events, people and changes | <p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Demonstrate knowledge of ancient achievements and their influence on the Western World.</p> <p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing,</p> | <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way</p> | | |

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| | | | | | <p>numerical systems, calendars, architecture, art, religion, inventions and set social structures. Study a feature of a past civilisation or society.</p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> | | |
| | | | | Enquiry and interpretation | <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way</p> | <p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> | |
| | | | | Communication | | <p>Discuss and debate historical issues Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organization of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> | |
| | | | | Artefacts and sources | <p>Recognise how knowledge of the past is constructed from a range of sources. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Understand how Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> | <p>Choose relevant sources of evidence to support particular lines of enquiry. Use a wider range of sources as a basis for research, to answer questions and to test hypotheses.</p> <p>Evaluate a range of sources (primary and secondary) and make inferences about a person or historical event.</p> | |

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| | | Peasants, Princes and Pestilence | hierarchy politics | | Find evidence from different sources, identify bias and form balanced arguments. | | |
| | | | | Chronological knowledge and understanding | Identify where people and places and periods of time fit in to a chronological framework Describe links and contrasts within and across different periods of time including short term and long term time scales | Use dates and appropriate historical terms to sequence events and periods of time. Independently place historical events or change a timeline remembering key facts from a period studied. | Bishop Chivalry Merchant Plague The Black Death Poll tax Revolt Serf Villain Feudal System Peasant |
| | | | | Events, people and changes | Aspects of British history and related sites that may have local significance include Black Death of 1346–1353 (plague pits). Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Study a feature of a past civilisation or society. | | |
| | | | | Enquiry and interpretation | Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Create an in-depth study of an aspect of British history beyond 1066. | Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Compare and contrast an aspect of history across two or more periods studied. | |
| | | | | Communication | | Discuss and debate historical issues Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organization of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings. | |

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| | | | | Artefacts and sources | <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Choose the best sources to answer questions about the past which go beyond simple observations</p> | <p>Use sources to address historically valid questions and hypotheses.</p> <p>Make deductions and draw conclusions from historical sources (interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements)</p> <p>Choose relevant sources of evidence to support particular lines of enquiry</p> | | | |
| | | | | Mesmerising Mayans | <p>hierarchy</p> <p>civilisation</p> <p>religion</p> <p>settlements</p> | Chronological knowledge and understanding | <p>Identify where people and places and periods of time fit in to a chronological framework</p> <p>Describe links and contrasts within and across different periods of time including short term and long term time scales (Greeks, Romans & Egyptian)</p> | <p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Independently place historical events or change a timeline remembering key facts from a period studied.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline.</p> | <p>Independence</p> <p>Aztecs</p> <p>Maya</p> <p>Maya calendar</p> <p>El Castillo (temple)</p> <p>Mariachi</p> <p>Dia de los Muertos (Day of the Dead)</p> <p>Dia de la Independencia (Independence Day)</p> <p>Fiesta de Santa Cecilia (Festival of Saint Cecilia)</p> <p>Equinox</p> <p>Tikal</p> <p>glyphs</p> <p>Patron saint heritage</p> |
| | | | | | | Events, people and changes | <p>Describe key aspects of a non-European society</p> <p>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Demonstrate knowledge of ancient achievements and their influence on the Western World.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> | <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> | |

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| | | | | | <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Study a feature of a past civilisation or society.</p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> | | | |
| | | | | Enquiry and interpretation | Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way | <p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> | | |
| | | | | Communication | | <p>Discuss and debate historical issues Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organization of relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> | | |
| | | | | Artefacts and sources | <p>Recognise how sources of evidence are used to make historical claims.</p> <p>Choose the best sources to answer questions about the past which go beyond simple observations</p> | <p>Use sources to address historically valid questions and hypotheses.</p> <p>Make deductions and draw conclusions from historical sources (interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements)</p> <p>Choose relevant sources of evidence to support particular lines of enquiry</p> | | |
| Year 6 | | Off with Her Head | invasion war religion | Chronological knowledge and understanding | Develop chronological secure knowledge of the events and periods of time studied. | Use dates and a wide range of historical terms when sequencing events and periods of time | | Ideologies (Political, Religious and |

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| | A significant turning point in British history | | monarchy power politics | | Analyse links and contrasts within and across different periods of time including short term and long term time scales. | | | cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate |
| | The changing power of monarchs using case studies such as John, Anne and Victoria | | | Events, people and changes | <p>Demonstrate knowledge of an aspect of theme that extends their chronological understanding beyond 1066.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch.</p> <p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> | Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | | |
| | | | | Enquiry and interpretation | <p>Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> | Regularly address and sometimes devise historically valid questions and hypotheses. | | |
| | | | | Communication | Use abstract terms such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information. | <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, explaining and describing historical events.</p> | | |

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| | | | | | <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> | <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organization of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate ways of communicating different historical findings,</p> | | | | |
| | | | | Artefacts and sources | <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.</p> | <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> | | | | |
| | | | | Revolution | hierarchy monarchy politics | Chronological knowledge and understanding | | <p>Develop chronological secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short term and long term time scales.</p> | <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> | <p>Victorian Industrial Revolution Suffrage Boarding school Blackboard Slums Hanging Transportation Great Exhibition Crystal Palace Steam railway Social reformer suffragette Empire</p> |
| | | | | | | Events, people and changes | | <p>Understand what Dawson's model is and how it is used in history.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or</p> | <p>Use Dawson's model to organise and sort historical information and make judgements about significance and impact of an individual on history – develop skill further</p> | |

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| | | | | <p>introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch.</p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Articulate the significance of a historical person, event, discovery or invention in British history.</p> | | <p>Orphan Reign Queen Victoria Prince Albert Sir Robert Peel Charles Dickens Elizabeth Fry Isambard Kingdom Brunel Lewis Carroll William Morris Florence Nightingale Dr Banardo Thomas Edison Elementary Education Act The mines and collieries Act Houses of parliament Poor Law</p> | |
| | | | Enquiry and interpretation | <p>Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> | <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> | | |
| | | | Communication | <p>Use abstract terms such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information.</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods.</p> | <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, explaining and describing historical events.</p> <p>Construct informed responses to historical questions and hypotheses that</p> | | |

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| | | | | | <p>Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> | <p>involve thoughtful selection and organization of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate ways of communicating different historical findings,</p> | | | | |
| | | | | Artefacts and sources | <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.</p> | <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> | | | | |
| | | | | World War II | invasion power war politics | Chronological knowledge and understanding | | <p>Develop chronological secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short term and long term time scales.</p> | <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> | <ul style="list-style-type: none"> Axis Powers Allied Powers Evacuation The Blitz Air Raid Air Raid shelters Countryside Evacuees Anderson shelters Propaganda Rationing Submarines Air force Concentration camp Nazi Rhineland |
| | | | | | | Events, people and changes | | <p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Historical narratives can describe long- and short-term causes and consequences of an</p> | | |

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| | | | | <p>event; highlight the actions of significant individuals and explain how significant events caused great change over time. Present a detailed historical narrative about a significant global event.</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history.</p> | | Jew Treaty of Versailles | |
| | | | Enquiry and interpretation | <p>Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> | <p>Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> | | |
| | | | Communication | <p>Use abstract terms such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information.</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> | <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, explaining and describing historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organization of relevant historical information including appropriate dates and terms.</p> <p>Choose the most appropriate ways of communicating different historical findings,</p> | | |

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| | | | | <p>Artefacts and sources</p> | <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.</p> | <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> | | |
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