



History Curriculum End points Document

| How does learning in EYFS link to history learning in KS1? | |
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| Yellow is for end points for SEND children | |
| Children in EYFS will ... | Vocabulary |
| During the year in Nursery: Find out about their own life story and family history. Use photographs to talk about their own past. Talk about and share what the Nursery Bears do when they visit their own homes. | past, now, old, new after, before present |
| During the year in Reception: Find out how they have changed since a baby and know the stages of human growth from baby to elderly. Plot events on a simple timeline. Order events using basic chronology. Find out about and talk about the people around them. Identify similarities and differences between things in the past and present. Find out about selected historical events such as Bonfire Night and Remembrance Day. | change, grow, baby, toddler, child, teenager, adult, elderly |
| They will experience stories and understand the past through settings, characters and event in books that include: Farmer Duck – Martin Waddell The Leaf Thief – Alice Hemming A dot in the snow – Corrinne Averiss Olivers Vegetables The Very Hungry Caterpillar – Eric Carle | the same as different similar |

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| <p>The Train Ride – June Crebbin You can't take an elephant on holiday – Patricia Cleveland-Peck 'The Pigeon has to go to school' – Mo Willems (Literacy Text) 'Lost and Found' – Oliver Jeffers 'The Rainbow Fish' – Marcus Pfister Bernie Sparks and Rocky the Rocket on Bonfire Night: Bonfire Night and Firework Safety – Chistopher Stokes Hello Spring – Jo Lindley The Tiny Seed – Eric Carle The Story of Easter – Fiona Boon At the Beach: Postcards from Crabby Spit – Rolan Harvey Clem and Crab – Fiona Lumbers Seaside Holidays. Then and Now – Clare Hibbert</p> <p>Experience similarities and differences of things in the past and now.</p> <ul style="list-style-type: none"> - Looking at photos of themselves and their friends as babies - Talking about parents favourite things such as toys, compared to their favourite things. - Comparing holidays in the past with holidays now. - Nursery Rhymes - Finding out about the seasons - Nursery Bears which go home and spend time at the children's homes - Enhancements in continuous provision include old toys, different types of communication e.g. telephones, stamps, envelopes. | <p>EYFS Knowledge</p> <p>I know my life story and family history.</p> <p>I know that I can use photographs to find out information about the past.</p> <p>I know how I have changed since I was a baby.</p> <p>I know how to plot events on a simple timeline.</p> <p>I know how to order events chronologically, I can identify some similarities and differences between things in the past and present.</p> <p>I know key facts about some historical events such as Bonfire Night and Remembrance Day.</p> <p>I know that anything that has happened before today is the past and now is the present.</p> |
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KS1 Cycle A –Autumn

Builds on EYFS.

| Will study... | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Great Fire of London | <p>I understand</p> <ul style="list-style-type: none"> - the past can be divided into beyond living memory and within living memory. - - the past that is beyond living memory means that people who are alive have to find evidence to find out about the past - how to use a timeline to sequence the events. - some similarities and differences between 1666 and today. - - that photographs / objects / newspapers / diaries can be evidence to show how we know about the past. - - that an event is significant if it changed the lives for people at the time - It is still remembered a long time after the event. | <p>I know</p> <p>how and why London was different in the 17th century and compare it to London today.</p> <p>how people live now is different to how people lived in 1666.</p> <p>how explain and order the key events of the Great Fire of London.</p> <p>How to describe London before, during and after the Great Fire.</p> <p>how and why the fire spread and finally stopped and what changed afterwards.</p> <p>How to explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.</p> | <p>Fire</p> <p>River Thames</p> <p>Tower of London</p> <p>Water squirt</p> <p>Bakery</p> <p>Thomas Farriner</p> <p>Smoke</p> <p>Leather bucket</p> <p>Pudding Lane</p> <p>Destroy</p> <p>Past</p> <p>Present</p> <p>Change</p> <p>London, River Thames, St Paul's Cathedral, Tower of London, landmark</p> <p>Samuel Pepys, King Charles II, Sir Christopher Wren</p> <p>Rebuilt, building materials,</p> | <p>Make house and set alight and get fire brigade in.</p> |

KS1 Cycle A – Spring

Builds on EYFS.

| Will study... | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Movers and Shakers | <p>I understand</p> <ul style="list-style-type: none"> - the past can be divided into beyond living memory and within living memory. - the past that is beyond living memory means that people who are alive have to find evidence to find out about the past - how to use a timeline to sequence the events. - some similarities and differences between 1492 and today - that photographs / objects / newspapers / diaries can be evidence to show how we know about the past. - that a person is significant if they did something that changed the lives for people at the time - they are still remembered a long time after they have died. | <p>I know</p> <p>R/1- Neil Armstrong what the word significant means and can sort information about significant people using the Dawson’s model.</p> <p>know how to use information about Neil Armstrong to decide as a historian if he was historically significant or not.</p> <p>Neil Armstrong became the first person to walk on the Moon in 1969.</p> <p>how Neil Armstrong’s discoveries changed what we know about the moon and helped us to begin to learn more about space.</p> <p>where Neil Armstrong’s achievements sit in the history and know the period of time he lived in.</p> <p>his actions change the way people think.</p> <p>1/2- Christopher Columbus the term ‘Explorer’ and can explain how explorers can change history and have helped people to learn more about the world that we live in.</p> | <p>Significant Explorer Expedition Fact Historian Difference Discovery Perish/perishable Truth Chronology Change</p> <p>Viewpoint Century Achievements Sailed Changes Suffragette Protest astronaut, mission, spaceship, commander, discover, discovery</p> | <p>Dress up day/study local significant figure.</p> |

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| | | <p>how Christopher Colombus' discoveries changed the foods that we eat today and helped us to learn about the cultures of other people in different parts of the world.</p> <p>explain the importance of Christopher Colombus' achievements on history</p> <p>Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.</p> <p>Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492.</p> <p>Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.</p> <p><u>2- Emmeline Pankhurst</u></p> <p>before 1928 women were not allowed to have a say in how the country, they lived in could be improved or changed.</p> <p>the British Voting System and know that when people are allowed to vote changes can be made that can help many people</p> <p>the importance of Emmeline Pankhurst's achievements on British history.</p> <p>Emmeline Pankhurst set up the Women's Franchise League in 1889</p> | | |
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| | | <p>In 1903, she helped to set up a group called the Women's Social and Political Union.</p> <p>Emmeline Pankhurst was a suffragette.</p> <p>In 1928 the law was changed to give men and woman equal voting rights.</p> <p>reasons why women wanted to be able to vote.</p> | | |
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| KS1 Cycle A – Summer | | | | |
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| Builds on EYFS. | | | | |
| Will study... | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| School Days | <p>I understand</p> <ul style="list-style-type: none"> - the past can be divided into beyond living memory and within living memory. - the past that is beyond living memory means that people who are alive have to find evidence to find out about the past - how to use a timeline to sequence the events. - some similarities and differences between my school now and a school in Victorian times. | <p>I know</p> <p>the Victorian era is named after Queen Victoria.</p> <p>that the Victorian era is beyond living memory.</p> <p>by the end of the Victorian era young children attended school instead of working long hours.</p> <p>in Victorian time boys and girls were separated into different classes and taught different lessons.</p> <p>in Victorian times children were punished harshly.</p> <p>that the equipment they used in a Victorian classroom is different to the equipment that we use today. (eg writing / counting)</p> | <p>yesterday now tomorrow days ago today next week weeks ago next year last month a long time ago arithmetic cane centenary chronological invention punishment strict Victorian Era</p> | Blist's Hill |

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| | <ul style="list-style-type: none"> - that photographs / objects / newspapers / diaries can be evidence to show how we know about the past. - that a person is significant if they did something that changed the lives for people at the time - they are still remembered a long time after they have died. | Samuel Wilderspoon opened schools with playgrounds. | | |
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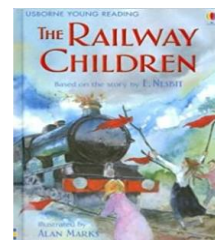
| KS1 Cycle B – Autumn | | | | |
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| Builds on EYFS. | | | | |
| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| Will study... | | | | |
| Memory Box – Toys | I understand <ul style="list-style-type: none"> - the past can be divided into beyond living memory and within living memory. - the past that is within living memory means that people who are alive now can remember it. - How to use a timeline to sequence objects used in the past. | I know <ul style="list-style-type: none"> • about changes within living memory. • how to use sources to ask and answer questions. • where people and events I study fit within a chronological framework. • similarities and differences between ways of life in different periods. | Now Then Past Present Memory Old Grandparents Different Similar Decade Victorian Generation | Toy museum in class |

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| | <ul style="list-style-type: none"> - some similarities and differences between toys we use now and those that my great grandparents, grandparents and parents used in the past. - how to use simple sources (photographs / objects / someone's memories) to find out about toys in the past. | <ul style="list-style-type: none"> • how to develop an awareness of the past, using common words and phrases relating to the passing of time. | | |
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KS1 Cycle B – Spring




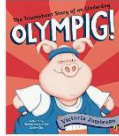
Builds on EYFS.

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| Will study... | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| <p>Transport in the past (Twinkl)</p> <p>Economy – we are learning how a country's economy changed as a result of new technologies and advancements.</p> <p>ENQUIRY QUESTION</p> | <p>I understand:</p> <p>that an event is significant if</p> <ul style="list-style-type: none"> - It changed the lives for people at the time - It was the first to achieve something important overcoming challenges. - It is still remembered a long time after the event. <p>- the past can be divided into beyond living memory and within living memory.</p> <ul style="list-style-type: none"> - the past that is beyond living memory means that people who | <p>I know:</p> <p>The invention of the motor powered train, car and aeroplane were significant events in the history of transport.</p> <p>Some modes of transport that were used before trains, cars and aeroplanes were invented.</p> <p>The first motor powered locomotives were powered by steam.</p> <p>The way cars are powered have changed over time.</p> | <p>Timeline beyond living memory, within living memory past. present sequence, before, after, ... years ago, at the age of..... decade, century</p> <p>important, significant, event, mode of transport, travel, motor, passengers, steam engine, journey, carriage</p> | <p>A walk along the Silkin Way</p>  |

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| How has transport changed over time? | <p>are alive have to find evidence to find out about the past</p> <ul style="list-style-type: none"> - How to use a timeline to sequence the events. - some similarities and differences between modern modes of transport and those from the past. - That photographs / objects / newspapers / diaries can be evidence to show how we know about an event in the past. | <p>The Wright brothers built and flew in the first motor powered aeroplane.</p> <p>In our local area there is an old railway line called the Silkin way – it is now a footpath.</p> <p>In our local area 70 years ago there were lots of fields and only a few roads, this was because not many people had cars.</p> <p>Our local area now has lots of roads because most people use cars to travel.</p> <p>Ways in which people's lives have changed as a result of the inventions of the train, car and aeroplane.</p> | <p>Victorian, steam powered, modern, diesel, carriage, locomotive, engine, railway, train first, second, third class.</p> <p>change, petrol, mass-produced photograph, diary, newspaper, telegram evidence map, aerial photo, Impact,</p> | |
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| KS1 Cycle B – Summer | | | | |
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| Builds on EYFS. | | | | |
| Will study... | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| <p>Outstanding Olympians</p> <p>Leadership – we are learning that different people can set an example to</p> | <p>I understand:</p> <ul style="list-style-type: none"> - that a person is significant if - they did something that changed the lives for people at the time - they were they first to achieve something important overcoming challenges. - they are still remembered a long time after they have died. | <p>I know:</p> <p>William Penny Brookes was born and lived in Much Wenlock, a town near to Telford.</p> <p>William Penny Brookes started the Wenlock Olympic Games in Much Wenlock over 170 years ago.</p> <p>Some simple details about the Wenlock Olympic Games (types of events / medals / opening ceremony)</p> | <p>Golden Threads vocabulary</p> <p>significance – important, remembered, changed, impact, achieve, overcome,</p> <p>leadership – changed, led by example</p> <p>Chronology vocabulary.</p> <p>Timeline</p> | <p>Visit to Much Wenlock to walk the Olympic Trail.</p> <p>Taking part in an “Olympic Games”</p>  |

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| <p>others and lead them to help and change their lives.</p> <p>ENQUIRY QUESTION Why do we remember William Penny Brookes?</p> | <ul style="list-style-type: none"> - how to use simple sources (photographs and documents) to find out about the first Olympic games in Much Wenlock. - some similarities and differences between aspects of the Olympic Games today and the Wenlock Olympic Games (medals / events / clothing / equipment) - how to use a timeline to sequence events in a person's life in chronological order. - some reasons why William Penny Brookes started the Olympic Games and how it improved people's lives at the time. (cause and consequence) - reasons why William Brooks is significant and remembered for his leadership and human qualities and how he helped others - reasons why Wilma Rudolf is significant, and we remember her for facing and overcoming challenges in her life. - - - | <p>Wilma Rudolf was an Olympic athlete who is known for being the first American woman to win three gold medals in a single Olympic Games</p> <p>Some detail about different events in the life of Wilma Rudolf, including her age at important times in her life.</p> | <p>beyond living memory, within living memory past. present sequence, before, after, ... years ago, at the age of..... decade, century</p> <p>Olympics, Olympians, event, competition, compete</p> <p>Much Wenlock</p> <p>evidence, photograph, document</p> |     |
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| A Historian by the end of LKS2 | |
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| Will be able to | Will define and use in context the following vocabulary across all the periods of history studied. |
| <ul style="list-style-type: none"> • Compare two periods of history, identifying similarities and differences between them • Show developing and understanding of chronology by beginning to realise that the past can be divided into different periods of time. • Explain how a significant figure of a period influences change. • Describe the impact of national events and changes (industrial advancements) on the local area. • Describe whether a person/event of period of history had a positive or negative impact on life in Britain. • Choose the most important source material for a task, showing awareness of a range of sources. | <p>chronological/chronology, sequence, duration, intervals, scale,</p> <p>AD, BC. millennium (millennia) (1000 years), period, thousands of years, circa</p> <p>compare, differences, similarities, source, change, cause,</p> <p>questions, eyewitness account, significant, evidence, artefact</p> |

LKS2 Cycle A – Autumn

Builds on KS1

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| Anglo Saxons – Raiders and Traders | <p>I understand</p> <ul style="list-style-type: none"> - How to sequence significant dates about events from AD400 to 1066. - that something is significant if <ul style="list-style-type: none"> • It changed the lives for people at the time • It had a long-lasting impact • It is still remembered today - The significance and impact of power struggles on Britain when the Vikings invaded in AD789. - The significance and impact of power struggles both the Vikings and Saxons had. | <p>I know</p> <p>That Roman rule ends in Britain, Saxon raids worsen, Offa's Dyke is built, Viking raiders first attack Britain and Alfred becomes king.</p> <p>St Bede was regarded as the greatest Anglo-Saxon scholar and that he wrote about 40 books. His most detailed account is from AD 730, 300 years after the Saxon invasions began.</p> <p>The Viking Age in Britain began about AD 793 and lasted over 200 years. Bands of fierce raiders began to once again attack England's shores, just like the Anglo-Saxons had done 400 years before.</p> <p>That around AD 789, low ships appeared on the horizon off the coast of Wessex. The Vikings had arrived to begin many more years of violent invasion in Britain.</p> <p>The everyday life of a Viking life in detail, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures.</p> <p>Valhalla was the Viking afterlife, where Odin welcomed dead heroes who died in battle. Those</p> | <p>Angle</p> <p>Anglo-Saxon</p> <p>Conquer</p> <p>Germanic</p> <p>Invade</p> <p>Jute</p> <p>Longhouse</p> <p>Monastery</p> <p>Offa 's Dyke</p> <p>Pagan</p> <p>Saxon</p> <p>Viking</p> <p>St Bede</p> <p>Battle of Ashdown</p> | <p>Saxon workshop</p> |

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| | | <p>who died elsewhere were sent to a dark and frozen world known as Niflheim.</p> <p>For a Viking their death would lead them into an afterlife and into one of the Vikings nine realms.</p> <p>The Battle of Ashdown saw Alfred the Great's (Saxons) battle against the Viking army happened in January AD 871.</p> | | |
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| LKS2 Cycle A – Spring | | | | |
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| Builds on KS1 | | | | |
| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| Will study... | | | | |
| Romans – Emperors and Empires (Develop 1) | I understand <ul style="list-style-type: none"> - the cause and effect of a of the first Roman invasion in Britain in 55BC by Julius Caesar that he failed to conquer. - significant event caused the invasion of AD 43 - The building of Hadrian's Wall tell us about the power struggles in Britannia at that time. | I know <p>The causes and consequences of the first Roman invasions in 55BC.</p> <p>That in AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.</p> <p>By AD 43, the Roman Empire had become extremely wealthy and powerful</p> <p>How King Verica gave Emperor Claudius the perfect opportunity to invade Britain.</p> | Absolute power Aqueduct Consul Empire Hierarchy Hypocaust Roman citizen Romanise Romano-British Culture Emperor Army Emperor Hadrian | Chester https://www.english-heritage.org.uk/visit/places/chesters-roman-fort-and-museum-hadrians-wall/school-visits/ Roman tour around walls of Chester Chester Roman Amphitheatre, English Heritage Roman Amphitheatre |

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| | <ul style="list-style-type: none"> - The significance of Hadrian's Wall. - Ways in which human invention and ingenuity have changed how people live. | <p>How to compare the similarities and differences to the first invasions in 55 and 54 BC to the Roman Conquest I AD43.</p> <p>Know the short and longer term impact of this invasion on Britannia</p> <p>Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.</p> <p>Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.</p> <p>In the year AD 117, a new Roman emperor, Hadrian, believed that it was more important to build frontiers to defend and secure the lands that they had, rather than invade and conquer new ones.</p> <p>Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.</p> | | |
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LKS2 Cycle A – Summer

Builds on KS1

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| I am Warrior | <p>I understand</p> <ul style="list-style-type: none"> - the Stone Age to Iron Age period ended because the Romans invaded and conquered Britain. - these two periods of history follow chronologically in British History. - the cause of Boudicca's revolt against the invasion - the consequences of the decision to co-operate with the Romans or to revolt against them. - that different sources of evidence show Boudicca interpreted in different ways. - how different historical sources show how the life of Britain's changed as a result of the Roman invasion - how different was life in Britain after the Roman's left? | <p>I know</p> <p>The chronology of the Roman Empire from 753 BC to AD 476.</p> <p>Gladiators were often slaves, prisoners or criminals of war.</p> <p>Gladiators were equipped with swords, daggers, spears, tridents, shields and armour.</p> <p>Many Romans considered gladiators to be heroes, even worshipping their idols and painting graffiti in their name across the city of Rome.</p> <p>What life was like for a Roman child.</p> <p>How to describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> | <p>Britannia Conquer Defeat Elect Emperor Empire Invade Rebellion Republic Revolt Roman numerals Tribe Wattle and daub Boudicca</p> | |

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| | <ul style="list-style-type: none"> - some changes that the Romans made to the Celtic lifestyles. - that something is significant if <ul style="list-style-type: none"> • It changed the lives for people at the time • It had a long-lasting impact • It is still remembered today - that the Romans left a legacy and how to use evidence to justify which of their achievements is the most significant to modern life. | How the first-hand account helps us to understand what the Romans thought about Boudicca | | |
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| LKS2 Cycle B – Autumn | | | | |
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| Builds on KS1 | | | | |
| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| Will study... | | | | |
| Vikings - Invasion | <p>I understand</p> <ul style="list-style-type: none"> -some causes and consequences of the first significant Viking raid -how historical sources (eg a letter of St Alcuin of York) tell us about the Viking raid on Lindisfarne and this may be a different point of view than a Viking Invader. | <p>I know</p> <ul style="list-style-type: none"> Vikings travelled from Scandinavia in longships to raid English monasteries. Vikings attacked monks, stole precious items and captured slaves. that the Anglo Saxons fought the Vikings to protect their land and property. | Conquer Danegeld Invasion Monastery Monk Pagan Raid Reeve Scandinavia Wattle and daub King Alfred Danelaw Wessex | Viking Workshop- https://www.historicworkshops.com/ |

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| | <p>-how the Viking invasions and settlement changed England.</p> <p>-the significant role King Alfred played in making England a unified country and why he was dubbed 'Great'</p> <p>-the similarities and differences between those living under Danelaw (the Vikings) and those living in the rest of England (Anglo Saxons)</p> <p>-the significant role King Athelstan and why he was a successful leader following King Alfred the Great.</p> | <p>Danegeld was a payment that King Alfred used to keep the Vikings out of Wessex.</p> <p>King Alfred signed the treaty of Wedmore to make peace with the Vikings and to agree how the kingdoms would be divided</p> <p>the new Viking territory was named Danelaw and Jorvik (this is the city of York now)</p> <p>Some aspects of daily life for a Viking civilian and an Anglo Saxon civilian.</p> <p>some significant aspects of the reign of King Athelstan</p> <p>the sequence of events that led up to the Battle of Hastings in 1066 including the 3 claimants to the throne of England.</p> <p>that the Anglo Saxon and Viking period of history came to an end in 1066 and this was when Norman Britain began.</p> | | |
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LKS2 Cycle B – Spring

Builds on KS1

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| <p>Through the Ages</p> <p><i>(Stone Age Britain)</i></p> | <p>I understand</p> <p>We understand about this period of history from discoveries made by archaeologists.</p> <p>How historians gather evidence, using artefacts, to piece together the past.</p> <p>To start to understand how historians interpret information from different historical sources</p> <p>Skara Brae is an example of evidence and discoveries that tell us of this period of history.</p> <p>Some causes of the Bronze Age and consequences for the life of people in this period.</p> <p>How aspects of life have changed between eras</p> | <p>I know</p> <p>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.</p> <p>The Stone Age is split into three periods: the Palaeolithic (c750,000-c10,000BC), the Mesolithic (C10,000BC-4000BC) and the Neolithic (4000BC-2500BC).</p> <p>Different species of humans lived in Britain during the Stone Age, including Homo erectus (meaning upright man), Homo heidelbergensis, Neanderthals and Homo sapiens (meaning wise man)</p> <p>In 1903, a skeleton was discovered in Gough's Cave in Cheddar Gorge, Somerset, and named Cheddar Man. Cheddar Man is the oldest almost-complete skeleton of a modern human ever found in Britain</p> <p>During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>Which aspects of life have changed / continued between eras</p> | <p>civilisation – settlement, migration, society economy – trade, resources</p> <p>Duration, interval, scale, period of history, AD, BC.</p> <p>Stone Age, Palaeolithic, Mesolithic, Neolithic, bronze, tin, copper iron, Iron ore</p> <p>pre-history/prehistoric, era, period</p> <p>archaeologist, archaeological, replica, artefact, evidence, remains, excavation</p> <p>nomadic, hunter gatherer,</p> | <p>Stone age trip to Kingswood https://discover-kingswood.org.uk/learning-outdoors/</p> |

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| | <p>How aspects of life continued between eras</p> <p>How to make links between periods of History to construct a narrative</p> <p>That archaeologists make discoveries that sometimes changes what we know about this period of history.</p> | <p>For example: Early stone age people were nomadic hunter gatherers. They made weapons and tools from stone to kill animals, cut up the meat and skin and make fire.</p> <p>Stone weapons changed over time to be smaller and sharper with handles of wood attached.</p> <p>The end of the Neolithic was an important time for human development. Neolithic people began to settle in small communities and farm animals and grow crops.</p> | <p>community, settlement, settle, mound, preserved, domesticated, agriculture, crops</p> <p>mine, ore, alloy, bronze, tin, copper, migration iron, Iron ore, deposit trade, hillfort, palisade, granary, ditch</p> | |
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| LKS2 Cycle B – Summer | | | | |
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| Builds on KS1 | | | | |
| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| Will study... | | | | |
| Through the Ages | <p>I understand</p> <ul style="list-style-type: none"> - ways in which human invention and | <p>I know</p> <p>Bronze:</p> | <p>Beaker folk Roundhouse Stonehenge Tin druids Mesolithic Arrowhead</p> | <p>Iron Age workshop https://experiencetheironage.co.uk/educational-workshops-1</p> |

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| <p>(Bronze Age and Iron Age.)</p> | <p>ingenuity have changed how people live during the when the Stone aged ended and the Bronze Age began.</p> <ul style="list-style-type: none"> - How the Bronze and Iron changed or influenced how people live today. - We understand about this period of history from discoveries made by archaeologists. - How historians gather evidence, using artefacts, to piece together the past. - To understand how historians interpret information from different historical sources - Some causes of the Bronze Age and consequences for the life of people in this period. | <p>What everyday life was like during the Bronze and Iron Age.</p> <p>New bronze technologies changed the ways that people lived, farmed, fought, traded and dressed.</p> <p>The weather impacted peoples lived during the Bronze Age.</p> <p>The Beaker folk were an ancient group of people who moved from Europe to Britain c2500 BC. They were metalsmiths who brought metal tools, a new pottery style and a new way of life with them</p> <p>Britain began metal-mining to make tools, jewellery and weapons. Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased.</p> <p>Iron:</p> <p>Iron Age people formed tribes and built hillforts to protect themselves.</p> <p>Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.</p> | <p>Bronze material Nomadic neolithic Dagger iron Earthwork Settlements farming Mine Weapons Prehistoric Hunter gatherer coins Tools Cave drawings Agriculture invade Britain Woolly mammoth Monument Pottery Copper Romans Migration ancestor Celtic hillforts Technology Spearhead tribal Kingdoms archaeologist Shield</p> | |
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| | <ul style="list-style-type: none"> - How aspects of life have changed between eras - How aspects of life continued between eras - How to make links between periods of History to construct a narrative | <p>Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.</p> <p>Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.</p> <p>The Iron Age in Britain ended after the Roman invasion in AD 43.</p> | | |
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| A Historian by the end of UKS2 | |
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| Will be able to | Will define and use in context the following vocabulary across all the periods of history studied. |
| <ul style="list-style-type: none"> • Use the key language related to chronology to explain the relationship between different periods of time on a timeline. • Independently place historical events on a timeline, remembering key facts from a period of history studied. • Describe how a significant individual or movements has influenced the UK or the wider world • Describe how their own lives have been influenced by a significant individual or movement • Describe the impact of national events on the local area and how it's affected local life (World War2) • Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war) • Explain why people acted as they did. • Make connections, draw contrasts and identify trend in two or more periods of history to improve historical perspective. • Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world. • Describe how different types of evidence tells us different things about the past and understand why contrasting arguments and interpretations occur. • Provide reasons for, and outcomes of, the main events and changes in historical period's showing factual knowledge of aspects of Britain and the wider world. • Acknowledge different points of view expressed and explain why these are important in understanding interpreting history. • Use primary and secondary resources for historical enquiry and evaluate their reliability • Compare trends and contrasts | <p>chronological/chronology, sequence, duration, intervals, scale, concurrence, interaction</p> <p>AD, BC. millennium (millennia) (1000 years), period, thousands of years, circa</p> <p>continuity, change, advancements, trends, timescales</p> <p>cause, consequence, difference, significance</p> <p>primary sources, secondary sources, evidence, infer, reliable, evaluate, conclusions, opinion</p> |

UKS2 Cycle A – Autumn

Builds on LKS2

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| Groundbreaking Greeks | <p>I understand:</p> <ul style="list-style-type: none"> Explain how everyday life in an ancient civilisation changed or continued during different periods. <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>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> | <p>I know:</p> <p>How to explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>How to sequence and make connections between periods of world history on a timeline.</p> <p>Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.</p> <p>Democracy is still evident in many countries around the world.</p> <p>Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</p> <p>The roles of men and women in Athens</p> | <p>Acropolis</p> <p>Architect</p> <p>Athenian</p> <p>Citadel</p> <p>City state</p> <p>Civilisation</p> <p>Democracy</p> <p>Empire</p> <p>Mathematician</p> <p>Mythology</p> <p>Parthenon</p> <p>Philosopher</p> <p>Warrior</p> | <p>Time Teams- artefact timeline</p> |

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| | <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> | <p>Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.</p> <p>In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.</p> <p>Cleisthenes was the 'father of Athenian democracy'.</p> <p>Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture.</p> <p>Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.</p> <p>Plato was an Athenian philosopher who founded Athens's first university.</p> <p>The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens.</p> | | |
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UKS2 **Cycle A** – Spring

Builds on LKS2

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| A Child's War | <p>I understand</p> <ul style="list-style-type: none"> - a sequence of events leading up to the 2nd Word War - we can find out about the 2nd World War using different historical sources of evidence. - Maps - Oral history - Posters/ magazine - Internet (secondary sources) | <p>I know:</p> <p>The Second World War started in 1939, this was 21 years after the end of the First World War.</p> <p>The Treaty of Versailles was an agreement that brought the first world war to an end.</p> <p>The treaty meant that Germany was forced to take full responsibility for the impact of the 1st World War.</p> <p>The impact of the treaty led to rise of Fascism which ultimately led to the 2nd World War.</p> | <p>Treaty of Versailles</p> <p>Allies</p> <p>Axis of power</p> <p>Civilian</p> <p>Evacuee</p> <p>Invade</p> <p>Nazi</p> <p>Propaganda</p> <p>Evacuation</p> <p>Air raid shelter</p> <p>The Blitz</p> <p>Anderson Shelter</p> <p>Blackout</p> <p>Gas mask</p> <p>Rationing</p> | <p>WW2 day- dress up</p> |

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| | <ul style="list-style-type: none"> - Some causes and consequences of the 2nd World War - that there are different view points about an event | <p>I know that different countries were involved in WW2 and know that these countries joined sides known as Allies and Axis powers.</p> <p>I know that the Blitz was a sustained ariel bombing of Britain by Nazi Germany which took place between Sept 1940 and May 1941.</p> <p>I know some examples of how the Blitz impacted the everyday life of people in Britain.</p> <p>I know the children were evacuated to other areas of the UK to keep them safe.</p> <p>I know that Jewish children were also evacuated and some were moved to Britain.</p> <p>I know how the war impacted everyday life (food rationing, schools, role of women)</p> | | |
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UKS2 Cycle A – Summer

Builds on LKS2

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| Firedamp and Davy Lamps | <p>I understand</p> <ul style="list-style-type: none"> - a century is a period of 100 years. - The Industrial Revolution happened about 250 years ago in the 18th and 19th century. - we can find out about our local mining heritage using different historical sources of evidence. - Maps - Oral history - Buildings / historical sites - Internet (secondary sources) | <p>I know</p> <p>some key events in the history of mining, including when coal was first mined and when the coal industry began to decline.</p> <p>some examples of how coal mining has changed over the last 2 centuries.</p> <p>why coal was an important resource in the Industrial Revolution.</p> <p>that the demand for coal rapidly increased to power new manufacturing industries.</p> <p>More mines were built and deeper mines were sunk to meet the demand.</p> <p>that towns were built around the new coal mines.</p> <p>that children worked in mines and their roles, and that working conditions were poor.</p> | <p>Mining</p> <p>Coal</p> <p>Industrial revolution</p> <p>Colliery</p> <p>Fossil fuels</p> <p>General strikes</p> <p>Natural gas</p> <p>Renewable energy</p> <p>Non-renewable energy</p> | <p>invite an ex-miner into school to talk to the children about their personal experiences of working underground.</p> <p>Blists Hill</p> |

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| | <ul style="list-style-type: none"> - that something is significant if <ul style="list-style-type: none"> • It changed the lives for people at the time • It had a long-lasting impact • It is still remembered today - the causes and consequences of the miners strike of 1984/5 - the causes and consequences of Oaks Colliery Disaster in 1866. - that there are different view points about an event | <p>the key events leading up to the Miners strike of 1984/5.</p> <p>When, where and why the Oaks Colliery Disaster occurred.</p> <p>How the Oaks Colliery Disaster impacted different people.</p> | | |
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UKS2 Cycle B – Autumn

Builds on LKS2

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| Egypt and Ancient Civilisations | <p>I understand</p> <ul style="list-style-type: none"> - The chronology of Ancient Egyptian in comparison to other periods of history. - That artefacts are sources of evidence that tell about ancient Egypt and what information they cannot tell us. - How to use a range of historical sources or artefacts to build a picture of a civilisation. - How everyday life in an ancient civilisation changed or continued during different periods | <p>That the Stone Age to Iron Age in British History runs concurrently with the earliest civilisations in World History.</p> <p>When was Ancient Egypt and how long it existed for.</p> <p>I know the features of a civilisation eg art, city, hierarchy, infrastructure, invention, religion, trade and writing.</p> <p>I know that hieroglyphics was an Egyptian writing system that contributed to the success of the civilisation and it's impact.</p> <p>I know that the river Nile was important to the development of Ancient Egypt society and it's wealth and success.</p> <p>The Egyptians believed that their soul went on a journey after they died.</p> <p>The Egyptians believed that Anubis, god of the underworld decided their fate after death.</p> | <p>Afterlife Curse Giza Hierarchy Hieroglyphics Pyramid Ritual Sphinx Tomb Valley of the Kings Tutankhamun</p> | |

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| | <ul style="list-style-type: none"> - How to articulate and organise important information and detailed historical accounts using topic related vocabulary. | <p>The role of an Egyptian Pharaoh was a King or Queen of Egypt.</p> <p>Tutankhamun was an Egyptian Pharaoh whose tomb was discovered in 1922.</p> <p>The Valley of the Kings was the area where pyramids were built as tombs for the Pharaohs.</p> <p>Examples of the type of artefacts found in the tomb and what they tell us about the significance of the Pharaoh in Egyptian life.</p> | | |
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UKS2 Cycle B – Spring

Builds on LKS2

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| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
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| Will study... | | | | |
| Shang Dynasty/Dynastic | <p>I understand:</p> <ul style="list-style-type: none"> - The significance, impact and legacy of power in ancient civilisations. - How everyday life in an ancient civilisation changed or continued during different periods - How to articulate and organise important information and detailed historical accounts using topic related vocabulary. - How to explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. | <p>I know:</p> <p>The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.</p> <p>During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.</p> <p>During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.</p> <p>During the Shang Dynasty, people worshipped their ancestors at home altars</p> <p>I know why people in the Shang Dynasty such successful warriors</p> <p>Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them.</p> | <p>Ancestor</p> <p>Confucianism</p> <p>Composite</p> <p>Deity</p> <p>Imperial</p> <p>Oracle bones</p> <p>Ritual</p> <p>Sacrifice</p> <p>Shaman</p> <p>Smelt</p> <p>Tyrant</p> <p>Virtue</p> | |

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| | <ul style="list-style-type: none"> - How to use a range of historical sources or artefacts to build a picture of a historical event or person. - How to describe the significance, impact and legacy of power in ancient civilisations. - How to compare and contrast an aspect of history across two or more periods studied. | <p>Misuse of power and poor leadership has caused civilisations to decline.</p> <p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.</p> | | |
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| UKS2 Cycle B – Summer | | | | |
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| Builds on LKS2 | | | | |
| Types of Knowledge | Disciplinary Knowledge | Substantive Knowledge | Vocabulary | Experience |
| Will study... | | | | |
| Slave Trade (Benin)/Maafa | <p>I understand:</p> <ul style="list-style-type: none"> - the growth of the British economy and the ways in which its growth impacted on British life. | <p>I know:</p> <p>Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.</p> | <p>Abolitionist Auction Chattel slavery Colonisation Emancipation Enslavement Indigenous Maafa Plantation</p> | <p>Explore Africa- dress up day/food/culture</p> |

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| | <ul style="list-style-type: none"> - the causes and consequences of a significant event in history. - Present a detailed historical narrative about a significant global event. - The human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. - The growth of the British economy and the ways in which its growth impacted on British life. - the significance of a historical person, event, discovery or invention in British history. | <p>Many country houses, museums and libraries that are still used today were built with the profits from slavery.</p> <p>Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.</p> <p>Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.</p> <p>The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.</p> <p>The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.</p> <p>In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled.</p> <p>After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property.</p> <p>Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.</p> <p>The Scramble for Africa describes the continent's colonisation by European countries in the late 19th</p> | Trading forts West Indies | |
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| | | <p>century, which destroyed many African traditions, religions, festivals and languages.</p> <p>Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this.</p> <p>Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</p> <p>The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion.</p> | | |
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