



History Curriculum

Intention: To allow children to be immersed in unfamiliar worlds that demonstrate diversity and commonality across both time and space allowing the children to make sense of their own lived experiences and the wider world in which they inhabit. All children will be able to delve into the richness of the past with a secure grasp of key knowledge, which will allow them to pursue complex historical enquiry.

Overview

	Autumn	Spring	Summer
Nursery	My Family		
Reception	My Community		
Year 1	Queen Elizabeth II	Florence Nightingale Mary Secole	Neil Armstrong
Year 2	William the Conqueror	Samuel Pepys and the Great Fire of London	Blackbeard Grace O'Malley
Year 3	Stone Age	Ancient Greece	Pompeii
Year 4	Native Americans	Anglo Saxons	HMS Challenger
Year 5	Ancient Egypt	The Plague	The Tudors
Year 6	The Aztecs	Victorian Children	World War Two

	Intent	Implementation		Impact
In Foundation stage, the children will explore their own history through talking about significant people and themselves. In EYFS, the history focus is taught through	Nursery- The children will learn about the concept of the past as they delve into their own family history.	<p>Substantive Knowledge:</p> <p>My Family:</p> <ul style="list-style-type: none"> The children will know how to use the words past and present correctly. The children will know about their personal family history. The children will know about a significant historical figure: Guy Fawkes The children will know about a significant historical event: Remembrance Day 	<p>Vocabulary:</p> <p>My Family:</p> <ul style="list-style-type: none"> Past Present Before After 	<p>Disciplinary Knowledge:</p> <p>My Family:</p> <ul style="list-style-type: none"> To ask thought-provoking questions To identify similarities and differences

<p>the children's development of understanding the world.</p>	<p>Reception- The children will continue to learn about their own personal history to make sense of their life story</p>	<p><u>Substantive Knowledge:</u></p> <p><u>My Community:</u></p> <ul style="list-style-type: none"> • The children will use the words past, present and future • The children will know the name of different members of their family from the present and past • The children will know about key events they have experienced with their family • The children will know the significance of Bonfire Night 	<p><u>Vocabulary:</u></p> <p><u>My Community:</u></p> <ul style="list-style-type: none"> • Past • Present • Family • Before • After 	<p><u>Disciplinary Knowledge:</u></p> <p><u>My Community:</u></p> <ul style="list-style-type: none"> • To ask thought-provoking questions • To identify similarities and differences
<p>In KS1, children will explore history through gaining knowledge of key significant people throughout a variety of time periods. The children will begin to look at a period of history, both locally and nationally.</p>	<p>In Year 1- The children will learn about significant people linked to their themes. They will study the life and achievements of these significant figures and will make simple comparisons between them.</p> <p>They will begin to make comparisons between life 'then' and life today.</p> <p>In Year 1, the topics are not in chronological order.</p> <p><u>Assessment:</u> In KS1, the children will start each lesson with</p>	<p><u>Substantive Knowledge:</u></p> <p><u>Queen Elizabeth:</u></p> <ul style="list-style-type: none"> • The children will know who Queen Elizabeth was and the members of her family • The children will know where the Queen lives and the country that she reigns over • The children will know of significant events and dates during the Queen's reign 	<p><u>Vocabulary:</u></p> <p><u>Queen Elizabeth:</u></p> <ul style="list-style-type: none"> • Reign • Monarch • Common wealth • Coronation • Jubilee_ 	<p><u>Disciplinary Knowledge:</u></p> <p><u>Queen Elizabeth:</u></p> <ul style="list-style-type: none"> ✓ To be curious and use logic from to ask questions ✓ To use primary and secondary sources to gather information ✓ To draw conclusions from information gathered
		<p><u>Florence Nightingale and Mary Seacole:</u></p> <ul style="list-style-type: none"> • The children will know who Florence Nightingale was • The children will know why Florence Nightingale was important • The children will know who Mary Seacole was • The children will know why Mary Seacole was important • The children will know the similarities and differences between two significant individuals 	<p><u>Florence Nightingale and Mary Seacole:</u></p> <ul style="list-style-type: none"> • Nurse • Past • Present • Now • Then • Pioneer • Soldier • Hygiene • Lantern • Lamp • Same • Different 	<p><u>Florence Nightingale and Mary Seacole:</u></p> <ul style="list-style-type: none"> ✓ To be curious and use logic from to ask questions ✓ To use secondary sources to gather information ✓ To draw comparison between two significant individuals

	<p>a recall task which they complete verbally. Teachers use questioning to assess learning. Teachers plan in responsive teaching to address gaps. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><u>Neil Armstrong:</u></p> <ul style="list-style-type: none"> • The children will know the key events in space travel • The children will know who Neil Armstrong was and why he was important • The children will know about 11 missions • The children will know when Neil Armstrong landed on the moon • The children will know why this event was important 	<p><u>Neil Armstrong:</u></p> <ul style="list-style-type: none"> • Space • Astronaut • Pilot • Apollo 11 • NASA • Lunar Module • The Eagle • President 	<p><u>Neil Armstrong:</u></p> <ul style="list-style-type: none"> ✓ To be curious and use logic from to ask questions ✓ To use secondary sources to gather information ✓ To draw conclusions from information gathered
	<p><u>In Year 2-</u> The children will look at different historical periods and people linked to British History, including one local study.</p> <p>Children will begin to look at significant people and their role in</p>	<p><u>Substantive Knowledge:</u></p> <p><u>William the Conqueror:</u></p> <ul style="list-style-type: none"> • The children will know of the life and achievements of a significant figure - William the Conqueror • The children will know the role he played in the Battle of Hastings. • The children will order the events that led up to the battle in the year of 1066 in chronological order. • The children will know about the Bayeux tapestry and use it to find out more about this event. • The children will know what William did next. This will include a study of the doomsday book and it primary use. 	<p><u>Vocabulary:</u></p> <p><u>William the Conqueror:</u></p> <ul style="list-style-type: none"> • Duke • Conquer • Fleet • Crowned • Conquer • Troops • Domesday book • Motte and bailey fort 	<p><u>Disciplinary Knowledge:</u></p> <p><u>William the Conqueror:</u></p> <ul style="list-style-type: none"> ✓ To understand and apply the concept of chronology ✓ To be curious and use logic from to ask questions

	<p>key historical events.</p> <p>Assessment: In KS1, the children will start each lesson with a recall task which they complete verbally. Teachers use questioning to assess learning. Teachers plan in responsive teaching to address gaps. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p>Samuel Pepys and the Great Fire of London:</p> <ul style="list-style-type: none"> • The children will know about the great fire of London through a significant figure- Samuel Pepys. • The children will know that Samuel Pepys wrote about many key significant events including the great fire of London and that his diaries were a significant source of evidence that helps us learn about the past. • The children will order the events recorded in his diary and retell what happened during the great fire of London from studying extracts of his diary. • The children will know about the aftermath of the fire in 1666 studying the damage caused, the changes that were made in London afterwards and how this has made a difference to us today. 	<p>Samuel Pepys and the Great Fire of London:</p> <ul style="list-style-type: none"> • Deteriorate • Parliament Government • Plague • Pail 	<p>Samuel Pepys and the Great Fire of London:</p> <ul style="list-style-type: none"> ✓ To understand and apply the concept of chronology ✓ To be curious and use logic from to ask questions ✓ To use primary secondary sources to gather information
		<p>Blackbeard and Grace O'Malley:</p> <ul style="list-style-type: none"> • The children will know about two significant individuals. • The children will know why they were both well-known. • The children will study the daily life of a pirate. • The children will know about the key features of a pirate ship. • The children will know the similarities and differences between these two individuals. 	<p>Blackbeard and Grace O'Malley:</p> <ul style="list-style-type: none"> • Pirate • Navy • Merchants • Cargo • Trade • Surrender • Seafarers • Raiding 	<p>Blackbeard and Grace O'Malley:</p> <ul style="list-style-type: none"> ✓ To understand and apply the concept of chronology ✓ To be curious and use logic from previous learning to ask questions ✓ To compare and contrast while drawing connections to the modern day
<p>In KS2, the children will secure in-depth knowledge and understanding of British and World time periods through exploring chronologically ordered events, significant people whilst comparing specific aspects of the time periods.</p>	<p>In Year 3, the children explore significant periods in chronological order, starting with the stone age.</p> <p>They will learn about everyday life in different</p>	<p>Substantive Knowledge:</p> <p>Stone Age:</p> <ul style="list-style-type: none"> • The children will know about the earliest civilization and be able to place this period on a timeline • The children will know about the key features of this time • The children will know how early man changed throughout this period and will know the difference between Neanderthals and Homosapiens. • The children will learn about the everyday life exploring settlements, tools, jewelry, clothes and monuments. 	<p>Vocabulary:</p> <p>Stone Age:</p> <ul style="list-style-type: none"> • Pre-historic • Neolithic • Paleolithic • Mesolithic • Neanderthal • Hunting • Wattle • Daub • Thatched • Flints 	<p>Disciplinary Knowledge:</p> <p>Stone Age:</p> <ul style="list-style-type: none"> ✓ To understand and apply the concept of chronology ✓ To be curious and use logic from previous learning to ask questions ✓ To compare and contrast while drawing connections to the modern day

<p>This will begin with comparisons made towards the modern day and will move to comparisons across history by Year 6.</p>	<p>times and compare them.</p> <p>Assessment: In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p>Ancient Greeks:</p> <ul style="list-style-type: none"> • The children will know about the ancient Greek civilizations, studying Athens and Sparta as key cities. • The children will know the differences in daily life as well as the battles between Athens and Sparta. • The children will know about the battle of marathons as a significant event • The children will know what a Greek hoplite looked like. • They will be able to name their key weapons and describe their methods of warfare. • The children will know about key beliefs • The children will know how ancient Greek life has influenced us today in the areas of sport, government and education 	<p>Ancient Greeks:</p> <ul style="list-style-type: none"> • Civilization • Trade • Democracy • Acropolis • Athens • Sparta • Persians • Invasion • Hoplite • Cuirass • Scepter • Olympics • Marathon 	<p>Ancient Greeks:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To understand and apply the concept of chronology ✓ To identify similarities and differences with the modern day
		<p>Pompeii:</p> <ul style="list-style-type: none"> • The children will know about the key eruption of Mt Vesuvius • The children will delve into the evidence left behind to learn key facts from the eruption • The children will know the impact and significance • The children will know what Pompeii was like in 79AD • The children will know what Pompeii is like today 	<p>Pompeii</p> <ul style="list-style-type: none"> • Pyroclastic flow • Eruption • Roman Empire • Archaeologist • Excavation • Preserve • Eruption • Fertile 	<p>Pompeii:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To compare and contrast while drawing connections ✓ To understand and apply the concept of chronology ✓ To identify similarities and differences with the modern day
	<p>In year 4, the children learn about the Anglo-Saxon struggle for Kingdom as a key period in history prior to 1066.</p> <p>They will explain the impact of a significant historical events and periods in both British and World history.</p>	<p>Substantive Knowledge:</p> <p>Native Americans:</p> <ul style="list-style-type: none"> • The children will know where the Native Americans were from and how they arrived in America. • The children will know about one native American tribe in detail - the Cherokee tribe. They will gain a knowledge of their daily life, beliefs, language and settlement area. • The children will know what daily life was like • The children will know what happened when European settlers arrived. • The children will know how we know about Native Americans when there is very little recorded evidence. 	<p>Vocabulary:</p> <p>Native Americans:</p> <ul style="list-style-type: none"> • Indigenous • Native • Culture • Heritage • Descendant • Inuit • Caribou • Tribe • Artefacts • Settlers • Sitting Bull 	<p>Disciplinary Knowledge:</p> <p>Native Americans:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions. ✓ To compare while drawing connections. ✓ To understand and apply the concept of chronology. ✓ To identify similarities and differences

	<p>Assessment: In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p><u>D</u>Anglo-Saxons:</p> <ul style="list-style-type: none"> • The children will know of key significant dates between AD 410 and 1066 • The children will know about the everyday life during the Anglo-Saxon period. • The children will know about the hierarchy within the kingdom. • The children will know about the crimes, punishments, beliefs and customs. • The children will know about a significant figure: King Alfred the Great. 	<p><u>A</u>nglo-Saxons:</p> <ul style="list-style-type: none"> • Angles • Jutes • Saxons • Peasants • Wattle and daub • Weaving • Monasteries • Vikings • Treaty • Danelaw 	<p><u>A</u>nglo-Saxons:</p> <ul style="list-style-type: none"> ✓ To understand and apply the concept of chronology ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in documents ✓ To use secondary sources to gather information ✓ To compare and contrast while drawing connections
		<p><u>H</u>MS Challenger:</p> <ul style="list-style-type: none"> • The children will know about a significant historical event - the exploration of the sea on the HMS Challenger. • The children will know about why this key event was significant to future sea exploration. • The children will know the journey HMS Challenger took • The children will know the key discoveries that were made • The children will know about a key historical individual as part of this voyage 	<p><u>H</u>MS Challenger:</p> <ul style="list-style-type: none"> • Oceanography • Geology • Currents • Expedition • Marine • Nautical • Fauna • Trawl 	<p><u>H</u>MS Challenger:</p> <ul style="list-style-type: none"> ✓ To understand and apply the concept of chronology ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in documents • To use secondary sources to gather information
	<p>In year 5, the children will learn about the achievements of one of the earliest civilizations and study an aspect in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><u>S</u>ubstantive Knowledge:</p> <p><u>A</u>ncient Egypt:</p> <ul style="list-style-type: none"> • The children will know who the Egyptians were, why they settled where they did and how they became well established by looking at significant people, artefacts, landmarks and their beliefs • The children will know about the achievements of one of the earliest civilizations, through the study of ancient Egypt. • The children will know the significant Pharaohs of Egypt, independently placing key historical figures on a timeline • The children will know about a significant individual: Ramesses the Great • The children will know how the ancient Egyptians contributed to the UK or wider world. 	<p><u>V</u>ocabulary:</p> <p><u>A</u>ncient Egypt:</p> <ul style="list-style-type: none"> • Egyptian • Pharaoh • Civilization • Reign • Pharaoh • Restored • Mummify • Cached • Tomb • Irrigation • Harvest • Peasant 	<p><u>D</u>isciplinatory Knowledge:</p> <p><u>A</u>ncient Egypt:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in texts, diaries and documents ✓ To use secondary sources to gather information ✓ To draw comparisons between other ancient civilizations (Ancient Greeks) ✓ To evaluate how the modern day has been impacted by decisions made in early history

<p>Children will study significant people and events, making informed responses and they will link events from periods studied to changes or developments in society.</p> <p>Assessment: In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p>The Plague:</p> <ul style="list-style-type: none"> • The children will know about pestilence including the first instance. • The children will know symptoms of the plague • The children will know the reasons why and the conditions that caused the disease to spread quickly • The children will know why some people thrived and made money from the plague, offering cures and remedies. • The children will know About significant people during the plague: King Edward III <p>Tudors:</p> <ul style="list-style-type: none"> • The children will know how the Tudor period began progressed. • The children will know the advancements during this period and the decisions and actions made by Henry VIII. • The children will learn about a significant battle – The Battle of Bosworth • The children will make comparisons to different time periods and reflect on how the United Kingdom has changed since this time. • The children will know the differences in lifestyle between the rich and the poor. 	<ul style="list-style-type: none"> • Hierarchy <p>The Plague:</p> <ul style="list-style-type: none"> • Pestilence • Epidemic • Bubonic • Outbreak • Retreat • Myth • Sanitation • Infestation • Peasants • Watchman • Sinner <p>Tudors:</p> <ul style="list-style-type: none"> • Tudor • Monarch • Reign • Bosworth • Succeeding • Annulled • Excessive • Deteriorate • Wealthy • Feasted • Reformation • Monasteries 	<p>The Plague:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in texts, diaries and documents ✓ To use secondary sources to gather information ✓ To draw comparisons between other the plague and more modern epidemics ✓ To compare and contrast while drawing connections ✓ To understand and apply the concept of chronology <p>Tudors:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in texts, diaries and documents ✓ To use secondary sources to gather information ✓ To draw comparisons between other the plague and more modern epidemics ✓ To compare and contrast while drawing connections ✓ To understand and apply the concept of chronology
<p>In year 6, the children will continue to extend their substantive knowledge beyond 1066 and further across the globe.</p> <p>The children will use the knowledge to interpret secondary</p>	<p>Substantive Knowledge:</p> <p>The Aztecs</p> <ul style="list-style-type: none"> • The children will know where the Aztecs came from and why they settled where they did. • The children will know about the city of Tenochtitlan and its origins. The children will answer questions about the city's location and developments into one of the largest cities in the world. • The children will know about the Aztec beliefs - the gods who controlled and influenced much of their daily life. • The children will know about Aztec daily life and the hierarchy of roles. • The children will know the reasons for the fall of the Aztec empire. 	<p>Vocabulary:</p> <p>The Aztecs</p> <ul style="list-style-type: none"> • Warriors • Tenochtitlan • Causeway • Aqueduct • Canals • Chinampas • Nobles • Priests • Traders • Conquistador 	<p>Disciplinary Knowledge:</p> <p>The Aztecs</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in texts, diaries and documents ✓ To use secondary sources to gather information ✓ To draw comparisons between other the plague and more modern epidemics ✓ To compare and contrast while drawing connections ✓ To understand and apply the concept of chronology

<p>sources, drawing out key achievements and forming comparisons over time.</p> <p>Assessment: In KS2, we assess the success of our intent using recall tasks which the children complete in their books. At the end of the unit, all children complete an online quiz which teachers analyse and plan teaching to address gaps.</p>	<p>Victorian Children</p> <ul style="list-style-type: none"> • Children will know about the Victorian era by learning through the eyes of children. • The children will know the order of key events in the Victorian era from 1819- 1901 • The children will know about the life of rich and poor children and make comparisons to their lives today • The children will know about workhouses • The children will know about key activists (Dr Barnardo and Lord Shaftesbury) and how conditions were improved for poor children. • The children will compare modern and Victorian schooling 	<p>Victorian Children</p> <ul style="list-style-type: none"> • Slavery • Abolished • Discipline • Governess • Institution • Neglect • Malnutrition • Activist • Cane • Dunce 	<p>Victorian Children:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in texts, diaries and documents ✓ To use secondary sources to gather information ✓ To draw comparisons between other the plague and more modern epidemics ✓ To compare and contrast while drawing connections ✓ To evaluate how the Victorian times have contributed to the modern day
	<p>WW2</p> <ul style="list-style-type: none"> • The children will know about the key events that led to WW2. • The children will know about significant individuals and the impact of democracy at this time (axis and allied forces) • The children will look carefully at the terms discrimination and persecution whilst also thinking about how propaganda may alter peoples' perspectives. • The children will know about key events during WW2. • The children will know what life was like in Britain • The children will know about a key historical figure – Anne Frank 	<p>WW2</p> <ul style="list-style-type: none"> • Democracy • Invasion • Ideology • Allies • Axis • Treaty • Victory • Rationing • Propaganda • Persecute • Discrimination 	<p>WW2:</p> <ul style="list-style-type: none"> ✓ To be curious and use logic from previous learning to ask questions ✓ To use substantive knowledge to search for clues in texts, diaries and documents ✓ To use secondary sources to gather information ✓ To draw comparisons between other the plague and more modern epidemics ✓ To compare and contrast while drawing connections within the 20th century ✓ To evaluate how actions within living memory have contributed to the modern day