

History

By the end of Year 6 we want our pupils to:

- Have a love of history and be **curious** about the world
- Develop **empathy** towards the diversity of individuals in multi-cultural Britain.
- To **aspire** to become archivists, archeologists and curators.
- To **communicate** using appropriate historical language
- To be stimulated to actively go out and **investigate** history independently



Department
for Education

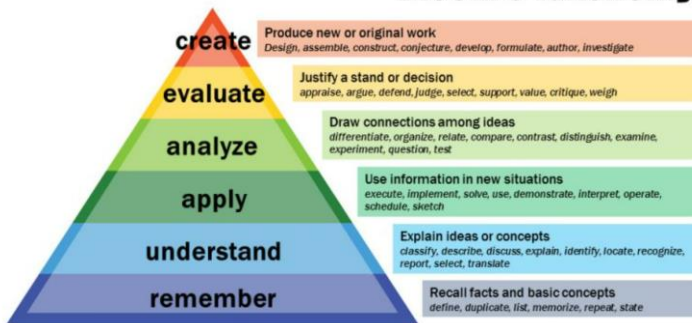
History programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Bloom's Taxonomy



Breadth



Historical periods and timescales	Places and societies
People, groups and experiences	Historical fields of enquiry and methodological approaches

History KS1 and KS2: Curriculum coverage from Preschool to Year 6

Year group	Autumn	Spring	Summer
Preschool	This is Me! (family, routines, time vocabulary) Festivals and Celebrations/changing seasons	Spring Growth and change in nature	Big and Small (how we grow and change) Superheroes (significant events in our own lives - remembering and celebrating these).
Foundation	All about me (family, routines, what I have done before starting school) Celebrations Autumn/Winter Our year in school	How have I changed since I was a baby? What are the different roles in society? Winter/Spring Our Year in school	How has transport changed over time? What do we wear in different seasons? Spring/Summer Our Year in school
Year 1	Florence Nightingale	Famous Queens United Kingdom	Seaside Contrast to Newbold Verdon
Year 2	Remembrance Day	Castles	Railways
Year 3	Stone Age	Bronze to Iron age Living in the UK	Ancient Egypt
Year 4	Roman Britain	Anglo-Saxons	British Empire
Year 5	Ancient Maya	Vikings	Windrush Generation North America
Year 6	WWII Food and farming	(Currently Benin) War of the Roses/Tudors World Trade?	Ancient Greeks European Region

Direct links to other curriculum areas within existing year group

[Science](#)

[Geography](#)

Progression of vocabulary

	<i>Explanation</i>	<i>Examples</i>	<i>Recommendation for teaching</i>
Tier 1	Everyday words encountered in everyday conversation	dog go happy drink phone play sad	These words do not necessarily need to be explicitly taught, especially in upper grades with native English speakers. <i>Note: Children with learning difficulties or an English as a Second Language background may still benefit from explicit teaching of some Tier 1 words.</i>
Tier 2	Words that are needed in an academic context, and provide access to more complex topics and discussions outside of the everyday. Words that are useful across multiple topic and subject areas .	relative vary formulate specificity accumulate calibrate itemise falsely description hypothesis misfortune dignified faltered distinctly resolve	Teachers should explicitly teach these words , to ensure they can develop their students' understanding and expression of complex ideas. These words are useful for multiple purposes , and their use and understanding reflect and mature understanding of academic language. Students should learn to use Tier 2 words in multiple contexts and for multiple purposes.
Tier 3	Words that are relevant for specific subjects or content-areas . Words that have distinct meanings and purposes, relevant to a specialised topic or discourse.	lava carburettor legislature circumference aorta polyglot sonata isosceles	Students should learn these for the particular content-areas , but <u>should not be preferenced over more useful Tier 2 words</u> . Students should learn to use Tier 3 words in the context of the specific subject matter where they are useful.

Tier 1			
Pre-school	This is Me! Changing seasons	Spring Growth and Change	Summer Getting older
	family village brother, sister, mum, dad diwali festival celebration celebrate season autumn	season spring grow, change caterpillar chrysalis butterfly	season summer change grow older age growing up
EYFS	All about me (family, routines, what I have done before starting school) Celebrations Autumn/Winter Our year in school	How have I changed since I was a baby? What are the different roles in society? Winter/Spring Our Year in school	How has transport changed over time? What do we wear in different seasons? Spring/Summer Our Year in school
	day week morning	baby child grow	help police officer firefighter

	afternoon mum dad grandma grandad aunt uncle cousin brother sister Christmas light birthday party	same different before after change	doctor teacher clothes hat gloves scarf coat wellies sunhat sunglasses cold hot
Year 1	Intrepid Explorers	The Seaside	Famous Queens
	TBC	area natural human	queen ruler country crown
Year 2	Remembrance Day	Castles	Railway Revolution
	heroes poppies tradition	castle flags king and queen	train transport passengers
Year 3	Stone Age	Bronze Age to Iron Age	Ancient Egypt
	cave paintings jewellery animal skins	weapons cloth leather	pyramids sand explorers
Year 4	Roman Britain	Anglo Saxons, Picts and Scots	The British Empire
	baths roads tunics sandals	village religion aggressive gold jewels	slaves conflict wealth power
Year 5	Ancient Maya	Vikings	Windrush Generation
	explorer gold native temple	helmet jewellery coins silver kingdom	employment citizen opportunities
Year 6	WWII	War of the Roses	Ancient Greece

	fight soldier serve bombing	rival opinion rumour power	columns Greek gods
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Tier 2			
EYFS	fireworks month year calendar	adult toddler old past present castle King Queen	dentist paramedic shop assistant refuse collector waterproof sunscreen
Year 1	Intrepid Explorers	The Seaside	Famous Queens
	TBC	local national climate attractions Victorian feature	palace Victorian Tudor power decisions
Year 2	Remembrance Day	Castles	Railway Revolution
	commemorate peace wreath observe	tower palace dungeons punish	steam coal freight
Year 3	Stone Age	Bronze Age to Iron Age	Ancient Egypt
	tribal hunter-gatherers nomadic	foundry smithing iron	irrigation hieroglyphics papyrus tomb mummy scarab
Year 4	Roman Britain	Anglo Saxons, Picts and Scots	The British Empire
	aqueduct chariot	invader conquered	sovereignty abolished

	mosaic	settlement raiders artefacts	colony Empire
Year 5	Ancient Maya	Vikings	Windrush Generation
	hieroglyphics maize dynasty cacao	loom shield sword freeman warrior	immigration Empire voyage Caribbean racism / race recruitment
Year 6	WWII	War of the Roses	Ancient Greece
	rations gas mask swastika invasion	rebellion archaeologist reinternment monarch battle archaeologist	tyranny citizen democracy Olympics philosophy

Tier 3			
EYFS	Diwali diva Rama Sita Eid Ramadan Guy Fawkes Nativity timeline Autumn Months of the year Days of the week	develop artefacts ancient generation discovery Winter Spring Months of the year Days of the week monarchy King Charles III Queen Camilla Buckingham Palace Westminster Abbey timeline historian	research memory opinion chronological Summer Months of the year Months of the year Days of the week temperature Mary Seacole Florence Nightingale
Year 1	Intrepid Explorers	The Seaside	Famous Queens
	TBC	tourist pier resort	monarch reign coronation
Year 2	Remembrance Day	Castles	Railway Revolution
	armistice	keep	locomotive

	Cenotaph The Last Post	bailey motte moat arrow loop battlements drawbridge	Industrial Revolution Metropolitan railroad
Year 3	Stone Age	Bronze Age to Iron Age	Ancient Egypt
	Neolithic Palaeolithic Mesolithic Skara-Brae woolly mammoth	Stonehenge roundhouses Celts hillforts flint knapping	sarcophagus cartouche canopic jar
Year 4	Roman Britain	Anglo Saxons, Picts and Scots	The British Empire
	Roman Empire Hadrian's Wall gladiator amphitheatre legionary	Lindisfarne paganism monastery Sutton Hoo	The East India Company Raj Empress Commonwealth
Year 5	Ancient Maya	Vikings	Windrush Generation
	codice pok-ta-pok huipil ajaw halach uinic Ahau	runes long-boat longhouse Odin drinking horn	Commonwealth residence HMT Empire Windrush Port of Tilbury British Nationality Act
Year 6	WWII	War of the Roses	Ancient Greece
	Anderson shelter blackout Blitz evacuee Nazis Kristallnacht Star of David	Lancastrians Yorkists Plantagenet Tudor	oligarchy amphitheatre Parthenon

Progression of Substantive Knowledge in History from Preschool to Y6

<p>Pre-School</p> <p>Understanding the World: Past and Present</p>	<p>I know some things that have happened in the past.</p> <p>I know that people are different and that not everyone likes the same things.</p> <p>I know that there are different occupations.</p> <p>I know and can talk about my immediate family and community.</p> <p>I can name and describe people who are familiar to me.</p>		
<p>Foundation Stage</p> <p>Understanding the World: Past and Present</p>	<p>I know that changes have occurred within my family's lifetimes.</p> <p>I have the vocabulary to talk about the past and the knowledge of what is the same/different to now</p> <p>I have the vocabulary to talk about what I have heard and seen in stories and picture books and how this is different/ the same. I also have the understanding of the stories and picture books that I have seen</p> <p>I know about the lives of people that I am familiar with</p> <p>I know that people have different roles within society</p> <p>I know that there are similarities and differences between the past and have the vocabulary to articulate this</p>		
<p>Y1</p>	<p>Florence Nightingale</p> <p>To know when Florence Nightingale lived in Victorian times and was a nurse over 150 years ago.</p> <p>To know that Florence Nightingale changed the sanitary conditions of hospitals to help soldiers survive.</p> <p>To know that Florence Nightingale became famous for the changes she brought to nursing.</p>	<p>Famous Queens</p> <p>To know that a monarch is a King or Queen.</p> <p>To know the difference between life during the three periods of reign.</p> <p>To know who three British Queens were: Elizabeth I, Queen Victoria and Queen Elizabeth II and what made them different to one another.</p>	<p>Seaside</p> <p>To know that people travel to different places for a holiday in the past and today.</p> <p>To know that information from the past can be found by looking carefully at photographs.</p> <p>To know that seaside holidays have not always been as popular as they are today.</p>
<p>Y2</p>	<p>Remembrance Day</p> <p>To know that we have different events each year that we celebrate in Britain and Remembrance Day is one of them.</p> <p>To know that WWI had a devastating effect on the population of Britain and that it lasted for 4 years.</p> <p>To know that villages, towns and cities erected memorials to remember all those who died in WWI.</p>	<p>Castles</p> <p>To know that Normans invaded and built castles to conquer Britain.</p> <p>To know that castles were an important feature in the invasion of the Normans.</p> <p>To know what lives were like for those who lived in the castle and those who did not, during the medieval period.</p> <p>To know that the Normans invaded Britain in 1066</p>	<p>Railway Revolution</p> <p>To know ways in which people and goods were transported in the early 1700s before the introduction of the railways.</p> <p>To know that steam revolutionised industry through the mechanism of production.</p> <p>To know that railways changed the lives of British people through the ability to travel.</p>

<p>Y3</p>	<p>Stone Age To know that humans came to Britain by the land bridge from Europe.</p> <p>To know that Stone Age people used different materials, such as animal skin, bones and flint, to help them survive.</p> <p>To know that Stone Age people moved to farming crops and animals as time progressed.</p>	<p>Iron Age to Bronze Age To know that technological advances in creating metal shaped the course of British history.</p> <p>To know that communities were hostile to one another due to resources and trading.</p> <p>To know that Britain changed as a result of technological advances through farming and production.</p>	<p>Ancient Egypt To know the importance of artefacts in examining life in Ancient Egypt.</p> <p>To know that Howard Carter was an important person in the discovery of Egyptian artefacts.</p> <p>To know that artefacts can teach us about the life of Tutankhamen.</p>
<p>Y4</p>	<p>Roman Britain To know that the organisation of the Roman army made it possible for Rome to conquer Britain.</p> <p>To know that Celts lived in Britain before the Romans invaded and that Boudica led a revolt against the Romans after her husband died.</p> <p>To know that the Romans introduced a road network in Britain and water hypocausts which altered life for the population.</p>	<p>Anglo Saxons To know that the person buried at Sutton Hoo was extremely rich and possibly a king.</p> <p>To know that invading means to take over by force and to settle means to stay somewhere permanently.</p> <p>know that Anglo-Saxon invaded and migrated causing more migration as people were forced to move around.</p>	<p>British Empire To know that Britain traded in slaves.</p> <p>To know that Britain gained control of trade in Asia.</p> <p>To know that British rule and trade in India had negative, as well as positive, effects.</p> <p>To know that migration to and from India occurred due to Britain's trading past and its huge wealth and power.</p>
<p>Y5</p>	<p>Ancient Maya To know that the civilisation of the Maya was organised in a pyramid system.</p> <p>To know that the Maya established societal order through writing, number and calendar systems.</p> <p>To know that the civilisation of the Maya declined for unknown reasons.</p>	<p>Vikings To know that England was divided into 7 kingdoms when the Vikings invaded.</p> <p>To know that King Alfred earned the title Great in his unification of the country to create England.</p> <p>To know that by 1016 England was a unified country ruled by a single king.</p> <p>To know that there were various reasons why the Vikings migrated to Britain and its islands.</p>	<p>Windrush Generation To know that British Colonies were given rights to work in the UK.</p> <p>To know that people from the Colonies bought important trades with them.</p> <p>To know that the people of the Windrush Generation have contributed towards trade and infrastructure in Britain.</p> <p>To know that people travelled on HMT Windrush to migrate to Britain for various reasons.</p>

		To know that Vikings invaded and settled in Britain in the 8 th century.	
Y6	<p>WWII</p> <p>To know that the German bombing of Britain was called The Blitz and to know how people prepared for it.</p> <p>To know that children were moved out of the cities to keep them safe during the war.</p> <p>To know that as an island at war provision of food was difficult and people had to ration what they could buy and eat.</p> <p>To know that women took on men's job roles during WWII.</p>	<p>Benin/Tudors</p> <p>To know that Oba ruled Benin from 900 to 1300 AD and key features of the reigns.</p> <p>To know that the ordinary people in Benin developed skills in creating artworks for the rich.</p> <p>To know that Benin traded exotic items such as pepper, ivory and animal skins for metal to create their art works.</p> <p>To know that the Oba in Benin wanted to trade in weapons.</p>	<p>Ancient Greeks</p> <p>To know that boys in Ancient Greece learned to read, write, use numbers, play musical instruments and take part in physical sports.</p> <p>To know that some words in the English language are based on the language of the Ancient Greeks.</p> <p>To know that different systems of power eventually resulted in the development of a democracy in Ancient Greece.</p>

Progression of Disciplinary Knowledge in History from Preschool through to Year 6

Do children have opportunities to know how to....

<p>Pre school</p>	<p>Explore and understand their own life story and family's history? Investigate and talk about photos and memories? Retell what their parents told them about their life-story and family? Show interest in different occupations? Use new vocabulary related to different occupations and use it in their speech and play? Discuss the differences that they notice between people? Discuss the similarities between different families and communities?</p>			
<p>Foundation</p>	<p>Discuss their family and listen to adults talk about theirs? Investigate and talk about pictures of their family? Explore different types of families in real life and in books seeing that there may be differences to their own families? Discuss the different people in our community? Consider their own experiences with people who are familiar to them? Comment on images of familiar situations in the past? Investigate pictures, stories, artefacts and accounts from the past explaining similarities and differences? Analyse experiences that deepen their understanding e.g visiting a local area that has historical importance? Discuss images of familiar situations in the past? Discuss familiar experiences that may have differed in the past? Organise events using basic chronology recognising that things happened before they were born? Compare and contrast characters from stories, including figures from the past?</p>			
<p>Year group</p>	<p>Monarchy</p>	<p>Trade</p>	<p>Migration</p>	<p>Civilisations</p>
<p>Year 1 Units of work -Florence Nightingale/Intrepid Explorers -Famous Queens -Seaside Age appropriate outcomes could be: -label a simple diagram -create a simple information booklet or poster -use photographs to compare and contrast -write a simple diary -write a postcard -write a simple news report</p>	<p>compare similarities and differences in the lives of Queens and where they live? explore sources of life in Britain during different reigns to describe continuity and change in society? investigate information and images of three different queens to describe similarity and difference in them as people?</p>		<p>compare the ways people travel to the seaside now in contrast to 100 years ago?</p>	
<p>Year 2 Units of work -Remembrance Day</p>	<p>discuss and consider how the invasion of Britain by William</p>	<p>explore and explain how difficulties in transporting goods</p>	<p>interpret primary sources and relate information on castle</p>	

<p>-Castles -Railway Revolution Age appropriate outcomes could be: -label a diagram -create a poster or information booklet for a historical site of interest -have a discussion or debate in role as people of that time -create a fact file with boxes covering different aspects of of an event or time -write a diary or letter as a person from that time in role</p>	<p>the Conqueror initiated the building of castles? identify features of a castle and state how these were important in securing power? consider information on castle life to describe the significance of royal courts' roles? compare and contrast the use of taxes today to those in medieval times?</p>	<p>initiated the introduction of railways? explore the technological advancements of machinery across the years? justify through exploration continuity and change in the railway systems in Britain and how they have altered and improved travel?</p>	<p>building to invasions by sea?</p>	
<p>Year 3 Units of work -Stone Age -Bronze Age to Iron Age -Ancient Egypt Age appropriate outcomes could be: -label a more complex diagram of a settlement or home of the period -statement writing -sorting images of artefacts from the time according to use -create a map with a key for migration or habitation -draw a diagram (village/fort/pyramid) with labels -create a fact file with headings, introduction and useful links -create a How To instructional text (flint knapping/mummification/stone pot cooking)</p>		<p>explore and explain how the discovery of mining and smelting changed people's lives? consider the significance of the introduction of commodities and how this instigated raids and hostility? explain the significance of the introduction of iron and how it affected people's lives and how power developed through trade?</p>	<p>consider and justify the causes of why early humans settled in Britain?</p>	<p>recognise and compare artefacts from ancient times in comparison to modern times. discuss and consider how archeologists uncover ancient places of interest and how artefacts are recorded and handled to create new knowledge. investigate the significant aspects of ancient people's communication and beliefs that affected their lives.</p>
<p>Year 4 Units of work -Roman Britain -Anglo-Saxons -The British Empire Age appropriate outcomes could be:</p>	<p>analyse and draw conclusions using similarity and difference from a variety of sources to determine the wealth of the owner</p>	<p>consider and discuss causes for trading in slaves and the effects on human lives?</p>	<p>consider the causes and consequences of the organisation of one civilisation gaining power over another.</p>	

<p>-labelling a more detailed diagram of historical dress or home with accompanying paragraph of uses and/or purposes of items</p> <p>-fact file with headings, text boxes, diagrams, labels, useful links and introduction</p> <p>-cross curricular writing outcomes - eg: diary of a person of that period or significant event; news report or recount of a significant event;</p> <p>-detailed poster advertising significant changes - eg: abolition of slavery/encouraging people to join the rebellion against The East India Company</p>		<p>consider the significance of the Queen’s charter and advances in seafaring affected the ability of Britain to control trade in Asia</p> <p>discuss how Queen Victoria and the Indian Government were both unhappy with the East India Company and the effects it had using similarity and difference</p>	<p>explain the movement of people across countries and the effects on an established group of people.</p> <p>explore a timeline of movements of different people in Britain?</p> <p>identify the causation of why Britain was able to establish trade with India (through its naval power and vast wealth)</p>	
<p>Year 5</p> <p>Units of work</p> <p>-Ancient Maya</p> <p>-Vikings</p> <p>-Windrush Generation</p> <p>Age appropriate outcomes could be:</p> <p>-drawing and labelling a more complex artefact or historical item - eg: HMT Empire Windrush /viking longboat/Mayan glyphs</p> <p>-extended piece of writing in first person as a member of society at that time outlining historical arguments</p> <p>- detailed information brochure or poster to advertise a historical place of interest - eg: York or Jorvik/Mayan ruins/Brixton Markets</p> <p>-analysis of a photographed artefact or historical source and description of its links to a historical event</p> <p>-cross curricular opportunities such as</p>	<p>investigate the change after the Romans left Britain and the rivalry between the heptarchies?</p> <p>justify King Alfred’s title ‘the Great’?</p> <p>argue and determine who the first king of all England was?</p>	<p>consider and explain reasons for migration as a result of war?</p> <p>Find similarities and differences between the work skills of the Windrush Generation to those of the established population?</p> <p>understand the significance of immigrants’ skills in helping to rebuild Britain?</p>	<p>Consider the use of questions to compare causes for Viking migration?</p> <p>investigate a variety of sources to gather information to create a timeline of battles and invasion?</p> <p>consider evidence to justify the causes for why people from Jamaica accepted the opportunity to sail to Britain?</p>	

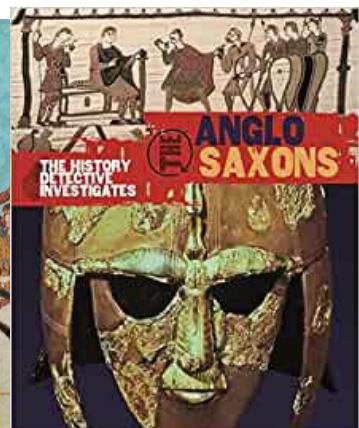
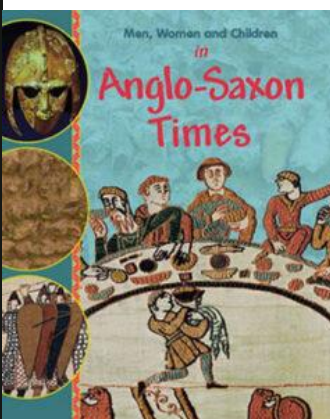
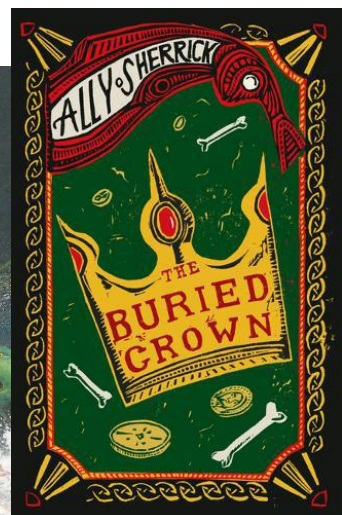
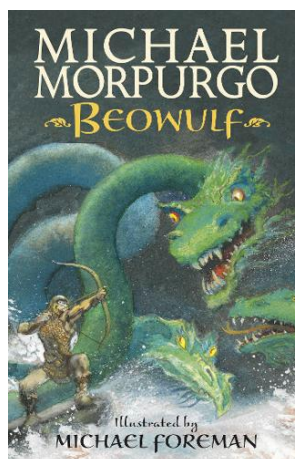
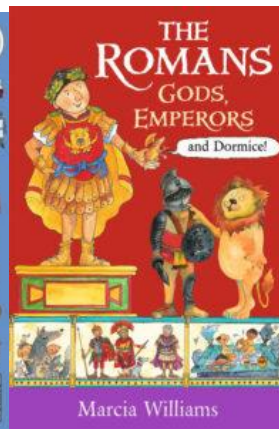
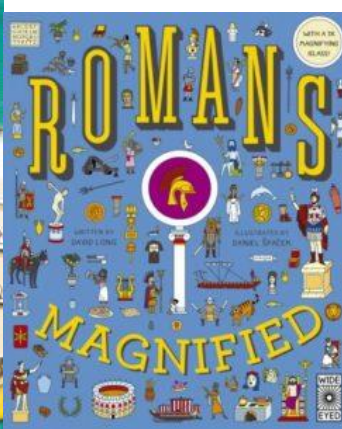
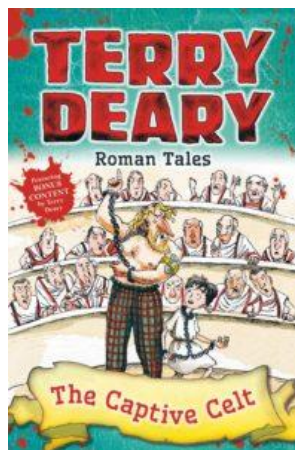
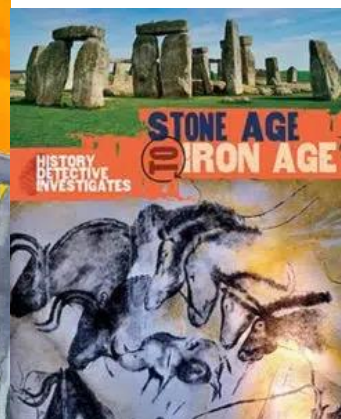
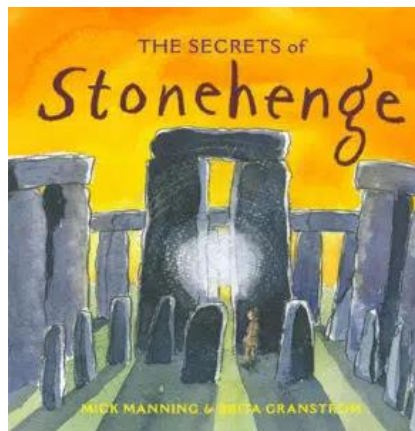
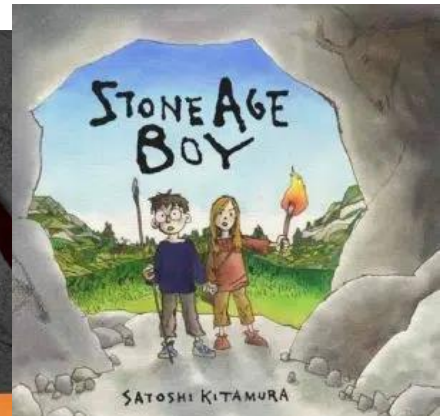
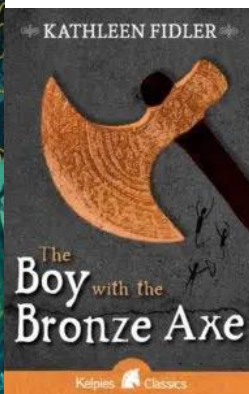
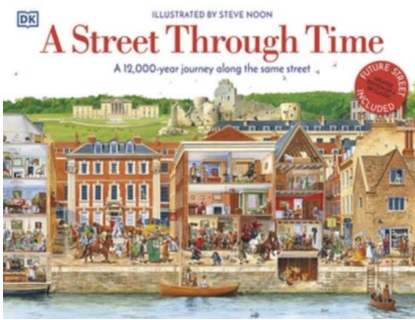
first person recount; news report; extended diaries of a causal narrative				
Year 6 Units of work -WWII -Benin/War of the Roses & King Richard III -Ancient Greeks Age appropriate outcomes could be: -carefully constructed debates with whole class participation and justification for historical arguments -drawing, labelling and describing more complex artefact or historical item - eg: an Anderson shelter/a significant battle/a historical site -extended piece of writing in first person as a member of society at that time with accompanying dates, places and names - digitally created, detailed information brochure or poster to advertise a historical place of interest - eg: Site of Bosworth Battle/Athens -analysis of a photographed artefact or historical source and description of its links to a historical event -cross curricular opportunities such as first person recount; news report; extended diaries of a causal narrative	consider a range of sources to compare and contrast the reigns of major Oba?	explore causes and consequences of changes in employment during the second world war?		identify similarities and differences between education and school in Ancient Greece and schools of today? identify and consider the significance of the Greek root of some words such as: photo, geo, hydro? identify changes within the states of Ancient Greece and explain how it eventually became a democracy?

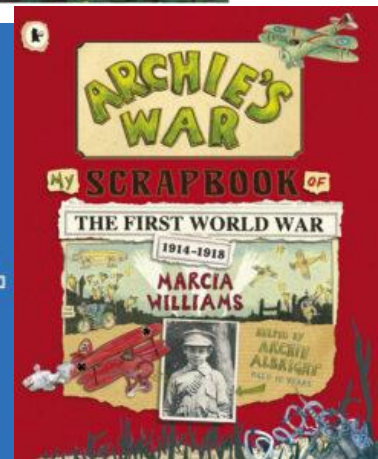
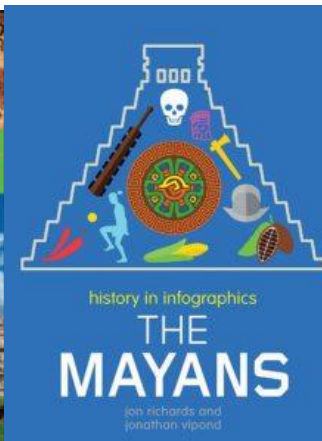
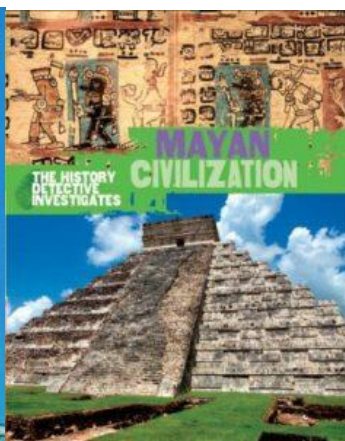
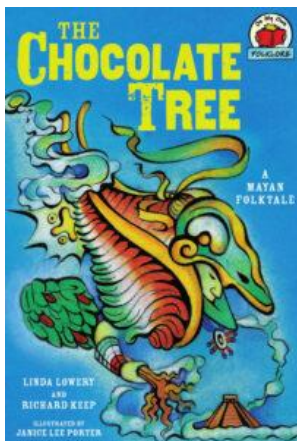
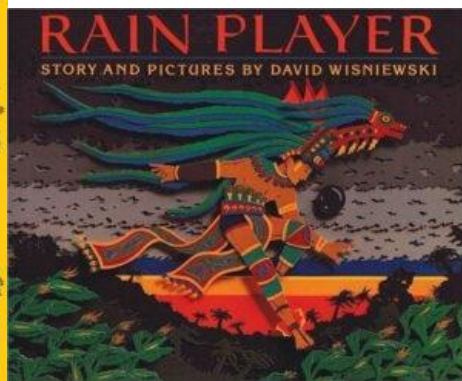
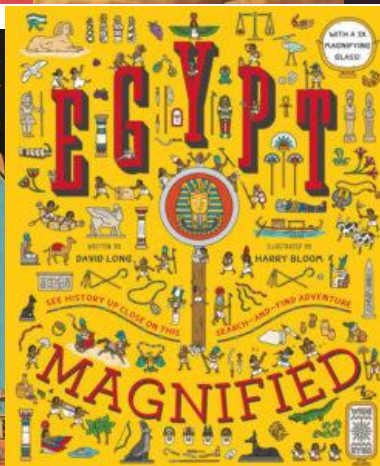
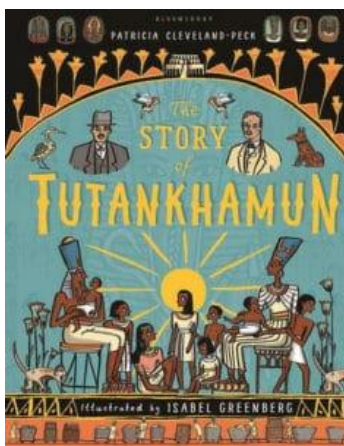
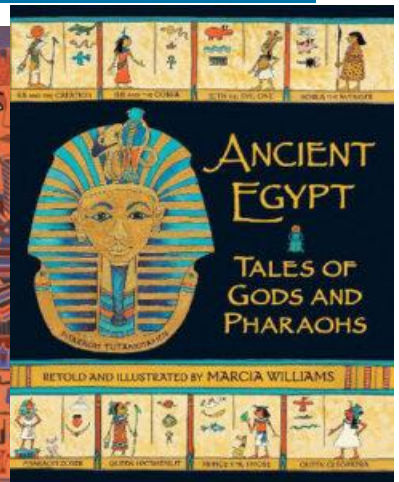
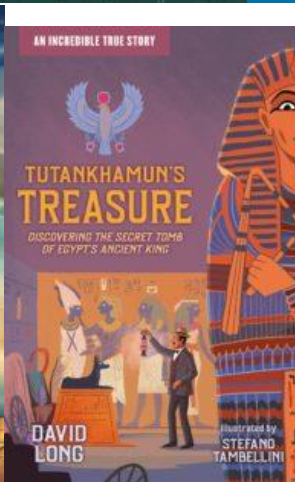
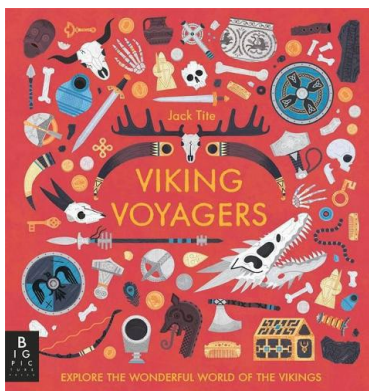
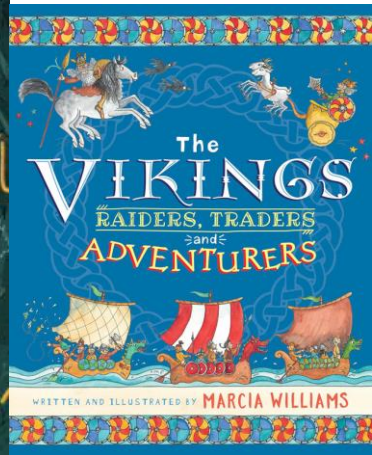
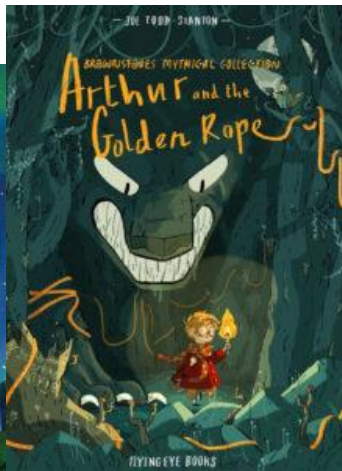
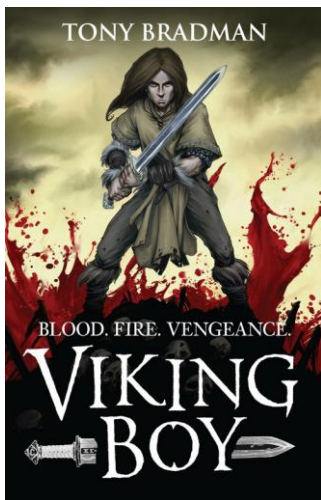
Key driver progression and coverage from Year 1 to Year 6

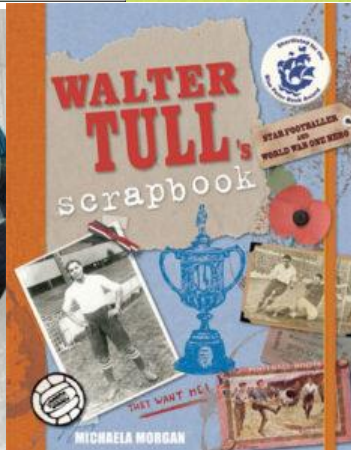
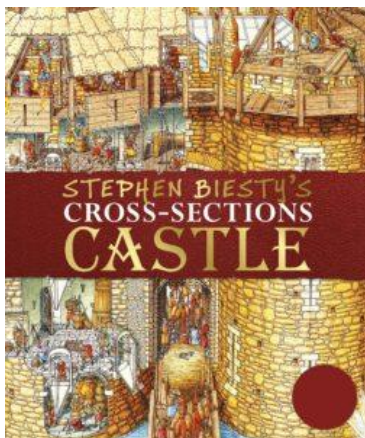
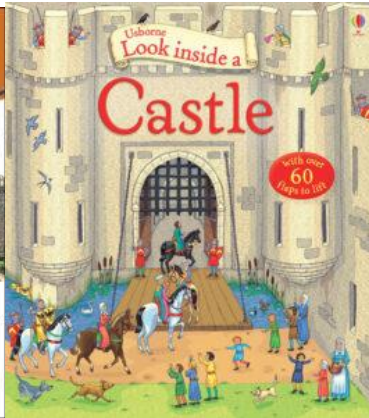
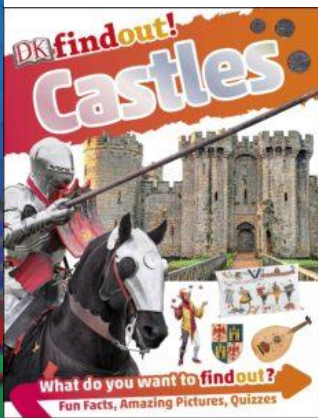
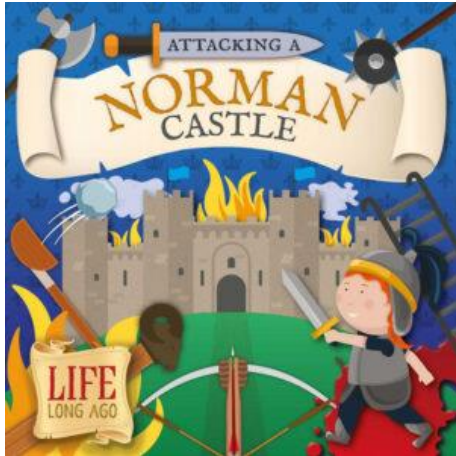
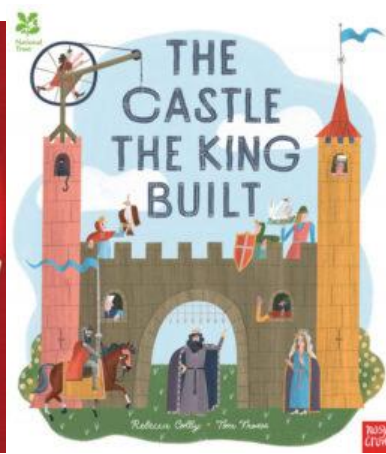
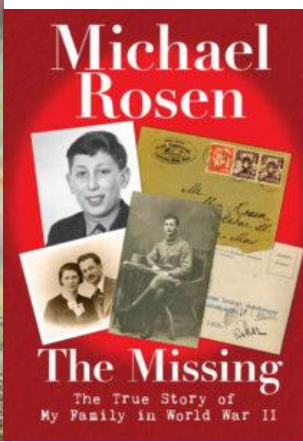
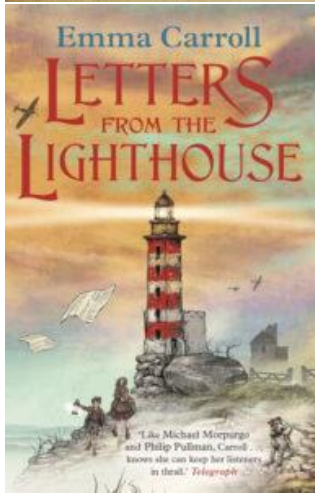
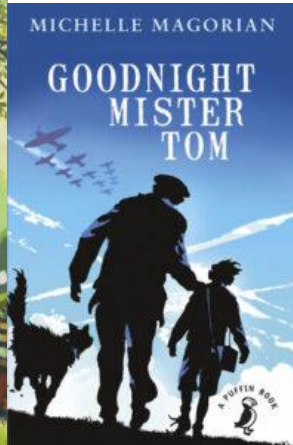
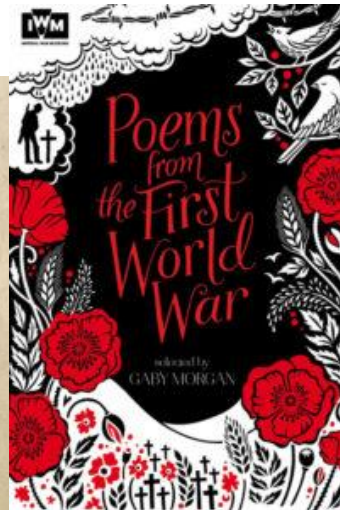
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monarchy						

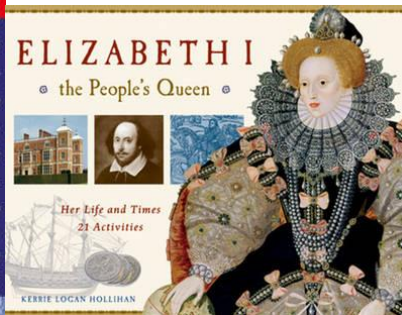
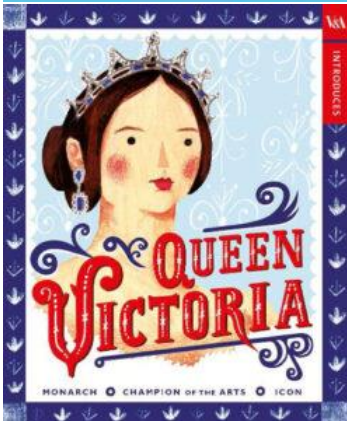
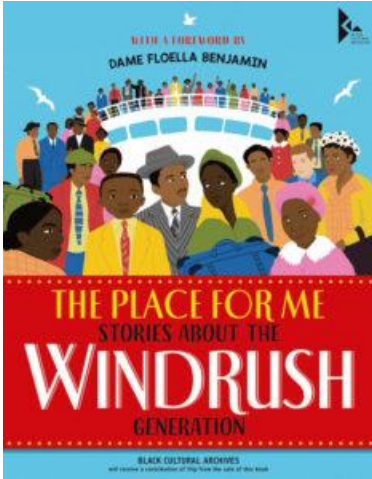
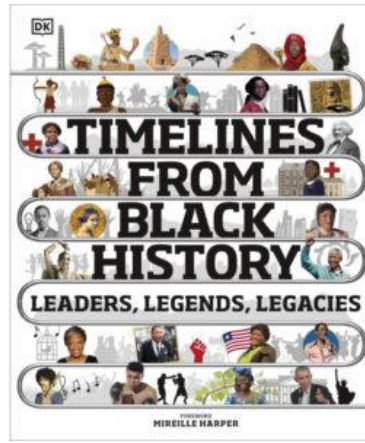
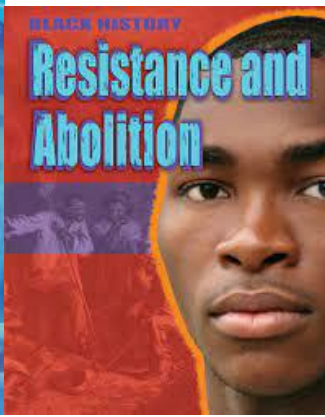
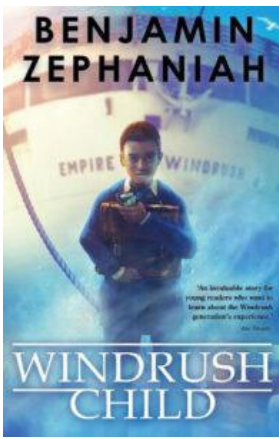
Trade						
Migration						
Civilisations						

Potential literacy texts to link









Progression of Substantive Knowledge across KS1 and KS2

Civilisations	Monarchy	Migration	Trade
Y3 Stone Age Y3 Bronze Age to Iron Age Y3 Ancient Egypt Y5 Ancient Maya Y6 Ancient Greeks	Y1 Famous Queens Y2 Castles Y4 Anglo Saxons Y5 Vikings Y6 War of the Roses & King Richard III	Y1 Christopher Columbus (Intrepid Explorers) Y1 Seaside (personal perspective) Y4 Roman Britain Y4 Anglo Saxons Y5 Vikings Y5 Windrush Generation	Y2 Railways Y4 British Empire Y5 Vikings Y5 Windrush Generation Y6 WWII