## Grange Primary Academy Logo

History End of Year

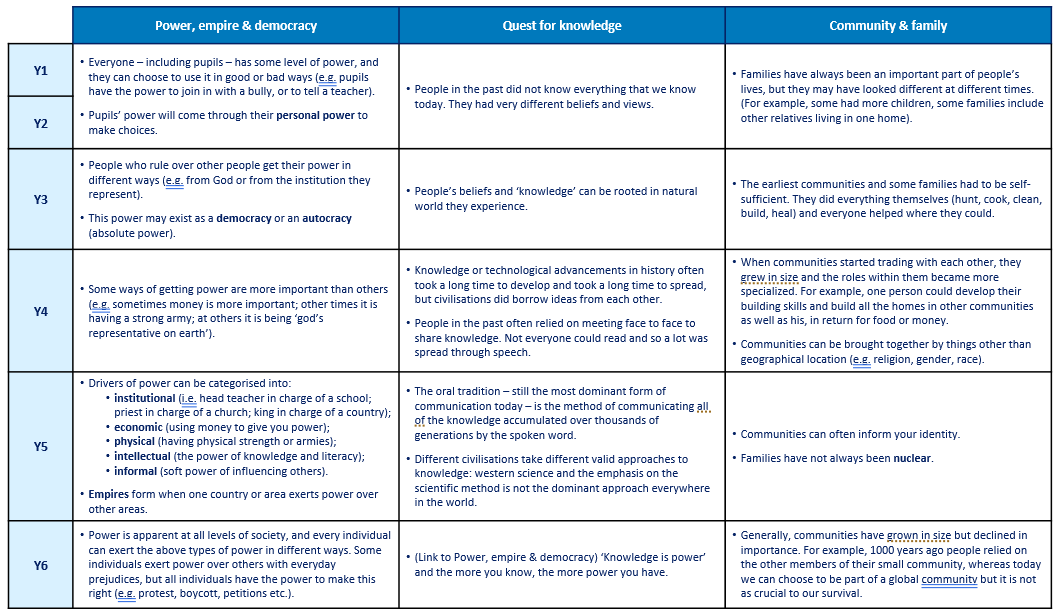
Expectations

**Overview: Whole School**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn** | **Family History**  Historical significance    *What is my family history?* | **Longitudinal study: community and family**  Change & continuity    *How has my community changed over time?* | **Stone Age & Iron Age**  Similarity & difference    *How was life in a prehistoric settlement different to life today?* | **Mayans**  Similarity & difference    *How was life similar for Mayans and Ancient Greeks?* | **Roman Empire**  Change & continuity    *How did the Roman Empire change over time?* | **Settlement by Anglo-Saxons**  Similarity & difference    *What can we learn about the Anglo-Saxons from what we see today?* |
| **Spring** | **Homes & Castles**  Causation    *How do castles keep people safe?*  *Why do people’s homes look different at different points in history?* | **Great Fire of London**  Historical significance    *Why do we call the Great Fire of London ‘great’?* | **Ancient Egypt**  Causation    *Why were Pharaohs so powerful?* | **Early Islamic Civilisation**  Historical significance    *What did the early Islamic civilisations do for us?* | **Roman Empire in Britain**  Causation    *How did the Romans keep control of Britain?* | **Viking invasions**  Causation    *Why do the Vikings have a violent reputation, and do they deserve it?* |
| **Summer** | **History of Transport**  Change & continuity    *How has transport changed over time?* | **Comparison of explorers**  Similarity & difference    *Was Tim Peake a better astronaut than Neil Armstrong?* | **Ancient Greece**  Historical significance    *How did the Ancient Greeks change the way we think today?* | **Local History**  Historical significance    *Why is [X] famous today?*  *How has [location] changed since [date]?*  *How has [local feature] been important in our community?* | **Longitudinal study: quest for knowledge**  Change & continuity    *When did Europe have a Golden Age in technology?* | **Longitudinal study: power, empire and democracy**  Change & continuity    *How have people’s rights in Europe changed over time?* |

**History Subject Knowledge Progression**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Historical Significance** | **Causation** | **Change & Continuity** | **Similarity & Difference** | **Historical Evidence & Interpretation** |
| **Y1** | * Recognise the significance of people, events or developments in shaping my family history. | * Understand that events or situations or have **causes**; that one thing can affect another. | * Recognise that the world has **changed**, and that it has not always been as it is now. |  | * Articulate how we know about the past, and recognise different **types of source** (painting, article, diary etc.). |
| **Y2** | * Recognise that people, events or developments were significant because of the scale of the **change** they caused. |  | * Identify the specific developments and changes between **one period of history** and today. | * Recognise that **individuals** within the same historical period will have similar and different experiences. | * Use sources to make **inferences** about the past. |
| **Y3** | * Recognise that people, events or developments were significant because of **the scale, pace** and **duration** of **change** they caused. | * Understand that events can have **many causes**, and that these may be **related**. |  | * Identify similarities and differences between the experiences in **one historical period** and those today. | * **Cross reference** primary and secondary sources to build confidence in historical understanding. * Use terms like AD and BC. |
| **Y4** | * Identify **how** an individual or landmark has been significant. * Recognise that events are significant by what they can **reveal** about the past. |  |  | * Identify similarities and differences between the experiences in **two historical periods**. | * Consider the **author**, **audience** and **purpose** of a source, and how this may affect its usefulness. * Understand 1500 = 16th century. |
| **Y5** |  | * **Classify** causes (e.g. social, political, economic; hard or soft lever) and assign **relative importance** to each. | * Recognise that change is dynamic, and its **extent** and **pace** can vary. * Recognise that change and continuity affect each other. |  | * Consider the **context** (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. |
| **Y6** |  | * Identify long-term causes (**conditions**) and short-term causes (**triggers**). | * Recognise that change and continuity are not a single process, **and do not always follow one trajectory**. | * **Classify** similarities and differences (e.g. social, political, religious), and start to **attribute reasons** to explain them. | * Recognise that history is a series of **interpretations**, and we can use these to infer more about the past. |

**History Vertical Concepts**

**History National Curriculum Expectations**

|  |  |  |
| --- | --- | --- |
|  | **Subject Expectations:** | **Pupils should be taught:** |

|  |  |  |
| --- | --- | --- |
| **EYFS** | * Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. * Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment | * Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. * Understanding the world People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| **KS1** | * Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.   In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. | * changes within living memory – where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] * the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] * significant historical events, people and places in their own locality |
| **KS2** | * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. * In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | * changes in Britain from the Stone Age to the Iron Age   **Examples (non-statutory)**  This could include:   * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae * Bronze Age religion, technology and travel, for example, Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture * the Roman Empire and its impact on Britain   **Examples (non-statutory)**  This could include:   * Julius Caesar’s attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudica * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity * Britain’s settlement by Anglo-Saxons and Scots   **Examples (non-statutory)**  This could include:   * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne * the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor   **Examples (non-statutory)**  This could include:   * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 * a local history study   **Examples (non-statutory)**   * a depth study linked to one of the British areas of study listed above * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   **Examples (non-statutory)**   * the changing power of monarchs using case studies such as John, Anne and Victoria * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day * a significant turning point in British history, for example, the first railways or the Battle of Britain * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China * Ancient Greece – a study of Greek life and achievements and their influence on the western world * a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 |
| **KS3** | * Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. * In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | * the development of Church, state and society in Medieval Britain 1066-1509  Examples (non-statutory) This could include:   * the Norman Conquest * Christendom, the importance of religion and the Crusades * the struggle between Church and crown * Magna Carta and the emergence of Parliament * the English campaigns to conquer Wales and Scotland up to 1314 * society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature * the Black Death and its social and economic impact * the Peasants’ Revolt * the Hundred Years War * the Wars of the Roses; Henry VII and attempts to restore stability * the development of Church, state and society in Britain 1509-1745  Examples (non-statutory) This could include:   * Renaissance and Reformation in Europe * the English Reformation and Counter-Reformation (Henry VIII to Mary I) * the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) * the first colony in America and first contact with India * the causes and events of the civil wars throughout Britain * the Interregnum (including Cromwell in Ireland) * the Restoration, ‘Glorious Revolution’ and power of Parliament * the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745 * society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature * ideas, political power, industry and empire: Britain, 1745-1901  Examples (non-statutory)  * the Enlightenment in Europe and Britain, with links back to 17th-century thinkers and scientists and the founding of the Royal Society * Britain’s transatlantic slave trade: its effects and its eventual abolition * the Seven Years War and The American War of Independence * the French Revolutionary wars * Britain as the first industrial nation – the impact on society * party politics, extension of the franchise and social reform * the development of the British Empire with a depth study (for example, of India) * Ireland and Home Rule * Darwin’s ‘On The Origin of Species’ * challenges for Britain, Europe and the wider world 1901 to the present day   In addition to studying the Holocaust, this could include: Examples (non-statutory)  * women’s suffrage * the First World War and the Peace Settlement * the inter-war years: the Great Depression and the rise of dictators * the Second World War and the wartime leadership of Winston Churchill * the creation of the welfare state * Indian independence and end of Empire * social, cultural and technological change in post-war British society * Britain’s place in the world since 1945 * a local history study  Examples (non-statutory)  * a depth study linked to one of the British areas of study listed above * a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066) * a study of an aspect or site in local history dating from a period before 1066 * the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066  Examples (non-statutory)  * the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present * Britain’s changing landscape from the Iron Age to the present * a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles * a study in depth into a significant turning point, for example, the Neolithic Revolution * at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China’s Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century] |

**Overview: Year 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **National Curriculum Expectations** | | **History Subject Progression** | | **Vocabulary** |
| **Autumn** | **Family History**  *What is my family history?* | **Community and family**   * Pupils should learn about historical events, people and places in their own locality. * This should be centred on the near past, and in the lif**etimes of the children, their parents or grandparents.** * Pupils should be able to explain the past and present in relation to themselves. * Key words such as *today*, *yesterday*, *this year*, *decade* could be used. * Sensitivity is needed when discussing family history; be aware of and sensitive to pupils who have been in care, fostered or adopted. There are possible links to the RSE scheme of work. | **Historical significance** | **Historical significance**   * Recognise the significance of events of people, events or developments in shaping my family history.   **Interpreting evidence**   * Articulate how we know about the past, and recognise different types of source (paintings, articles, diary etc.). |  |
| **Spring** | **Castles**  *How do castles keep people safe?* | **Power, empire and democracy**   * Castles were built to keep people **safe**, and it make it more difficult for enemies to invade lands. * Castles were made up of multiple buildings that all sat within great walls. The most important building was the **keep**, which was fortified and the safest part of the castle. Other buildings were needed as accommodation for soldiers and others in the castle, or to store weapons and food. * Castles were generally built on **hills** so that the people inside the castles could see their enemies coming and attack them more easily. * The first castles were **motte and bailey** castles, built by the Normans. | **Causation** | **Causation**   * Understand that events or situations have causes, and that one thing can affect other. * In this context, what physical elements of castles kept people safe? Why were castles needed to keep people safe?   **Interpreting evidence**   * Articulate how we know about the past, and recognise different types of source (paintings, articles, diary etc.). | because, cause, and , but, who, what, where, when, why  **Tier 2 Words** castle, safe, home, shelter, protection, warmth, belonging, tower, hill, defend, defence, attack, enemies, protect, guard  **Tier 3 Words** moat, drawbridge, turret, portcullis, bow and arrow, storming, trebuchet  **Key Dates / Events**  The Battle of Hastings 1066  Additional dates may link to a local trip and visit to a castle.  **Key Figures**  Normans were the first people to build castles in England.  William the Conqueror |
| **Summer** | **History of transport**  *How has transport changed over time?* | **Quest for knowledge**   * In the times before cars, trains and planes, people had to rely on their own **legs** to walk, or **horses** to ride or pull their carts. This meant that it was very difficult to travel long distances, and it could take days and weeks to get from part of England to another. * In the 1700s, there were some technological improvements: the first **canal** (Bridgewater canal) was made, and in 1783 the first hot air balloon was invented. * In the 1800s, during the **industrial revolution**, **steam power** was invented. This allowed for steam-powered travel on both the roads (invented by Richard Trevithick in 1801), rail (invented by George Stevenson in 1814), and sea (the first steamship sailed across the English channel in 1815). * It was not until the late 1800s that cars started to be developed: Karl Benz made the first **automobile** in 1885, but even in 1900, most vehicles on the road were still horse drawn. | **Change & continuity** | **Change & continuity**   * Recognise that the world has changed, and that it has not always been how it is now. * In this context, building a chronological understanding of life before cars, trains and planes.   **Interpreting evidence**   * Articulate how we know about the past, and recognise different types of source (paintings, articles, diary etc.). |  |

**Overview: Year 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **National Curriculum Expectations** | | **History Subject Progression** | | **Vocabulary** |
| **Autumn** | **Thematic study: Community and family**  *How has my community changed over time?* | **Community and family**   * Imagine your community through a relevant lens, for example:   + Buildings   + Children   + Toys   + Schooling   + Houses   + Jobs   + Cooking and food   + Manufacturing and farming * Focus on today and **one other historical period** and draw out how things have changed or stayed the same. | **Change & continuity** | **Change & continuity**   * Identify the specific developments and changes between one period of history and today. * For example, how have toys changed since the Victorian period?   **Interpreting evidence**   * Use a range of sources to make inferences about the past. | change/s, evolve, develop, differ, difference, similarity |
| **Spring** | **Great Fire of London**  *Why do we call the Great Fire of London ‘great’?* | **Quest for knowledge**   * On 2 September 1666 the fire broke out in a bakery in Pudding Lane. Robert Hubert was blamed and, because people thought he started it intentionally, he was executed. * The last fire was put out on 6 September. * As a result of the fire, new **Fire Prevention regulations** were introduced in 1668.   **Community and family**   * Before the Great Fire of London, there had been a drought that had lasted for ten months. This meant that the city was very dry, and fire could spread easily. * Houses were made of **wood** and **straw**, and built **very close** together. * There was no fire service at this time, and so people would have used buckets and water squirts to put the fire out. * We know about the fire from Samuel Pepys’ diaries and artists’ paintings. | **Historical significance** | **Historical significance**   * Recognise that people, events or developments were significant because of the scale of change they caused. * In this context, we may call the fire ‘great’ because of the scale of disruption and reforms it produced.   **Interpreting evidence**   * Use a range of sources to make inferences about the past. |  |
| **Summer** | **Comparing explorers**  *Was Tim Peake a better astronaut than Neil Armstrong?* | **Quest for knowledge**   * Yuri Gagarin was the first astronaut; he entered space in 1961 on Vostok 1. * **Neil Armstrong** was the first astronaut to walk on the moon. He did this on 21 July 1969, saying ‘One small step for man, one giant leap for mankind’. At age 17 he studied aeronautical engineering at Purdue University. He became a pilot in the Navy and joined NASA in 1955. * **Tim Peake** became a pilot in 1994 and a flight instructor in 1998. In 2009 he was selected by the European Space Agency to become an astronaut. On 15 December 2015, he became the 8th Briton to go to space as part of a multi-national crew on the International Space Station. While there, he took part in 23 physiology experiments to prepare for a mission to Mars. | **Similarity & difference** | **Similarity & difference**   * Recognise that individuals within the same or similar historical contexts can have both similar and different experiences. * While Neil Armstrong and Tim Peake are from similar contexts, they had different motivations and experiences.   **Interpreting evidence**   * Use a range of sources to make inferences about the past. |  |

**Overview: Year 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **National Curriculum Expectations** | | **History Subject Progression** | | **Vocabulary** |
| **Autumn** | **Prehistoric settlements** *How was life in prehistoric settlements different to life today?* | **Quest for knowledge**   * Stone, Bronze and Iron Ages were named as such based on the materials people used to create tools. Bronze was stronger than stone, and iron was stronger than bronze. * Paleolithic (early stone age) people **sacrificed** animals near burial sites.   **Community and family**   * The community was very important for prehistoric people, and everyone played an important role. Hunters (men) used basic tools to kill animals to eat, and gatherers (women) foraged for grasses, fruits, seeds and nuts. There was no farming.   **Power, empire and democracy**   * While there was usually a leader of a nomadic tribe, people were treated **fairly**. Because people were hunting and gathering as a team, they **shared** what they got. | **Similarity & difference** | **Similarity & difference**   * Identify similarities and differences between the experiences in one historical period and today. * In this context, how is prehistoric food, houses, families, education etc. similar or different to today?   **Interpreting evidence**   * Cross reference primary and secondary sources to build confidence in historical understanding. * Understand chronology and AD and BC. | **Tier 2**  Agriculture, Afterlife, Chronology, Nomadic, Settlement  **Tier 3**  Bronze Age, Doggerland, Grave goods, Hillfort, Hominin, Homo sapiens, Hunter-gatherer, Iron Age, Mesolithic, Neanderthal, Neolithic, Paleolithic, Prehistory, Stone Age, Stone circles  **Key Dates / Events**  **The Stone Age (2,500,000 – 3,000 BC)**  The **Paleolithic** period (2,500,000 – 10,000 BC)  The **Mesolithic** period (10,000 – 4,000 BC)  The **Neolithic** period (4,000 – 2,300 BC)  **The Bronze Age (2,300 - 800 BC)**  **The Iron Age (800 BC – 43 AD)** |
| **Spring** | **Ancient Egypt**  *Why were Pharaohs so powerful?* | **Quest for knowledge**   * Egyptians believed in **multiple gods**, and that you needed to be buried with items or images to be used in the **afterlife**. * Egyptians used **hieroglyphics** to communicate, but not everyone could read them.   **Community and family**   * Most Egyptians lived in small rural communities, farming the area for food. * Family was very important, and Egyptians believed that you would be reunited with loved ones in the afterlife.   **Power, empire and democracy**   * Egyptian pharaohs ruled with **absolute power** because they were considered to be gods on earth, and had a **divine right**. * Pharaohs were usually male, but there were at least 7 female ones, including Cleopatra. | **Causation** | **Causation**   * Understand that events or situations can have many causes, and that these may be related. * In this context, understanding the importance that pharaohs ‘being gods on earth’ had on other factors like pyramid-building and government.   **Interpreting evidence**   * Cross reference primary and secondary sources to build confidence in historical understanding. * Understand chronology and AD and BC. | **Tier 2**  Absolute power, Conceptual, Phonetic, Pictorial, Preserve, Pyramid, Source  **Tier 3**  Anubis, Book of the Dead,  Field of Reeds, Great Pyramid at Giza, Hieroglyph, Hieroglyphics, Horus, Osiris, Papyrus, Pharaoh,  Pyramid, Step Pyramid  **Key Dates / Events**  **Ancient Egypt (3,100 BC – 30 BC)**  Early Dynastic period (c. 3100 – 2686 BC)  Old Kingdom (c. 2686 – 2181 BC)  First Intermediate period (c. 2181 – 2055 BC)  Middle Kingdom (c. 2055 – 1786 BC)  Second Intermediate period (c. 1786 – 1567 BC)  New Kingdom (c. 1567 – 1085 BC)  Third Intermediate period (c. 1085 – 664 BC)  Late Period (c. 664 – 332 BC)  Ptolemaic period (332 – 30 BC) |
| **Summer** | **Ancient Greece**  *How did the Ancient Greeks change the way we think today?* | **Quest for knowledge**   * Like the Egyptians, Greeks believed in **multiple gods** and **myths**. Many of these are still relevant today (e.g. Nike; Atlas). They also believed in an **afterlife** (Hades), though this was generally unhappier than the Egyptian Field of Reeds. * The Greeks contributed lots to science and culture, including the early **geometry** and **medicine** was built on by the Early Islamic civilisation.   **Community and family**   * Most Greeks lived within city-states (***polis***) like Athens or Sparta, which had their own identity. The first Olympic games took place to celebrate the wider Greek community.   **Power, empire and democracy**   * The Greeks introduced the idea of **democracy** (demos is Greek for group of male citizens in the polis), but in practice this was still dominated by the wealthy elites (oligarchy). | **Historical significance** | **Historical significance**   * Recognise that people, events or developments were significant because of the scale, pace and duration of change they caused. * In this context, recognising that the Greeks’ developments are more or less significant based on how important they still are today.   **Interpreting evidence**   * Cross reference primary and secondary sources to build confidence in historical understanding. * Understand chronology and AD and BC. | **Tier 2**  Architecture, Demented, Democracy, Citizens, Identity, Philosophy  **Tier 3**  Acropolis, Athens, Boule, City states, Demigod, Demos, Dikasteria, Ekklesia, Hellas, Hellene(s), Mythology, Polis, Poleis, Sparta  **Key Dates / Events**  **Ancient Greece (800 BC – 146 BC)**  **Key Figures**  Titans: Cronos and Rhea  Olympians: Hades, Demeter, Persephone, Hestia, Zeus, Athena, Hermes, Hera, Poseidon  Demigods and Men: Echo, Narcissus, Augeas, Herakles (known as Hercules by the Romans) |

**Overview: Year 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **National Curriculum Expectations** | | **History Subject Progression** | | **Vocabulary** |
| **Autumn** | **Mayans**  *How was life similar for the Mayans and Ancient Greeks?* | **Quest for knowledge**   * Mayans were interested in **science**, and even though the early Islamic civilisation is often credited with inventing ‘zero’, the Mayans conceived of it independently. * Like the Greeks, Mayans believed in an **afterlife** and **multiple gods** that were related to nature (e.g. sun god). Unlike the Greeks, Mayans engaged in **human sacrifice**, believing that the life-giving fluid of blood also gave life to their gods.   **Community and family**   * Mayans lived in cities like that of the Greeks, though more Mayans lived in rural villages.   **Power, empire and democracy**   * Mayans believed their rulers communicated with gods and had a **divine right** to power. * **Warfare** was important to maintaining power and, unlike the typical Greeks, the city-states fought against each other to keep power. | **Similarity & difference** | **Similarity & difference**   * Identify similarities and differences between the experiences in two historical periods. * For example, recognising Greeks and Mayans lived in city-stated, but Greeks tended to be more collaborative (e.g. Olympics) and Mayans favoured warfare.   **Interpreting evidence**   * Consider the author, audience and purpose of a source, and how this may affect its usefulness. * Convert between a year and a century (e.g. 900 in the 10th century). | **Vertical Concept Vocabulary- Question for Knowledge**  Method, barrier, overcome, solution, success, contribute, represent, relationship, consequence, technique, advance, develop, pattern, prediction, belief, observation, civilisation  **Topic Specific Vocabulary**  **Tier 2**  Central America, hierarchy, nobility, priests, deities, worship, superstitions, rituals, medicine, astronomy, drought, disease, farming, Science, writing system, number system  **Tier 3**  Maya/ns, grid system, human sacrifice, cacao, gum tree, maize, papaya, avocado, terracing, slash and burn, crop rotation, observatory  **Key Dates / Events**  **Mayan Civilisation (1,800 BC – 900 AD)**  700BC – writing developed in Mayan Civilisation 400BC – Earliest calendars carved in stone 300BC – hierarchical society of kings and nobles 500AD – Tikal – first Mayan great city 600AD Chichen Itza developed  683AD – The emperor Pakal dies 1244AD - Chichen Itza was abandoned 1839 – Stephens and Catherwood discovered the ruins.  **Key Figures**  Chac – Rainmaker God, Ah Bolon Tzacab – God of Farming, It Zamna – Creator God, Ah K’in – God of the Sun and controlled drought and disease, Buluc Chabten – God of war, violence and sudden death (including sacrifices), John Lloyd Stephens (explorer) and Fredrick Catherwood (artist) |
| **Spring** | **Early Islamic Civilisation**  *What did the early Islamic civilisation do for us?* | **Quest for knowledge**   * Science and knowledge was an important part of the Islamic religion, and Baghdad established the **House of Wisdom** to translate every Greek work of science or medicine. * Notable inventions included algebra, the Hindu-Arabic numerals (numbers we use today), hospitals, geographic maps and medical advancements.   **Community and family**   * Many people lived in **cities** like Baghdad, that had been carefully designed (like Greek *polis*), but there were also **nomadic** groups and rural villages. * The identity and community was defined by Islam, rather than the country of birth.   **Power, empire and democracy**   * Caliphs sought **absolute power**, and sometimes achieved this through wealth and strong armies, but often local sultans were often richer and therefore more powerful. | **Historical significance** | **Historical significance**   * Recognise that events are significant because what they can reveal about the past. * In this context, the significance of Islamic scholars translating and maintaining classic works for our understanding history beyond the immediate period.   **Interpreting evidence**   * Consider the author, audience and purpose of a source, and how this may affect its usefulness. * Convert between a year and a century (e.g. 900 in the 10th century). | **Tier 2**  Absolute power, Empire, Engineering, Holistic,  Scholar, Translation  **Tier 3**  Baghdad, Caliph, Caliphate, Hadith, Muhammad, Silk Road, Tigris  **Key Dates / Events**  **Early Islamic Civilisation (632 – 1258 AD)**  622-632 AD Prophet Muhammad  632-661 AD Patriarchal Caliphate  661-750+ AD Umayyad/Abassid Caliphate  **Key Figures**  Medicine: Al-Razi, Al-Zahrawi, Ibn Sina  Mathematics: Al Khwarizmi  Engineering: Al-Jazari, Ibn Al-Haitham, Fatima Al-Fihri |
| **Summer** | **Local history**  *Why is [name] famous today?*  *How has [location] changed since [date]?*  *How has [local feature] been important in our community?* | *Skeleton unit plans and lessons will be provided for each of these three questions, but schools should adapt and add detail based on their local area. Concepts could include:*  **Quest for knowledge**   * What technological advances did an individual make? What does this landmark show about people’s religious beliefs?   **Community and family**   * How has our community been built around this local feature?   **Power, empire and democracy**   * How was this individual powerful in our community? How did this landmark help an individual keep control? How did this natural resource help our community develop? | **Historical significance** | **Historical significance**   * Identify how an individual or landmark has been significant. * In this context, looking across the history of an individual or landmark to identify where or when it may have been most significant.   **Interpreting evidence**   * Consider the author, audience and purpose of a source, and how this may affect its usefulness. * Convert between a year and a century (e.g. 900 in the 10th century). |  |

**Overview: Year 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **National Curriculum Expectations** | | **History Subject Progression** | | **Vocabulary** |
| **Autumn** | **Roman Empire**  *How did the Roman Empire change over time?* | **Quest for knowledge**   * Romans made great developments in **engineering**, such as aqueducts, roads and public sanitation. * During the early empire, Romans believed in multiple gods (like the Greek gods), but the empire was **converted** to Christianity in 323 AD under Emperor Constantine.   **Community and family**   * The **familia** in Rome included not just the nuclear family, but also extended relatives, slaves, freed slaves and servants, and so emperors’ families could be enormous! * City-states had their own identity, as in Greece, but did not have political autonomy.   **Power, empire and democracy**   * Rome was a **republic** until 27 BC, when Augustus (son of Julius Caesar) became the first emperor and Rome became and **empire**. | **Change & continuity** | **Change & continuity**   * Recognise that change is dynamic, and that its extent and pace can vary. * For example, conversion to Christianity was a long process, whereas the transformation of the republic into an empire happened much more quickly.   **Interpreting evidence**   * Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. |  |
| **Spring** | **Roman Empire in Britain**  *How did the Romans keep control of Britain?* | **Quest for knowledge**   * Romans developed new ways to wage war, and the army was extremely disciplined. This meant they were difficult to defeat.   **Community and family**   * ‘**Romanisation**’ occurred in Britain, which meant the Romans introduced customs and buildings that encouraged a more Roman culture (e.g. villas, Christianity, baths), many of which we can still see today. This meant that many people started to see themselves as Romans.   **Power, empire and democracy**   * In addition to Romanisation, Romans used their powerful **armies** to suppress uprisings, such as Boudica’s rebellion in 60 AD. * Romans also built **walls** to keep their enemies at bay, like Hadrian’s Wall (built 122 AD). | **Causation** | **Causation**   * Identify long-term causes (conditions) and short-term causes (triggers) of events or situations. * For example, short term reactions of suppressing rebellions, or the longer term plans of building forts, roads, walls and Romanisation.   **Interpreting evidence**   * Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. | **Tier 2**  Democratic, Devolved, Emperor, Governor,  Long term, Short term  **Tier 3**  Auxiliary, Britannia, Curia, Fort, Fortress, Governor, Hadrian’s wall, Iron Age, Legionary, Mile castle, Republic, Romanisation, Senate  **Key Dates / Events**  **Roman Empire (753 BC – 476 AD)**  **Roman Britain (43 AD – 476 AD)**  800 BC – 43 AD Iron Age in Britain  55 BC Caesar’s first unsuccessful invasion of Britain  43 AD Claudius’ successful invasion of Britannia  60 AD Boudica’s rebellion  122 AD Construction starts on Hadrian’s Wall  388 AD Romans start leaving Britannia  410 AD Rome is sacked and all remaining Romans in Britain leave  **Key Figures**  Julius Caesar, Claudius, Aulus Plautius, Boudica, Paulinus, Prasutagus |
| **Summer** | **Thematic study: quest for knowledge**  *When did Europe have a golden age in technology?* | **Quest for knowledge**   * Many of the technical advancements that have been studied to date were influenced by religion or tradition (e.g. Egyptians built pyramids to honor gods and pharaohs; Islam taught that knowledge was an integral part of the religion). * In the **Enlightenment** period (c. 1700-1850), people started to make scientific discoveries (e.g. Newton discovered gravity in 1687) The invention of the printing press meant that many more people had access to discoveries and science. * The **Industrial Revolution**, which began in the 18th century with the development of steam power, saw manufacturing move from small shops to larger factories. * The **Victorians** continued to make progress and developed steel, rail and automobile industries. The Great Exhibition showcased many of the great Victorian successes, including ironwork, firearms and hydraulic presses. | **Change & continuity** | **Change & continuity**   * Recognise that change and continuity are interwoven and affect each other. * In this context, understanding how continuity (e.g. use of Greek and Islamic practices into the start of the 17th century) can help generate change (scientific revolutions of Enlightenment).   **Interpreting evidence**   * Consider the context (as well as the author, audience and purpose) of a source, and how this may affect its usefulness. | **Tier 2**  Architecture, Exhibition, Monasticism, Monk, Revolution, Rural, Urban  **Tier 3**  Astronomer, Astronomy, Cottage industry, Heliocentric model, Scientific method  **Key Dates / Events**  **Ancient Rome (753 BC – 476 AD)**  **Previously known as the ‘Dark Ages’ (c. 476 – c. 1000)**  **Scientific Revolution (1543-1687)**  **Industrial Revolution (c. 1750-1830)**  **Victorians (1837-1901)**  The Great Exhibition, Crystal Palace 1851  **Key Figures**  Nicolaus Copernicus, Sir Isaac Newton, The Royal Society, Queen Victoria, Prince Albert, |

**Overview: Year 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **National Curriculum Expectations** | | **History Subject Progression** | | **Vocabulary** |
| **Autumn** | **Settlement by Anglo-Saxons**  *What can we learn about the Anglo-Saxons from what we see today?* | **Quest for knowledge**   * Like the Romans, Anglo-Saxons were gradually **converted** to Christianity from Paganism by Augustine, who became the firs Archbishop of Canterbury.   **Community and family**   * There were distinct **classes** of people in Anglo-Saxon England: *cyning* (king), *thanes* (his advisers), and *ceorls* (peasants). Slaves were at the bottom of the hierarchy, and women were not much more important. * **Sutton Hoo** is an archaeological site in East Anglia that houses many artefacts that tell us about Anglo-Saxon life. * Many words we use today came from Anglo-Saxon traditions, e.g. days of the week.   **Power, empire and democracy**   * Anglo-Saxon Britain was ruled by five kings, who each ruled a different kingdom. They were often at **war** with each other, and many weapons were found at Sutton Hoo. | **Similarity & difference** | **Similarity & difference**   * Classify similarities and differences (e.g. social, political, economic), and start to attribute reasons to explain them. * For example, why are weapons so much more prominent in Anglo-Saxon world than they are today?   **Interpreting evidence**   * Recognise that history is a series of interpretations, and we can use these to infer more about the past. |  |
| **Spring** | **Vikings**  *Why do the Vikings have a violent reputation, and do they deserve it?* | **Quest for knowledge**   * The Vikings were great **explorers** and settled in places across the world. They were the first Europeans to discover North America, about five hundred years before Christopher Columbus.   **Community and family**   * The Vikings were **settlers** as well as warriors. Many of the Viking raiders would eventually bring their families over from Scandinavia. This area of Britain was called Danelaw.   **Power, empire and democracy**   * Like the Mayans and Anglo-Saxons, **warfare** was very important for the Vikings. * They also had some more **democratic** elements like ‘Things’, which were like the city-state assemblies that were found in Ancient Greece. | **Causation** | **Causation**   * Identify long-term causes (conditions) and short-term causes (triggers) of events or situations.   **Interpreting evidence**   * Recognise that history is a series of interpretations, and we can use these to infer more about the past. | **Tier 2**  Construct, Construct, Excavation, Genetic,  Interpret, Literate, Objective, Raid, Settling,  Scandinavia, Subjective  **Tier 3**  Alfred the Great, Anglo-Saxon Chronicle,  Archaeology, Danelaw, Guthrum, Lindisfarne,  Longships, Runes, Thing  **Key Events / Dates**  **Vikings in Britain (~790 - 1066)**  Lindisfarne Raid 793 AD  Eric Bloodaxe killed 954 AD  Battle of Hastings 1066 AD  Battle of Stamford Bridge 1066 AD  **Key Figures**  Alfred the Great, Guthrum, Eric Bloodaxe, Athelstan, Harold Hardraada, Edward the Confessor, Harold Godwinson, William the Conqueror |
| **Summer** | **Thematic study: Power, empire & democracy**  *How have people’s rights in Europe changed over time?* | **Power, empire and democracy**   * **Power was held in different ways** in different times: absolute power (or tyranny, empire or monarchy), democracy, and oligarchy. It was also **legitimised** in a number of ways, and could be based on divine right, wealth, military strength or inheritance. People had different rights under each type of government. * The **British Empire** abolished slavery in 1833, but in its colonised territories there were millions of civilian deaths due to famine, military attacks and use of detention camps. Much of this history has not been written. * By the late **1960s**, most of Britain’s territories in the empire had become independent countries. This did not mean that everybody had equal rights, and Britain had its own civil rights movement. | **Change & continuity** | **Change & continuity**   * Recognise that change and continuity are not a single process, and do not always follow the same trajectory. * In this context, understanding that people’s rights have not steadily improved across history to what they are today; and that today is not the ‘end point’.   **Interpreting evidence**   * Recognise that history is a series of interpretations, and we can use these to infer more about the past. | **Tier 2**  Boycott, Outpost, Penal  **Tier 3**  Caribbean, Colony, Commonwealth, Empire, East India Trading Company, Indirect rule, Noncooperation, Civil rights, MV Empire Windrush, West Indies |

Wider Expectations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn** | **Family History**  Trips Retirement home  Visitors Invite families in  Events Family tea party  Display Whole class timeline – add dates of when staff and children were born, old family pictures | **Longitudinal study: community and family**  Trips Kettering museum and library  Visitors  Events  Display Add Kettering dates to whole class timeline | **Stone Age & Iron Age**  Trips  Visitors History Off The Page, Clever Clogs, Altru  Events  Display Stonehenge | **Mayans**  Trips  Visitors Altru  Events  Display | **Roman Empire**  Trips  Visitors History Off The Page  Events  Display | **Settlement by Anglo-Saxons**  Trips  Visitors History Off The Page  Events  Display |
| **Spring** | **Castles**  Trips Warwick Castle  Visitors History Off The Page, Altru  Events  Display | **Great Fire of London**  Trips London  Visitors Altru  Events  Display | **Ancient Egypt**  Trips British Museum  Visitors History Off The Page, Clever Clogs,  Events  Display | **Early Islamic Civilisation**  Trips  Visitors Altru  Events  Display | **Roman Empire in Britain**  Trips British Museum  Visitors History Off The Page, Altru  Events  Display | **Viking invasions**  Trips  Visitors History Off The Page, Clever Clogs,  Events  Display |
| **Summer** | **History of Transport**  Trips London Transport Museum  Visitors  Events  Display | **Comparison of explorers**  Trips  Visitors  Events  Display | **Ancient Greece**  Trips  Visitors History Off The Page, Altru  Events  Display | **Local History**  Trips  Visitors  Events  Display | **Longitudinal study: quest for knowledge**  Trips  Visitors  Events  Display | **Longitudinal study: power, empire and democracy**  Trips London  Visitors  Events  Display |