



# Maybury Primary School

## History Curriculum

*We are Historians!*



# Maybury Primary School

## **Long Term Plan: Teaching Unit Plan Overview**



## EYFS Long Term Plan: Teaching Unit Plan Overview

	F1	History Plan	F2	History Plan
<b>Autumn 1</b> <b>Ourselves/The Three Little Pigs</b>	Where we live.  Ourselves	Looking at similarities and differences between new houses and old houses.  Talk about their mum, dad, grandparents. Look at photos old and new.  Hull Fair	Where we Live  Ourselves	Looking at similarities and differences between new houses and old houses.  Talk about our families - Family Tree. Look at photos old and new.  Hull Fair
<b>Autumn 2</b> <b>Celebrations/light and dark/Peace at Last</b>	Celebrations.  Christmas/Diwali	<b>N/A</b>  <b>Read Lucy and Toms Christmas</b>	Celebrations.  Christmas/Diwali	Read the story of Guy Fawkes  Read Lucy and Toms Christmas
<b>Spring 1</b> <b>Bears/We are going on a Bear Hunt</b>	Bears	Old bear / new bear  Old toys /new toys  Old Bear by Jane Hissey	Bears	<b>Old Bear/new bear</b>  <b>Old toys/new toys</b>  <b>Old Bear by Jane Hissey</b>
<b>Spring 2</b> <b>Growing/Jack and the Beanstalk</b>	Growing	Changes from seed to plant  Castles  Important figures -Queen	Growing	Changes from seed to plant  Castles.  Important figures-Queen
<b>Summer 1</b> <b>Farm/Three Billy Goats Gruff</b>	Farm	Animals – baby to adult	Farm	Animals – baby to adult  Old and new ways of farming.
<b>Summer 2</b> <b>Minibeasts/Seaside Hungry Caterpillar/The Train ride</b>	Seaside	Old train/new train  Family holidays/ old photos.  Lifecycles of butterfly	Seaside	Old train/new train  Family holidays/old photos.



## KS1/KS2 Long Term Plan: Teaching Unit Plan Overview

Long Term Plan Overview			
Year 1			
<b>Area of Study</b>	Short Unit: Changes within living memory: Am I making history: Events in my life so far  Long Unit: Changes within living memory: Why are iPads more fun than my grandparent's toys? <b>CG: List toys and games that were played in the past</b> Life as a child – past and present	Mini Unit: Events beyond living memory: <b>The Story of Guy Fawkes</b>	Short Unit: Study of a significant local person from the past: <b>CG: Recall facts about Amy Johnson and say what she did that was significant</b>  Study of Amy Johnson
<b>Key Text:</b>	Dogger: Shirley Hughes		Naughty Bus: Jan and Jerry Oke
<b>Term</b>	Autumn Term	Autumn Term	Summer Term
Year 2			
<b>Area of Study</b>	Long Unit: Events beyond living memory: The Great Fire of London <b>CG: Describe how did the great fire changed London</b>	Mini Unit: Events beyond living memory: <b>Why do we remember the 5<sup>th</sup> November?</b>	Long Unit: Know about a famous person from outside the UK and explain why they are famous: <b>CG: Recall facts about Rosa Parks and say how her achievements compare with other significant individuals (Amy Johnson from Year 1 learning)</b> Study of Rosa Parks
<b>Key Text:</b>	Toby and the Great Fire of London Vlad and the Great fire of London		I am Rosa Parks: Brad Meltzer Traction Man:
<b>Term</b>	Autumn Term	Autumn Term	Summer Term
Year 3			
<b>Area of Study</b>	Long Unit: Stone Age to Iron Age <b>CG: Be able to talk about the changes in Britain from the Stone Age to the Iron Age</b> Know how Britain changed between the beginning of the Stone Age and the Iron Age  <i>Mini Unit: We Will Remember</i>	Short Unit: Life in Hull during World War 2 <b>CG: Explain how life in Hull was affected during the 2<sup>nd</sup> World War</b>  Local history study	Long Unit: Ancient Egypt <b>CG: Describe why the Ancient Egyptians were a civilised society and identify similarities and differences between life in Ancient Egypt and for the Ancient Britons</b>  Ancient Ancients (approx.3000 years ago) Achievements of the earliest civilisations
<b>Key Concepts</b>	Farming      Governance      Culture and beliefs	Farming      Culture and beliefs	Farming      Governance      Culture and beliefs
<b>Key Text:</b>	Boy with the Bronze Axe: Kathleen Fiddler		The Egyptian Cinderella: Shirley Climo
<b>Term</b>	Autumn Term		Summer Term

Year 4			
Area of Study	Long Unit: Romans: The Roman Empire and its impact on Britain <b>CG: Be able to talk about the impact of the Roman Empire on Britain</b> Legacy of the Roman Empire and its impact on Britain	Short Unit: Romans: Significant event in Europe: The Eruption of Mount Vesuvius <b>CG: Explain how the eruption of Vesuvius affected people living in its vicinity</b>	Long Unit: the Mayans <b>CG: Describe key areas of life for the Maya people, including governance, farming and culture. Compare and contrast this to life for the Ancient Egyptians</b> A non-European society that provides contrasts with British history
	<i>Mini Unit: We Will Remember</i>		
Key Concepts	Governance      Invasion      Culture/beliefs	Farming	Farming    Governance    Culture
Key Text:	Roman Diary: Richard Platt	Escape from Pompeii: Christina Balit	The Chocolate Tree: Lowery and Keep
Term	Autumn Term	Spring Term	Summer Term
Year 5			
Area of Study	Long Unit: Anglo Saxons <b>CG: Explain why the Anglo-Saxons invaded and how this changed life in Britain</b> Britain's settlement by Anglo-Saxons and Scots	Long Unit: Greek Life and the Influence on the Western World <b>CG: Explain why the Greeks were an advanced civilisation and evaluate how periods of change during this time have influenced our lives today</b> Ancient Greece: A study of Greek life and achievements and their influence on the western world	Short Unit: Slavery <b>CG: Be able to talk about how an aspect of history is reflected in the locality (local history) through the actions of William Wilberforce</b> Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	<i>Mini Unit: We Will Remember</i>		
Key Concepts	Invasion      Culture and beliefs	Governance      Culture and beliefs	Culture and beliefs
Key Text:	Beowulf: Michael Morpurgo	Theseus and the Minotaur	Journey to Jo'burg: Beverley Naido
Term	Autumn Term	Spring Term	Summer Term
Year 6			
Area of Study	Long Unit: World War Two <b>CG: Be able to talk about the Battle of Britain as a significant turning point in history</b> Local study beyond 1066 significant in the locality		Long Unit: Vikings <b>CG: Analyse historical sources to identify causes, changes and consequences of both the Viking and Nazi invasions, comparing the impact on British life, then and since</b> The Viking and Anglo-Saxon struggle for the kingdom of England
	<i>Mini Unit: We Will Remember</i>		
Key Concepts	Invasion      Governance		Invasion      Governance      Culture
Key Text:	The Boy in the Striped Pyjamas: John Boyne		Viking Boy: Tony Bradman
Term	Autumn Term		Summer Term



# Maybury Primary School

## **Progression in Historical Knowledge and Skills**

## Maybury Primary School: Becoming an Historian



### Progression in Historical Knowledge and Skills

EYFS Skills	<p>Pupils should talk about the lives of the people around them and their roles in society.</p> <p>They should know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>They should understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
KS1 National Curriculum Skills	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
KS2 National Curriculum Skills	<p>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.</p> <p>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.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p>



### Early Years Foundation Stage: History Knowledge and Skills Progression

In addition to the knowledge and skills studied below, children in the EYFS learn how things change over time through the study of the seasons, growth, life cycles, memories and birthdays. They also talk about things that have happened to them in the past and identify things that may happen to them in the future.

#### EYFS: Chronology

Knowledge and Skills	<p><b>3 to 4</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to make sense of their own life-story and family's history.</b></li> <li>• Talk about their mum, dad, grandparents</li> </ul>	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>• Children talk about present events in their own lives and in the lives of family members.</li> <li>• Place events chronologically (e.g. a long time ago, yesterday, now)- understanding that the Gunpowder plot happened a very long time ago, that Hull Fair started a long time ago using a simple timetable to plot significant events.</li> </ul>	<p><b>ELG</b></p> <ul style="list-style-type: none"> <li>• <b>Past and Present: Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.</b></li> <li>•</li> </ul>
Vocabulary	<p>Mummy, daddy, grandma, grandad, family, birthday, party, friends, went, had, been, today, I did, I went, first, then, next, finally, after</p> <p>When ... was little/young/born, Now, When I was born/a baby, yesterday, ages ago, in the past, a long, long time ago, now</p> <p>When? Why? Who? Where?</p>		

## EYFS: British History

Knowledge and Skills	<b>3 to 4</b> <ul style="list-style-type: none"><li>Look at photographs and in books of things from the past to now to have an understanding that things in Britain have changed over time.</li></ul>	<b>Children in Reception</b> <ul style="list-style-type: none"><li><b>Comment on images of familiar situations in the past.</b></li><li>Talk about similarities and differences between things from the past e.g. Harvest (differences with being able to import food/machinery), Bonfire Night- Gunpowder plot, Great Fire of London- differences in fire engines, homes to now</li></ul>	<b>ELG</b> <ul style="list-style-type: none"><li><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.</li></ul>
Vocabulary	Old, new, past, present, then, now, before, after, event, a long time ago, differences		

## EYFS: Lives of Significant People

Knowledge and Skills	<b>3 to 4</b> <ul style="list-style-type: none"><li>Children talk about significant people in their lives.</li><li>Recall some important narratives- traditional tales, religious stories</li></ul>	<b>Children in Reception</b> <ul style="list-style-type: none"><li><b>Compare and contrast characters from stories, including figures from the past.</b></li><li>Recall important characters and figures from the past i.e. Guy Fawkes, Van Gough, Florence Nightingale</li><li>Look at important characters and figures from stories and the bible</li><li>Look at important figures from recent history e.g. Greta Thunberg- Greta and the Giants</li><li></li></ul>	<b>ELG</b> <b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.
Vocabulary	A long time ago, Family, friends, special, famous, important, past, artist, nurse, similarities and difference, artefacts, bible, traditional tales		

## EYFS: Local History

Knowledge and Skills	<b>3 to 4</b> Children to talk about past and present- knowing that somethings are really old- the school building, Hull Fair, Pearson Park	<b>Children in Reception</b> <b>Comment on images of familiar situations in the past.</b> Talk about similarities and differences between things from the past e.g. Hull Fair, East Park, School building	<b>ELG</b> <b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.
Vocabulary	Past, present, a long time ago, similarities, differences, Hull Fair, Artefacts		



## KS1 and KS2: History Knowledge and Skills Progression

### 1) Chronological Understanding: History is divided into periods of time with distinct features

	Year 1: Developments in the last 100 years	Year 2: Developments beyond 100 years	Year 3: Time periods and timelines	Year 4: Time periods and timelines	Year 5: Features of time periods	Year 6: Features of time periods
Knowledge and Skills	<ul style="list-style-type: none"><li>• The past is something that has already happened</li><li>• The past is divided into different time periods</li><li>• Timelines are a way of representing a series of events in order</li><li>• In living memory there has been significant scientific and technological development and events</li></ul>	<ul style="list-style-type: none"><li>• Things change over time and the further back you look, the more significantly things have changed</li><li>• There are still some similarities between life in the past and present</li><li>• Timelines are a way of representing a series of events in order including those linked to individuals</li><li>• In living memory and beyond this there has been significant scientific and technological development and events</li></ul>	<ul style="list-style-type: none"><li>• The past is divided up into different time periods: modern history, middle ages, ancient and prehistoric</li><li>• Each time period has features that are distinctive to it</li><li>• Timelines are a way of representing a series of events in order including those linked to individuals</li><li>• Timelines are a way in which both a sequence of events and periods of time can be represented</li></ul>		<ul style="list-style-type: none"><li>• The past is divided up into different time periods: modern history, middle ages, ancient and prehistoric but that these can also be subdivide each period with its own distinct series of events and influences</li><li>• Timelines are ways in which a sequence of events and periods of time can be represented</li><li>• Timelines can be used to represent both long and short periods of time including periods of stability as well as rapid change</li></ul>	
Sticky Knowledge	<ul style="list-style-type: none"><li>• Place known events in chronological order</li><li>• Use words and phrases like old, new, a long time ago</li></ul>	<ul style="list-style-type: none"><li>• Sequence events, artefacts or pictures e.g. firefighting equipment from the Great Fire of London to modern day</li><li>• Use common words and phrases relating to the passing of time to show an awareness of the past</li><li>• Put people or events studied onto a timeline</li></ul>	<ul style="list-style-type: none"><li>• Place the time period studied chronologically on a timeline (using centuries Y4)</li><li>• Understand that timelines can be divided into BC and AD</li><li>• Represent key events within the time period studied on a timeline</li><li>• State features of the time period: modern history, middle ages, ancient and prehistoric</li><li>• Name features distinct to the time period studied</li></ul>		<ul style="list-style-type: none"><li>• Place current study on timeline in relation to periods studied in other year groups</li><li>• Describe events using words and phrases such as century, decade, BC, AD, era, period, modern, middle ages, ancient and prehistoric</li><li>• Use relevant dates and terms of the time period studied</li><li>• Name features distinct to the time period studied</li><li>• Describe main changes in a period in history: social, religious, political, technological and cultural</li></ul>	
Vocabulary	Use common words and phrases relating to the passing of time e.g. first, next, then, yesterday, old, new, modern, a long time ago, in the past, before, after, before I was born, decade, century, artefact, timeline, similar, different	Past, present, future historical, century, <i>old, modern</i> , modern day, events, similar, different, recently, past, present, future chronological, <i>decade, century, artefact, timeline</i>	<i>Past, historical, century, old, modern, timeline</i> , events Understand more complex terms e.g. BC and AD, prehistoric, ancient, culture, society		<i>Past, historical, century, old, modern, timeline, events, BC and AD, prehistoric, ancient, culture, society, significance, stability, features</i>	

## 2) Historical Evidence and Interpretation: History is open to interpretation

	Year 1 First-hand accounts & artefacts	Year 2 Primary sources and artefacts	Year 3 Primary and secondary sources	Year 4 Secondary sources can be unreliable	Year 5 Comparing sources of the same time/event	Year 6 Motives of those creating source work
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Know that things change over time</li> <li>Know that we can find out about things in the past by listening to accounts of people who lived through it</li> <li>A first-hand account of an event in the past is a primary source</li> <li>People can remember things in different ways depending on their experiences and memory</li> <li>An artefact from the historical period is a primary source</li> </ul>	<ul style="list-style-type: none"> <li>Know that we can find out about things in the past by listening to and reading accounts of people who lived through it</li> <li>Know that we can find out about things in the past by looking at artefacts, photographs and pictures</li> <li>Artefacts (including photographs and pictures from the time) are also primary sources</li> </ul>	<ul style="list-style-type: none"> <li>A first-hand account of an event in the past is a primary source but people can remember things in different ways depending on their experiences and memory</li> <li>Know that we can find out about the past from first-hand accounts and artefacts and that these are examples of primary sources</li> <li>There are different types of sources that tell us about the past– primary and secondary</li> <li>A secondary source created by someone who has not lived through the time/event</li> </ul>	<ul style="list-style-type: none"> <li>A first-hand account of an event in the past is a primary source but people can remember things in different ways depending on their experiences and memory</li> <li>Know that we can find out about the past from first-hand accounts and artefacts and that these are examples of primary sources</li> <li>There are different types of sources that tell us about the past– primary and secondary</li> <li>A secondary source is created by someone who has not lived through the time/event</li> <li>Some sources are more reliable than others</li> <li>Primary and secondary sources should be treated differently as sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Some sources are more reliable than others</li> <li>Primary and secondary sources should be treated differently as sources of information</li> <li>Some sources have been produced with a particular purpose in mind. This means that not all sources are as reliable as others</li> <li>Sources can be interpreted differently by different people depending on their experiences and memories. This means that not all sources are reliable</li> <li>People who have lived through the same event may have different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Sources can be interpreted differently by different people depending on their experiences and memories. This means that not all sources are reliable</li> <li>Sources can be evaluated for their reliability taking into account the views, experiences, motivation of the person who created them</li> <li>A range of sources can generate both similar and opposing views of the same event</li> <li>Conclusions from sources cannot always be generalised</li> </ul>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Listen to first-hand accounts, including stories, and be able to say what the past was like</li> <li>Sort artefacts “then” and “now”</li> <li>Describe some simple similarities and differences between artefacts and say what they might have been used for</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a primary source is</li> <li>Compare pictures or photographs of people or events in the past and describe similarities and differences</li> <li>Use primary sources to explain what the past was like</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between primary and secondary sources</li> <li>Draw conclusions about the past from both primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Use who, when, where questions to support in discussion about how reliable a source may be</li> <li>Draw conclusions about the past from both primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Be able to compare accounts of the same event from different sources</li> <li>Identify some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Identify the motive of the person who created the resource</li> <li>Ask and answer who, where, when, where and why questions about a source</li> <li>Use who, where, when, where and why questions to support in discussions about how reliable a source may be</li> </ul>

Vocabulary	memory, witness, source, historical, artefact	historical, <i>witness, artefacts</i> , primary source	<i>primary source</i> , secondary source, <i>artefact</i> , reliable, interpret, opinion	<i>primary source, secondary source, artefact, reliable, interpret, opinion</i>	<i>primary source, secondary source, artefact, reliable, interpret, opinion</i> , motives, interpretation, reliability, contrasting	<i>primary &amp; secondary source, artefact, reliable, interpret, opinion</i> , motives, <i>interpretation, reliability, contrasting, similar, opposing</i>
<b>3) Knowledge and Understanding: How Society Changes Over Time (Continuity and Change, Cause and Consequence, Similarity and Difference)</b>						
	Year 1 Changes in life within living memory (100 years)	Year 2 Changes in life beyond living memory (beyond 100 years)	Year 3 How life was different	Year 4 Changes between time periods	Year 5 Reasons for change and continuity	Year 6 Reasons for change and continuity
Knowledge and Skills	<ul style="list-style-type: none"> <li>During the last 100 years there are some things about life that have changed and some things that have stayed the same</li> <li>Advancements due to science and technology can cause change</li> <li>Changes are at both local and national level</li> <li>Some famous people have helped our lives to be better today</li> </ul>	<ul style="list-style-type: none"> <li>During the last 100 years there are some things about life that have changed and some things that have stayed the same</li> <li>Life more than 100 years ago has similarities and differences to life now</li> <li>The further back in time you go the more significant the changes for people's ways of life</li> <li>Advancements due to science and technology and significant events can cause change</li> <li>All significant changes have consequences that impact on daily life (buildings, hygiene, living conditions)</li> </ul>	<ul style="list-style-type: none"> <li>The further back in time you go the more significant the changes for people's ways of life</li> <li>Advancements due to science and technology and significant events can cause change</li> <li>All significant changes have consequences that impact on daily life but that some changes have more significant impact than others</li> </ul>	<ul style="list-style-type: none"> <li>Advancements due to science and technology and significant events can cause change</li> <li>All significant changes have consequences that impact on daily life but that some changes have more significant impact than others</li> <li>Develop an overview of how society/everyday life/ culture/ beliefs have changed over larger time periods</li> <li>There are different types of change: economic, political, social and cultural and identify examples of these</li> </ul>	<ul style="list-style-type: none"> <li>Advancements due to science and technology and significant events can cause change</li> <li>There are different types of change: economic, political, social and cultural and there are examples of these different types of change throughout history</li> <li>There is often more than one factor that brings on change -be able to identify some of these – and this makes change complex</li> <li>All changes have consequences that impact on daily life but that some changes have more significant impact on life than others</li> </ul>	<ul style="list-style-type: none"> <li>Advancements due to science and technology and significant events can cause change</li> <li>There is often more than one factor that brings on change -be able to identify some of these – and this makes change complex</li> <li>There are different types of change: economic, political, social and cultural and identify examples of these</li> </ul>
Sticky knowledge	<ul style="list-style-type: none"> <li>Compare their life to life in the past (100 years) and identify similarities and differences</li> <li>Explain how some people have helped us to have better lives</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant events within the time periods studied</li> <li>Compare their life to life in the past (beyond 100 years) and identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and talk about the key facts of the periods studied and make connections</li> <li>Identify difference and similarities in ways of life in the</li> </ul>	<ul style="list-style-type: none"> <li>Identify difference and similarities in ways of life in the time period being studied with other periods previously studied (e.g. compare Ancient civilisations)</li> <li>Identify a cause of</li> </ul>	<ul style="list-style-type: none"> <li>Identify different factors that created change over a range of historical periods</li> <li>Identify periods of continuity as well as periods of change</li> </ul>	<ul style="list-style-type: none"> <li>Identify different factors that created change</li> <li>Identify periods of continuity as well as periods of change</li> </ul>

			time period being studied compared with our life today	change not previously studied, the related consequences of change and the significance of its impact		
Vocabulary	future, past, similar, different, local, locality, change, science, technology	<i>future, past, similar, different, local, locality, change, science, technology</i> , future, event, cause	<i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast</i>	<i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast, political, social, cultural</i>	<i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast, political, social, cultural, economic, factors</i>	<i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast, political, social, cultural, economic, factors</i>

#### 4) Organisation and Communication: How knowledge and understanding of the past can be presented

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Time lines (3D with objects/sequential pictures Drawing Writing (labelling, simple recounts) Drama/role play	Time lines placing events or people studied Writing – recounts of events or people studied Annotated photographs	Use dates and terms with increasing accuracy Present knowledge and understanding in a variety of ways: discussion, writing, IT, drawing, annotation	Use dates and terms with accuracy Use subject specific word Organise and choose from given relevant historical information Display information in a variety of ways: written, presentation, annotation, discussion, IT	Begin to select appropriate historical vocabulary to justify their points when explaining Begin to make choices about how to organise relevant historical information using extended writing, tables, charts, labelled diagrams and presentation	Select and use historical vocabulary to justify their points when explaining Use a variety of ways to communicate knowledge and understanding including extended writing, tables, charts, labelled diagrams and presentations



## Key Concepts in the Maybury History Curriculum – Intent

<b>Farming</b>	The history of farming is the story of humankind's development and processes for producing food, feed, fibre, fuel and other goods by the systematic raising of plants and animals. The knowledge and skill of learning to care for the soil and growth of plants advanced the development of human society, allowing clans and tribes to stay in one location generation after generation.						
<b>EYFS</b>	Children in EYFS look at farm animals and how they change from baby to adult; they learn about the changes from a seed to a plant; they also study animal life cycles. Children listen to stories and sing songs about the farm, animals and growing. Children learn about where their food comes from through their study about the farm, as well as talking about their food when they eat in the restaurant and have fruit and milk. They watch chicks hatch from eggs and go on a farm visit during their time in EYFS.						
<b>KS1</b>	In KS1, children identify and describe the basic structure of plants. The children observe closely and keep records of how plants have changed over time. They also compare plants in order to identify what they need to stay healthy. Children also observe changes in the world around them across all four seasons.						
<b>KS2 Specific Units</b>	<b>Y3: Stone Age to Iron Age</b> <b>The origins of farming:</b> Understand who the first farmers were and why people started to farm. Know that the early Britains progressed from being hunter-gatherers to farmers	<b>Y3: Ancient Egyptians</b> <b>The development of farming:</b> Know about the crops the Egyptians grew; the main farming seasons; the tools that were used; how crops were watered and the animals that were farmed. Know that people lived in large well organised groups originally on the banks of the Nile where farming was possible. Know that the Egyptians were one of the earliest civilisations.	<b>Y4: Short Unit: Eruption of Mount Vesuvius</b> Understand that grew in the land's fertility, all due to the neighbouring Mount Vesuvius volcano. The volcanic ash created a soil rich in nutrients that promoted plant growth.	<b>Y4: The Maya</b> <b>Farming produce used for trade:</b> Understand why the Maya were successful at farming. Know about the types of Mayan farming: raised field; terrace farming; slash and burn. Know how the Mayas used farming to trade. Know why chocolate was important to the Maya people	<b>Y5: Anglo Saxons</b> <b>Comparison of Anglo Saxon farming to farming today:</b> Know about the similarities and differences between equipment used and crops planted and their uses. Know how the Anglo Saxons used animals on the farm and compare to farming today.	<b>Y6: Vikings</b> <b>Farming in isolation:</b> Understand how the structure of Viking farms supported the farming process. Know about the importance of women in farming. Know about the roles of slaves in farming	<b>Y6: World War 2</b> <b>Farming in adversity:</b> Know about how the 'Dig for Victory' campaign supported the production of food. Know about the importance and work of women in the Land Army
<b>Governance</b>	Governance means how a country or organisation is organised at the highest level. A good governance means there is equal and proper management, guidance for processes and the rights to make decisions with responsibility. Governance came about as society developed from a nomadic existence to a more settled civilisation. As civilisations evolved, it became necessary for societies within civilisations to form hierarchies for work. As population increased, groups of people, generally elders formed rules to help each person in the society, to benefit and to take on individual and collective responsibilities.						
<b>EYFS</b>	In EYFS, children learn about the school and its rules. Jigsaw –						
<b>KS1</b>	In Year 1: Children learn about the Queen and the Royal Family through their Talk for Writing unit 'The Queen's Hat'. In Year 2, children learn how England was ruled by King Charles II during The Great Fire of London.						
<b>KS2 Specific Units</b>	<b>Y3: Stone Age to Iron Age</b> <b>Clans:</b> Understand that humans once lived in family groups as part of extended clans. These nomadic hunter-gatherers roamed around to find resources. As resource became scarce, clans had to find a different	<b>Y3: Ancient Egyptians Kingdoms:</b> Know that these were ruled by a King. With agriculture, people settled. These settlements coincided with the appearance of kings and taxation. Know that people lived in large organised groups originally on the banks of the Nile where farming was possible. This was one of the earliest civilisations.	<b>Y4: The Roman Empire Empires:</b> Know that dominant kingdoms developed new tactics. To protect themselves and secure more resources, they expanded through conquest and the suppression of people in new territories. A hierarchy of governors managed the increasing of the new	<b>Y4: The Maya Kingdom or Empire?</b> The Maya were never a true empire existing under the rule of just one king. Instead, like the ancient Greeks, they were a collection of independent city-states. Each city state had its own independent government. A city-state consists of a city and the surrounding	<b>Y5: Anglo-Saxons Law and Order:</b> Know that Anglo-Saxon Britain was not ruled by one King. The Anglo-Saxons bought law and order through a system of punishments <b>Y5: Greek Life Democracies:</b> Know that Alexander the Great was one of the Kings of Ancient	<b>Y6: Vikings No Central Government:</b> The Vikings did not have a central government. Norsemen banded together in small groups or clans. Each clan had a village. Each clan or group was led by a chief (sometimes called a king.) Viking government, although not centrally organised, was	<b>Y6: World War 2 Democracy to Dictatorship:</b> Know that under Hitler's rule, Germany quickly became a totalitarian state where nearly all aspects of life were controlled by the government.

	way. When people began settling and farming, they started to have extra food to exchange with others. They also developed tools for farming.	Because the threat of invasion required swift, coordinated action, strong rulers emerged capable of defending resources against 'barbarians' and competing kingdoms. In Ancient Egypt, Pharaohs ruled and the poor were often slaves.	empire. Empires: they eventually fall.	farmland. Sometimes city-states also include smaller villages nearby. Understand how Maya society was run compared to ancient civilisations already studied: Egyptians and Romans	Greece and built the Greek empire. Know that when he died his empire was split into city states ruled by Kings who were advised by rich men – these men took power from the kings over time. The people came to hate them for treating them badly so they chose their own leaders – the birth of democracy. Understand that there are limits to what can be achieved through coercion so a more participatory system appeared where power was given to the people in the form of votes. Compare this to how our country is governed today.	well organised. Law and democracy were at the root of Viking government.	
Invasion	The movement of an army or large group of people into a region, usually in a hostile attack that is part of a war or conflict, or in an attempt to take control of it.						
EYFS	Jigsaw - conflict						
KS1	KS1 children learn about the concept of invasion in PE lessons.						
KS2 Specific Units	<b>Y3: Stone Age to Iron Age</b> Know that in prehistoric Britain, tribes often fought over where they could live and the resources that were available.	<b>Y4: The Roman Empire:</b> know that Britain was invaded by the Romans over 2000 years ago. Know that the Romans controlled a very large part of the world and kept invading other countries to make their Empire bigger. Know that the Roman Empire was controlled from Rome in Italy. Know that when the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight	<b>Y5: Who were the Anglo-Saxons?</b> Know that when the Romans withdrew from Britain, it was invaded by Angles and Saxons who settled in different parts of Britain. The Britons were being attacked by the Scots from the north of England. The Anglo-Saxon settlement of Britain is the process which changed the language and culture of most of what became England from Roman-British to Germanic	<b>Y5: Greek Life</b> Know about Alexander the Great. Know that he was one of the Kings of Ancient Greece and built the Greek empire. and how he expanded the Greek Empire through invasion and battle. This meant that Greek culture was spread across thousands of miles. Know about the Ancient Greeks at war	<b>Y6: Vikings</b> Know that the Vikings from Scandinavia invaded and settled in Britain. They were a stronger nation than England & established themselves within England and parts of Britain bringing their own distinct laws, place names, customs, measurements, skilled crafts and farming techniques. Know that the Vikings invaded Britain from Northern Europe, raiding monasteries on the coastline.	<b>Y6: World War 2</b> Know that during WW2, Germany was controlled by the Nazi Political party. Know and understand why the invasion of Poland triggered World War 2. Know that Germany attempted to invade Britain during the war but was repelled.	

<b>Culture</b>	A pattern of behaviour shared by a society, or group of people including food, language, clothing, tools, music, arts, customs, beliefs and religion.						
<b>EYFS</b>	Children in EYFS learn about similarities and differences between different religious and cultural communities in this country. They listen to stories and look at pictures and artefacts to learn about Diwali, the story of Rama and Sita, Christmas, Easter story and Chinese New Year						
<b>KS1</b>	KS1 learn about similarities and differences between cultures in various countries. They learn what life was like for Rosa Parks, for people during The Great Fire of London and for people living in South Africa. They also look at artefacts to help them understand what their grandparents' toys were like.						
<b>KS2 Specific Units</b>	<b>Y3: Stone Age to Iron Age</b> Know how early people used cave paintings to communicate Know that the Ancient Britons believed that the sun and moon had special power over their lives. They believed in lots of different gods and spirits. It is believed that the Ancient Britons believed in an afterlife because they buried their dead. Monuments were placed near the grave.	<b>Y3: Ancient Egyptians</b> Know that the Ancient Egyptians believed in many Gods that controlled the forces of nature Know that the Ancient Egyptians believed in an afterlife and buried their dead. Understand why Egyptians used mummification Understand how the Egyptians developed a writing system called hieroglyphics to communicate Know how life was different for boys and girls.	<b>Y4: Roman Empire</b> Know that the Romans worshipped different gods – polytheism. Know about the Roman Gods and beliefs and compare to that of the Egyptians Know about the life for people in different social classes from slaves to the emperor Know that buildings, towns and roads were built. Know that the Romans invented new things that we still use today such as concrete, newspapers, books, the calendar and central heating. Know that Britain became more civilised after the Roman invasion. Know that people began to speak a common language (Latin). Know about life for a Roman child.	<b>Y4: The Maya</b> Know that the Maya were polytheistic. Know about Maya gods and how the daily lives of the Maya were affected by their beliefs Know about the writing and number system of the Maya and compare to that of the Ancient Egyptians and our modern systems Know what life was like for a Maya child and how skills were passed down Compare childhoods for the rich and poor: children of the rich were taught maths, science and writing but children of the poor only learnt their parents' jobs.	<b>Y5: Who were the Anglo-Saxons?</b> Know that Britain became less civilised after the Roman withdrawal. Know about the beliefs of the Anglo-Saxons and compare to other time periods studied Know about the life for people in different social classes from slaves to Kings and compare to life in Roman times Know that the Anglo-Saxons did not have a writing system. Know how the Anglo-Saxons communicated through story telling Know about life for an Anglo-Saxon child.	<b>Y5: Greek Life</b> Know that the Greeks were an advanced civilisation Know that the Ancient Greeks were polytheistic and the gods ruled different parts of Greek life. Greeks wanted to please the gods by worshipping and offering gifts Compare and contrast to Ancient Egyptian/Roman Empire/The Maya beliefs about death Know that writing enabled the Ancient Greeks to store and pass on knowledge to younger generations. Know that Ancient Greek market places brought together merchants from all over the world Know about the sporting events of the Olympic games and its origins as a religious festival; compare to the modern Olympics.	<b>Y6: Vikings</b> Know about Viking mythology and their creation story. Compare to creation stories of other religions. Develop an understanding about Viking gods and goddesses including the Viking God Odin and the Tree of Life Know some Viking sagas and understand how these were an important part of Viking culture Understand how the Vikings communicated through their use of Runes.

At Maybury, the concepts of Farming, Governance, Invasion and Culture have been chosen as the four main repeating concepts that will develop learning in the history curriculum. Through the course of their study, children will also learn about:

- Settlements
- Resistance
- Legacy
- Law and Justice
- Technology



# Maybury Primary School

## **Year Group Expectations**

### End of EYFS Expectations: Early Learning Goal:

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

EYFS	Age 3 to 4	Children in reception	ELG	Vocabulary
Chronology	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Talk about their mum, dad, grandparents</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about present events in their own lives and in the lives of family members.</li> <li>Place events chronologically (e.g. a long time ago, yesterday, now)- understanding that the Gunpowder plot happened a very long time ago, that Hull Fair started a long time ago using a simple timetable to plot significant events.</li> </ul>	<ul style="list-style-type: none"> <li><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.</li> </ul>	Mummy, daddy, grandma, grandad, family, birthday, party, friends, went, had, been, today, I did, I went, first, then, next, finally, after When ... was little/young/born, Now, When I was born/a baby, yesterday, ages ago, in the past, a long, long time ago, now When? Why? Who? Where?
British History	<ul style="list-style-type: none"> <li>Look at photographs and in books of things from the past to now to have an understanding that things in Britain have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Talk about similarities and differences between things from the past e.g. Harvest (differences with being able to import food/machinery), Bonfire Night- Gunpowder plot, Great Fire of London- differences in fire engines, homes to now</li> </ul>	<ul style="list-style-type: none"> <li><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.</li> </ul>	Old, new, past, present, then, now, before, after, event, a long time ago, differences
Lives of Significant People	<ul style="list-style-type: none"> <li>Children talk about significant people in their lives.</li> <li>Recall some important narratives- traditional tales, religious stories</li> </ul>	<ul style="list-style-type: none"> <li><b>Compare and contrast characters from stories, including figures from the past.</b></li> <li>Recall important characters and figures from the past i.e. Guy Fawkes, Van Gough, Florence Nightingale</li> <li>Look at important characters and figures from stories and the bible</li> <li>Look at important figures from recent history e.g. Greta Thunberg- Greta and the Giants</li> </ul>	<b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class	A long time ago, Family, friends, special, famous, important, past, artist, nurse, similarities and difference, artefacts, bible, traditional tales
Local History	Children to talk about past and present- knowing that somethings are really old- the school building, Hull Fair, Pearson Park	<b>Comment on images of familiar situations in the past.</b> Talk about similarities and differences between things from the past e.g. Hull Fair, East Park, School building	<b>Past and Present:</b> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Recall some important narratives, characters and figures from the past encountered in books read in class.	Past, present, a long time ago, similarities, differences, Hull Fair, Artefacts

**National Curriculum End of Key Stage 1 expectations:**

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.

Y1	Learning Intentions	Sticky Knowledge	Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> <li>The past is something that has already happened</li> <li>The past is divided into different time periods</li> <li>Timelines are a way of representing a series of events in order</li> <li>In living memory there has been significant scientific and technological development and events</li> </ul>	<ul style="list-style-type: none"> <li>Place known events in chronological order</li> <li>Use words and phrases like old, new, a long time ago</li> </ul>	Use common words and phrases relating to the passing of time e.g. first, next, then, yesterday, old, new, modern, a long time ago, in the past, before, after, before I was born, decade, century, artefact, timeline, similar, different
Historical Evidence and Interpretation	<ul style="list-style-type: none"> <li>Know that things change over time</li> <li>Know that we can find out about things in the past by listening to accounts of people who lived through it</li> <li>A first-hand account of an event in the past is a primary source</li> <li>People can remember things in different ways depending on their experiences and memory</li> <li>An artefact from the historical period is a primary source</li> </ul>	<ul style="list-style-type: none"> <li>Listen to first-hand accounts, including stories, and be able to say what the past was like</li> <li>Sort artefacts “then” and “now”</li> <li>Describe some simple similarities and differences between artefacts and say what they might have been used for</li> </ul>	memory, witness, source, historical, artefact
Knowledge & Understanding: How Society Changes over Time	<ul style="list-style-type: none"> <li>Know that during the last 100 years there are some things about life that have changed and some things that have stayed the same</li> <li>Understand that advancements due to science and technology can cause change</li> <li>Changes are at both local and national level</li> <li>Know that some famous people have helped our lives to be better today</li> </ul>	<ul style="list-style-type: none"> <li>Compare their life to life in the past (100 years) and identify similarities and differences</li> <li>Explain how some people have helped us to have better lives</li> </ul>	future, past, similar, different, local, locality, change, science, technology
Organisation & Communication	Time lines (3D with objects/sequential pictures; Drawing; Writing (labelling, simple recounts); Drama/role play		



## Progression in Historical Concepts

Y1	
Am I Making History? (Short Unit)	Changes within living memory
	<b>Vocabulary:</b>
Why are iPads more fun than my grandparent's toys?	Changes within living memory
	<b>Vocabulary:</b>
The Story of Guy Fawkes	Events beyond living memory that are significant (story only)
	<b>Vocabulary:</b>
Where do the Wheels on the Bus go?	Significant historical places in their own locality
	<b>Vocabulary:</b>
What makes a person in history significant? (Short Unit)	Significant historical people in their own locality
	<b>Vocabulary:</b> Amy Johnson, plane, pilot, flight, solo, female, Australia, Darwin, Moscow, Japan, South Africa, aircraft, Jason, record.

### National Curriculum End of Key Stage 1 expectations:

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.

Y2	Learning Intentions	Sticky Knowledge	Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> <li>Things change over time and the further back you look, the more significantly things have changed</li> <li>There are still some similarities between life in the past and present</li> <li>Timelines are a way of representing a series of events in order including those linked to individuals</li> <li>In living memory and beyond this there has been significant scientific and technological development and events</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events, artefacts or pictures e.g. firefighting equipment from the Great Fire of London to modern day</li> <li>Use common words and phrases relating to the passing of time to show an awareness of the past</li> <li>Put people or events studied onto a timeline</li> </ul>	<p>Past, present, future historical, century, <i>old</i>, <i>modern</i>, modern day, events, similar, different, recently, past, present, future</p> <p>chronological, <i>decade</i>, <i>century</i>, <i>artefact</i>, <i>timeline</i></p>
Historical Evidence & Interpretation	<ul style="list-style-type: none"> <li>Know that we can find out about things in the past by listening to and reading accounts of people who lived through it</li> <li>Know that we can find out about things in the past by looking at artefacts, photographs and pictures</li> <li>Artefacts (including photographs and pictures from the time) are also primary sources</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Explain what a primary source is</li> <li>Compare pictures or photographs of people or events in the past and describe similarities and differences</li> <li>Use primary sources to explain what the past was like</li> </ul>	<p>historical, <i>witness</i>, <i>artefacts</i>, primary source</p>
Knowledge & Understanding: How Society Changes over Time	<ul style="list-style-type: none"> <li>During the last 100 years there are some things about life that have changed and some things that have stayed the same</li> <li>Life more than 100 years ago has similarities and differences to life now</li> <li>The further back in time you go the more significant the changes for people's ways of life</li> <li>Advancements due to science and technology and significant events can cause change</li> <li>All significant changes have consequences that impact on daily life (buildings, hygiene, living conditions)</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant events within the time periods studied</li> <li>Compare their life to life in the past (beyond 100 years) and identify similarities and differences</li> </ul>	<p><i>future</i>, <i>past</i>, <i>similar</i>, <i>different</i>, <i>local</i>, locality, <i>change</i>, <i>science</i>, <i>technology</i>, future, event, cause</p>
Organisation & Communication	Time lines placing events or people studied; Writing – recounts of events or people studied; Annotated photographs		



## Progression in Historical Concepts

Y2	
How did the Great Fire change London?	Events beyond living memory that are significant nationally
	<b>Vocabulary:</b>
Why do we remember the 5 <sup>th</sup> November? (Mini Unit)	Events beyond living memory that are significant nationally
	<b>Vocabulary:</b>
What makes a hero?	The lives of significant individuals in the past who have contributed to national and international achievements:  Study of: <ul style="list-style-type: none"><li>• Rosa Parks</li><li>• Mary Secole</li><li>• Neil Armstrong</li></ul> Compare aspects of life in different periods through the study of these people and their achievements
	<b>Vocabulary</b>

### National Curriculum End of Key Stage 2 expectations:

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.

Y3	Learning Intentions	Sticky Knowledge	Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> <li>The past is divided up into different time periods: modern history, middle ages, ancient and prehistoric</li> <li>Each time period has features that are distinctive to it</li> <li>Timelines are a way of representing a series of events in order including those linked to individuals</li> <li>Timelines are a way in which both a sequence of events and periods of time can be represented</li> </ul>	<ul style="list-style-type: none"> <li>Place the time period studied chronologically on a timeline</li> <li>Understand that timelines can be divided into BC and AD</li> <li>Represent key events within the time period studied on a timeline</li> <li>State features of the time period: modern history, middle ages, ancient and prehistoric</li> <li>Name features distinct to the time period studied</li> </ul>	<p><i>Past, historical, century, old, modern, timeline, events</i></p> <p>Understand more complex terms e.g. BC and AD, prehistoric, ancient, culture, society</p>
Historical Evidence & Interpretation	<ul style="list-style-type: none"> <li>A first-hand account of an event in the past is a primary source but people can remember things in different ways depending on their experiences and memory</li> <li>Know that we can find out about the past from first-hand accounts and artefacts and that these are examples of primary sources</li> <li>There are different types of sources that tell us about the past—primary and secondary</li> <li>A secondary source created by someone who has not lived through the time/event</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between primary and secondary sources</li> <li>Draw conclusions about the past from both primary and secondary sources</li> </ul>	<p><i>primary source, secondary source, artefact, reliable, interpret, opinion</i></p>
Knowledge & Understanding: How Society Changes over Time	<ul style="list-style-type: none"> <li>The further back in time you go the more significant the changes for people's ways of life</li> <li>Advancements due to science and technology and significant events can cause change</li> <li>All significant changes have consequences that impact on daily life but that some changes have more significant impact than others</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify and talk about the key facts of the periods studied and make connections</li> <li>Identify difference and similarities in ways of life in the time period being studied compared with our life today</li> </ul>	<p><i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast</i></p>
Organisation & Communication	Use dates and terms with increasing accuracy; Present knowledge and understanding in a variety of ways: discussion, writing, IT, drawing, annotation		



## Progression in Historical Concepts

Y3	Farming	Governance	Culture	Invasion	Key Learning
Stone Age to Iron Age	<b>The origins of farming:</b> <ul style="list-style-type: none"> <li>Understand who the first farmers were and why people started to farm</li> <li>Know that the early Britains progressed from being hunter-gatherers to farmers</li> </ul>	<b>Clans:</b> Understand that humans once lived in family groups as part of extended clans. These nomadic hunter-gatherers roamed around to find resources. As resource became scarce, clans had to find a different way.	<ul style="list-style-type: none"> <li>Know how early people used cave paintings to communicate</li> </ul>		Be able to talk about changes in Britain from the Stone Age to the Iron Age
	<b>Vocabulary:</b>				
Ancient Egyptians	<b>The development of farming:</b> <ul style="list-style-type: none"> <li>Know about the crops the Egyptians grew; the main farming seasons; the tools that were used; how crops were watered and the animals that were farmed.</li> </ul>	<b>Kingdoms:</b> Know that these were ruled by a King. With agriculture, people settled. These settlements coincided with the appearance of kings and taxation. Because the threat of invasion required swift, coordinated action, strong rulers emerged capable of defending resources against 'barbarians' and competing kingdoms.	<ul style="list-style-type: none"> <li>Know about the Ancient Egyptian Gods</li> <li>Understand why Egyptians used mummification</li> <li>Understand how the Egyptians used hieroglyphics to communicate</li> <li>Know how life was different for boys and girls.</li> </ul>		Be able to talk about the achievements of the Ancient Egyptians
	<b>Vocabulary:</b> Archaeologist, pharaohs, tombs, pyramid, mastaba, hieroglyphs, afterlife, scribe, sarcophagus, mummy, papyrus, scarab, mummification				

### National Curriculum End of Key Stage 2 expectations:

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.

Y4	Learning Intentions	Sticky Knowledge	Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> <li>The past is divided up into different time periods: modern history, middle ages, ancient and prehistoric</li> <li>Each time period has features that are distinctive to it</li> <li>Timelines are a way of representing a series of events in order including those linked to individuals</li> <li>Timelines are a way in which both a sequence of events and periods of time can be represented</li> </ul>	<ul style="list-style-type: none"> <li>Place the time period studied chronologically on a timeline (using centuries Y4)</li> <li>Understand that timelines can be divided into BC and AD</li> <li>Represent key events within the time period studied on a timeline</li> <li>State features of the time period: modern history, middle ages, ancient and prehistoric</li> <li>Name features distinct to the time period studied</li> </ul>	<p><i>Past, historical, century, old, modern, timeline, events</i></p> <p>Understand more complex terms e.g. BC and AD, prehistoric, ancient, culture, society</p>
Historical Evidence & Interpretation	<ul style="list-style-type: none"> <li>A first-hand account of an event in the past is a primary source but people can remember things in different ways depending on their experiences and memory</li> <li>Know that we can find out about the past from first-hand accounts and artefacts and that these are examples of primary sources</li> <li>There are different types of sources that tell us about the past—primary and secondary</li> <li>A secondary source is created by someone who has not lived through the time/event</li> <li>Some sources are more reliable than others</li> <li>Primary and secondary sources should be treated differently as sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Use who, when, where questions to support in discussion about how reliable a source may be</li> <li>Draw conclusions about the past from both primary and secondary sources</li> </ul>	<p><i>primary source, secondary source, artefact, reliable, interpret, opinion</i></p>
Knowledge & Understanding: How Society Changes over Time	<ul style="list-style-type: none"> <li>Advancements due to science and technology and significant events can cause change</li> <li>All significant changes have consequences that impact on daily life but that some changes have more significant impact than others</li> <li>Develop an overview of how society/everyday life/ culture/ beliefs have changed over larger time periods</li> <li>There are different types of change: economic, political, social and cultural and identify examples of these</li> </ul>	<ul style="list-style-type: none"> <li>Identify difference and similarities in ways of life in the time period being studied with other periods previously studied (e.g. compare Ancient civilisations)</li> <li>Identify a cause of change not previously studied, the related consequences of change and the significance of its impact</li> </ul>	<p><i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast, political, social, cultural</i></p>
Organisation & Communication	Use dates and terms with accuracy; Use subject specific word; Organise and choose from given relevant historical information; Display information in a variety of ways: written, presentation, annotation, discussion, IT		

Y4	Farming	Governance	Culture	Invasion	Key Learning
Romans: The Roman Empire and its Impact on Britain		<b>Empires:</b> Know that dominant kingdoms developed new tactics. To protect themselves and secure more resources, they expanded through conquest and the suppression of people in new territories. A hierarchy of governors managed the increasing of the new empire. Empires: they eventually fall.	Know about the Roman Gods and beliefs and compare to that of the Egyptians Know about the life for people in different social classes from slaves to the emperor Know that the Romans invented new things that we still use today such as concrete, newspapers, books, the calendar and central heating Know about life for a Roman child.	Know that when the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight	Be able to talk about the impact of the Roman Empire on Britain
	<b>Vocabulary:</b>				
Romans: The Eruption of Mount Vesuvius (Short Unit)	<b>Eruption of Mount Vesuvius</b> Understand that crops grew well due to the land's fertility, all due to the neighbouring Mount Vesuvius volcano. The volcanic ash created a soil rich in nutrients that promoted plant growth.				Be able to talk about the impact of the Roman Empire on Britain
	<b>Vocabulary:</b> volcano, fertility, Mount Vesuvius, eruption				
The Maya: Where does chocolate come from?	<b>Farming produce used for trade:</b> Understand why the Maya were successful at farming. Know about the types of Mayan farming: raised field; terrace farming; slash and burn. Know how the Mayas used farming to trade. Know why chocolate was important to the Maya people	<b>Kingdom or Empire?</b> The Maya were never a true empire existing under the rule of just one king. Instead, like the ancient Greeks, they were a collection of independent city-states. Each city state had its own independent government. A city-state consists of a city and the surrounding farmland. Sometimes city-states also include smaller villages nearby. Understand how Maya society was run compared to ancient civilisations already studied: Egyptians and Romans	Know about Maya gods and how the daily lives of the Maya were affected by their beliefs Know about the writing and number system of the Maya and compare to that of the Ancient Egyptians and our modern systems Know what life was like for a Maya child and how skills were passed down Compare childhoods for the rich and poor.		Be able to talk about how the Maya civilisation contrasts with British history
	<b>Vocabulary:</b> B.C, A.D, Archaeologist, Mesoamerica, Chichen Itza, civilisation, empire, cacao, crops, sacrifice, temple, worship, settlement, conquistadors, glyphs, Ajaw or Ahau, kin, uinal				

### National Curriculum End of Key Stage 2 expectations:

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.

Y5	Learning Intentions	Sticky Knowledge	Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> <li>The past is divided up into different time periods: modern history, middle ages, ancient and prehistoric but that these can also be subdivide each period with its own distinct series of events and influences</li> <li>Timelines are ways in which a sequence of events and periods of time can be represented</li> <li>Timelines can be used to represent both long and short periods of time including periods of stability as well as rapid change</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on timeline in relation to periods studied in other year groups</li> <li>Describe events using words and phrases such as century, decade, BC, AD, era, period, modern, middle ages, ancient and prehistoric</li> <li>Use relevant dates and terms of the time period studied</li> <li>Name features distinct to the time period studied</li> <li>Describe main changes in a period in history: social, religious, political, technological and cultural</li> </ul>	<i>Past, historical, century, old, modern, timeline, events, BC and AD, prehistoric, ancient, culture, society, significance, stability, features</i>
Historical Evidence & Interpretation	<ul style="list-style-type: none"> <li>Some sources are more reliable than others</li> <li>Primary and secondary sources should be treated differently as sources of information</li> <li>Some sources have been produced with a particular purpose in mind. This means that not all sources are as reliable as others</li> <li>Sources can be interpreted differently by different people depending on their experiences and memories. This means that not all sources are reliable</li> <li>People who have lived through the same event may have different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Be able to compare accounts of the same event from different sources</li> <li>Identify some reasons for different versions of events</li> </ul>	<i>primary source, secondary source, artefact, reliable, interpret, opinion, motives, interpretation, reliability, contrasting</i>
Knowledge & Understanding: How Society Changes over Time	<ul style="list-style-type: none"> <li>Advancements due to science and technology and significant events can cause change</li> <li>There are different types of change: economic, political, social and cultural and there are examples of these different types of change throughout history</li> <li>There is often more than one factor that brings on change -be able to identify some of these – and this makes change complex</li> <li>All changes have consequences that impact on daily life but that some changes have more significant impact on life than others</li> </ul>	<ul style="list-style-type: none"> <li>Identify different factors that created change over a range of historical periods</li> <li>Identify periods of continuity as well as periods of change</li> </ul>	<i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast, political, social, cultural, economic, factors</i>
Organisation & Communication	Begin to select appropriate historical vocabulary to justify their points when explaining; Begin to make choices about how to organise relevant historical information using extended writing, tables, charts, labelled diagrams and presentation		



## Progression in Historical Concepts

Y5	Farming	Governance	Culture	Invasion	Key Learning
Anglo-Saxons: Who were the Anglo-Saxons?	<b>Comparison of Anglo Saxon farming to farming today:</b> Know about the similarities and differences between equipment used and crops planted and their uses. Know how the Anglo Saxons used animals on the farm and compare to farming today.	<b>Law and Order:</b> Know that Anglo-Saxon Britain was not ruled by one King. The Anglo-Saxons bought law and order through a system of punishments	Know about the beliefs of the Anglo-Saxons and compare to other time periods studied Know about the life for people in different social classes from slaves to Kings and compare to life in Roman times Know how the Anglo-Saxons communicated through story telling Know about life for an Anglo-Saxon child.	Know that the Anglo Saxons came to Britain when the Roman occupation in Britain came to an end. The Anglo-Saxon settlement of Britain is the process which changed the language and culture of most of what became England from Romano-British to Germanic.	Be able to talk about how the Anglo Saxons settled in Britain  Be able to talk about the Anglo Saxon struggle for the Kingdom of England
	<b>Vocabulary:</b>				
Geek Life and the Influence on the Western World: Who invented the Olympic Games?		<b>Democracies:</b> Understand that there are limits to what can be achieved through coercion so a more participatory system appeared where power was given to the people in the form of votes. Compare this to how our country is governed today.	Know that the Greeks were an advanced civilisation Know about the Greek gods and what Greeks believed about death. Compare and contrast to Ancient Egyptian/Roman Empire/The Maya beliefs Know about the sporting events of the Olympic games and its origins as a religious festival; compare to the modern Olympics.	Know about Alexander the Great and how he expanded the Greek Empire through invasion and battle. This meant that Greek culture was spread across thousands of miles. Know about the Ancient Greeks at war.	Be able to talk about the achievements of the Ancient Greeks and their influence on the western world
	<b>Vocabulary:</b>				
Slavery: What was the Slave Trade and how did it end? (Short Unit)			Know that the Spanish and Portuguese had been using African slaves since the 16th century. The British played a major part in the Atlantic slave trade of the 18th century which was a new kind of slavery and on a scale much greater than ever before. This was due to a shortage of labour and racial and religious factors.		Be able to talk about how an aspect of history is reflected in the locality (local history) through the actions of William Wilberforce
	<b>Vocabulary:</b> Abolishment, slavery, trade, voyage, transatlantic, freedom, captivity, William Wilberforce				

### National Curriculum End of Key Stage 2 expectations:

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.

Y6	Learning Intentions	Sticky Knowledge	Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> <li>The past is divided up into different time periods: modern history, middle ages, ancient and prehistoric but that these can also be subdivide each period with its own distinct series of events and influences</li> <li>Timelines are ways in which a sequence of events and periods of time can be represented</li> <li>Timelines can be used to represent both long and short periods of time including periods of stability as well as rapid change</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on timeline in relation to periods studied in other year groups</li> <li>Describe events using words and phrases such as century, decade, BC, AD, era, period, modern, middle ages, ancient and prehistoric</li> <li>Use relevant dates and terms of the time period studied</li> <li>Name features distinct to the time period studied</li> <li>Describe main changes in a period in history: social, religious, political, technological and cultural</li> </ul>	<i>Past, historical, century, old, modern, timeline, events, BC and AD, prehistoric, ancient, culture, society, significance, stability, features</i>
Historical Evidence & Interpretation	<ul style="list-style-type: none"> <li>Sources can be interpreted differently by different people depending on their experiences and memories. This means that not all sources are reliable</li> <li>Sources can be evaluated for their reliability taking into account the views, experiences, motivation of the person who created them</li> <li>A range of sources can generate both similar and opposing views of the same event</li> <li>Conclusions from sources cannot always be generalised</li> </ul>	<ul style="list-style-type: none"> <li>Identify the motive of the person who created the resource</li> <li>Ask and answer who, where, when, where and why questions about a source</li> <li>Use who, where, when, where and why questions to support in discussions about how reliable a source may be</li> </ul>	<i>primary &amp; secondary source, artefact, reliable, interpret, opinion, motives, interpretation, reliability, contrasting, similar, opposing</i>
Knowledge & Understanding: How Society Changes over Time	<ul style="list-style-type: none"> <li>Advancements due to science and technology and significant events can cause change</li> <li>There is often more than one factor that brings on change -be able to identify some of these – and this makes change complex</li> <li>There are different types of change: economic, political, social and cultural and identify examples of these</li> </ul>	<ul style="list-style-type: none"> <li>Identify different factors that created change</li> <li>Identify periods of continuity as well as periods of change</li> </ul>	<i>future, past, similar, different, change, significant, event, cause, BC, AD, prehistoric, ancient, culture society, civilisation, compare, contrast, political, social, cultural, economic, factors</i>
Organisation & Communication	Select and use historical vocabulary to justify their points when explaining; Use a variety of ways to communicate knowledge and understanding including extended writing, tables, charts, labelled diagrams and presentations		



## Progression in Historical Concepts

Y6	Farming	Governance	Culture	Invasion	Key Learning
World war Two: What was life like during World War 2?	<b>Farming in adversity:</b> Know about how the 'Dig for Victory' campaign supported the production of food Know about the importance and work of women in the Land Army	<b>Democracy to Dictatorship:</b> Know that under Hitler's rule, Germany quickly became a totalitarian state where nearly all aspects of life were controlled by the government.		Know and understand why the invasion of Poland triggered World War 2.	Be able to talk about what life was like in Hull during the 2 <sup>nd</sup> World War (local history)  Be able to talk about the Battle of Britain as a significant turning point in history (study that extends pupils' chronological knowledge beyond 1066)
	<b>Vocabulary:</b> Blitz, evacuee, Adolf Hitler, Winston Churchill, Neville Chamberlain, Nazi Party, air raid shelters, spitfire, propaganda, Anne Frank, holocaust, Star of David, Auschwitz, dictatorship, allies,				
Vikings: Were the Vikings always victorious and vicious?	<b>Farming in isolation:</b> Understand how the structure of Viking farms supported the farming process Know about the importance of women in farming Know about the roles of slaves in farming	<b>No Central Government:</b> The Vikings did not have a central government. Norsemen banded together in small groups or clans. Each clan had a village. Each clan or group was led by a chief (sometimes called a king.) Viking government, although not centrally organised, was well organised. Law and democracy were at the root of Viking government.	Know about Viking mythology and their creation story. Compare to creation stories of other religions. Develop an understanding about Viking gods and goddesses including the Viking God Odin and the Tree of Life Know some Viking sagas and understand how these were an important part of Viking culture Understand how the Vikings communicated through their use of Runes.	Know that the Vikings from Scandinavia invaded and settled in Britain. They were a stronger nation than England & established themselves within England and parts of Britain bringing their own distinct laws, place names, customs, measurements, skilled crafts and farming techniques.	Be able to talk about the Viking struggle for the Kingdom of England
	<b>Vocabulary:</b>				