

Sandhill Primary School

History Curriculum

Cycle A (2023/24)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	My family story	Celebrations from the past: Birthdays	Toys from the past	'Titch' – How I have grown.	Nursery rhymes from the past	'Look at me' looking back at the Nursery Year
Reception	My History	Celebrations from the past: Christmas When I was a baby...	Transport from the past	Author: Martin Waddell	Technology from the past	Holidays in the past
Year 1	Toys Through Time Changes within living memory			Lives of Significant Individuals: Florence Nightingale Mary Seacole Edith Cavell		Local Area Study: Great Houghton
Year 2	Toys Through Time Changes within living memory			Lives of Significant Individuals: Florence Nightingale Mary Seacole Edith Cavell		Local Area Study: Great Houghton
Year 3	Ancient Maya (linked to Trade and Distribution)				Romans (linked to Settlements)	
Year 4	Ancient Maya (linked to Trade and Distribution)				Romans (linked to Settlements)	
Year 5	WWII (linked to Cities of Europe)		Black History	The British Empire (linked to countries across the world)	Coal Mining (linked to local area study)	
Year 6	WWII (linked to Cities of Europe)		Black History	The British Empire (linked to countries across the world)	Coal Mining (linked to local area study)	

Cycle B (2024/25)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	My family story	Celebrations from the past: Birthdays	Toys from the past	'Titch' – How I have grown.	Nursery rhymes from the past	'Look at me' looking back at the Nursery Year
Reception	My History	Celebrations from the past: Christmas When I was a baby...	Transport from the past	Author: Martin Waddell	Technology from the past	Holidays in the past
Year 1	Great Fire of London	Lives of Significant Individuals: Guy Fawkes Remembrance			Changes within Living Memory Transport	Intrepid Explorers: Neil Armstrong Christopher Columbus
Year 2	Great Fire of London	Lives of Significant Individuals: Guy Fawkes Remembrance			Changes within Living Memory Transport	Intrepid Explorers: Neil Armstrong Christopher Columbus
Year 3	Stone Age	Bronze Age to Iron Age			Ancient Egyptians (linked to Rivers)	
Year 4	Stone Age	Bronze Age to Iron Age			Ancient Egyptians (linked to Rivers)	
Year 5	Anglo Saxons / Vikings (linked to Climate)				Ancient Greece	
Year 6	Anglo Saxons / Vikings (linked to Climate)				Ancient Greece	

	EYFS	KS1	LKS2	UKS2
National Curriculum Objectives	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first, then...'</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Begin to make sense of their own life-story and family's history</p>	<p>Changes within living memory use to reveal aspects of change in national life.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory significant nationally or globally.</p>	<p>A non-European society that provides contrasts with British history.</p> <p>The Roman Empire and its impact on Britain.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</p>	<p>A significant turning point in British history: The Battle of Britain.</p> <p>Local History Study.</p> <p>A significant point in British history.</p> <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>

	EYFS	KS1	LKS2	UKS2
Key Concept Vocabulary	<p>Chronology: FS1 - Old, new, story, photograph, yesterday, this morning, remember</p> <p>FS2 - Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.</p>	<p>Chronology: Last week, before I was born, a long time ago, when I was younger, years, old, new, time, now, then, calendar, change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory</p> <p>Interpretation/Enquiry: Photo, photograph, internet, book, picture, question, answer, true, false, eyewitness, diary, range, source, trustworthy, fact, opinion, museum</p>	<p>Chronology: Decade, century, period, Before Christ (BC), Anno Domini (AD), during, chronological, Common Era (CE), Before Common Era (BCE)</p> <p>Interpretation/Enquiry: sources, artefacts, historic buildings, archaeologist, palaeontologists, contribution, fiction, non-fiction, primary source, secondary source, translation, evidence, beliefs</p>	<p>Chronology: 20th Century, 19 th Century, living memory, preceding, concurrently, legacy, millennium</p> <p>Interpretation/Enquiry: Interpretation, enquiry, interpret, research, article, scholarly, reviewed, reliability, bias, objective, subjective, propaganda, validity, misinformation, reliable, unreliable</p>
Historical Knowledge Era Specific Vocabulary	<p>When ____ was born... Before I was born... When I was born... When I... After I...</p>	<p>Toys Through Time: Victorian, technology, modern, material,</p> <p>Florence Nightingale: Lady of the lamp, Queen Victoria, Crimean war, nurse, wounded, heroine.</p> <p>Mary Seacole: Crimean war, soldiers, nurse, Jamaica, heroine.</p> <p>Edith Cavell: Nurse, British, World War 1, discrimination, allies, guilty, heroine, red cross.</p> <p>Great Houghton: mining, terrace house, truck shop, colliery, rural.</p> <p>Great Fire of London: Samuel Pepys, architecture, crowding, Charles II</p> <p>Guy Fawkes: King / Queen, Parliament, treason, plotters, monarchy, King James, Protestants, Catholics</p> <p>Transport: cars, roads, travel, railway, trains, aeroplane, public transport, bus, materials</p> <p>Neil Armstrong: astronaut, space race, rocket, science, Apollo 11, American</p> <p>Christopher Columbus: new world, Atlantic ocean, navigate, voyage, colonies, Santa Maria.</p>	<p>Ancient Maya: Ancient Maya, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices, compare, contrast, civilisation, hieroglyphics, codex, hierarchy.</p> <p>Romans: Caesar, dictator, centurion, empire, emperor, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses, power, army, organisation, invade, conquer, resistance(Boudicca), celts, Icenis, rebellion, invasion, settlement, influence.</p> <p>Stone Age: hunter gatherer, Palaeolithic, stone age, Mesolithic, Neolithic, Skara Brae, nomadic, civilisation.</p> <p>Bronze Age: Stonehenge, Bell beaker culture, religion, technology, travel, compare, contrast.</p> <p>Iron Age: Druids, Celtic, hill forts, roundhouses, tribal kingdoms, farming, art, culture, compare, contrast.</p> <p>Ancient Egypt: Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics, influence.</p>	<p>World War 2: Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport, monarchy, commemoration, Luftwaffe.</p> <p>Black History: Equality, civil rights, protest, heritage, acceptance, enslavement, rights, justice, segregate.</p> <p>Coal Mining - Local: Mines act, monarchy, Queen Victoria, striking, colliery, davy lamp, poverty, import, industry.</p> <p>British Empire: Commonwealth, colonise, Britannia, parliament, dominance, territories, slave trade, decolonisation, nationalise, independence, asset, indigenous, civilisation, mutiny, East India, Company, annexed, governor.</p> <p>Anglo-Saxons: Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry, monarchy, agriculture.</p> <p>Vikings: Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes.</p> <p>Ancient Greeks: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium, city states,</p>

	EYFS	KS1	LKS2	UKS2
Chronological Understanding	<p>Begin to describe a sequence of events, real or fictional, using words such as ‘first, then...’</p> <p>Recall events from the academic year</p>	<p>Use everyday terms about the passing of time. Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, older, newer, then</p> <p>Use language to describe basic chronological order. Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory</p>	<p>Use dates and terms related to the study unit and passing of time. Stone Age – 2.5million years ago – 9600BC Bronze Age – 4000BC – 2100BC Iron Age – 500BC – 43AD Ancient Maya – 1100BC – 1500AD</p> <p>Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>Begin to use ‘centuries’ to describe the past. Romans – 31BC – 1453AD 54BC/55BC/43AD 1 st century BC - 5 th century AD Ancient Egyptians – 3000BC – 30BC 30th Century BC – 1 st Century BC</p> <p>Use terms related to the period and begin to date events including use of BC / AD (Introduce to CE/ BCE).</p>	<p>Consistently and accurately use dates and terms associated with a specific time period. Before Christ, Anno Domini, Common Era, Before Common era, Decades, Centuries, Millennia BC, AD, CE, BCE, Century, preceding.</p> <p>Relate a time period to eras previously taught using dates and terms.</p> <p>Ancient Greeks (UKS2) compared to Ancient Romans (LKS2) and Ancient Egyptians (LKS2).</p> <p>British Empire and Black History (UKS2) related to Florence Nightingale and Mary Seacole (KS1).</p> <p>British Empire (UKS2) and Coal Mining (UKS2).</p> <p>Before Christ, Anno Domini, Common Era, Before Common era, Centuries, Decades, Millennia, Concurrently</p>
Change and Continuity (Disciplinary Knowledge)	<p>Place images of key milestones in the correct order</p> <p>Parents’ birth Birth Start FS Today</p>	<p>Show some awareness of the distinction between present and past in their own and other people’s lives.</p> <p>Sequence and describe memories of key events in their life. Birth, siblings being born, starting school, nursery, holidays</p> <p>Sequence images of objects from different periods of time. Neil Armstrong – 1 st rocket into space, Neil Armstrong (Apollo 11 1969), Tim Peake (2015), Christopher Columbus discovers America (1492)</p> <p>Intrepid Explorers – Neil Armstrong, Tim Peake, Helen Sharman</p> <p>Transport Now v Grandparents (1970s) v Early 1900s Cars, trains, planes, boats.</p> <p>Know where the people and events they study fit within a chronological framework (timeline) Christopher Columbus - 1492 Guy Fawkes - 1605 Great Fire of London – 1666 Florence Nightingale/ Mary Seacole - 1820-1910 Edith Cavell – 1914-1918 Neil Armstrong - 1969</p> <p>Use a time line to place events in chronological order.</p>	<p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line e.g.</p> <p>All history studied in KS1, Stone Age, Bronze Age, Iron Age, The date they were born. The Roman empire - 31BC – 1453AD Roman invasion(s) of Britain – 55BC/54BC/43AD Ancient Egyptian era - 3000BC – 30BC Howard Carter’s discovery of Tutankhamun’s tomb – 1922 Ancient Maya – 1100BC – 1500AD</p>	<p>Know and sequence up to 10 events on a timeline. (of periods studied)</p> <p>The dates of the Iron Age – 500BC – 43AD The dates of the Bronze Age – 4000BC – 2100BC The dates of the Stone Age – 2.5million years ago – 9600BC The invasion of Britain by the Romans – 55BC/54BC/43AD Great Fire of London - 1666 Neil Armstrong’s moon landing – 1969 Start and end of WW2 – 1939- 1945 The invasion of the AngloSaxons – 450AD Viking Invasion 793AD-1066AD Battle of Britain, D-Day landings and Dunkirk – 1940/1944 The Ancient Egyptian era – 3000BC – 30BC Ancient Maya era – 250AD – 900AD Miners’ Strike – 1984</p> <p>Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.</p> <p>Ancient Greeks: 700BC-480BC First Olympics – Olympic games, marathon, democracy</p> <p>British Empire: 1588 - 1997 1945 WWII – Decline and Decolonisation</p> <p>Black History: 1619 - Slavery in North America</p>

	EYFS	KS1	LKS2	UKS2
				<p>1831 – Nat Turner Revolt, Abolitionism 1861 Civil War and Emancipation 1955 Rosa Parks 1963 Martin Luther King Jr Speech 1964 Civil Rights Act 1968 MLK Assassinated 2008 Barack Obama becomes President</p>

		EYFS	KS1	LKS2	UKS2
<p style="text-align: center;">Historical Knowledge and Understanding</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Historical Knowledge (Substantive Knowledge)</p>	<p>Recall a memory from the past or something that has already happened: Christmas, birthdays, holidays</p>	<p>Find out some facts about people long ago. Neil Armstrong – 1969, first man on moon, Apollo 11, American Christopher Columbus – had a ship called the Santa Maria, discovered the Carribean or ‘The New World’ Florence Nightingale – nurse in the Crimean war, lived at the same time as Queen Victoria (linked to Toys Through Time), cleaned up hospitals raised hygienic standards. Mary Seacole – British-Jamaican nurse, ran the ‘British Hotel’ for soldiers near the battlefield Edith Cavell – came from a religious family, Red Cross nurse in WW1.</p> <p>Use information to describe the past. Transport - Now v Grandparents 1970’s v Early 1900’s Compare most common types, technology development, speed, reasons for developments Compare changes in cars, trains, planes, boats. Great Houghton – compare housing from then till now, life in a mining village.</p> <p>Recount the main events from a significant event in history. Great Fire of London – 1666, 2-5 September, bakery, Pudding Lane, London, drought, wood housing, plague, Samuel Pepys, area of London (Map work link) Fire started Pudding Lane bakery. Fire burned hot and quickly spread because of a long drought, wind and wooden housing. Charles 2nd came up with plan to demolish houses in fire’s path to stop the spread of flames.</p> <p>Changes: firefighting, new stone housing, insurance</p> <p>Guy Fawkes – 1605 - Attempt to blow up parliament and kill King James. Caught and arrested for treason.</p>	<p>Recall main features of a significant period of British history Stone Age - Stone tools, hunter-gatherers, caves found for shelter, Palaeolithic, Mesolithic, Neolithic</p> <p>Bronze Age - First metal, developed tools and weapons Mud and straw round houses</p> <p>Iron Age - Development of iron and steel for tools and weapons Developed roundhouses Crafts and trade</p> <p>Shows knowledge and understanding by describing features of past societies and periods. Romans v Celts - army, empire, invasions, laws, inventions (language, money, calendar), leadership, numerals/language, settlement and housing.</p> <p>Ancient Egyptians – hierarchy, pharaoh (leadership), afterlife (beliefs/Gods), importance of River Nile, daily life, hieroglyphics.</p> <p>Ancient Maya – hierarchy, beliefs and Gods, writing, class system, cities, writing, trade.</p>	<p>Suggest reasons for features of historical societies using evidence Anglo Saxons Features: Kings, kingdoms, agriculture, kingdoms, different languages, different religions, Viking invasions</p> <p>Reasons: Control of land Agricultural society People worked – protected by king in return Rome deserting Britain – took wealth with them Origins of language/ culture of many years – different influences – Germans, French, Romans, Angles, Saxons and power in different places Catholic attempts to convert pagans</p> <p>Ancient Greeks Features: Democracy, theatre, games/sports, religion, temples and architecture</p> <p>Reasons: Leader (Cleisthenes) introduced reforms – power to the people Entertainment for all – political and competitive Keep all of society classes happy Beliefs in deities – temples built for them</p>

		EYFS	KS1	LKS2	UKS2
	Cause and Consequence (Disciplinary Knowledge)		<p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Why did they blow up the houses?</p> <p>Why did Christopher Wren rebuild London the way he did?</p> <p>Why did Cavell help soldiers on both sides of war?</p>	<p>Uses evidence to find out about change during a time period.</p> <p>Stone Age Housing – Nomadic, found caves, built basic shelter from natural resources Clothing – Animal skin (basic) Tools – stone and flint, natural resources</p> <p>Bronze Age Housing – More sophisticated shelter, beginning of roundhouses Clothing – Animal skin (stitching/weaving) Tools – Copper and Bronze</p> <p>Iron Age Housing – Permanent settlement, stronger roundhouses, wattle and daub Clothing – Weaving and use of wool Tools – Iron and developed materials</p> <p>Gives reasons why changes may have occurred during a time period. (houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes)</p> <p>Romans – Power shift from democracy to authority, settlement structure and complexity, organisation (army, society), invasion</p> <p>Ancient Egyptians – different rulers, invasion, settlement, civil unrest</p> <p>Ancient Maya – arrival of the conquistadors from Spain, famine, flooding and drought.</p>	<p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>To know why rationing was brought in. Consequences – imported goods stopped, limited resources (food), people encouraged to grow food, limits on food produce, clothes, make up.</p> <p>To know what caused the Blitz and that it resulted in different air raid shelters, air raid wardens and fines / imprisonment for those who did not comply with the rules.</p> <p>Mining Strike – Causes: closures, cuts, funding, employment Consequences: job losses, land use change, unemployment, social unrest, cleanliness</p> <p>Vikings: Causes – invasion and settlement Impact – names, language, laws, measurement, crafts</p> <p>Changes between Romans, Anglo Saxons, Vikings Reasons - Power, leadership, armies, organisation</p> <p>Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods.</p> <p>Creation of British Empire Causes – Trade links, power, wealth, build colonies, materials and resources Impact – boosted economy, trade links, resources, jobs, poorly paid workers, slaves, spread religion, language and culture</p> <p>Decline of Empire and transition to Commonwealth Causes – WWI, WWII, independence, nationalism, resistance Impact – Commonwealth formed, countries' independence, racial equality?, racism, English language, sports, civil unrest</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Decline of British Empire Reasons – Political change, global awareness, WWI, WWII, nationalism movements, independence Attitudes, legislation and treatment of black people.</p> <p>Abolition of slave trade Reasons – Increased awareness and empathy, humanitarianism, civil rights, protests, boycotts, re volts, rebellions, declining profits from slave trade</p>

		EYFS	KS1	LKS2	UKS2
	Similarity and Difference (Disciplinary Knowledge)	<p>Compare and contrast characters from stories including figures from the past. ‘Titch’ – how I have grown. Martin Waddell – history of his life and inspiration for his stories.</p> <p>Compare photographs and say how things are different. Toys – Now v Grandparents Transport – Now v Grandparents Technology – Now v Grandparents</p>	<p>Recognise the difference between past and present in their own and others’ lives. Transport Now v Grandparents 1970’s v Early 1900’s Transport – Compare most common types, technology development, speed, reasons for developments Compare changes in cars, trains, planes, boats.</p> <p>Use information about the past to describe the differences between then and now. Florence Nightingale – Cleanliness Great Fire of London – Buildings Marie Curie – medicine Guy Fawkes – monarchy/ religion Edith Cavell – medicine, war</p> <p>Toys Through Time Now v Grandparents (1970s) v Before Recap and build on differences in transport (EYFS) Compare: materials, types, technology, reasons for change</p> <p>Great Houghton – compare housing from then till now</p>	<p>Describes similarities and differences between people, events and objects. Stone Age – Iron Age vs Now Similarities: Use of tools, human needs Differences: Clothing, hunter-gatherers, animal species, technology, housing/settlement</p> <p>Ancient Maya vs Now Similarities: Developed technology (computers, transport – cars, housing), more civilised society, developed language Differences: Beliefs, culture, hierarchy, language, calendar, tools</p> <p>Begin to describe similarities and differences between periods studied. Romans v Stone Age-Iron Age Civilised housing/buildings v caves Tools v stone Foods v hunter-gatherers Craft and trade v roles in society</p> <p>Romans v Ancient Egyptians Similarities: Inventions, legacy, technology advancements (travel – roads, vehicles) Differences: Roman organisation, wealth, power, invasions, building empire</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Anglo Saxons v Romans Ethnic – Mediterranean Romans/ Nordic Anglo Saxons Religion – Anglo Saxons Pagans / Various Roman beliefs Cultural – Leadership similarities and differences / Language differences (Latin v Old English) Social – Roman society developments / AS less developed settlements</p> <p>Within Britain – Local Area - Mining Strike – Social and Cultural changes within local area.</p> <p>Make comparisons between different times in the past. Anglo Saxons v Romans Ethnic – Mediterranean Romans/ Nordic Anglo Saxons Religion – Anglo Saxons Pagans / Various Roman beliefs Cultural – Leadership similarities and differences / Language differences (Latin v Old English) Social – Roman society developments / AS less developed settlements</p> <p>Vikings v Anglo Saxons Similarities – language, origin, jobs, gods/beliefs Differences – Saxons were more civilized and peace loving than the Vikings. Saxons were Christians while Vikings were Pagans. Vikings were seafaring people while the Saxons were farmers. Vikings had tribal chiefs while Saxons had lords.</p> <p>Describes similarities and differences between some people, events and objects studied. Vikings v Greeks: Similarities – deities (Aphrodite/Venus, Apollo/Apollo, Ares/Mars, Artemis/Diana), myths (Norse v Greek) Differences – ethnicity, laws/democracy</p> <p>British Empire v Roman Empire Similarities – Reasons (power, wealth, resources), dominant rule, vast area of world, success due too technology advancement (roads v Navy) Differences – Romans emphasised religion, British relied on Navy, Romans relied on Army, British travelled quicker. Romans less stable – more revolts</p>

		EYFS	KS1	LKS2	UKS2
	Historical Significance (Disciplinary Knowledge)		<p>Recount significant dates, reasons behind and changes made by significant individuals.</p> <p>Florence Nightingale – Crimean war 1853 -1856, sanitary conditions, infection control, hospitals, workhouses, air, water, light, food, nurses</p> <p>Mary Seacole – Travel, bravery, nurse, hotel, Crimean war</p> <p>Changes: Nursing conditions, army conditions, nurse training, professional nurses, new hospitals, sanitary conditions</p> <p>Guy Fawkes – 1605, monarchy, religion, treason, parliament, arrested Changes: Security, awareness, politics</p> <p>Edith Cavell – 1914, WWI, British nurse, shot in 1915, helped soldiers from both sides, helped soldiers escape, developed nursing</p> <p>Christopher Columbus – 1492, discovered the Carribean by accident Changes: quicker trade routes for countries.</p>	<p>Suggest ways in which societies studied have an impact on us today.</p> <p>Stone Age – Iron Age Invention of fire, wheel, settlement Development of metals Mayans Invention of calendar, writing, chocolate Development of farming</p> <p>Describes how some of the past events/people affect life today.</p> <p>Leadership styles across different countries (PSHCE link) Structure of settlements and housing (Geography link) Organisation of army</p> <p>Romans - government, law, language, architecture, engineering (roads, aqueducts), and religion</p> <p>Egyptians - royal tomb complexes, pyramids and temples, paper, architecture, maths/measurement, farming and technology, time, calendar, written language</p>	<p>Can discuss the impact and causes of historical change in Britain.</p> <p>Causes – Invasions and different rulers (Stone Age – no rules, Celts – Tribal king, Romans - emperor, Anglo Saxons - Kings), World Wars Changes – development of housing, structure of society/ leadership, tools and resources, religious beliefs</p> <p>Mining Strike – Causes: closures, cuts, funding, employment Consequences: job losses, land use change, unemployment, social unrest, cleanliness</p> <p>Viking laws still used - Language adapted from Viking - Jobs/trade - technology developments in farming - Settlements/ housing/ architecture – Counties, cities and towns (Geography link)</p> <p>Describes how some changes affect life today.</p> <p>Black History Civil Rights Acts, slavery legislation, Equal opportunities, law enforcement, voting rights, Black History Month, music, fashion</p> <p>British Empire Commonwealth games, independence, nationalism, multi -cultural populations, global trade, food and resources, economic instability, racial inequality</p>

	EYFS	KS1	LKS2	UKS2
Historical Interpretation (Disciplinary Knowledge)	<p>Comment on images of familiar situations in the past. When I was a baby... Where? First visitors? Gifts?</p> <p>Toys – Now v Grandparents Transport – Now v Grandparents</p>	<p>Begin to identify and recount some details from the past from sources Pictures of NA rocket lauche Pictures of grandparents’ toys Grandparents’ stories Descriptions of space launches</p> <p>Compare adults talking about the past – Are they the same or different? Why?</p> <p>Identify different ways in which the past is represented; listen to stories and eyewitness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Look at and compare two versions of the same event in history and identify differences in the accounts. (Geography link – Volcanoes) Mt Vesuvius eruption – Pompeii account v. Archaeology evidence</p> <p>Give reasons why there may be different accounts in history. Different viewpoints, different opinions, different beliefs, unreliable sources, dated sources, translation, lack of prehistoric records</p> <p>Recognise primary and secondary sources.</p>	<p>Look at different versions of the same event and identify how the accounts differ. Different sides of WWII</p> <p>Give clear reasons why there may be different accounts of history. (different viewpoints, different opinions, different beliefs, unreliable sources, dated sources, translation, lack of prehistoric records)</p> <p>Understand that the past has been represented in different ways.</p> <p>Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history.</p>
Historical Enquiry	<p>Begin to make sense of their own life-story and family’s history. When I was a baby... Where? First visitors? Gifts?</p>	<p>Find answers to simple questions about the past from sources of information. What was Neil Armstrong’s rocket like? Photos, internet descriptions, books Did my grandparents have the same toys we do? first-hand accounts, books, pictures</p> <p>Answer questions about the past by making simple observations from historical sources. What happened in the Great Fire of London? Samuel Pepys diary, photos, eye-witness accounts, fact files</p> <p>Asks and answers simple questions such as: ‘what was it like for...?’</p>	<p>With help, use sources to collect evidence about the past. Printed documents (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites.</p> <p>Begin to suggest sources of evidence to help answer questions. Printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites</p> <p>Ask questions such as, “How did people...?” ‘What did people do for....?’”</p> <p>Begin to select and combine information from different sources. (artefacts, photographs, diaries, newspapers, historical fiction text, non-fiction text, public webpage, research article)</p> <p>Begin to use a range of sources to collect evidence about the past. (artefacts, photographs, diaries, newspapers, historical fiction text, non-fiction text, public webpage, research article)</p> <p>Ask questions such as ‘what was it like for.....during....?’</p>	<p>Confidently use a range of sources to collect evidence about the past. (artefacts, photographs, diaries, newspapers, historical fiction text, non-fiction text, public webpage, research article) Accounting for their relative reliability</p> <p>Choose reliable sources of evidence to help answer questions. Scholarly article v. Wikipedia webpage</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary).</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>