



Ridgmont Lower School

History Curriculum

Intent:

Ridgmont Lower School aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of more recent history in KS1 such as ‘War & Remembrance’ and ‘Seaside Holidays’ enables children to acquire an understanding of time, events and people in their memory and their parents’ and grandparents’ memories. For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time. The intent in lower KS2 is that children can work in chronological order from prehistory, ‘Romans’ and then progress onto more modern history ‘The Windrush Generation’.

Implementation:

- Structure of the lessons allows for prior learning to be considered and opportunities for revision of facts and historical understanding
- Revision is encouraged to embed as good practice in order to build a depth to children’s historical understanding
- Through revisiting and consolidating skills, lessons and resources help children build on prior knowledge alongside introducing new skills and challenge.
- The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.
- Through our teaching, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in

Impact:

Ridgmont Lower School will have historians who:

- enjoy history and historical enquiry
- understand themselves
- learn from the past
- are able to weigh up evidence and form an opinion about events
- are able to gain insight into the chronology of events that have taken place in Britain and the wider world

National Curriculum Coverage

Early Years	Key Stage 1	Lower Key Stage 2
Understanding the world • Talk about members of their immediate family and community • Name and describe people familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Understand the effect of changing seasons on the natural world around them • Sequence events from a story	Changes Within Living Memory • How was school different in the past? • Houses Events Beyond Living Memory • How did we learn to fly? The Lives of Significant Individuals • Florence Nightingale and Mary Seacole Significant historical events, people and places in their own locality • The History of Woburn Abbey • War & Remembrance	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • How have children’s lives changed? • Windrush • British History Heroes The Roman Empire and its impact on Britain/Britain’s settlement by Anglo-Saxons and Scots • Romans A non-European society that provides contrasts with British history • The Egyptians Changes in Britain from the Stone Age to the Iron Age • What changed in Britain after the Anglo-Saxon invasion? NB – All other statutory Key Stage 2 components are covered by the middle schools’ curricula.

Skills Progression

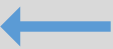
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	To sequence a familiar story or lifecycle To comment on things that happened before me To comment on things that have happened to me	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Recount changes in own life over time Puts 3 people, events or objects in order using a given scale Uses words and phrases such as recently, before, after, now, later Uses past and present when telling others about an event	Uses timelines to place events in order Understands timeline can be divided into BCE and AD Uses words and phrases: century, decade	Uses words and phrases: century, decade, BCE, AD, after, before, during Divides recent history into present, using 21st century, and the past using 19th and 20th centuries Names and places dates of significant events from past on a timeline	Uses timelines to place words and phrases such as: national and international events Sequences historical periods Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period Identifies changes within and across historical periods	Uses timelines to place events, periods and cultural movements from around the world Uses timelines to demonstrate changes and developments in culture, technology, religion and society Uses these key periods as reference points: BCE, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today Describes main changes in a period in history using words such as: social, religious, political, technological and cultural Names date of any significant event studied from past and place it correctly on a timeline
Knowledge and understanding of past events, people and changes	To know that things happened before I was born To recount stories from other people about things that have happened	Tell the difference between past and present in own and other people’s lives	Uses information to describe the past Uses information to describe differences between then and now Recounts main events from a significant event in history Uses evidence to explain reasons why people in past acted as they did	Uses evidence to describe past: Houses and settlements Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses People’s beliefs and attitudes Things of importance to people Differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Describes similarities	Shows knowledge and understanding by describing features of past societies and periods Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world Gives some causes and consequences of the main events, situations and changes in the periods studied Identifies changes and links within and across the time periods studied	Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor Identifies how any of above may have changed during a time period Gives own reasons why changes may have occurred, backed up with evidence Shows identified changes on a timeline Describes similarities and differences between some people, events and objects studied Describes how some changes affect life today Makes links between some features of past societies

				and differences between people, events and objects Shows changes on a timeline	Describes how some of the past events/people affect life today.		
Historical Interpretation	To talk about simple similarities between the past and now	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet) Understands why some people in the past did things	Looks at 2 versions of same event and identifies differences in the accounts	Gives reasons why there may be different accounts of history	Looks at different versions of the same event and identifies differences in the accounts Gives clear reasons why there may be different accounts of history Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understands that the past has been represented in different ways Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history
Historical Enquiry	To begin to ask simple question in the context of 'before', 'now' and 'next/after'	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' Estimates the ages of people by studying and describing their features	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions	Understands the difference between primary and secondary sources of evidence Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Asks a range of questions about the past Chooses reliable sources of evidence to answer questions Realises that there is often not a single answer to historical questions	Identifies and uses different sources of information and artefacts Evaluates the usefulness and accurateness of different sources of evidence Selects the most appropriate source of evidence for particular tasks Forms own opinions about historical events from a range of sources
Organisation and communication	Demonstrates an understanding of the past in different ways (e.g. role play, drawing, talking)	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)	Describes objects, people and/or events Writes simple stories and recounts about the past Draws labelled diagrams and writes about them to tell others about people, events and objects from the past	Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy Discusses different ways of presenting information for different purposes	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly Discusses most appropriate way to present information, realising that it is for an audience Uses subject specific words such as monarch, settlement, invader	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills Uses dates and terms accurately Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way Makes use of different ways of presenting information Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram) Makes accurate use of specific dates and terms

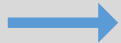
KS1

FIRST YEAR

		Autumn	Spring	Summer
National Curriculum		Changes within living memory	Lives of significant individuals	Changes within living memory
Stimulus		War and Remembrance	Florence Nightingale & Mary Seacole	How Was School Different in the Past
YEAR 1	Chronological understanding	To begin to sequence some events or 3 related objects in order To understand what ‘sequencing’ means To begin to use words and phrases relating to the past and the present To begin to recall parts of stories and memories about the past and recount these confidently	To sequence some events or 2 related objects in order To use words and phrases relating to the past and the present with support To begin to remember parts of stories and memories about the past	To sequence up to four photographs, focusing on the intervals between events To begin to know where people/events studied fit into a chronological framework To use common words and phrases for the passing of time (e.g. <i>now, long ago, then, before, after</i>)
	Historical Knowledge	To begin to understand the difference between past and present in own and other people’s lives and cite examples	To understand the difference between past and present in own and other people’s lives	To begin to identify similarities and differences between ways of life at different times To begin to find out about people, events and beliefs in society To begin to make comparisons with their own lives
	Historical Interpretation <i>Compare, link, evaluate</i>	To begin to identify and recount some details from the past from sources (eg. pictures, stories)	To identify, with support, and recount some details from the past from sources (eg. pictures, stories)	To begin to describe simple changes and ideas/objects that remain the same To begin to understand that some things change while other items remain the same and some are new To begin to recognise some things which have changed/stay the same as the past To begin to identify simple reasons for changes
	Historical Enquiry <i>Ask, discuss, explain</i>	To begin to use research skills to find answers to simple questions about the past from wider sources of information (eg. pictures, stories, the internet, non-fiction texts)	To find answers to simple questions about the past from sources of information (eg. pictures, stories)	To begin to ask questions about sources of evidence (e.g. artefacts) To begin to ask a range of questions about stories, events and people To begin to understand the importance of historically-valid questions To begin to understand how we use books and sources to find out about the past To begin to use a source to answer questions to an historical enquiry To begin to select information from a source to answer a question
	Organisation and Communication	To begin to show understanding about the past in different ways (eg. role play, drawing, writing, talking)	To show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)	To begin to communicate answers to questions in a variety of ways, including discussions, drama and writing (labelling, simple recount) To use simple, relevant vocabulary in answers To describe past events and people by drawing To begin to express a personal response to an historical story or event through discussion, drawing or writing
YEAR 2	Chronological understanding	To begin to use words and phrases such as recently, before, after, now, later To begin to use past and present tenses correctly when telling others about an event and add further information or description to give context	With support, use words and phrases such as recently, before, after, now, later To use past and present tenses correctly when telling others about an event	To sequence up to six photographs, focusing on the intervals between events To know where people/events studied fit into a chronological framework To use common words and phrases for the passing of time (e.g. <i>now, long ago, then, before, after</i>)
	Historical Knowledge	With support, use information to describe the past To understand there is a wide range of evidence to explain reasons why people in past acted as they did	To use information to describe the past with support To use information to describe differences between then and now To source evidence to explain reasons why people in past acted as they did	To identify similarities and differences between ways of life at different times To find out about people, events and beliefs in society To make comparisons with their own lives
	Historical Interpretation <i>Compare, link, evaluate</i>	To begin to explore books and pictures, eyewitness accounts, photos and artefacts, buildings and visits and the internet to understand why some people in the past did things	To look at books and pictures, eyewitness accounts, photos and artefacts to understand why some people in the past did things	To describe simple changes and ideas/objects that remain the same To understand that some things change while other items remain the same and some are new To recognise some things which have changed/stay the same as the past To identify simple reasons for changes
	Historical Enquiry <i>Ask, discuss, explain</i>	Looks carefully at pictures or objects to find information about the past and uses gleaned information in their writing/class discussion To ask and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ and ask further questions depending on the answer	Looks carefully at pictures or objects to find information about the past To ask and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’	To ask questions about sources of evidence (e.g. artefacts) To ask a range of questions about stories, events and people To understand the importance of historically-valid questions To understand how we use books and sources to find out about the past To use a source to answer questions to an historical enquiry To select information from a source to answer a question
	Organisation and Communication	Describes objects, people and/or events using learnt vocabulary Writes stories and recounts about the past Draws labelled diagrams and writes about them to tell others about people, events and objects from the past	Describes objects, people and/or events Writes simple stories and recounts about the past Draws labelled diagrams	To communicate answers to questions in a variety of ways, including discussions, drama and writing (labelling, simple recount) To use relevant vocabulary in answers To describe past events and people by drawing or writing To express a personal response to an historical story or event through discussion, drawing or writing
Vocabulary		Photograph Compare Past Present Graph Home Front Munitions factory Women’s Land Army Nurse Textiles factory	Past Present Long ago Today Timeline Time period Victorian period Queen Victoria Victorians Modern	Beyond living memory Different Living memory Past Period Present Similar Timeline

	Window cleaner Remembrance Day Armistice Walter Tull Children’s home Europe 1914-1918 First World War Family Playground London Football Soldier Officer War Battle 1918 Memorial Trophy Battle of the Somme Battle of Waterloo Battle of Issus Battle of Bosworth No man’s land Ambulance horse Sergeant Stubby Allied Powers Central Powers Western front Trenches Front line Medal Cher Ami Carrier pigeon Casualty dog Feelings Fact file Ammunition	Century Chronological order Earliest Latest Most recent Stories Sources Book Newspaper Artefacts Interpret Analyse Then Now Similar different Florence Nightingale Medicine Medical care Nurse Hospital Crimea Crimean War Russia Scutari Soldiers Disease Cholera Typhus Hygiene Nightingale Training School for Nurses Notes on Nursing The Royal red cross The Order of Merit Commemorate Racism Harassment Discrimination Society	
What children will have learnt by the end of the topic	✓ Why Walter Tull is a significant person in history ✓ Some key facts about Walter Tull’s life ✓ How to use photographs to find out about the past and compare it to the present day ✓ Some of the differences between Walter Tull’s childhood experiences compared to their own ✓ How Walter might have been feeling at different points in his life ✓ How to complete a feelings graph relating to events in Walter’s life ✓ Some of the ways people have chosen to remember Walter ✓ When the First World War happened and which countries were involved ✓ Parts of a typical day experienced by a British soldier in the trenches ✓ How different animals helped the Allied forces in the First World War ✓ Some facts about Sergeant Stubby ✓ How women’s lives changed when the First World War started ✓ Some facts about the jobs the women carried out on the home front ✓ About women’s experiences during the First World War ✓ When the events that are remembered took place ✓ What usually happens on Remembrance Day ✓ Why Remembrance Day is important to many people	✓ When Florence Nightingale lived ✓ The expectations on a rich woman in Victorian times ✓ Why Florence Nightingale travelled to the Scutari hospital ✓ What the journey to Scutari would have been like and why ✓ The conditions Florence Nightingale and the other nurses were met with when they reached Scutari ✓ Some of the changes Florence Nightingale made at the Scutari hospital ✓ How these changes helped the patients at the hospital ✓ Why Florence Nightingale became famous ✓ Some of the things Florence Nightingale contributed to nursing in her later life ✓ Who Mary Seacole was and why she is remembered ✓ Some key facts about Mary Seacole’s life ✓ About the life of Mary Seacole from different sources ✓ What chronological order means ✓ How Mary Seacole’s early experiences may have influenced the choices she made in her later life ✓ What racism is ✓ About Mary Seacole's experience of racism, using information from sources to support their ideas ✓ How the racism Mary Seacole experienced made her feel	✓ How to correctly place four photographs on a timeline ✓ How to recognise similarities and differences between schools ✓ To know that schools change over time ✓ How to ask questions about the past ✓ How to find out about the past ✓ How to compare schools in the past with schools today ✓ What ‘beyond living memory’ means ✓ How to make some inferences from historical information ✓ How to find out about schools in the past ✓ How to recognise features of modern classrooms ✓ How to recognise features of classroom 100 years ago ✓ To appreciate some similarities and differences between classrooms now and in the past ✓ How to compare time periods ✓ How to order objects on a timeline ✓ How to express a preference for attending school now or in the past ✓ To use learnt facts in order to be able to express a preference
Cross Curricular Links	❖ Assembly ❖ Maths ❖ Geography	❖ English ❖ RE ❖ PSHE	❖ English ❖ Maths ❖ British Values ❖ Geography ❖ Art & Design
Building on from... 	Understanding key events and the order they happen in, sequencing stories, comparing historical events to their own lives, find and answer simple questions.		

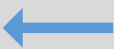
		Autumn		Spring		Summer	
National Curriculum		Events beyond living memory		Changes within living memory		Significant historical places in our locality	
Stimulus		How Did We Learn to Fly?		Houses		The History of Woburn Abbey	
YEAR 1	Chronological understanding	To understand what we mean by ‘sequencing’ in relation to events or related objects To begin to use words and phrases relating to the past and the present with support To begin to remember parts of stories and memories about the past with support		To sequence some events or 2 related objects in order To use words and phrases relating to the past and the present with support To begin to remember parts of stories and memories about the past		To confidently sequence some events or 3 related objects in order To explain what ‘sequencing’ means To independently use words and phrases relating to the past and the present To remember parts of stories and memories about the past and recount these confidently	
	Historical Knowledge	To begin to understand the difference between past and present in own and other people’s lives		To understand the difference between past and present in own and other people’s lives		To understand the difference between past and present in own and other people’s lives and cite examples	
	Historical Interpretation <i>Compare, link, evaluate</i>	To begins to identify and recount some details from the past from sources (eg. pictures, stories)		To identify, with support, and recount some details from the past from sources (eg. pictures, stories)		To identify and recount some details from the past from sources (eg. pictures, stories)	
	Historical Enquiry <i>Ask, discuss, Explain</i>	With support, find answers to simple questions about the past from sources of information (eg. pictures, stories)		To find answers to simple questions about the past from sources of information (eg. pictures, stories)		To find answers to simple questions about the past from wider sources of information (eg. pictures, stories, the internet, non-fiction texts)	
	Organisation and communication	To begin to demonstrate a basic knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)		To show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)		To confidently show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)	
YEAR 2	Chronological understanding	Puts 3 people, events or objects in order using a given scale To begin to use words and phrases such as recently, before, after, now, later To use past and present tenses when telling others about an event		With support, use words and phrases such as recently, before, after, now, later To use past and present tenses correctly when telling others about an event		To confidently and consistently use words and phrases such as recently, before, after, now, later To use past and present tenses correctly when telling others about an event and add further information or description to give context	
	Historical Knowledge	To begin to use information to describe the past To begin to use to describe differences between then and now To begin to source evidence to explain reasons why people in past acted as they did		To use information to describe the past with support To use information to describe differences between then and now To source evidence to explain reasons why people in past acted as they did		To independently use information to describe the past To source a wide range of evidence to explain reasons why people in past acted as they did	
	Historical Interpretation <i>Compare, link, evaluate</i>	To look at books and to understand why some people in the past did things		To look at books and pictures, eyewitness accounts, photos and artefacts to understand why some people in the past did things		To look at books and pictures, eyewitness accounts, photos and artefacts, buildings and visits and the internet to understand why some people in the past did things	
	Historical Enquiry <i>Ask, discuss, Explain</i>	With a partner look carefully at pictures or objects to find information about the past To begin to ask and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ Estimates the ages of people by studying and describing their features		Looks carefully at pictures or objects to find information about the past To ask and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’		Looks carefully at pictures or objects to find information about the past and uses gleaned information in their writing/class discussion To ask and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’ and ask further questions depending on the answer	
	Organisation and communication	With support, write simple stories and recounts about the past		Describes objects, people and/or events Writes simple stories and recounts about the past Draws labelled diagrams		Describes objects, people and/or events using learnt vocabulary Writes stories and recounts about the past Draws labelled diagrams and writes about them to tell others about people, events and objects from the past	
Vocabulary		Lifetime Past Present Inventor Evidence Achievement Eyewitness Timeline Historic	Buzz Aldrin Bessie Coleman Apollo 11 Amelia Earhart The Wright Brothers Neil Armstrong Primary source	Investigate Identify Features Describe Similarities Differences Explore Objects Consolidate Summarise Observations Recognise Modern	Bellows Semi-detached Detached Terraced Mobile home Drawing room Bungalow Window pane uPVC Washboard Medieval 1215 Tudor 1524 Georgian 1785 Victorian 1887 Nursery Mantle clock Bay windows Queen Victoria 1837-1901 Chamber pot Scullery Mangle Washing dolly Stove/range Larder/pantry	Zoological Society of London Père David’s deer Collection Abbey Priory Surgical Henry VIII Catholic Residence Duke Exempt Conservation WRENS (Women’s Royal Navy Service) Hurricanes Death duties Requisitioned Tiger Moth Rothschild’s giraffe Lancaster Decline Decoding Demolition Bletchley Park National Trust Remedial Key Commemoration Battlefield Roe deer Military hospital Wounded War supply depot 1914-1918 Disband Endangered Monk World War Maternity home Cistercian Renovate Site map Fallow deer 1939-1945 Converted	

What children will have learnt by the end of the topic	✓ The first hot air balloon flight carrying two men took place in France in 1783 ✓ The Montgolfier brothers made the hot air balloon out of paper and silk ✓ In the past aeroplanes were made of wood ✓ The first flight took place in 1903 ✓ The Wright Brothers were American and born in Ohio ✓ Wilbur Wright was born in April 1867 ✓ Orville Wright was born in August 1871 ✓ The Wright Brothers owned a cycle repair shop ✓ In 1899 they began designing and building planes ✓ The first aeroplane had wooden propellers and was powered by a petrol engine ✓ The first aeroplane was called the Wright Flyer ✓ The first flight was unsuccessful ✓ On 17 December 1903 Orville piloted the first flight that lasted 12 seconds	✓ How to recognise and the names of different kinds of homes ✓ The features common to all modern homes ✓ About homes using appropriate vocabulary ✓ The key external features of homes ✓ Different features of a home ✓ The features of homes built a long time ago ✓ Terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.) ✓ Some similarities and differences between modern houses and houses built a long time ago ✓ What is meant by ‘Victorian’ and that it was a long time ago ✓ Some of the features of Victorian houses ✓ Some differences between modern homes and Victorian homes ✓ That most homes in Victorian times did not have electricity ✓ To recognise some objects found in Victorian homes ✓ To identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past ✓ To use appropriate vocabulary when talking about Victorian homes ✓ How to communicate their knowledge and understanding in a variety of ways	✓ The Abbey was founded as a Cistercian Abbey ✓ The name of the first Duke of Bedford ✓ What a timeline is ✓ What the Abbey was used for during the Second World War ✓ Why buildings were requisitioned to support the war effort ✓ Why the Abbey had to open to the public ✓ When the Abbey opened to the public ✓ The meaning of the word <i>conservation</i> ✓ When the safari park opened ✓ Why <i>Afternoon Tea</i> became a custom ✓ Why there is some controversy surrounding the claim that Anna Russell invented <i>Afternoon Tea</i>
Cross Curricular Links	❖ Art & Design ❖ Science	❖ DT ❖ Science	❖ Geography ❖ Science ❖ English
What comes next... 	Sequence several events or artefacts, find out about everyday lives of people in the time in history they are studying, distinguish between different sources by comparing different versions of the same story.		

LKS2

FIRST YEAR

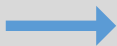
		Autumn 1	Spring 1	Summer1
National Curriculum (not all aspects are covered as remaining statutory programmes of study are taught at Middle School)		The Roman Empire and its Impact on Britain	A Study of an Aspect of British History that Extends Pupils’ Knowledge Beyond 1066	Study of a non-European Society
Stimulus		The Romans	How have children’s lives changed?	Egyptians
YEAR 3	Chronological understanding	Begin to use timelines to place events in order Begin to understand timeline can be divided into BCE and AD	Use timelines to place events in order, with support To know words and phrases: century, decade	Uses timelines to place events in order, independently Understand and explain that timeline can be divided into BCE and AD To use words and phrases: century, decade
	Historical Knowledge	To begin to use evidence to describe past: With support, use evidence to find out things may have changed during a time period. To begin to describe similarities and differences between people, events and objects	To use evidence to describe past: To independently use evidence to find out how things may have changed during a time period. To describe similarities and differences between people, events and objects	To confidently use evidence to describe past: To independently use evidence to find out how things may have changed during a time period and offer possible explanations To describe in detail similarities and differences between people, events and objects
	Historical Interpretation <i>Compare, link, evaluate</i>	To look at 2 versions of the same event and identify differences in the accounts	To look at 3 versions of the same event and identify differences in the accounts	To look at 3 versions of the same event and identify differences in the accounts and offer possible explanations of the differing viewpoints
	Historical Enquiry <i>Ask, discuss, Explain</i>	With support, to use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Begin to ask questions such as ‘how did people? What did people do for?’ To begin to suggest sources of evidence to use to help answer questions	To independently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Frequently ask questions such as ‘how did people? What did people do for?’ To suggest sources of evidence to use to help answer questions	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past and explain a preference Regularly and systematically ask questions such as ‘how did people? What did people do for?’ To suggest sources of evidence to use to help answer questions and check whether the source is valid
	Organisation and communication	To presents findings about past using drawing and speaking skills To begin to use dates and terms with some accuracy To be able to discuss different ways of presenting information for different purposes	To presents findings about past using speaking, writing and drawing skills To use dates and terms with increasing accuracy To be begin to able to discuss different ways of presenting information for different purposes for a chosen audience	To presents findings about past using speaking, writing, ICT and drawing skills To use dates and terms with accurately To be able to discuss different ways of presenting information for different purposes for a chosen audience
YEAR 4	Chronological understanding	To begin to use words and phrases such as, century, decade, BCE, AD, after, before, during Divides recent history into present, using 21st century, and the past using 19th and 20th centuries	With support, use words and phrases: century, decade, BCE, AD, after, before, during With support, place names, places and dates of significant events from the past on a timeline	To consistently use words and phrases: century, decade, BCE, AD, after, before, during To place names, places and dates of significant events from the past on a timeline
	Historical Knowledge	To begin to show knowledge and understanding by describing features of past societies and periods	To identify some ideas, beliefs, attitudes and experiences of men, women and children from the past	To show knowledge and understanding by describing features of past societies and periods

		To begin to identify some ideas, beliefs, attitudes and experiences of men, women and children from the past With support, begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period To describe how some of the past events/people affect life today	To begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period To describe and explain how some of the past events/people affect life today	To give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period To describe and explain and gfive examples of how some of the past events/people affect life today
	Historical Interpretation <i>Compare, link, evaluate</i>	With support, to give reasons why there may be different accounts of history	To give reasons why there may be different accounts of history	To give reasons why there may be different accounts of history and name some different sources
	Historical Enquiry <i>Ask, discuss, Explain</i>	To begin to understand the difference between primary and secondary sources of evidence To use up to 4 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits Begin to ask questions such as ‘what was it like for a during?’ To begin to suggest sources of evidence from a selection provided to use to help answer questions	To understand the difference between primary and secondary sources of evidence To use up to 7 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits Asks questions such as ‘what was it like for a during?’ To suggest sources of evidence from a selection provided to use to help answer questions	To understand the difference between primary and secondary sources of evidence and give examples To use as many of the following as possible to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits Asks questions such as ‘what was it like for a during and what impact did this have?’ Suggests sources of evidence to use to help answer questions
	Organisation and communication	To present findings about past using speaking and drawing skills With support, to begin to use dates and terms correctly With support, discuss the most appropriate way to present information Uses subject specific words such as settlement, invader	To present findings about past using speaking, writing, maths (data handling) and drawing skills T o uses dates and terms mostly correctly To discuss the most appropriate way to present information Uses subject specific words such as Allied Forces, Blitz	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills To use dates and terms correctly To discuss the most appropriate way to present information, realising that it is for an audience Uses subject specific words such as Ancient Egypt, Civilisation
Vocabulary		Archaeology Border Chronology Civilisation Conquer Emperor Empire Expand Government Hygiene Impact Invasion Leisure Myth Primary source Secondary source Sequence settlement	Apprentice Childhood Class Continuity Deduction Law Master Modern Poor Poverty Servant Significance Wealthier Working conditions	Achievement Afterlife Beliefs Chronological Civilisation Continuity Creation Goods Source Trade
What children will have learnt by the end of the topic; children who are <i>secure</i> will be able to:		✓ Explain what was important to people in Ancient Rome ✓ Explain the meaning of the words ‘empire’, ‘invasion’ and ‘settlement’ ✓ Analyse the different reasons for the Roman invasion of Britain ✓ Explain how the Celts responded to the Roman invasion ✓ Explain how the Roman army’s structure, discipline and equipment made it so successful ✓ Use artefacts to make deductions about the lives of Roman soldiers in Britain ✓ Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance	✓ To make inferences and deductions from primary and secondary sources ✓ To explain why children needed to work ✓ To identify the jobs Tudor and Victorian children had ✓ To describe the working conditions of Tudor and Victorian children ✓ To identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work ✓ To use sources to identify leisure activities and compare them over time ✓ To identify diseases past children suffered from and discuss how effective treatments were	✓ Identify where and when ancient civilisations first appeared ✓ Ask historically valid questions about sources ✓ Identify Ancient Egypt’s location and it key geographical features ✓ Explain why the River Nile was important to Ancient Egyptians ✓ Explain the significance of the Rosetta Stone ✓ Explain he importance of gods and goddesses to people in ancient Egypt ✓ Analyse mummification’s connection to ancient Egyptian beliefs about the afterlife ✓ Decide what was important to people in ancient Egypt
Cross Curricular Links		❖ Art ❖ DT ❖ PE	❖ English ❖ Science	❖ Geography
Building on from... 		Sequence several events or artefacts, find out about everyday lives of people in the time in history they are studying, distinguish between different sources by comparing different versions of the same story.		

LKS2

SECOND YEAR

		Autumn 1	Spring 1	Summer1
National Curriculum (not all aspects are covered as remaining statutory programmes of study are taught at Middle School)		Changes in Britain from the Stone Age to the Iron Age	A Study of an Aspect of British History that Extends Pupils’ Knowledge Beyond 1066	A Study of an Aspect of British History that Extends Pupils’ Knowledge Beyond 1066
Stimulus		What changed in Britain after the Anglo-Saxon invasion?	Windrush	British History Heroes
YEAR 3	Chronological understanding	Begin to use timelines to place events in order Begin to understand timeline can be divided into BCE and AD	Use timelines to place events in order, with support To know words and phrases: century, decade	Uses timelines to place events in order, independently Understand and explain that timeline can be divided into BCE and AD To use words and phrases: century, decade
	Historical Knowledge	To begin to use evidence to describe past: With support, use evidence to find out things may have changed during a time period. To begin to describe similarities and differences between people, events and objects	To use evidence to describe past: To independently use evidence to find out how things may have changed during a time period. To describe similarities and differences between people, events and objects	To confidently use evidence to describe past: To independently use evidence to find out how things may have changed during a time period and offer possible explanations To describe in detail similarities and differences between people, events and objects
	Historical Interpretation <i>Compare, link, evaluate</i>	To look at 2 versions of the same event and identify differences in the accounts	To look at 3 versions of the same event and identify differences in the accounts	To look at 3 versions of the same event and identify differences in the accounts and offer possible explanations of the differing viewpoints
	Historical Enquiry <i>Ask, discuss, Explain</i>	With support, to use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Begin to ask questions such as ‘how did people? What did people do for?’ To begin to suggest sources of evidence to use to help answer questions	To independently use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Frequently ask questions such as ‘how did people? What did people do for?’ To suggest sources of evidence to use to help answer questions	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past and explain a preference Regularly and systematically ask questions such as ‘how did people? What did people do for?’ To suggest sources of evidence to use to help answer questions and check whether the source is valid
	Organisation and communication	To presents findings about past using drawing and speaking skills To begin to use dates and terms with some accuracy To be able to discuss different ways of presenting information for different purposes	To presents findings about past using speaking, writing and drawing skills To use dates and terms with increasing accuracy To be begin to able to discuss different ways of presenting information for different purposes for a chosen audience	To presents findings about past using speaking, writing, ICT and drawing skills To use dates and terms with accurately To be able to discuss different ways of presenting information for different purposes for a chosen audience
YEAR 4	Chronological understanding	To begin to use words and phrases such as, century, decade, BCE, AD, after, before, during Divides recent history into present, using 21st century, and the past using 19th and 20th centuries	With support, use words and phrases: century, decade, BCE, AD, after, before, during With support, place names, places and dates of significant events from the past on a timeline	To consistently use words and phrases: century, decade, BCE, AD, after, before, during To place names, places and dates of significant events from the past on a timeline
	Historical Knowledge	To begin to show knowledge and understanding by describing features of past societies and periods To begin to identify some ideas, beliefs, attitudes and experiences of men, women and children from the past With support, begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period To describe how some of the past events/people affect life today	To identify some ideas, beliefs, attitudes and experiences of men, women and children from the past To begin to give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period To describe and explain how some of the past events/people affect life today	To show knowledge and understanding by describing features of past societies and periods To give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period To describe and explain and gfive examples of how some of the past events/people affect life today
	Historical Interpretation <i>Compare, link, evaluate</i>	With support, to give reasons why there may be different accounts of history	To give reasons why there may be different accounts of history	To give reasons why there may be different accounts of history and name some different sources
	Historical Enquiry <i>Ask, discuss, Explain</i>	To begin to understand the difference between primary and secondary sources of evidence To use up to 4 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits Begin to ask questions such as ‘what was it like for a during?’ To begin to suggest sources of evidence from a selection provided to use to help answer questions	To understand the difference between primary and secondary sources of evidence To use up to 7 of the following to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits Asks questions such as ‘what was it like for a during?’ To suggest sources of evidence from a selection provided to use to help answer questions	To understand the difference between primary and secondary sources of evidence and give examples To use as many of the following as possible to collect information about the past : documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits Asks questions such as ‘what was it like for a during and what impact did this have?’ Suggests sources of evidence to use to help answer questions
	Organisation and communication	To present findings about past using speaking and drawing skills With support, to begin to use dates and terms correctly With support, discuss the most appropriate way to present information Uses subject specific words such as settlement, invader	To present findings about past using speaking, writing, maths (data handling) and drawing skills T o uses dates and terms mostly correctly To discuss the most appropriate way to present information Uses subject specific words such as Allied Forces, Blitz	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills To use dates and terms correctly To discuss the most appropriate way to present information, realising that it is for an audience Uses subject specific words such as Ancient Egypt, Howard Carter
Vocabulary		Cause Change Consequence Continuity Convert Deduction Evidence Invasion Kingdom Missionary Monastery Primary source Secondary Source Settlement	Impact Culture Celebrated Commonwealth 1971 1948 Migrate Immigrated HMT Empire Windrush Mayor Scandal Expectation Windrush generation	Explore Consider 19 th century Victorian era Explore Evidence packs Challenge Opinion Viewpoint Influence Select Record Information Impact Significance Transatlantic Slave Trade

			William Wilberforce Slave trade Influential Abolition Hero Campaign Elizabeth Fry Prisoners Industrial revolution Crime Prisons Charity work Newgate Prison Reformation Lord Shaftesbury Working conditions Employed Coal mines Factories Chimney sweep Laws Ragged schools Mary Seacole British-Jamaican British Army Crimean Natural remedies Turkey British War Office Emmeline Pankhurst Right to vote Inequality WSPU Women's suffrage First World War William Churchill Great Britain Prime Minister Second World War 1945
What children will have learnt by the end of the topic; children who are <i>secure</i> will be able to:	✓ Explain how the Britons felt when the Romans left Britain ✓ Suggest reasons for the Anglo-Saxon invasion of Britain ✓ Name key features of Anglo-Saxon settlements ✓ Identify changes and continuities in settlements from prehistoric Britain ✓ Make inferences about artefacts ✓ Describe how Anglo-Saxon beliefs changed ✓ Explain how missionaries spread Christianity ✓ Explain the threat the Vikings posed to the Anglo-Saxons ✓ Identify the qualities needed to be a monarch in 1066	✓ What Windrush is ✓ The date that HMT Empire Windrush arrived in the UK ✓ Reasons why someone may have immigrated to the UK during Windrush ✓ What we mean by the 'Windrush generation' ✓ Why people came to Britain between 1948-1971 ✓ The names of some people from the Windrush generation ✓ What happened during the Windrush scandal ✓ Some of the achievements of a member of the Windrush generation ✓ What an expectation is ✓ A way in which the Windrush generation impacted Britain ✓ Reasons why the Windrush generation should be celebrated ✓ Ways the Windrush generation could be celebrated	✓ What a hero is ✓ What the Transatlantic Slave Trade was ✓ Why William Wilberforce is considered a hero by many people ✓ What prisons were like in the early 19th century ✓ Some of the causes that led Elizabeth Fry to campaign for this reformation ✓ Some of the effects Elizabeth's campaign had on the conditions of prisons and the treatment of prisoners ✓ What working life was like for children in the Victorian era ✓ Some of the laws that Lord Shaftesbury campaigned for ✓ Who Mary Seacole was ✓ Mary Seacole's achievements during the Crimean War ✓ The role of women in the 19th century ✓ Why women wanted to vote ✓ About the events that led to women getting the vote ✓ About the life of Winston Churchill ✓ His role in leading the country to victory in World War II ✓ How Churchill might have been feeling at various points in his life ✓ What life might have been like today if any of these British history heroes had not existed
Cross Curricular Links	❖ Geography ❖ Design & Technology ❖ English ❖ Art & Design	❖ PSHE	❖ Computing ❖ Geography ❖ PSHE
What comes next... 	Greater use and understanding of timelines, articulates causes and concerns in greater depth, use a range of documents to generate questions		