History Curriculum

"You have to know the past to understand the present."
Carl Sagan

History at Escrick COE Primary School

Our history curriculum is designed to allow pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We begin our journey close to home, York, where pupils can use their current knowledge to make connections and then move in a (generally) chronological order through the history timeline. Our teaching encourages pupils to ask perceptive questions, think critically, discuss evidence, hold arguments and develop perspective and judgement. Through our curriculum, we explore significant lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their future. We have used topics and themes to support our pupils further in making those important connections both within history and also across all national curriculum subjects. We study:

Whole School Topics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School community and Families Celebrations/festivals People who help us Seaside	Dinosaurs (World) Castles (Local) Toys Nursing (People)	G Fawkes (Local) Kings and Queens (People) Tudors (British)	Railways (Local) Stone Age (British) Ancient Greece (World)	Romans (World) Anglo Saxons (British) Vikings (British/Local)	Normans (British) Victorians (British) Mayans (World)	Shang Dynasty (World) WW2 (British and Local) Crime and Punishment (World, British and Local)

National Curriculum Coverage

Early Years	Key Stage 1	Key Stage 2
School community Talk about members of their immediate family and their community. Name and describe people that are familiar to them. Families Begin to make sense of your own life story and history as a concept. Make connections between the features of their family and other families. People who help us Notice the differences between people. Show an interest in different occupations. Celebrations/festival Compare and contrast characters from stories including figures from the past.Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Seaside Comment on familiar situations of images in the past. Compare and contrast characters from stories including figures from the past.	Places in York e.g., York Minster, York City Walls, Clifford's Tower, Significant historical events, people and places in their own locality Toys – now and in the past Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Nurturing Nurses The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Dinosaurs Events beyond living memory that are significant nationally or globally Guy Fawkes Significant historical events, people and places in their own locality Events beyond living memory that are significant nationally or globally Kings and Queens The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Tudors Events beyond living memory that are significant nationally or globally	Neolithic Hunter-gathers/Early Farmers (Y3) Changes in Britain from the Stone Age to the Iron Age Ancient Greece (Y3) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Boudicca (Y4) The Roman Empire and its impact on Britain Invasions/Settlements/Kingdoms (Y4) Britain's settlement by Anglo-Saxons and Scots Viking Raids and Invasions (Y4) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Railways (Y3) WW2 (Y6) A local history study Victorians (Y5) Crime and Punishment (Y6) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Ancient Egypt (Y5) The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Maya Civilization and Shang Dynasty (Y5) (Y6) A non-European society that provides contrasts with British history

Progression of knowledge

We have chosen three key themes to run through our history curriculum to help children make connections in their learning These themes are:

1. Power
2. Changing Lives
3. Technology

By having these themes, it allows pupils to track progression of knowledge over time by revisiting these areas to look for connections, contrasts and trends. These themes also fit with the curriculum at KS3 and 4 (Power and Technology are two of the factors they will need to study and Changing Lives is one of the thematic topics). Our three focused themes have a strong profile across the whole school and are displayed in all classrooms. Teachers are explicit when teaching a topic or lesson that relates to one of these themes and may cover more than one theme while studying a specific topic. We have designed a progression of skills to allow our pupils to become proficient in:

- Asking perceptive questions
- Thinking critically
- Reviewing and discussing evidence
- Holding arguments
- Developing perspective and judgement

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	• I can sequence some events in order • I can use simple words and phrases to describe the past linked to my work • I can begin to use a simple premade timeline to order some photographs	• I can sequence events given to me. • I can describe key events in history • I can broadly plot a timeline	• I can place the time period studied on a timeline • I can begin to use dates and terms related to the period of study • I can sequence events and artefacts	• I can place events from the time period studied on a timeline • I can use dates and terms related to the period of study • I can make comparisons between different time periods • I can use more complex terms e.g., BC/AD	• I can place events from the time period studied on a timeline with increasing confidence • I use relevant dates and terms related to the period of study	I can position time periods studied to other time periods taught across the school I can make more considered comparisons between a growing range of different time periods
Historical Knowledge and Awareness	• I can recognize the difference between past and present in my own and others' lives • I can recount stories from the past • I can explain how some people have helped us to have better lives	• I can begin to compare historical periods with life today • I know some historical figures and understand why they were important • I can begin to say what contribution history has had internationally and/or nationally.	• I know about some everyday aspects of people's lives from different time periods • I can compare historical periods with life today	• I can identify key features and events of a time studied • I can describe some changes in the historical period being studied	• I can describe changes within and between periods and societies studied • I can examine causes and results of great events and the impact on people • I can compare an aspect of life with the same aspect in another life	• I can find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views or feelings • I can give an explanation of past events in terms of cause and effect using evidence to support an explanation • I can compare and contrast themes between different time periods
Historical Interpretation	• I can pick out information about the past from sources like pictures, artefacts and presentations given to me. • I can say how artefacts have changed from the past to today • Predict what might have happened	• I can compare pictures, photographs and artefacts from the past and today. • Begin to predict, linking with evidence, what might have happened.	• I can identify and give reasons for different ways the past is represented	• I can begin to evaluate the usefulness of various sources	• I can offer some reasons for different versions of events • I can begin to compare accounts of events from various sources	• I can link sources and work out how conclusions were arrived at • I am aware that different evidence will lead to different conclusions
Historical Enquiry	• I can ask questions and find out answers from sources of information given to me e.g., visits and photographs • I can explain what an object from the past might have been used for • I can talk, draw and write my thoughts and knowledge about the past • I can identify and sort artefacts into old and new	• I can use a source/artefact to ask questions or find answers about the past on the basis of observations • I can explain, using evidence, what an object from the past might have been used for • I can represent the past in different ways	• I can use a range of sources to find about a period • I can begin to select and record relevant information from non-fiction text, online resources and other sources.	• I can use evidence to build up a clearer picture about past events • I can ask a variety of questions • I can use the library and internet for research	• I can begin to discuss primary and secondary sources • I can use the library and internet for research independently with a given brief	• I can discuss the relevance of primary and secondary sources • I can bring knowledge gathered from several sources together in a fluent account

YEAR 1

	Autumn	Autumn	Spri ng	Summer
Topic Title	**Dinosaurs**	**Castles**	**Toys**	**Nurturing Nurses**
Topic Theme (s)	**Changing Lives**	**Power**	**Technology**	**Changing Lives**
Topic Concepts	**Change**	**Cause, Change, Similarity and Difference**	**Similarity and Difference**	**Change and Significance**
National Curriculum	Events beyond living memory that are significant nationally or globally	Significant historical events, people and places in their own locality	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	The lives of significant individuals in the pastwho have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
	Skills Progression and Assessment			
Historical Enquiry	• I can ask questions and find out answers from photographs given to meand visits • I can talk, draw and write my thoughtsand knowledge about the past	• I can ask questions and find out answers from photographs given to me I can tell someone about my thoughtsand knowledge about the past	• I can identify and sort 2 or 3 artefacts into new and old. • I can talk and draw my thoughts and knowledge about the past. • I can verbally give an idea about what an object from the past mighthave been used for	• I can identify and sort at least three artefacts into new and old. • I can talk, draw and simply write my thoughts and knowledge about the past I can explain what an object from thepast might have been used for
Historical Knowledgeand Awareness	• I can recognize the difference between past and present • I can talk about significant events fromthe past	• I can recognize the difference betweenpast and present in my own and another person's life I can verbally recount a story from thepast	• I can recognize the difference between past and present in my own and two other people's lives	• I can recognize the difference between past and present in my own and at least two other people's lives • I can verbally recount two stories from thepast I can explain how some people have helped us to have better lives
Chronological Understanding	• I can begin to confidently use a simplepremade timeline to order some photographs given to me. • I can use simple words and phrases to describe the past linked to my work	• I can sequence two events in order I can verbally use simple words to describe the past linked to my work	• I can sequence some events in order • I can use simple words to describe the past linked to my work • I can begin to use a simple premadetimeline to order some photographsof toys given to me	• I can verbally use simple words and phrases to describe the past linked tomy work
Interpretation of History	• I can confidently pick out various information about the past from sources like pictures, artefacts andpresentations given to me. • I can say what might havebeen/happened	• I can pick out information about the past from sources like pictures given tome. • I can verbally predict what might havehappened	• I can pick out information about the past from sources like pictures and artefacts given to me. • I can say how an artefact has changed from the past to today	• I can pick out information about the past from sources like pictures, artefactsand presentations given to me. I can say how artefacts have changedfrom the past to today
Enrichment	Visit Dinostar @ Hull Tell and recreate stories Add to timeline Order animals Sort and classify	Visit Clifford's Tower and the site of Baile Hill Make model castles	Create an old vs modern 'toyshop' Make your own games	Visit to the Thackray Museum
Key Vocabulary	Prehistoric BC / AD Millions of years Dinosaur names Herbivore Omnivore Carnivore Predator fly Walk Climb Fight Long Tall Short Tail Eyes Skin Past Present After Before Age Order Were Was Once Some	Clifford's Tower Building Rebuild Preserve Ancient Medieval England City River Ouse King's Tower Baile Hill Tower Old New Observe Past Difference After Before Between Timeline Order Event Artefact Timber Stone Demolished Push Pull Where Today Was There Once	Victorian 19th Century21st Century Tea set Spinning top Teddy bear Ball and cup Computer Game toy Wood Paper Metal Plastic Glass Sawdust MaterialCloth Fabric Battery Rich Money Put Push Pull Today Friend House School	Italy Jamaica Crimea Crimean War Florence Nightingale Mary Seacole Significant Important Inspired Problem Solution Remember Change Compare Similar Different Care Hospital Injured War Soldier Doctor Nurse Where She Today
Learning Intentions	• What did the world look like during the time of dinosaurs? • To understand that dinosaurs existed manyyears ago • To know if a dinosaur is related to animals I know • To understand why the dinosaurs becameextinct	• Why were castles built? • To know that Clifford's Tower is in York where they live, and a man named William the Conqueror built the Castle in1068 out of timber when he ruled England. • To know that the Castle had two towers:Kings Tower and Baile Hill. • To explain how the Towers controlled theentrance to the City • To explain why Clifford's Tower is built on amound • To explain how Castle defences worked	• To know that toys have existed forthousands of years • To know that toys were made from materials that were available at that time. • To know the difference between rich and poor children's toys in Victorian times. • To compare old and new toys • To know that many modern toys use electricity including computers andgames consoles which were invented in the 21st century.	• How has medical care changed over time? • To explain why Florence Nightingale is a significant person in history • To explain why Mary Seacole is a significant person in history • To know what remedies were used before and after Seacole and Nightingale
Previous ←	EYFS: Compare and contrast characters from stories, including figures from the past Understand the effect of changing seasonson the natural world around them	EYFS: Children know about the differences and similarities in relation to places	Y1 Science topic on Everyday Materials	Y1: Links with Victorian Toys topic
Next →	Prepares pupils to understand the Neolithicperiod and that Neanderthals **lived** during the **Ice Age in Y2**	The children will look at a significant local person – Guy Fawkes in Year 2	In the Summer term of Y1, the children willlearn about a significant nurse from the Victorian era. The children will return to the Victorian era in Y5 when they explore life as a child linked with inequality. This builds onto Joseph Rowntree in Y6.	The children will return to the Victorian era in Y5 when they explore life as a child linked with inequality. This builds onto Joseph Rowntree in Y6.

YEAR 2

	Autumn	Spring	Summer
Topic Title	**Guy Fawkes**	**Kings and Queens**	**Tudors**
Topic Theme (s)	**Power**	**Power**	**Changing Lives and Technology**
Topic Concepts	**Cause**	**Similarity and Difference**	**Similarity and Difference**
National Curriculum	Significant historical events, people and places in their own locality Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Events beyond living memory that are significant nationally or globally
Skills Progression and Assessment			
Historical Enquiry	• I can use a source/artefact to ask questions or find answers about the past on the basis of observations • I can represent the past in a different way	• I can use a source to ask questions or find answers about the past on the basis of observations	• I can use a source/artefact to ask questions about the past on the basis of observations • I can represent the past in different ways
Historical Knowledge and Awareness	• I can begin to compare a historical period with life today • I know a historical figure and understand why they were important • I can begin to say what contribution history has had nationally.	• I can begin to compare two historical periods with lifetoday • I know some historical figures and understand why they were important • I can begin to say what contribution history has had internationally.	• I can begin to compare a variety of historical periods with life today • I can begin to say what contribution history has had internationally and/or nationally.
Chronological Understanding	• I can sequence three events given to me. • I can simply describe a key event in history • I can broadly plot a basic timeline	• I can sequence at least three events given to me. • I can simply describe key events in history • I can broadly plot a more detailed timeline	• I can sequence various events given to me. • I can describe key events in history • I can broadly plot a varied timeline
Interpretation of History	• I can compare pictures from the past and today. • I can begin to verbally predict, linking with evidence, what might have happened.	• I can compare pictures and photographs from the past and today.	• I can compare pictures and photographs from the past and today. • I can begin to confidently predict, linking with evidence, what might have happened.
Enrichment	• Create time line • Retell story of Guy Fawkes • Act out the crime and court • Paint Firework • Look at artefacts and sort to solve questions	• Create time line • Retell stories • Create Top Trump Monarch cards • Paint Monarch portraits • Look at artefacts and sort to solve questions.	• Create own Tudor portraits • Distinguish between houses now and then • Tudor theatre (Shakespeare) • Tudor music and dancing
Key Vocabulary	Parliament Protestant Catholic Explosion Cellar Gunpowder Plot Barrel Firework Guy Fawkes King Government Throne Warning Guard Celebrate Survival Poor old People Past Improve Told	Queen Elizabeth Monarch Royalty Reign Kingdom Leader Crown Country Throne Clothes Queen King Child Children Everybody Great People Whole Prove	Tudor Monarch Elizabethan Catholic Protestant Succession Illness Cure Recreation Clothes Houses Artefacts Marriage Theatre Every Find Past people
Learning Intentions	• Why did Guy Fawkes try to blow up Parliament? • To know key events in the Gunpowder Plot and why it failed • To know that Robert Catesby, Guy Fawkes, ThomasPercy, and five of their friends were involved. • To explain why Catholics planned to remove King Jamesfrom the throne • To explain how and why we celebrate Bonfire Nighteach year. • What are the different ways that people can and have protested?	• To compare similarities and differences between two different monarchs e.g. – Queen Elizabeth and Victoria. • To know what job a ruler has • To explain key events and key changes with each ruler. • Who has power in our country today?	• To know when the Tudor period was. • To know what life was like in Tudor England. • To compare life in Tudor England to life today. • To know about Tudor food and recreation. • To know about Tudor illnesses and cures. • To know the Tudor monarchs and explain key changes that occurred with each one. • To explain why Henry VIII remarried so many times.
Previous ←	Y1: pupils have studied the history of York Castle as a significant place in their locality. This builds on local knowledge with the pupils now studying a significant person from their locality.	EYFS: • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past YEAR 1: • To know who lives in castles.	YEAR 1 • Dinosaurs and the prehistoric era YEAR 2 • Guy Fawkes
Next →	Railways (Y3) a local history study Viking Raids and Invasions (Y4**)** a local history study Joseph Rowntree (Y6) a local history study	Year 3: • Gives historical contrast to rulers and allows contrast to leaders in Ancient Greece	YEAR 3 • Stone age, Ancient Greece – changing lives – similarities and differences

YEAR 3

	Autumn	Spring	Summer
Topic Title	**Railways**	**Stone Age to Iron Age**	**Ancient Greece**
Topic Theme (s)	**Technology**	**Changing Lives and Technology**	**Power, Changing Lives and Technology**
Topic Concepts	**Change and significance**	**Similarity and difference**	**Significance, cause, change and similarity**
National Curriculum	A local history study	Changes in Britain from the Stone Age to the Iron Age(Neolithic Hunter-gathers/Early Farmer)	A study of Greek life and achievements and their influence on the western world
Historical Enquiry	• I can use a range of sources (library and internet) to build a picture of life on the railways in the past • I can find out about and debate the positive and negative impact of the first railways on different aspectsof society.	• I can begin to select and record relevant information from non-fiction text, online resources and other sources. I can use a range of sources to find about a period	• I can begin to select and record relevant informationfrom non-fiction text and online resources. • I can use two sources to find about a period
Historical Knowledge and Awareness	• I can describe how the first trains and railways were developed • I can explain why some steam locomotives are significant • I can say how and why steam locomotives changed • I can describe the similarities and differences of different steam locomotives. • I can describe how and why the railway network in Britain grew and changed over time.	• I know about at least three everyday aspects of people's lives from different time periods I can compare historical periods with life today	• I know about some 2 or 3 everyday aspects of people's lives from different time periods. I can compare a historical period with life today
Chronological Understanding	• I can compose a timeline of important events in the history of rail travel. • I can begin to use significant dates related to the certain locomotives • I can sequence events.	• I can confidently place the time period studied on a timeline • I can begin to confidently use dates and terms related to the period of study I can confidently sequence events and artefacts	• I can place the time period studied on a timeline • I can begin to use dates and terms related to the period of study • I can sequence events and artefacts
Interpretation of History	• I can identify and give a reason for different waysthe past is represented	• I can confidently identify and give reasons for different ways the past is represented	I can identify and give reasons for different ways the past is represented
Enrichment	• Visit National Railway Museum • Lego models/engines	• Visit to Yorkshire Museum • Make sundials/ clay pottery • Create own Stonehenge model • Find the reason for weapons, housing, clothing • Find what remains today- tools, dogs, farming etc.	• Retell the story of Troy • Create Troy horses using gears and pulleys (Sc) • Compare life as a soldier with drama • Olympics Day • Mosaics/pottery • Create a pupil parliament
Key Vocabulary	Railway Carriage Locomotion Parapet Platform Porter Station Master Tunnel Trainspotting Train Steel Iron Wheel Steam Industry Engine Workers Electric Wires Arrive Build History	Glacier Tundra Tools Prehistoric Homo sapiens Ancestors Animal names Weapons Hammerstones Housing Hunters Gatherers Source Document Period/Age Habitat Glacier Food Chain Predator Prey Teeth Types Continent Ocean Location Equator Breathe Caught Disappear Early Earth History Purpose possession various weight	Ballista Legionary Cohort Cross Bow Centurion Catapult Armour Legion Javelin Citizen Soldier Spar Empire Shield Leadership titlesSparta Siege Location Country Area Accidently Arrive Continue Different Consider Enough Exercise Guard Height Material Peculiar Position Reign through
Learning Intentions	• How did the railways change Britain? • To understand that Great Britain was the first nation to use steam locomotives and Britain's railway is the oldest in the world. • To know that a train is made up of carriages (also known as wagons or cars) pulled by an engine or locomotive. • To know that in 1825, George Stephenson opened a railway in the north of England. He designed a steam train called Locomotion and used it to pull wagons full of coal. • To know that diesel trains started to replace steam trains in the middle of the 20th century (1950/60's). • To understand that the fastest trains in the world are nowpowered by electricity.	• What was life like in the Stone Age? • To know that there were four types of ice age man: Tool-makers (called homo habilis), Fire-makers (called homo erectus), Neanderthals (called homo neanderthalensis), Modern humans (called homo sapiens). That's us! • To know that there are many aspects of stone age lifethat we use in the modern world • To know that all of the Ice Ages lasted BC • How and why did life change from the Stone age to the Iron Age? • To explain how housing changed from the Stone Age to the Iron Age. • To explain how hunting and weapons changed from the Stone Age to the Iron Age.	• What was daily life like in Ancient Greece? Compare everyday life to another time period. • What does the word democracy mean? How has it affected our lives today? • How did Ancient Greeks care for the sick? • To know the crucial elements of every day Greek lifeincluding housing, agriculture, education and entertainment. • To know about important Greek achievements, such as: the first Olympics and the first theatres. • To be able to explain how the following from Greek society has influenced the Western World: language,Olympics, theatre, myths and legends
Previous ←	• Y1: Places in York e.g., York Minster, York City Walls, Clifford's Tower, Significant historical place in their own locality • Y2: Guy Fawkes - Significant historical people in their own locality	YEAR 2 • Ice age- some stone age people lived during an ice age • Environmental and habitat knowledge of the Ice Age	YEAR 3: Stone Age Know the chronological order and the gapbetween BC and AD events
Next →	YEAR 4: Viking Raids and Invasions (Y4)a local history study YEAR 6: Joseph Rowntree - local history study	YEAR 4: Roman (builds in timeline knowledge) Viking and Anglo-Saxon invasions	YEAR 4: Famous leaders Boudicca and the Romans YEAR 5: Ancient Civilizations: Ancient Egypt

YEAR 4

	Autumn	Spring	Summer
Topic Title	**The Roman Empire**	**Anglo Saxons**	**Vikings**
Topic Theme (s)	**Power, Technology and Changing Lives**	**Power and Changing Lives**	**Power, Technology and Changing Lives**
Topic Concepts	**Cause, change, similarity and difference**	**Cause, similarity and difference**	**Significance, cause and change**
National Curriculum	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom ofEngland to the time of Edward the Confessor
Skills Progression and Assessment			
Historical Enquiry	• I can use evidence to build up a clearer picture about a past event • I can ask questions • I can use the internet for research	• I can use evidence to build up a clearer picture about past events • I can ask a variety of questions • I can use books in a library/topic books for research	• I can confidently use evidence to build up a clearer picture about past events • I can confidently ask a variety of questions • I can use books and the internet for research
Historical Knowledge and Awareness	• I can identify the key events of a time studied • I can describe 2 or 3 changes in the historical period being studied	• I can identify the key features and events of a time studied • I can describe some changes in the historical period being studied	• I can confidently identify the key features and events of a time studied • I can confidently describe some changes in the historical period being studied
Chronological Understanding	• I can use some more complex terms e.g., BC/ADand identify how many years • I can place some events from the time period studied on a timeline • I can use some dates and terms related to the period of study • I can make comparisons between two different timeperiods	• I can use more complex terms e.g., BC/AD andidentify how many years • I can place events from the time period being studied on a timeline • I can use dates and terms related to the period of study • I can make comparisons between at least twodifferent time periods	• I can confidently use more complex terms e.g.,BC/AD and identify how many years • I can confidently place events from the time period being studied on a timeline • I can confidently use dates and terms related to the period of study • I can confidently make comparisons between different time periods
Interpretation of History	• I can begin to evaluate the usefulness of a source	• I can begin to evaluate the usefulness of sources	• I can begin to evaluate the usefulness of various sources
Enrichment	• Cook Roman food • Make Roman shields and weaponry models • Retell stories about Roman Gods • Act out Roman battle tactics • Research the life of the Celts and the Iceni tribe • Look at the weaponry and battle tactics	• Visit to Stamford Bridge • Battle of Fulford artwork • Dress up day • Visit to Murton	• Create maps of settlements • Create diagrams of the city walls, towers and castles make models settlements • Recall the story of King Arthur and his capture of York • Look at the changing name of York over time (Eoferwic- Saxon) to Jorvik to York • Compare settlements • Viking Centre • Make Long Boats
Key Vocabulary	Culture Celtic vocabulary Warrior Boudicca Iceni Tribe Rights Roman Attack invade Defeat Land Region Compass points Physical features Appear Believe Continue Difficult Extreme Forward Guard Opposite Reign woman	Mast Conquer Merchant Cloak Seafaring Norway Danes Long ship Hoard Settlement Trade Soldier Climate Zones Rivers Maps Appear Build Complete Consider Describe Earth Experience Material Natural Popular Through	Thatched Site Cauldron Sword Brooch Agriculture Braunches (hazel pegs) Settlers Communities Climate Zones Rivers Maps Features Physical Human Arrive Appear Build Describe Guard History Important Position Reign
Links to learning and assessment points			
Learning Intentions	• How did the Romans change life in Britain? What did they bring with them? • How and why did the native Britons challenge Roman power? • To understand why Boudicca was so importantand how she broke traditions • Why was the Roman army so successful? • To know that this period came before the Victorian period • To understand the differences compared with Roman and Greek soldiers • What did Roman York look like? • How did Romans affect the religion of Briton?	• Why did the Romans leave and the Anglo-Saxons come? • Where did the Anglo-Saxons come from? • How did daily life in Anglo-Saxon England compare to life under the Romans? (Religion, food, farming etc.) • How did Anglo-Saxon regions compare to counties and regions today? • To understand the reasons for battle and invasion and explain these effectively ▪ To know the differences from Norman soldiers including developments in armour and weaponry	• Why and when did the Vikings come to Britain? • How did the Vikings use their boats to help them invade Britain? • What was Danelaw and what was it impact of this on the Anglo-Saxon Kingdoms? • Who was Alfred the Great? • What was life like in the Viking city of York? • To know and show that York changed over time dueto invaders and settlers • To know the changes in name for York from Anglo-Saxon, Viking and modern eras • To understand the reasons for new settlements • How did the death of Edward the Confessor lead to another invasion?
Previous ←	YEAR 3 • Builds on the life of Ancient Greece and ancient civilizations	YEAR 3: • Builds on the life of Ancient Greece YEAR 4: • Boudicca and Iceni warriors	YEAR 3 • Stone Age to Iron Age
Next →	YEAR 5 • Leads onto Viking and Anglo-Saxon invasions (Year 4 should know that this came before the Victorian period) YEAR 6 • Famous leaders- war time • Shang Dynasty (Ancient Civilizations)	YEAR 6 • Famous leaders- war time	YEAR 6 • Second World War

YEAR 5

	Autumn	Spring	Summer
Topic Title	**Normans**	**Victorians**	**Mayans**
Topic Theme (s)	**Power**	**Power, Changing Lives and Technology.**	**Power, Changing Lives and Technology.**
Topic Concepts	**Significance, cause, change and similarity**	**Significance, cause, change and similarity**	**Significance, cause, change and similarity**
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history (Mayan civilization c. AD 900)
Skills progression and Assessment			
Historical Enquiry	• I can more confidently discuss the relevance of primary and secondary sources. I can use the library books and internet for independent research with a given brief	• I can begin to discuss primary and secondary sources. I can use the internet for research independentlywith a given brief	• I can more confidently discuss the relevance of primary and secondary sources.
Historical Knowledge and Awareness	• I can more confidently describe changes in thehistorical period being studied • I can confidently compare an aspect of life with thesame aspect in another life	• I can describe some changes in the historical period being studied I can compare an aspect of life with the sameaspect in another life.	• I can confidently find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views or feelings • I can give an explanation of past events in terms of cause and effect confidently using evidence to support an explanation
Chronological Understanding	• I can place some events from the time period studied on a timeline with increasing confidence • I can use some relevant dates and terms related to the period of study • I can make more considered comparisons between a growing range of different time periods	• I can place some events from the time period studied on a timeline with increasing confidence I can use some relevant dates and terms related to theperiod of study	• I can position time periods studied to other time periods taught across the school. • I can make more considered comparisons between a growing range of different time periods
Interpretation of History	• I can offer a reason for different versions of an event • I can begin to compare two accounts of events fromvarious sources	• I can offer a reason for different versions of an event I can begin to compare two accounts of events from various sources	• I can link sources and work out how conclusions were arrived at • I am highly aware that different evidence will lead to different conclusions
Enrichment	• Create own Norman shields • Create a model of a motte and bailey castle (whole class task) • Look at the Bayeux Tapestry. Visit from the Fulford ladies re the Fulford Tapestry. • Visit to Clifford's Tower and Baille Hill. • Look at the difference between Normans and Anglo-Saxons/Vikings • Look at the legacy left by the Normans on our life now	• Research life at home and school for Victorian children and use drama to show this • Victorian dress up day • Create a timeline for the Victorian period • Look at Victorian portraits • Look at the difference between classes • Look at the legacy left by the Victorians on our life now	• Cook with chocolate • Make comparisons using sources of: food and farming, religion/ beliefs, housing, music and clothing • Look at legacies left by the Mayans and Ancient Britain (Viking/Saxon history)
Key Vocabulary	Time period Norman Conquest Motte and bailey Keep Vassal Monarch French Feudalism Succession Harrying Soldier Battle Duke Document Sources Primary Secondary Similarities Differences Conquer Shield Heir Invade Census Tax Domesday Book Normandy	Time period Victorian Document Sources Primary Secondary Similarities Differences Available Community Environment Develop Equipment Leisure Necessary Opportunity Recognise Suggest	Civilization Legacy Ahau Batab Bacabs (gods) Cacao Atlatl Temple Symbols Modern Ancient Day of dead Ancestors Sacrifice Origin Continent Southern Hemisphere Thousands Farming Agriculture Communicate Controversy Competition Definite Exaggerate Individual Neighbour Occupy Parliament Sacrifice Soldier Symbol
Links to learning and assessment points			
Learning Intentions	* Who was William the Conqueror and why is 1066 a famous date in British history? *Why did the Normans build so many castles? * How do we know what happened in 1066? Can we create our own section of "tapestry"/collage? * What was a motte and bailey castle, and can we create a model? * What is the Domesday Book, and do we have something similar today? Can you read and interpret extracts from the DB? * How were people in York and the surrounding area treated by the Normans? * What changed in Britain as a result of the Norman Conquest?	• How unique was Queen Victoria? • What was daily life like in Victorian Britain? • What was life like as a Victorian child? How is this different to life as a child today? • What have the Victorian done for us? To identify several Victorian legacies that we have inthe current day (houses, medicine, school, travel etc.) • To know how the lives of the rich and poor compared • To know what school was like then compared with now •	• What legacies did the Mayans leave behind? • What was daily life during the Maya time? • To know that the Mayans were from Mexico and were well established at the same time that Vikings were in England • To show the differences and similarities between the two time periods • To know that there are legacies left behind, just like in Britain, like celebrations such as Day of the Dead • To understand the cause and effect of the Mayans using cocoa beans in relation to the chocolate we use today
Previous ←	YEAR 4 Romans, Anglo-Saxons, Vikings,	YEAR 4 • Romans, Anglo-Saxons, Vikings,	YEAR 4: • Leads on from Viking and Anglo-Saxon invasions
Next →	Year 6 Law and order; World War II	YEAR 6 Law and order; World War II	YEAR 6: • A non-European society that provides contrasts with British history (Shang civilization 1600 to 1046 B.C)

YEAR 6

	Autumn	Spring	Summer
Topic Title	**Shang Dynasty**	**Second World War**	**Crime and Punishment**
Topic Theme (s)	**Changing Lives**	**Power, Changing Lives and Technology.**	**Power, Changing Lives and Technology.**
Topic Concepts	**Similarity, difference, significance, cause and change**	**Cause, change and significance.**	**Cause, similarity, significance and difference**
National Curriculum	A non-European society that provides contrasts with British history (Shang civilization 1600 to 1046 B.C)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Historical Enquiry	• I can more confidently discuss the relevance of primary and secondary sources.	• I can confidently discuss the relevance of primary and secondary sources. • I can bring knowledge gathered from more sources together in a fluent account.	• I can briefly discuss the relevance of primary and secondary sources. • I can bring knowledge gathered from a couple of sources together in a fluent account.
Historical Knowledge and Awareness	• I can confidently find out about beliefs, behaviour, and characteristics of people, recognizing that not everyone shares the same views or feelings. • I can give an explanation of past events in terms of cause and effect confidently using evidence to support an explanation.	• I can confidently compare themes between different time periods. • I can find out about beliefs, behaviour, and characteristics of people, recognizing that not everyone shares the same views or feelings. • I can give an explanation of past events in terms of cause and effect using evidence to support an explanation.	• I can find out about beliefs, behaviour, and characteristics of people from societies across different time periods. • I can compare themes between periods.
Chronological Understanding	• I can position time periods studied to other time periods taught across the school. • I can make more considered comparisons between a growing range of different time periods	• I can confidently position time periods studied to other time periods taught across the school in previous years. • I can confidently make more considered comparisons between a growing range of different time periods	• I can position some time periods studied to other time periods taught across the school in previous years. • I can make more considered comparisons between different time periods.
Interpretation of History	• I can link sources and work out how conclusions were arrived at. • I am highly aware that different evidence will lead to different conclusions.	• I can confidently link sources and work out how conclusions were arrived at. • I am highly aware that different evidence will lead to different conclusions.	• I can link some sources and work out how some conclusions were arrived at. • I can begin to be aware that different evidence will lead to different conclusions.
Enrichment	• Plot a timeline of Shang key events/dates and match work to British History • Make comparisons using sources of: food and farming, religion/ beliefs, housing, music and clothing • Look at legacies left by the Shang and Ancient Britain (Bronze Age) • Chinese cooking • Scroll paintings. • Shang writing • Make dragon bones. • Chinese New Year Drama	• Make comparisons and links from previous learning (Boudicca, Tutankhamun, Kings, and Queens) • Sort events and rank causes of the war • Explore life in the war and compare to soldiers from previous learning (Greek/Viking) • Justify or argue war scenarios. • Write about events which reflect feelings and beliefs during the war. • Eden Camp • Make Anderson shelters. • WW2 dress up day/rationing/food.	• Make a model pirate ship • Piracy Dress Up Day • Create mock courtroom trials • Read and watch Sherlock Holmes • Learn songs from the musical 'Oliver' • Making comparisons with people from history such as Robin Hood, Dick Turpin, Nelson Mandela, Guy Fawkes and Martin Luther King • Rank punishments throughout history • Hold debates about modern day Crime and Punishment Policies
Key Vocabulary	Civilization Legacy Oracle Bones Artisans Nobles Pagoda Shang Di Temple Symbols Modern Ancient Divination Ancestors Hierarchy Sacrifice Origin Continent Southern Hemisphere Thousands Farming Agriculture Communicate Controversy Competition Definite Exaggerate Individual Neighbour Occupy Parliament Sacrifice Soldier Symbol	Leadership Army Forces Troops Civilians Home counties Home county Tactics Propaganda Persecution Borders Camps Prisoners of war Sources Primary Secondary Account Witness Location Reign Leader Area Country Tone Personality Expression Persuasive Confident Communicate Controversy Competition Definite Exaggerate Foreign Government Individual Neighbour occupy Parliament Sacrifice Soldier	Fairness Justice Democracy Consequence Rights Innocent Guilty Trial Jury Verdict Punishment Execute Oath Court Judge Torture Treason Witness Evidence Sentence Confess Prisons Piracy Outlaws Laws Criminal Victim Defendant Deterrent Humiliation
Learning Intentions	• What was life like during the Shang Dynasty? • To know how the Shang Dynasty started and ended • To know that the Shang were from China and were well established at the same time that the Bronze Age was happening in Britain. • To compare the everyday life for the Shang people to another period in time • To compare the lives of rich and poor people in Shang society • To compare the importance of the river to ancient civilizations (Ancient Egypt in Year 3) • To understand more about the materials and technologies used by artisans during the Shang Dynasty. • To show the differences and similarities between ancient civilizations (trade, warfare, culture, and religion) • To understand the cause and effect of the Shang developing a writing system in relation to writing used today.	• How were British people affected by the war? • What was life like for children during the war? • To know how developments in industry had a positive impact on the war outcome (air raid shelters, submarines, aircraft etc.) • To know key facts about a chosen leader in the war. • To know about the events leading to war and major events of the war. • To know how the war affected the world from different perspectives. • How much did technology change in World War Two? Compare key technologies e.g., tanks, aircraft, radios, rifles etc. with another conflict/time period. • How and when did the war end?	• What was Crime and Punishment like during the Roman period? – Power theme exploring the hierarchy of Roman Society and the effect of this on crime and punishment. • Exploring medieval Crime/Punishment and outlaws Power theme exploring the hierarchy of Medieval Society and the effect of this on crime and punishment (Robin Hood as a case study) • How did the Georgians deal with Crime and Punishment and who was Dick Turpin? Power theme, exploring outlaws and whether or not they have been romanticized throughout history. • What was the Golden Age of Piracy? – Exploring the theme of technology, children designed their own boats (considering the use of technology for equipment) and they created their own treasure maps. • What was Crime and Punishment like in Victorian times? Focus on changing lives – children looked at the impact of various laws and society changes in particular on punishments. • Who has broken the law to change the world? (Mandela vs Martin Luther King) – Changing lives focus, children to create a factfile on each person and hold a debate on the moral question of: Is it ever acceptable to break a law? • How has Crime and Punishment changed throughout time? – Summary lesson with end of unit quiz

YEAR 7

Previous ←	YEAR 3, 4 and 5 • Leads on from ancient civilizations learning (Ancient Greece, Romans, Mayans and Ancient Egypt)	YEAR 4 • Boudicca and Iceni warriors YEAR 5 • Leads on from Viking and Anglo-Saxon invasions (Year 4 should know that this came before the Victorian period)	YEAR 1 • Children will have learnt about the city of York. YEAR 2 • Children will learn about key figures from history. YEAR 3 • Children have learnt about punishments in Ancient Greece

Next	KS3 • Know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyses trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discernhow and why contrasting arguments and interpretations of the past have been constructed	KS3 • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: howpeople's lives have shaped this nationand how Britain has influenced and been influenced by the wider world. • Gain historical perspective by placing their growing knowledge into differentcontexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.	KS3 • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyses trends, frame historically valid questions and create their own structured accounts,including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the pasthave been constructed.