

# St John the Baptist RC Primary School – History Curriculum



## Intent

At St John's, we seek to develop young historians who are able to make links and connections between real people who lived, and real events which happened in the past. Our History curriculum encourages children to ask questions, think critically, weigh evidence and develop perspective, judgements and conclusions.

History provides us with a sense of identity, set within our school's Gospel values. It shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. It also aids in developing a greater acquisition of language as talk plays a vital part in the learning.

Our school commits to ensuring that every pupil at every stage of learning has regular and appropriately challenging and engaging learning in History that is informed by the National Curriculum. In accordance with the importance we attach to History, our school aims:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

## St John's RC Primary Dartmouth - History Enquiry Overview

CLASS 1	Autumn Term	Spring Term	Summer Term
Year A	How has transport changed throughout History?	What happened during the Great Fire of London?	How do our favourite toys and games compare with those of children in the 1960s?
Year B	How have we changed?	What happens at a coronation?	Did milk always come in a carton?
CLASS 2	Autumn Term	Spring Term	Summer Term
Year A	Great explorers What does it take to be a great explorer?	Vikings enquiry (lower KS2) What did the Vikings want and how did Alfred help to stop them getting it?	An historically important event: What did Arthur find in 1927 and why is it amazing? (Kent's Cavern)
Year B	History Makers - (Guy Fawkes 4/5 sessions) Who is the greatest history maker?	Pompeii How do we know so much about where Sappho used to live?	Stone Age Enquiry (lower KS2 6/7 sessions) How did the lives of ancient Britons change during the Stone Age?
CLASS 3	Autumn Term	Spring Term	Summer Term
Year A	Battle of Britain UKS2	Tudors - Local History	Shang Dynasty - China (World) How did a pile of dragon bones help to solve an Ancient Chinese mystery?
Year B	Romans (British) How did the arrival of the Romans change Britain?	The British Empire (British) Why did Britain once rule the largest empire the world has ever seen?	Trojan Horse (World) The story of the Trojan Horse: historical fact, legend or classical myth?
Year C	Bronze Age enquiry (British) What is the secret of the standing stones? (Bronze Age Britain)	Anglo-Saxons (British) Who were the Anglo-Saxons and how do we know what was important to them?	Mayans Enquiry (World) Why did the ancient Maya change the way they lived?

## Implementation

The pedagogy, which underpins learning in History, is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.

At St John's, we seek to encourage pupils to learn their history through big question led enquiries about topics, places and themes, which focuses on real people, places and historical issues. This allows pupils sufficient scope and time to engage in high order subject skills such as developing explanations, reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions.

At St John's, we have planned our teaching of Historical topics to link with Geography enquiries, therefore they are not taught chronologically. This helps to ensure coverage with our mixed age classes. We understand that teaching chronologically aids in ensuring that children know what happened when and in what order. With this in mind, teachers make certain that children explore a timeline every time they begin a new topic, and put their previous learning into context.

As the child moves through the school, progress in History is:

Greater knowledge - knowing more

Greater understanding of the significance and meaning of new knowledge

Mastery of more complex knowledge

Increasing grasps of concepts

Expansion of subject vocabulary

## **Early Years**

Enquiry is intrinsic to Reception children. At St John's History is taught in Reception through enquiry-based topics that provide child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's sense of self and their cultural capital by providing experiences. It aims to develop a desire to understand how the world works by creating curiosity. Children use questions to seek meaning in the world. They investigate questions about people and events in the past, which helps them to better understand their lives today and prepare them for lives in the future. Talk is essential throughout the Reception year and History provides rich and new vocabulary to support the development of the Prime areas of Learning.

Stories are used as a resource and can help children to:

Gain knowledge of the past

Build conceptual understanding

Explore different viewpoint/perspectives

Use illustrations as a source of information

Understand sequence, cause and effect

Develop their critical thinking

Continuous provision may consist of artefacts, collections, nursery rhymes, knowledge images of local area, photographs, pictures, stories.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>
Reception	Understanding the World	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	Understanding the World	Past and Present <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

## **Key Stage 1**

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that events of the past may be represented and interpreted in varying ways.

## Progression of Historical Knowledge

	<b>EARLY YEARS - taught through Class 1 topics</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
LOCAL	<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>	<p>How have we changed?</p> <p>How do our favourite toys and games compare with those of children in the 1960s?</p>	<p>Local enquiry An historically important event: What did Arthur find in 1927 and why is it amazing? (Kent's Cavern)</p>	<p>Tudor Dartmouth</p>
BRITISH		<p>Travel and transport - How has transport changed?</p> <p>What happens at a Coronation?</p> <p>What happened during the Great Fire of London?</p> <p>Did milk always come in a carton?</p>	<p>Stone Age Enquiry - How did the lives of ancient Britons change during the Stone Age?</p> <p>Vikings enquiry (lower KS2) - What did the Vikings want and how did Alfred help to stop them getting it?</p>	<p>Romans - How did the arrival of the Romans change Britain?</p> <p>The British Empire - Why did Britain once rule the largest empire the world has ever seen?</p> <p>Bronze Age enquiry - What is the secret of the standing stones? (Bronze Age Britain)</p>

			<p>History Makers - (Guy Fawkes) - Who is the greatest history maker?</p>	<p>Anglo-Saxons - Who were the Anglo-Saxons and how do we know what was important to them?</p> <p>Battle of Britain</p>
WORLD			<p>Pompeii - How do we know so much about where Sappho used to live?</p> <p>Great explorers - What does it take to be a great explorer?</p>	<p>Trojan Horse - The story of the Trojan Horse: historical fact, legend or classical myth?</p> <p>Shang Dynasty - How did a pile of dragon bones help to solve an Ancient Chinese mystery?</p> <p>Mayans Enquiry - Why did the ancient Maya change the way they lived?</p>

This careful building of knowledge provides children with increasingly rich contexts within which to compare and contrast different events, with a key focus on identifying patterns in the causality of major changes in world history.

## Progression of History Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence events in their life</p> <ul style="list-style-type: none"> <li>-Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>-Match objects to people of different ages</li> </ul>	<p>Sequence artefacts closer together in time - check with reference book</p> <ul style="list-style-type: none"> <li>-Sequence photographs etc. from different periods of their life</li> <li>-Describe memories of key events in lives</li> </ul>	<p>Place the time studied on a time line</p> <ul style="list-style-type: none"> <li>-Use dates and terms related to the study unit and passing of time</li> <li>-Sequence several events or artefacts</li> </ul>	<p>Place events from period studied on time line</p> <ul style="list-style-type: none"> <li>-Use terms related to the period and begin to date events</li> <li>-Understand more complex terms eg BC/AD</li> </ul>	<p>Know and sequence key events of time studied</p> <ul style="list-style-type: none"> <li>-Use relevant terms and period labels</li> <li>-Make comparisons between different times in the past</li> </ul>	<p>Place current study on time line in relation to other studies</p> <ul style="list-style-type: none"> <li>-Use relevant dates and terms</li> <li>-Sequence up to 10 events on a time line</li> </ul>
Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others lives</p> <ul style="list-style-type: none"> <li>-They know and recount episodes from stories about the past</li> </ul>	<p>Recognise why people did things, why events happened and what happened as a result</p> <ul style="list-style-type: none"> <li>-Identify differences between ways of life at different times</li> </ul>	<p>Find out about every day lives of people in time studied</p> <ul style="list-style-type: none"> <li>-Compare with our life today</li> <li>-Identify reasons for and results of people's actions</li> <li>-Understand why people may have wanted to do something</li> </ul>	<p>Use evidence to reconstruct life in time studied</p> <ul style="list-style-type: none"> <li>-Identify key features and events of time studied</li> <li>-Look for links and effects in time studied</li> <li>-Offer a reasonable explanation for some events</li> </ul>	<p>Study different aspects of different people - differences between men and women</p> <ul style="list-style-type: none"> <li>-Examine causes and results of great events and the impact on people</li> <li>-Compare life in early and late 'times' studied</li> <li>-Compare an aspect of life with the same aspect in another period</li> </ul>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> <li>-Compare beliefs and behaviour with another time studied</li> <li>-Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>-Know key dates, characters and events of time studied</li> </ul>



Interpretation of history	Use stories to encourage children to distinguish between fact and fiction -Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event -Compare pictures or photographs of people or events in the past -Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented -Distinguish between different sources – compare different versions of the same story -Look at representations of the period – museum, cartoons etc	Look at the evidence available -Begin to evaluate the usefulness of different sources -Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion -Be aware that different evidence will lead to different conclusions -Confidently use the library and internet for research
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts,	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period -Observe small details – artefacts, pictures -Select and record information relevant to the study -Begin to use the library and internet for research	Use evidence to build up a picture of a past event -Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions -Use the library and internet for research	· Begin to identify primary and secondary sources -Use evidence to build up a picture of a past event -Select relevant sections of information -Use the library and internet for research with increasing confidence	Recognise primary and secondary sources -Use a range of sources to find out about an aspect of time past -Suggest omissions and the means of finding out -Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			Recall, select and organise historical information -Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms	

**Class 1 YEAR A Autumn**

**How has travel and transport changed through History?**

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Geography: There are seven continents in the world, (Year R/1 ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• We can travel in many ways today, by land, sea, air and space</li> <li>• The Vikings had longboats and how they were used effectively</li> <li>• Transport options have been different during living memory</li> <li>• People in the past could travel less far than we can today</li> <li>• The Wright brothers invented the plane and Bessie Coleman was the first black woman to gain her pilot's licence</li> <li>• Robert and George Stephenson developed the 'Rocket', one of the first steam trains</li> </ul>	<ul style="list-style-type: none"> <li>• Considering how knowledge spread and developed as people travelled further across the globe at different times in history.</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Change &amp; continuity: Historians can describe changes that have happened over time</li> <li>• Historical evidence: History is the study of humans who lived in the past</li> <li>• Historical evidence: Historians learn about the past by interpreting sources</li> <li>• Chronology: Use vocabulary like now, before, after, and a long time ago</li> <li>• Chronology: State whether a source shows life in the past or in the present</li> </ul>	<ul style="list-style-type: none"> <li>• Historical significance: Historians choose to study people or events in the past because they resulted in change</li> <li>• Change &amp; continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history</li> <li>• Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history</li> <li>• Chronology: State whether a source shows life in a more or less recent time than another</li> </ul> <p>EYFS – Comment on images of familiar types of transport in the past. Understand the past through hearing stories about people read in class.</p> <p>Know some similarities and differences between transport in the past and now, drawing on their experiences and what has been read or learned in class.</p>	<ul style="list-style-type: none"> <li>• Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Spring term Class 1)</li> <li>• Chronology: Place a small selection of sources in chronological order (Class 1 Year A Summer term)</li> </ul>
Vertical concepts	<ul style="list-style-type: none"> <li>• Quest for knowledge: It took a long time for the knowledge that we have today to develop (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Community &amp; family: In the past, communities were smaller because people could not travel so far</li> </ul>	<ul style="list-style-type: none"> <li>• Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Class 2 Year B Autumn term)</li> <li>• Community &amp; family: In communities in the past, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Class 2 Year B Summer term)</li> </ul>
	<p>Key Vocabulary: aeroplane, hot air balloon, Wright brothers, helicopter, Viking longboat, penny farthing, sailing boat, horse and carriage, steam train, George Stephenson, future, electric car, driverless car, vehicle, transport.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	Geography: The capital city of England is London (Class 1 Year A + B)	<ul style="list-style-type: none"> <li>- Recognise that the Great Fire of London occurred in the past.</li> <li>- Know that Charles II was King of England at the time.</li> <li>- Recall some important events in the Great Fire of London.</li> <li>- Identify some ways in which life for people at the time of the Great Fire of London was different from what it is now.</li> <li>- Begin to develop an awareness of the difference between fact and fiction.</li> <li>- Know that Samuel Pepys is an important person in history because he saw the Great Fire of London and wrote about it in his diary.</li> <li>- Know that diaries help us to understand what happened in the past.</li> <li>- Know that artefacts help us understand what happened in the Great Fire of London.</li> <li>- Know how fire engines and firefighters have changed since the Great Fire of London.</li> </ul> <p>EYFS - Comprehend the passing of time. Develop an understanding of ‘past’ and some people, places and events in history. Recognise similarities and differences between things and ways of life at times in the past and now. Begin to understand that one historical event is often caused by another. Identify that historical events often occur in an order or sequence. Use sources, firsthand experiences, and storytelling to construct accounts of past times and people. Talk about the roles of significant members of society. Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.</p>	Applying knowledge of what life was like in the 1660s to learning about Guy Fawkes (Class 2 Year A)
Disciplinary Knowledge	<p>Historical significance: Historians choose to study people or events in the past because they resulted in change (Class 1)</p> <p>Causation: Things happen because something (people) cause them to happen (Class 1 Year A)</p> <p>Historical evidence: Historians learn about the past by interpreting sources (Class 1)</p>	<p>Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today.</p> <p>Causation: Things happen as a result of causes. Some things have lots of causes.</p> <p>Causation: Causes can be long-term conditions or short-term triggers.</p>	Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied (Class 2)
Vertical concepts	Quest for knowledge: It took a long time for the knowledge that we have today to develop (Class 1 )	Power, empire & democracy: The King or Queen in England has power to make new rules or laws	Power, empire & democracy: Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy (Class 3)
	Key Vocabulary: London, diary, River Thames, Samuel Pepys, King Charles II, Pudding Lane, escaping, cart, leather bucket, bakery,		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	There are differences between pictures of historical times and now (Class 1)	<p>Living memory are the times that can be remembered by people who are alive today</p> <p>Toys are different now (the present) and before now, in living memory (the past)</p> <p>Some of the important events which occurred during the decade of the 1960s</p> <p>Why some of these events were of great significance</p> <p>Which were the most popular games and toys of the 1960s</p> <p>How these toys and games compare with popular toys and games today</p> <p>How an invention of Tim Berners-Lee in 1989 led to a great change in toys and games</p>	Homes reflect the times in which they were built, and so look different at different times in history (Class 1)
Disciplinary knowledge	Chronology: Recognise historical periods using arrows on a blank timeline, (Class 1)	<p>What the term 'continuity and change' means in History Some of the significant memories and experiences of adults alive today who lived through the 1960s</p> <p>Change &amp; continuity: Historians can describe changes that have happened over time</p> <p>Some of the reasons for the similarities and differences I observe</p> <p>Historical evidence: History is the study of humans who lived in the past</p> <p>Historical evidence: Historians learn about the past by interpreting sources</p> <p>Chronology: Use vocabulary like now, then, before, after, and a long time ago</p> <p>Chronology: Historians place events in the order in which they happened</p> <p>Chronology: State whether a source shows life in the past or in the present</p> <p>EYFS – Comment on images of familiar types of toys in the past. Understand the past through hearing information and stories about toys read in class. Know some similarities and differences between toys in the past and now, drawing on their experiences and what has been read or learned in class.</p>	<p>Change &amp; continuity: Some changes happen more quickly than others do. The world is changing more quickly in more recent history (Class 2)</p> <p>Chronology: State, with reasons, whether one source shows life in a more or less recent time than another (Class 1)</p> <p>Historical evidence: Primary sources are sources that were created by someone who experienced the event first-hand. Secondary sources are written about primary sources (Class 2)</p>
Vertical concepts	Community & family: My family live within our local community (Class 1)	Community & family: My local community was different for families at different times in history.	Community & family: People in history lived in communities that look different to ours today (Class 2)
	Key vocabulary: 1900's, toys, living memory, past, decade, games, invention,		

	Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	Changes within living memory- How do our favourite toys and games compare with those of children in the 1960s? How has transport changed? (Class 1)	<ul style="list-style-type: none"> <li>• Living memory are the times that can be remembered by people who are alive today</li> <li>• A family tree shows the relationships between different generations in a family</li> <li>• Communication/schools/toys is/are different now (the present) and before now, in living memory (the past)</li> </ul> <p>EYFS – Talk about the occupations of people they live with. Name and talk about their extended family. Ask questions to find out more about different occupations and places.</p>	<ul style="list-style-type: none"> <li>• Homes reflect the times in which they were built, and so look different at different times in history</li> <li>• Transport has changed across history so that people can travel further (between and across continents) today than they could before</li> </ul>
Disciplinary knowledge		<p>Begin to understand that one historical event is often caused by another. Historical enquiry - Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Continuity and change</p> <ul style="list-style-type: none"> <li>•Recognise how they have changed since they were a baby</li> <li>•Recognise and describe how some familiar things and places were different in the past</li> <li>•Comment on images of familiar situations in the past</li> <li>•Compare and contrast characters from stories, including figures from the past</li> <li>•Remembers and talks about significant events in their own experiences</li> <li>•Talks about past and present events in their own life and in the lives of family members</li> </ul> <p>Chronology</p> <ul style="list-style-type: none"> <li>•Recognise that there is often an order or regular sequence to their daily and weekly routine.</li> <li>•Recognise some of the ways in which they are now different from how they were as a baby.</li> <li>•Recognise that places such as houses and shops may stay much the same whilst the people and things in them change over time</li> </ul> <p>Similarity and difference</p> <ul style="list-style-type: none"> <li>•Recognise how some ways of life for people in the past were different from the present day.</li> </ul>	<ul style="list-style-type: none"> <li>• Change &amp; continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Class 1+2)</li> <li>• Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are written about primary sources (Class 2)</li> </ul>
Vertical concept	• Community & family: My family live within our local community (Class 1)	• Community & family: My local community was different for families at different times in history	• Community & family: People in history lived in communities that look different to ours today (Class 2+3)
	Key vocabulary: Steam engine, carriage, boat, sail, engine, harbour, quay, lighthouse, place, town, house. Coal, scuttle, street, park, uniform, yard, village, city, Stone Age, Iron Age, Roman, Viking, modern, future, ancient.		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Geography: We live in England in the UK</li> </ul>	<p>A coronation is a ceremony where the King or Queen is crowned.                      The King or Queen sits on a throne, the crown is placed on the head of the monarch and they are presented with the orb and sceptre.                      What an orb and sceptre looks like.                      Know that The Crown Jewels are kept safely in a castle called The Tower of London.                      Recall how The Crown Jewels were stolen in the past when Charles II was king.                      Name some important historic landmarks in London.                      Know that London is the capital city of the United Kingdom.                      Understand why these places are called 'historic'                      Recognise and describe who a beefeater is and what they do at The Tower of London.                      Describe the legend of the ravens of The Tower of London.                      Know what the <i>Crown Jeweller</i> does to keep the King's crown safe and secure?</p>	<p>Local History enquiry – Class 1 and 2</p> <p>British Empire – Class 3</p>
Vertical concepts	<p>Development matters:                      Children begin to make sense of their own life story and family history                      Children show interest in different occupations</p> <p>Class 1:</p> <ul style="list-style-type: none"> <li>• Historical evidence: History is the study of humans who lived in the past</li> <li>• Historical evidence: Historians learn about the past by interpreting sources</li> <li>• Chronology: Use vocabulary like now, before, after, and a long time ago</li> <li>• Chronology: State whether a source shows life in the past or in the present</li> </ul>	<ul style="list-style-type: none"> <li>• Historical evidence: History is the study of humans who lived in the past</li> <li>• Historical evidence: Historians learn about the past by interpreting sources</li> <li>• Chronology: Historians place events in the order in which they happened</li> <li>• Chronology: State whether a source shows life in the past or in the present</li> <li>• Causation: Things happen because something causes them to happen</li> </ul> <p>EYFS - Comprehend the passing of time. Develop an understanding of 'past' and some people, places and events in history. Recognise similarities and differences between things and ways of life at times in the past and now. Begin to understand that one historical event is often caused by another. Identify that historical events often occur in an order or sequence. Use sources, firsthand experiences, and storytelling to construct accounts of past times and people. Talk about the roles of significant members of society. Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.</p>	<p>Causation: Things happen as a result of causes. Some things have lots of causes (Class 2)</p> <p>Chronology: Place a small selection of sources in order, from most to least recent (Class 1+2)</p>
Vertical concepts		<ul style="list-style-type: none"> <li>• Power, empire &amp; democracy: The King or Queen in England has power to make new rules or laws</li> </ul>	<ul style="list-style-type: none"> <li>• Power, empire &amp; democracy: Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy (Class 3)</li> </ul>
	<p>Key vocabulary: Crown, king, queen, monarch, prince, princess, jungle, gold, silver, jewels, symbol, power, authority, ruler, Queen Elizabeth II, King Charles III. Coronation, state coach, Westminster Abbey, London, balcony, Buckingham Palace, United Kingdom, ceremony, robes, oath, orb, sphere, sceptre, throne. Raven. Yeoman of the Guard, beefeater, Colonel Blood, King Charles II</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	How has transport changed? (Class 1)	<p>Know that milk commonly comes from cows that are kept on farms.</p> <p>Recognise what a milk churn was used for in the past.</p> <p>Recognise how milk containers are different today from what they were in the past.</p> <p>Transport of milk has changed over time.</p> <p>Technology has changed the way we cook and store food.</p> <p>The food we eat today comes from lots of different places all over the world.</p>	<p>Considering how knowledge spread and developed as people travelled further across the globe at different times in history.</p>
Disciplinary knowledge	<p>Development matters: Children begin to make sense of their own life story and family history Children show interest in different occupations</p> <p>Class 1:  <ul style="list-style-type: none"> <li>Historical evidence: History is the study of humans who lived in the past</li> <li>Historical evidence: Historians learn about the past by interpreting sources</li> <li>Chronology: Use vocabulary like now, before, after, and a long time ago</li> <li>Chronology: State whether a source shows life in the past or in the present</li> </ul> </p>	<ul style="list-style-type: none"> <li>Change &amp; continuity: Historians can describe changes that have happened over time</li> <li>Change &amp; continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history</li> <li>Historical evidence: History is the study of humans who lived in the past</li> <li>Historical evidence: Historians learn about the past by interpreting sources</li> <li>Chronology: Use vocabulary like now, then, before, after, and a long time ago</li> <li>Chronology: Historians place events in the order in which they happened</li> <li>Chronology: State whether a source shows life in the past or in the present</li> <li>Similarity and Difference: Recognise how some ways of life for people in the past were different from the present day.</li> </ul> <p>EYFS Know that milk commonly comes from cows that are kept on farms. Recognise what a milk churn was used for in the past. Recognise how milk containers are different today from what they were in the past.</p>	<p>Causation: Things happen as a result of causes. Some things have lots of causes (Class 2)</p> <p>Chronology: Place a small selection of sources in order, from most to least recent (Class 1+2)</p> <p>Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are written about primary sources (Class 2)</p>
Vertical concepts	<ul style="list-style-type: none"> <li>Community &amp; family: My family live within our local community (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>Community &amp; family: My local community was different for families at different times in history</li> </ul>	<ul style="list-style-type: none"> <li>Community &amp; family: People in history lived in communities that look different to ours today (Class 2+3)</li> </ul>
	Key vocabulary: Churn, container, farm, cows, cattle, milking, dairy, factory, milk bottle, delivery, advertisement, refrigerator, carton, plastic, cardboard, supermarket, iron, steel, transport, pail.		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<p>Geography - The seven continents and five oceans of the world and that the United Kingdom is in the continent of Europe; that the imaginary line around the centre of the Earth is called the equator; and of the location of the North Pole and South Pole. (Class 1)</p> <p>Transport options were different at different times in history (Class 1)</p> <p>People in the past could travel less far than we can today (Class 1)</p>	<p>Sir Ranulph Fiennes is recognised as the ‘world’s greatest living explorer’, having been the first person to cross the continent of Antarctica on foot (the longest unsupported polar journey in history).</p> <p>He was the first person to travel on foot to both the North Pole and South Pole, and the only person in the world to reach the summit of Mount Everest and the North Pole and South Pole.</p> <p>Antarctica is a continent because it is land covered in ice, whereas the North Pole is surrounded by sea water frozen to a depth of thousands of metres and is not a continent but an ocean. Antarctica is the coldest place on earth.</p> <p>In 1930, Amy Johnson became the first woman in the world to fly solo from England to Australia.</p> <p>Christopher Columbus sailed across an unknown ocean.</p> <p>In 1450, people’s knowledge of the world consisted only of the ‘Old World’ of the continents of Europe, Asia and Africa. Virtually nothing was known of what is North America, South America and Oceania (Australia) today, and it was referred to as the ‘New World’. These continents and the people living there had not been ‘discovered’ yet by explorers from European countries.</p> <p>On 16 July 1969, Neil Armstrong and two other astronauts, Buzz Aldrin and Michael Collins were launched into space in a rocket on a mission called <i>Apollo 11</i>.</p> <p>Neil Armstrong will always be remembered as the first human to walk on the Moon</p>	<p>The experience indigenous peoples across the world during colonisation (The British Empire Class 3 Year B Spring)</p>
Disciplinary knowledge	<p>Historical significance: Historians choose to study people or events in the past because they resulted in change (Class 1)</p> <p>Chronology: State whether a source shows life in a more or less recent time than another (Class 1)</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1)</p>	<p>Similarity &amp; difference: Similarities and differences exist between individuals who lived in the past</p> <p>Geography map work in regard to the location of Antarctica, North Pole, South Pole and Mount Everest.</p> <p>Change &amp; continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history</p>	<p>Similarity &amp; difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Class 3 Mayans and Shang Dynasty)</p>
Vertical concepts	<p>Community &amp; family: My local community was different for families at different times in history (Class 1 Year B Autumn)</p>	<p>Community &amp; family: People in history lived in communities that look different to ours today.</p> <p>Quest for knowledge: The contributions of important individuals that helped advance our knowledge today.</p>	<p>Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents. (Class 3 Year A Summer)</p>
	<p>Key vocabulary: Explore. Pioneer. Discrimination. New World. North America and South America. Ocean. Mount Everest. North Pole. South Pole. Antarctica. Europe. Asia Africa. Navigate. Merchant. Indigenous. Mission. Motive. Ranulph Fiennes Amy Johnson Christopher Columbus Neil Armstrong.</p>		



	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<p>Geography: Human settlements can be a city, town or village, depending on their size (Class 1)</p> <p>Travel and transport was different in the past (Class 1 Year A)</p> <p>A very long time ago, people lived in small villages, (Class 2 Year B)</p> <p>The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated (Class 2 Year B)</p>	<ul style="list-style-type: none"> <li>Who the so called 'Vikings' actually were and where their original homelands can be found today.</li> <li>The significance of the Viking attack on Lindisfarne in 793.</li> <li>How England in Anglo Saxon times was made up of several separate kingdoms.</li> <li>The motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</li> <li>The area of modern day Britain once occupied and settled by Norsemen.</li> <li>How Norse settlements compared with traditional Anglo Saxon homes.</li> <li>The difference between a myth and legend.</li> <li>How Anglo Saxons resisted invasion and occupation by Norsemen.</li> <li>Why King Alfred of Wessex has the title 'Great'.</li> <li>Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</li> </ul>	<p>The experience of indigenous peoples across the world during colonisation (Class 3 Year B)</p>
Disciplinary knowledge	<p>Historical evidence: History is the study of humans who lived in the past (Class 1)</p> <p>Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Class 1)</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1)</p>	<p>Historical skills:</p> <p>Describing - giving an account of something.</p> <p>Selecting choosing the information most suitable and relevant.</p> <p>Reasoning/ speculating thinking and forming ideas about something without necessarily firm evidence to back it up.</p> <p>Synthesising bringing together a range of ideas and facts from different sources to develop an explanation.</p> <p>Explaining showing understanding of how or why something happened.</p> <p>Empathising Placing yourself in another's position to better understand their actions.</p> <p>Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events.</p>	<p>Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others (Class 3 Year A)</p>
Vertical concepts	<p>Community &amp; family: People in history lived in communities that look different to ours today (Class 1 Year A)</p>	<p>Community &amp; family: People in history lived in communities that look different to ours today.</p> <p>Quest for knowledge: The contributions of important individuals that helped advance our knowledge today.</p>	<p>Community &amp; family: In communities in the past, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Class 3 Year A)</p>
	<p>Key vocabulary: Pagan. Christian. Conversion. Chronicle. Norsemen. Scandinavia. Denmark, Norway, Sweden, Finland, Russia, Northern Germany. Invasion. Longship. Migration. Myth. Legacy. Temperate. Witan. Anglo Saxon. Occupy. King Alfred of Wessex. William of Normandy.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<p>Geography: The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Class 1)</p> <p>Learned about the achievements of some great explorers in the past</p> <p>Learned why Pompeii is such an important archaeological site (CLASS 2)</p>	<ul style="list-style-type: none"> <li>Arthur Ogilvy discovered in Kents Cavern in Torquay a <b>human jawbone</b>, found in 1927.</li> <li>Why this artefact is so important - means that Kents Cavern was home to human beings known as Neanderthals 44,000 years ago</li> <li>Who Neanderthals were</li> <li>What the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago</li> </ul>	<p>The local history unit in Class 3 allows pupils to further build on their knowledge of their local area. They will focus on the significance of an individual and a local feature.</p> <p><i>Year 2 teachers should liaise with their history lead or Year 4 teacher to ensure that there is no accidental duplication.</i></p>
Disciplinary knowledge	<p>Historical evidence: History is the study of humans who lived in the past (Class 1)</p> <p>Historical evidence: Historians learn about the past by interpreting sources (Class 1)</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1)</p> <p>Chronology: Historians place events in the order in which they happened (Class 1)</p> <p>Chronology: State whether a source shows life in a more or less recent time than another (Class 1)</p>	<p>Chronology: Place a small selection of sources in order, from most to least recent.</p> <p>Historical evidence: Primary sources are sources that were created by someone who experienced the event first-hand. Secondary sources are about primary sources.</p>	<p>Chronology: Use vocabulary like decade and century (Class 3)</p> <p>Historical evidence: There are limits to what historians can learn from any collection of sources (Class 3)</p>
Vertical concepts	<p>Community &amp; family: My local community was different for families at different times in history (Class 1)</p>		<p>Community &amp; family: People in history lived in communities that look different to ours today (Class 2+3)</p>
	<p>Key vocabulary: Moor. Artefact. Kents Cavern. Arthur Ogilvy. Torquay. Discover. Cavern. Neanderthal. Hunter-gatherer. 40000 years ago.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	Investigated a number of historical inventors and compared their achievements (Class1)	<ul style="list-style-type: none"> <li>Who Guido (Guy) Fawkes was and what he attempted to do in 1605</li> <li>Why Guy Fawkes and his conspirators planned to blow up Parliament</li> <li>How this failed attempt is commemorated each year</li> <li>Why Guy Fawkes can be considered a significant person in history</li> <li>What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved in their life times</li> </ul>	
Disciplinary knowledge	<ul style="list-style-type: none"> <li>Historical evidence: History is the study of humans who lived in the past (Class 1)</li> <li>Historical evidence: Historians learn about the past by interpreting sources (Class 1)</li> <li>Chronology: Use vocabulary like now, before, after, and a long time ago (Class 1)</li> <li>Chronology: State whether a source shows life in the past or in the present</li> <li>Geography: A plan view is the view of an object from above (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>Causation: Things happen because something causes them to happen</li> <li>Historical significance: Historians choose to study people or events from the past because they were important to people at the time and are remembered today</li> <li>Chronology: Place a small selection of sources in chronological order</li> </ul> <p>How the accomplishments of these people compare with each other Which they consider having made the most significant contribution as a 'history maker' What perspective means when it comes to judging people and events in history</p>	<p>Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied</p> <p>Causation: Some things that have lots of causes that are connected in some way</p>
Vertical concepts		<ul style="list-style-type: none"> <li>Power, empire &amp; democracy: The King or Queen in England has power to make new rules or laws</li> </ul>	<ul style="list-style-type: none"> <li>Power, empire &amp; democracy: Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy</li> </ul>
	Key vocabulary: Guy Fawkes. Parliament. Discrimination. Motive. Conspiracy. Commemorate. Effigy. Chieftain. Pharaoh. Ancient Egypt. X-ray. Pirate. Privateer. Famous. Infamous. Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I		

	Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<p>Some people and events in history are considered more important or significant than others – e.g., Guy Fawkes (Class 2 Year B Autumn)</p> <ul style="list-style-type: none"> <li>• Geography: There are seven continents in the world, six of which people live on (Class 1)</li> <li>• Transport options were different at different times in history (Class 1)</li> <li>• People in the past could travel less far than we can today (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Where the remains of the ancient Roman city of Pompeii can be found today</li> <li>• What the Roman empire was and the lands it once covered</li> <li>• Why the Romans built a huge empire</li> <li>• Why the city of Pompeii was important to the Romans</li> <li>• What an archaeologist does</li> <li>• Some important artefacts that have been discovered at Pompeii by archaeologists</li> <li>• What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people</li> <li>• Why the city of Pompeii was destroyed in AD 79</li> <li>• The difference between primary and secondary sources of evidence of this event</li> <li>• How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed</li> <li>• Why the bodies of many people who died at Pompeii were preserved and how they have since been restored</li> </ul>	<p>The modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</p> <p>The motives for Emperor Claudius to invade and occupy Britain in AD 43</p> <p>The armies of Boudica and the British Roman governor Paulinus had a battle</p> <p>Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain</p> <p>The main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122</p> <p>The key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built</p> <p>What a gladiator was and what occurred at gladiatorial games</p> <p>Who ianistae were and why they owned and trained gladiators in private schools</p> <p>The Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians. (CLASS 3)</p>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Historical significance: Historians choose to study people or events in the past because they resulted in change (Class 1)</li> <li>• Causation: Things happen because something causes them to happen</li> <li>• Historical evidence: Historians learn about the past by interpreting sources (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today</li> <li>• Causation: Things happen because of causes. Some things have lots of causes</li> <li>• Causation: Causes can be long-term conditions or short-term triggers</li> <li>• Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Change &amp; continuity: Changes do not follow one trajectory</li> <li>• Change &amp; continuity: Changes can take place gradually (evolution) or rapidly and completely (revolution)</li> <li>• Similarity &amp; difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics</li> <li>• Chronology: Recognise and use AD/BC and BCE/BC accurately</li> </ul>
Vertical concepts	<ul style="list-style-type: none"> <li>• Quest for knowledge: It took a long time for the knowledge that we have today to develop (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Community &amp; family: Communities can be brought together by geographical location, or by a shared identity</li> </ul>	<ul style="list-style-type: none"> <li>• Community &amp; family: Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth</li> </ul>
	<p>Key vocabulary: Pompeii. Roman Empire. Reconstruction. Artefact. Primary evidence. Secondary evidence. Restoration. Archaeologist. Merchant. Volcano. Pyroclastic flow. Plaster cast. Unearthed. Sulphur dioxide.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Geography: Human settlements can be a city, town or village, depending on their size (Class 1)</li> <li>• A very long time ago, people lived in small villages, in roundhouses with just one room (Class 1)</li> <li>• Science: Natural rocks are either igneous, sedimentary or metamorphic (Class 2)</li> <li>• Science: A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they made when they were alive (Class 2)</li> <li>• Science: Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Class 2)</li> </ul>	<ul style="list-style-type: none"> <li>• How time is divided into 'history', 'prehistory' and 'deep time'.</li> <li>• Why the Stone Age is part of 'prehistory'.</li> <li>• The three periods and dates of the Stone Age in Britain.</li> <li>• How archaeologists use artefacts to understand life in Stone Age Britain.</li> <li>• The difference between Stone Age winter and summer camps.</li> <li>• Why in the New Stone Age Ancient Britons began to build permanent settlements.</li> <li>• How and why life for Ancient Britons changed from the Old to New Stone Age.</li> <li>• Prehistory refers to the study of humans before there was writing</li> <li>• Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather</li> <li>• Agriculture is the farming of plants (arable) and animals (pastoral) to eat</li> <li>• Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period</li> <li>• The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated</li> <li>• The lack of written sources mean that it is difficult to know what people believed</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing prehistoric Britain with the civilisations in Ancient Egypt, and recognising that the two units overlapped in time (Class 3)</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Historical evidence: History is the study of humans who lived in the past (Class 1)</li> <li>• Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Class 2)</li> <li>• Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Class 1)</li> <li>• Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1)</li> </ul>	<p>Historical evidence: Archaeology is the branch of history that deals with the remains of human life</p> <p>Historical evidence: There are limits to what historians can learn from any collection of sources</p>	<p>Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Class 3)</p> <ul style="list-style-type: none"> <li>• Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating (Class 3)</li> </ul>
Vertical concepts	<p>Community &amp; family: People in history lived in communities that look different to ours today (Class 1)</p>	<p>Community &amp; family: In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves</p> <ul style="list-style-type: none"> <li>• Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today</li> </ul>	<p>Community &amp; family: Communities can be brought together by geographical location, or by a shared identity</p> <p>Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents</p>
	<p>Key vocabulary: Stone Age. Anachronism. Archaeologist. Excavation. Prehistory. Artefact. Reconstruction. Rebuilding. Hunter-gatherer. Nomadic People. Flint. Knapping. Domesticate. Ceremony.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<p>Earlier in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> <li>The most common reasons why tribes, kingdoms, nations and empires invade the territory of other people</li> </ul>	<ul style="list-style-type: none"> <li>Why Adolf Hitler came to power in Nazi Germany</li> <li>Why Britain entered into war with Nazi Germany in 1939</li> <li>Which countries were allies of Britain in the war</li> <li>Why Nazi Germany invaded and occupied most of Western Europe by 1940</li> <li>Why Britain faced the threat of invasion by Nazi Germany in 1940</li> <li>Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li> <li>The main events of the Battle of Britain</li> <li>How and why Britain defeated Nazi Germany in the Battle of Britain</li> <li>The significance of this victory in terms of the final outcome of the Second World War</li> </ul>	
Disciplinary knowledge	<p>Causation: Causes can be long-term conditions or short-term triggers</p> <ul style="list-style-type: none"> <li>Causation: Some things that have lots of causes that are connected in some way</li> </ul>	<p>Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others</p> <ul style="list-style-type: none"> <li>Causation: Historians can argue that one cause is more important than another</li> <li>Historical evidence: Historians cross-reference sources in order to build confidence</li> </ul>	<p>Historical significance is not fixed or ascribed, but is a social and cultural process that historians need to be mindful of (KS3)</p>
Vertical concepts	<ul style="list-style-type: none"> <li>Power, empire &amp; democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</li> </ul>	<ul style="list-style-type: none"> <li>Power, empire &amp; democracy: Drivers of power can be categorised into: institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others)</li> <li>Power, empire &amp; democracy: Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power</li> </ul>	<p>Power, empire &amp; democracy: Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)</p>
	<p>Key vocabulary: WW2. Adolf Hitler. Fuhrer. Dictatorial leader. Prime Minister. Reich. Nazi Germany. Allies. RADAR. Evacuation. Combat Fighting. Blitzkrieg.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Geography: The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Class 1)</li> <li>• About historically significant people, events and places in their local area and investigated why they are considered to be of importance. (Class 2)</li> </ul>	<ul style="list-style-type: none"> <li>• The location of Dartmouth.</li> <li>• That Dartmouth has been affected by historical events for many thousands of years.</li> <li>• Who was Lord of the borough of Dartmouth in the 1500's? Sir Peter Carew had manors and lands in the south of the county, including the lordship of the borough of Dartmouth. Sir Peter became lord of the borough of Dartmouth and MP for the town in 1547.</li> <li>• Why Dartmouth was an important town in Tudor times.</li> <li>• Who was Sir Francis Drake and Queen Elizabeth 1?</li> <li>• Why King Phillip of Spain sent the Spanish Armada to invade England in 1588</li> <li>• The actions that Francis Drake took that contributed to defeating the Spanish Armada</li> <li>• Why Dartmouth was important during the Spanish Armada (sent 12 ships from Dartmouth). Spanish warships sailed past Dartmouth on their way to meet the English fleet. An early casualty was the grand Spanish ship Nuestra Señora del Rosario, captured and brought into Dartmouth as a prize of war by Sir Francis Drake.</li> </ul>	
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Historical significance: Historians choose to study people or events in the past because they resulted in change (Class 1)</li> <li>• Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Class 2)</li> <li>• Similarity &amp; difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Class 2)</li> <li>• Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Class 2)</li> <li>• Chronology: Place a small selection of sources in order, from most to least recent (Class 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical evidence: Use historical maps or photographs in a plan view</li> <li>• Historical evidence: Local history archives can be an invaluable source of information for historians</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations (KS3)</li> <li>• Analysing a wide range of sources in increasingly creative ways (KS3)</li> </ul>
Vertical concepts	<ul style="list-style-type: none"> <li>• Community &amp; family: My local community was different for families at different times in history (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Community &amp; family: People in history lived in communities that look different to ours today</li> <li>• Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge</li> </ul>	
	Key vocabulary: Tudor. Manor. Lord. Sir Peter Carew. Elizabeth 1. Invade. Spanish Armada. Sir Francis Drake. Fleet. Captured.		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>About life in Bronze Age Britain which occurred at the same time as the Shang Dynasty in China</li> <li>About what an empire is and why the Romans invaded Britain to extend their empire</li> <li>About the Maya Civilisation in Central America and why their great jungle cities were ultimately abandoned</li> </ul>	<ul style="list-style-type: none"> <li>The Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li>Until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li>Wang Yirong discovered engraved bones at a Peking market in 1899 that are very significant in telling/teaching archaeologists about the Shang Dynasty</li> <li>The likely purpose of carved oracle bones during the Shang Dynasty</li> <li>What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> <li>Why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li>How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different</li> <li>The importance of the Shang burial chamber discovered at Yi Au in 1976</li> <li>What the artefacts and remains found in the tomb tell us about the person who was probably buried there</li> <li>Why tombs of monarchs and noblemen often became the target of grave robbers during the Shang Dynasty</li> <li>How life during the Shang Dynasty compared with life in Bronze Age Britain</li> </ul>	<p>Causation: Understanding the historiography of causation; historians’ arguments are always informed by the time and place in which they live(d) (KS3)</p>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>Mathematics: Compare and order numbers up to 1000 (Y3)</li> <li>Geography: Political maps show human boundaries and features; physical maps show physical boundaries and features (Class 2 Yr A)</li> <li>Historical significance: Historians choose to study people or events in the past because they resulted in change (Class 1/2)</li> <li>Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Class 1/2)</li> <li>Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Class 2)</li> <li>Historical evidence: There are limits to what historians can learn from any collection of sources (Class 2 YrA)</li> <li>Chronology: Describe historical periods and times using dates AD and BC (Class 2)</li> </ul>	<p>Similarity &amp; difference: Historians can consider the similarities and differences between people in two different civilisations from the past</p> <p>Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others</p> <p>Causation: Historians can argue that one cause is more important than another</p> <p>Historical evidence: Historians cross-reference sources in order to build confidence</p> <p>Chronology: Use vocabulary like decade, century and millennium</p>	<p>Similarity &amp; difference: Make decisions about when and how it is appropriate to generalise or group individuals when describing experiences (KS3)</p> <p>Similarity &amp; difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics</p> <p>Chronology: Describe historical periods or events using any date, and millions of years ago (KS3)</p> <p>Chronology: Recognise and use AD/BC and BCE/BC accurately</p>
Vertical concepts	<p>Quest for knowledge: People in the past had different knowledge or beliefs to us; this does not mean that they are more ‘stupid’ than people today</p>	<p>Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others</p> <p>Community &amp; family: Communities can be brought together by geographical location, or by a shared identity</p>	<p>Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents.</p>
	<p>Key vocabulary: China. Shang Dynasty. Wang Yirong. Peking Market. Reconstruct. Artefact. Legend. Myths. Emperor/ Empress. Monarch. Nobleman. Parchment. Oracle. Inscription. Divining. Conquest. Ceremonial. Restore.</p>		



	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Shang Dynasty Year A Class 3)</li> <li>A civilisation is a group of people and their society, culture and way of life (Vikings/stone age Class 2)</li> <li>Democracy is a system of government where everyone has a say (Class 2/3)</li> <li>Ancient Mayans believed in multiple gods and wrote myths (Class 3 Year C Summer)</li> </ul> <p>How life during the Shang Dynasty compared with life in Bronze Age Britain (Class 3 Year A Summer)</p>	<p>Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</p> <p>The motives for Emperor Claudius to invade and occupy Britain in AD 43</p> <p>The armies of Boudica and the British Roman governor Paulinus had a battle</p> <p>Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain</p> <p>The main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122</p> <p>The key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built</p> <p>What a gladiator was and what occurred at gladiatorial games</p> <p>Who ianistae were and why they owned and trained gladiators in private schools</p> <p>The Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians</p>	<p>The British empire (Spring term)</p>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>Mathematics: Order and compare numbers up to and beyond 1000 (Class 2)</li> <li>Change &amp; continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history (Class 1/2)</li> <li>Historical evidence: Political maps have changed over time (Class 3 Year A Summer)</li> <li>Chronology: Use vocabulary like decade and century (Class 2/3)</li> <li>Chronology: Convert between a year and a century (Class 2/3)</li> </ul>	<ul style="list-style-type: none"> <li>Change &amp; continuity: Changes do not follow one trajectory</li> <li>Change &amp; continuity: Changes can take place gradually (evolution) or rapidly and completely (revolution)</li> <li>Similarity &amp; difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics</li> <li>Chronology: Recognise and use AD/BC and BCE/BC accurately</li> </ul>	<ul style="list-style-type: none"> <li>Change &amp; continuity: Changes do not always mean progress</li> <li>Similarity &amp; difference: Make decisions about when and how it is appropriate to generalise or group individuals when describing experiences (KS3)</li> <li>Chronology: Describe historical periods or events using any date, and millions of years ago (KS3)</li> </ul>
Vertical concepts	<ul style="list-style-type: none"> <li>Community &amp; family: Communities can be brought together by geographical location, or by a shared identity</li> </ul>	<ul style="list-style-type: none"> <li>Community &amp; family. Invasion of countries has happened across the world for a long time.</li> </ul>	
	<p>Key vocabulary: Boudicca. Hadrian’s Wall. Emperor Paulinus. Natural resource. Occupied. Epitome. Pacify. Uprising. Plebian. Ianista. Gladiator. Philosopher. Empire. Military. Slave. Conflict. Conquest. Trade. War.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Geography: There are seven continents in the world, six of which people live on (Class 1+2)</li> <li>• An empire is a group of countries or places ruled by one person (Class 2 Year B Spring)</li> <li>• Geography: Indigenous people are the first people who lived in the place, and the generations of people who came after (Class 2 Year A Autumn)</li> </ul>	<ul style="list-style-type: none"> <li>- What the purpose of an empire is</li> <li>- The colonies that formed the British Empire at its height in 1921</li> <li>- Why Britain built the world’s largest empire</li> <li>- The advantages and disadvantages of being a British colony</li> <li>- Why The British empire has now almost disappeared</li> <li>- Why Britain went to war with Argentina in 1982</li> <li>- The purpose and countries of The Commonwealth</li> <li>- The British Empire grew from the sixteenth century and, at its peak, ruled a quarter of the world’s land</li> <li>- The British Empire substantially changed the lives of the people it colonised, without giving people any choice</li> </ul>	<p>Pupils will build on their knowledge of the British Empire, and explore how it gained and maintained power in different colonies across the world (KS3)</p>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Similarity &amp; difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Class 2 Year A+B)</li> <li>• Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Class 2 Year B)</li> <li>• Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Class 2 Year B)</li> <li>• Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (Class 2)</li> </ul>	<p>Historical significance: What historians consider to be significant is different to different people at different places and times</p> <p>Historical significance: We, as historians, can recognise reasons for why we are studying something in a particular place or time</p>	<p>Historical significance is not fixed or ascribed, but is a social and cultural process that historians need to be mindful of (KS3)</p>
Vertical concepts	<p>Quest for knowledge: Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Class 2)</p>	<p>Power, empire &amp; democracy: Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power</p> <p>Quest for knowledge: Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it.</p>	<p>Power, empire &amp; democracy: Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)</p> <p>Quest for knowledge: Recognising and debating issues around ‘decolonising’ the curriculum and western institutions.</p>
	<p>Key vocabulary: Empire. Colony. Commonwealth. Imperialism. Independence. Freedom. Self-determination. Sovereignty. Raw material. Industrial revolution. Missionary. Referendum. Crown.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<p>Geography: Europe is made up of 50 countries; Russia is split across Asia and Europe (Y3 Sum)</p> <ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Class 2 + 3)</li> </ul>	<ul style="list-style-type: none"> <li>2500 years ago Greece was one of the most important places in the ancient world.</li> <li>A city-state is a city and the surrounding land that has its own government and identity.</li> <li>A civilisation is a group of people and their society, culture and way of life.</li> <li>Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta.</li> <li>Know why Sparta and Troy began a war that lasted ten years</li> <li>Know why there are conflicting views over the existence of the so called 'Trojan Horse'</li> <li>Know the difference between a legend, myth and folklore in History</li> </ul>	<p>The Ancient Maya lived in city-states, but the relationships between them were generally less harmonious than those in Ancient Greece (Class 3).</p> <p>Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Class 3 Year A).</p> <p>The Ancient Maya, like the Ancient Egyptians and Greeks, built temples to honour their gods. The Maya built these at the top of step pyramids (CI 3 Year C).</p>
Disciplinary knowledge	<p>Similarity &amp; difference: Similarities and differences exist between two individuals who lived in the past (Class 2)</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1 + 2)</p> <p>Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Class 1 + 2)</p>	<p>Similarity &amp; difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences</p> <p>Chronology: Use vocabulary like decade and century</p>	<p>Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (Class 3)</p> <p>Chronology: Use vocabulary like decade, century and millennium (Class 3)</p> <p>Similarity &amp; difference: Historians can consider the similarities and differences between people in two different civilisations from the past (Class 3)</p>
Vertical concepts	<p>Power, empire &amp; democracy: Empires are large areas of land that are controlled by one person or group of people (Class 3)</p> <p>Power, empire &amp; democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Class 3)</p>	<p>Power, empire &amp; democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy</p>	<p>Power, empire &amp; democracy: Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Class 3)</p>
	Key vocabulary: Civilisation. Ancient world. Greece. Society. Culture. Sparta. Troy. Prehistoric. Myth. Legend. Siege. Authenticate. Depiction. Envoy. City state.		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Geography: Human settlements can be a city, town or village, depending on their size (Class 1)</li> <li>• A very long time ago, people lived in small villages, in roundhouses with just one room (Class 2)</li> <li>• Science: Natural rocks are either igneous, sedimentary or metamorphic (Class 2)</li> </ul>	<ul style="list-style-type: none"> <li>• The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.</li> <li>• How bronze was made from smelting copper and tin.</li> <li>• Some ways in which the invention of bronze changed the lives of people.</li> <li>• Why metal workers who could smelt bronze had such high status in Bronze Age society.</li> <li>• The significance of the artefacts buried with the 'Amesbury Archer'.</li> <li>• Why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.</li> <li>• What a monument is.</li> <li>• Why Bronze Age people may have built so many stone circle monuments.</li> <li>• The design, layout and possible purpose of the stone monuments at Merrivale.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing prehistoric Britain with the civilisations in Ancient Egypt, and recognising that the two units overlapped in time (Class 3)</li> <li>• The similarities and differences between prehistoric communities across the world</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Historical evidence: History is the study of humans who lived in the past (Class 1,2)</li> <li>• Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Class 2)</li> <li>• Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Class 1)</li> <li>• Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical evidence: Archaeology is the branch of history that deals with the remains of human life</li> <li>• Historical evidence: There are limits to what historians can learn from any collection of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Historical evidence: Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations (KS3)</li> <li>• Historical evidence: Analysing a wide range of sources in increasingly creative ways (KS3)</li> </ul>
Vertical concepts	<p>Community &amp; family: People in history lived in communities that look different to ours today (Class 2)</p>	<p>Community &amp; family: In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves</p> <ul style="list-style-type: none"> <li>• Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today</li> </ul>	
	<p>Key vocabulary: Bronze age. Burial. Smelting. Alloy. Bronze. Tin and copper. Monument. Ceremony. Interred. Cist. Commemorate. Capstone. Stone circle.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>• Science: A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they made when they were alive (Class 2)</li> <li>• Science: Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Class 2)</li> <li>• Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 (Class 3 Year B)</li> <li>• Geography: Trade is the process of buying and selling goods (Class 3)</li> <li>• Geography: Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Class 3)</li> <li>• Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Class 3)</li> </ul> <p>The Vikings were groups of people from Scandinavia who were most powerful in the 9th and 10th centuries. The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms (Class 2)</p>	<ul style="list-style-type: none"> <li>• What happened in Rome in AD 410 that convinced the Romans to leave Britain.</li> <li>• Who the Anglo Saxons were and where they came from. The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left</li> <li>• The Anglo-Saxons established seven kingdoms, which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king</li> <li>• Why the Anglo Saxons settled in England after the Romans began to leave.</li> <li>• Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.</li> <li>• Why the Anglo Saxons were referred to as ‘pagan’.</li> <li>• Why England began to convert to Christianity after the arrival of Constantine in AD 597.</li> <li>• How ordinary people were affected by England’s conversion to Christianity.</li> <li>• Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. Sutton Hoo was the burial site of an Anglo-Saxon king, discovered by archeologists in 1939</li> </ul>	<p>British Empire and how this grew to be larger than the Roman Empire (Class 3)</p>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>• Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</li> <li>• Historical evidence: Archaeology is the branch of history that deals with the remains of human life (Class 2)</li> <li>• Historical evidence: There are limits to what historians can learn from any collection of sources</li> <li>• Historical evidence: Historians cross-reference sources in order to build confidence (Class 3)</li> <li>• Chronology: Describe historical periods and times using dates and as a given number of years ago</li> <li>• Chronology: Recognise and use AD/BC and BCE/BC accurately (Class 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating</li> </ul>	<p>Historical evidence: Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations (KS3)</p> <ul style="list-style-type: none"> <li>• Historical evidence: Analysing a wide range of sources in increasingly creative ways (KS3)</li> </ul>
Vertical concepts	<ul style="list-style-type: none"> <li>• Quest for knowledge: The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word (Class 3)</li> </ul>		
	<p>Key vocabulary: Archaeologist. Germanic invaders. Barbarian. Romans. Kingdoms. Village. Pagan. Anglo Saxon. Roman Catholicism. Pope. Conversion. Chronicle. Noble. Serf. Feudal system. Reconstruct.</p>		

	Required Prior Knowledge	Knowledge to be Explicitly Taught	How Knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Class 3)</li> <li>A city-state is a city and the surrounding land that has its own government and identity (Y3 Sum)</li> <li>Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta (Class 3 Year B)</li> <li>Democracy is a system of government where everyone has a say (Class 3)</li> <li>Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths (Class 3 Year B)</li> </ul>	<ul style="list-style-type: none"> <li>The location of the countries and cities of the modern day region of Central America</li> <li>The way of life of modern Maya people of Central America</li> <li>The natural features of the environment and climate of Central America</li> <li>Who the ancient Maya were and some of their achievements</li> <li>The features and purpose of the structures of the ruined Maya city of Chichen Itza</li> <li>The purpose of a range of ancient Maya artefacts from the city</li> <li>The social and religious importance of the ball game pok-a-tok</li> <li>How the ancient Maya farmed using mountain terraces</li> <li>The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> <li>How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</li> </ul>	
Disciplinary knowledge	<ul style="list-style-type: none"> <li>Mathematics: Compare and order numbers up to 1000 (Class 2)</li> <li>Similarity &amp; difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Class 2)</li> <li>Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time (Class 1)</li> <li>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Class 1)</li> </ul>	<ul style="list-style-type: none"> <li>[Mathematics]: Number system over time has developed to include zero</li> <li>Similarity &amp; difference: Historians can consider the similarities and differences between people in two different civilisations from the past</li> <li>Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)</li> <li>Chronology: Place dates [AD only] on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>Similarity &amp; difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Class 3)</li> <li>Chronology: Recognise and use AD/BC and BCE/BC accurately (Class 3)</li> </ul>
Vertical concepts	<ul style="list-style-type: none"> <li>Quest for knowledge: People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Class 3)</li> </ul>	<ul style="list-style-type: none"> <li>Quest for knowledge: Different civilisations across the world developed similar knowledge independently</li> </ul>	<ul style="list-style-type: none"> <li>Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others (Class 3)</li> </ul>
	Key vocabulary: Maya. Pok-a-tok Reconstruct. Conquest. Ceremonial. City-state. Abandon. Erosion. Tropical regions. Rainforest. Expedition. Rediscover. Famine. Priest. Eclipse. Deforestation. Water cycle. Restore. Timeline. Flash flood. Anglo Saxon.		

## **Inclusion, equality of opportunity and differentiation**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through History the children learn a range of skills, concepts, attitudes and methods of working.

At our school we ensure that all pupils can engage with learning history and develop as young Historians irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

Ensuring differentiation is a fundamental and core element of inclusion. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in History including those with special educational needs, those with disabilities and those identified as pupil premium children and those with English as an additional language. Class teachers adapt enquiries to meet the needs of their class as each cohort is different. Assessment should be inclusive - where children struggle to write opportunities should be made for these children to share their knowledge and skills.

## **Assessment and Expectations**

At St John's the Classes' are mixed Year groups therefore our curriculum is planned in a two year rolling programme for Class 1 and 2 and a three year rolling programme in Class 3. Each year group has a set of objectives that enable the teachers to assess them against the expectations for History knowledge and skills for that year group. The teachers' will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment to reach an accurate judgment of what they know and can do.

Each History enquiry sets clear objectives which define the anticipated outcomes for the pupil. Ongoing formative assessments are used by the teachers to ascertain whether a pupil has achieved the outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

## End of Key Stage Expectations

### Early Years Foundation Stage

#### Understanding the world:

**Past and Present ELG** Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;

### Key Stage 1

#### Chronological understanding:

- Pupils can accurately order events they have learnt about from furthest away to most recent
- Pupils can draw timelines, beginning to place areas of study on them
- Pupils can compare areas of study, identifying similarities between them
- Pupils can compare areas of study, identifying differences between them

#### Vocabulary:

- Pupils can remember and use a range of names and words specific to areas of study
- Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries

#### Questioning:

- Pupils can ask simple questions to develop their understanding
- Pupils are able to accurately answer simple questions related to an area of study confidently
- Pupils can justify their answers using sources or stories

#### Knowledge:

- Pupils can remember key events about the areas they have studied
- Pupils can begin to identify how we know about past events
- Pupils can begin to identify different representations of history e.g. books, visual clips, letters



## Key Stage 2

### Chronological understanding:

- Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history
- Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is
- Pupils can compare a range of historical periods, identifying differences between them
- Pupils can identify trends over time, identifying how ideas have been continued/ developed

### Vocabulary:

- Pupils can remember and use a range of names and words from the areas they have studied over the years
- Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

### Questioning:

- Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance
- Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda
- Pupils can purposefully select information when forming responses to questions
- Pupils can organise information purposefully when responding to or asking questions

### Knowledge:

- Pupils have a wide ranging knowledge about historical events, from local history to world history
- Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding
- Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

## Connecting History to other areas of the curriculum

In our long term planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the understanding in History for our pupils. Making links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning.

