



History Subject Coverage							
Year 1		Year 2	Year 3	Year 4	Year 5	Year 6	
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context		Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Changes within living memory should be linked to changes in national life How will this be delivered – through which theme /topic? Memory Box	Chronological understanding – what was it really like at that time?	* Order and sequence * The language of description * Self - awareness.	*Sort artefacts into ‘then’ and ‘now’, asking and answering questions to demonstrate their thinking * Sequence events and artefacts into chronological order		Memory Box: -Life events e.g. birth, sibling’s birth, holiday, first day of school... -Changes over time e.g. Transport, toys, technology...	Change	Time, events, chronology, timeline, memory
		* Awareness of the past * Understanding chronology	Sequence events, photographs and artefacts into chronological order within closer time boundaries				
	Historical enquiry - *Using evidence *Communicating ideas what can we infer from the past? *Cause and consequence Events, decisions or developments in the past produce later actions, results or effects	* Opinions and ideas differ in people. *Cause and effect	* Begin to analyse stories about the past and discuss the difference between fact and fiction. * Begin to use a range of sources of information, making appropriate observations about what they have noticed * Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc.		Memory Box: -Celebrations and special events	Celebration	Party, celebration, religion, culture, birthday, wedding, Diwali, Christening, Hanukah, Christmas
		* What are good questions? * What is a source? *Why people behave in different ways *People’s lives are all different (past and present)	* Understand some of the different ways the past can be represented * Collect and use some relevant material to develop a picture of a past event. * Discuss the effectiveness of sources of information * Handle a range of sources of information, asking and answering questions to demonstrate their thinking				
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* Being different * Being similar * Reality * Change	* Create a timeline using common words and phrases related to the passing of time * Identify and reflect some of the differences between people ‘then’ and ‘now’		Memory Box: -How people change over time -Living things -Human Senses: how humans learn about the world.	Identity/ Ancestor	Baby, toddler, child, teenager, adult, senior citizen, living, alive, remembering, dying parent, sight, eyes, hearing, ears, nose, smell, touch,
		* Things change over time	* Create a timeline using some dates and the vocabulary related to the passing of time * Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.				
	Significance - Importance of an event, development, individual or group	* What makes something special?	* Understand some of the reasons why people did things in the past		Memory Box: -Babies and their needs -Friendships -Marriage	Care	Humans, babies, milk, sleep, love, warmth, happy, healthy



	Empathy - Developing an understanding of another's views, life and decisions made.	* What makes someone important? * What is Perspective?	* Make comparisons between their lives and others.			
	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Children should study the lives of significant individuals across historical periods that have contributed to national and international achievements, and should be able to achieve them. Land Ahoy!	Chronological understanding – what was it really like at that time?	* Order and sequence * The language of description * Self - awareness.	*Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking * Sequence events and artefacts into chronological order	Land Ahoy! - Sea Explorers -The dangerous sea: Grace Darling – RNLI	Journey/ Voyage/ Exploration	Famous, explorer, travel, Europe, world, sailed, America, China, world-record, voyage
		* Awareness of the past * Understanding chronology	Sequence events, photographs and artefacts into chronological order within closer time boundaries			
	Historical enquiry: *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Opinions and ideas differ in people. *Cause and effect	* Begin to analyse stories about the past and discuss the difference between fact and fiction. * Begin to use a range of sources of information, making appropriate observations about what they have noticed * Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc.	Land Ahoy! -Treasure maps -Pirate maps -Pirates: Edward Teach 1680-1718/Bartholomew Roberts 1682-1722		Piracy, map, sailors, navigate, explore, seas and oceans, UK, Island
		* What are good questions? * What is a source? *Why people behave in different ways *People's lives are all different (past and present)	* Understand some of the different ways the past can be represented * Collect and use some relevant material to develop a picture of a past event. * Discuss the effectiveness of sources of information * Handle a range of sources of information, asking and answering questions to demonstrate their thinking			
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* Being different * Being similar * Reality * Change	* Create a timeline using common words and phrases related to the passing of time * Identify and reflect some of the differences between people 'then' and 'now'	Land Ahoy! -Sea explorers: past and present (<i>Marco Polo, Christopher Columbus, Sir Walter Raleigh & Dame Ellen McArthur</i>) -Captain James Cook: Famous English sea captain		Navigator, Royal Navy, navigation, map-drawing, ship, voyage, HMS..., cargo, coast,
		* Things change over time	* Create a timeline using some dates and the vocabulary related to the passing of time * Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.			



	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What makes something special?	* Understand some of the reasons why people did things in the past	Land Ahoy! -The dangerous sea: Grace Darling, Lighthouses, RNLI	Legacy	lifeboat, lifeguard, lighthouse,
		* What makes someone important? * What is Perspective?	* Make comparisons between their lives and others.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Study an event beyond living memory that is significant nationally or globally. Moon Zoom!	Chronological understanding – what was it really like at that time?	* Order and sequence * The language of description * Self - awareness.	*Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking * Sequence events and artefacts into chronological order	Moon Zoom! -Electricity: items that use it for power. -Famous Astronauts: <i>Yuri Gagarin, Neil Armstrong, Helen Sharman, Tim Peake</i>	Power	Everyday items, batteries, charge, power, source, pilot, astronaut, space, famous, first, space station
		* Awareness of the past * Understanding chronology	Sequence events, photographs and artefacts into chronological order within closer time boundaries			
	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Opinions and ideas differ in people. *Cause and effect	* Begin to analyse stories about the past and discuss the difference between fact and fiction. * Begin to use a range of sources of information, making appropriate observations about what they have noticed * Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc.	Moon Zoom! -Famous Astronauts: <i>Yuri Gagarin, Neil Armstrong, Helen Sharman, Tim Peake</i> -Famous Events and their accounts -Materials that made the rockets, space station, space suits etc.	Influence	Moons, Solar System, Moon buggies, asteroid, orbit, planet, rocket, space, star, wood, plastic, glass, metal, properties, transparent, waterproof
		* What are good questions? * What is a source? *Why people behave in different ways *People's lives are all different (past and present)	* Understand some of the different ways the past can be represented * Collect and use some relevant material to develop a picture of a past event. * Discuss the effectiveness of sources of information * Handle a range of sources of information, asking and answering questions to demonstrate their thinking			
	Continuity and change - Some things change over time and others remain the same.	* Being different * Being similar * Reality * Change	* Create a timeline using common words and phrases related to the passing of time * Identify and reflect some of the differences between people 'then' and 'now'	Moon Zoom! -Famous Astronauts:	Strength	Moons, Solar System, Moon buggies, asteroid, orbit, planet, rocket, space, star, wood, plastic,



	*Similarity / Difference within a period/situation (diversity)	* Things change over time	* Create a timeline using some dates and the vocabulary related to the passing of time * Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.	<i>Yuri Gagarin, Neil Armstrong, Helen Sharman, Tim Peake</i> -Famous Events and their accounts		glass, metal, properties, transparent, waterproof
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What makes something special? * What makes someone important? * What is Perspective?	* Understand some of the reasons why people did things in the past * Make comparisons between their lives and others.	<u>Moon Zoom!</u> -What inspires someone to become an astronaut?	Resilience	Travel, trained, space rocket, Moon, orbit, Earth, International Space Station
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A new emphasis on significant historical events, people and places in the student's locality. Towers, Tunnels and Turrets Local History: including Castles, Cathedrals & Churches.	Chronological understanding – what was it really like at that time?	* Order and sequence * The language of description * Self - awareness.	*Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking * Sequence events and artefacts into chronological order	Local History: including Lincoln Castle, Lincoln Cathedral & All Saints Church_ Local Heritage – Viking way, Roman influence, Victorian changes	Church Society	Monarchy Conquest Religion Society, locality, village, town, city, lord and his family, steward, knights, ladies-in-waiting, cooks, gong-scourer etc.
	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Opinions and ideas differ in people. *Cause and effect * What are good questions? * What is a source? *Why people behave in different ways *People's lives are all different (past and present)	* Begin to analyse stories about the past and discuss the difference between fact and fiction. * Begin to use a range of sources of information, making appropriate observations about what they have noticed * Develop an understanding of the different ways to represent the past using photos, stories, ICT, drama, art etc. * Understand some of the different ways the past can be represented * Collect and use some relevant material to develop a picture of a past event. * Discuss the effectiveness of sources of information * Handle a range of sources of information, asking and answering questions to demonstrate their thinking	Local History: including Lincoln Castle, Lincoln Cathedral & All Saints Church_ Local Heritage – Viking way, Roman influence, Victorian changes	Monarchy Conquest	Castle, Cathedral, Church, structure, important-person, king, lord, high-hills, towers, keep, motte, moat, bailey, curtain wall, gatehouse, portcullis
	Continuity and change - Some things change over time and	* Being different * Being similar * Reality	* Create a timeline using common words and phrases related to the passing of time	Local History: including Lincoln Castle, Lincoln	Ancestor	local history, family, ancestors, community, travel, change,



	others remain the same. *Similarity / Difference within a period/situation (diversity)	* Change	* Identify and reflect some of the differences between people 'then' and 'now'	Cathedral & All Saints Church		
		* Things change over time	* Create a timeline using some dates and the vocabulary related to the passing of time * Analyse photographs or pictures of people or events in the past and identify differences in the ways of life.			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made.	* What makes something special?	* Understand some of the reasons why people did things in the past	Local History: Local people Local Houses, buildings, village and town changes.	Estate	Farming, rural, estate, houses, homes, buildings, dwellings, businesses, streets,
		* What makes someone important? * What is Perspective?	* Make comparisons between their lives and others.			
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Y3 – Tribal Tales Changes in Britain from the Stone Age to the Iron Age <i>**late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> <i>**Bronze Age religion, technology and travel, for example, Stonehenge</i> <i>**Iron Age hill forts: tribal kingdoms,</i>	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	*What is a source? *What is relevance? *What makes something relevant? *How do I know it is a good question?	●Use sources of information, including ICT, to find out about events, people and changes. ●Select and record information relevant to the study, using e-learning for research. ●Ask and answer different questions.	Tribal Tales: Prehistoric Life Stone age: -Palaeolithic, Mesolithic, Neolithic Bronze Age Iron Age	Ancestor	Humans, records, period, nomad, hunting, mammals, tools, tribes, durable metal, chariots, armour, village, farms, community, fights, roundhouses, thatch, enemies, protection, forts, warriors, attack, towns, invasion
	Chronological understanding – What happened and when?	*Which periods of time can I recall? * What is time and how is it recorded?	●Sequence several events or artefacts into periods of time. ●Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	Tribal Tales: Prehistoric Life Stone age: -Palaeolithic, Mesolithic, Neolithic Bronze Age Iron Age	Tribe	
		* What is a period of time? *How are years/dates recorded?	●Place events, people and changes into correct periods of time on a timeline. ●Use terms related to the period and begin to date events. https://nrich.maths.org/6070			
	Continuity and change - Some things change over time and	* What do the sources show us about that time period?	●Recognise similarities and differences between periods of time. ●Begin to give reasons for and results of the main events and changes.	Tribal Tales: Lindow Man Stonehenge	Society	Preserved, bodies, peat-bog, high-status, historians, graves, mounds, barrows, treasures, buried,



farming, art and culture	others remain the same. *Similarity / Difference within a period/situation (diversity)			Prehistoric Burial Archaeology		cremation, urns, society, position, monument, arches, ditch, bank, location, ancient, temple, sun-tracking, Europe, gather, celebrate, solstice, longest, shortest, archaeology, clues, sites, identified, visible, aerial,
		* What is bias? *How do we know about historical events?	- Identify and describe reasons for and results and historical events, situations and changes in the period studied. - Identify different ways in which the past is represented and interpreted.			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	*Motivation – where does it come from? *What influences our behaviour?	- Find out about lives of people in the time period studied and compare with our life today. - Identify reasons for and results of people's actions.	Tribal Tales: Lindow Man Stonehenge Prehistoric Burial Archaeology	Settlement/ Religion	
		*How are key groups of people similar – why is this?	- Identify key features of people's lives or key features of events. - Look for links and effects in the time period studied and offer reasonable explanations.			
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Y3- Gods and Mortals Ancient Greece – a study of Greek life and achievements and their influence on the western world	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	*What is a source? *What is relevance? *What makes something relevant? *How do I know it is a good question?	- Use sources of information, including ICT, to find out about events, people and changes. - Select and record information relevant to the study, using e-learning for research. - Ask and answer different questions.	Gods and Mortals: Ancient Greece – map, location City states – powerful laws, customs and rulers Wars and Soldiers Life in Ancient Greece -homes -family -Olympic Games -Culture	Civilisation/ Ruler	Ancient, city states, protection, power, laws, customs, rulers, soldiers-hoplites, weapons, shield, phalanx, formation, effective, courtyard, decoration, important, decisions, skills, weaving, trained, wreath, religious occasion, event, dedication, craftspeople, scenes, geometric-designs, builders, theatre, feasting, democracy, philosopher
		*What does it mean to evaluate? *How can we answer a question well?	- Use and evaluate sources of information, including ICT, to find out about events, people and changes. - Use the relevant material to build up a picture of a past event. - Ask and answer a variety of questions.			
	Chronological understanding – What happened and when?	*Which periods of time can I recall? * What is time and how is it recorded?	- Sequence several events or artefacts into periods of time. - Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	Gods and Mortals: Timeline of Ancient Greece	Conflict/ War	civilisation, conquer, dedicate, democracy, Peloponnesian War, honour, invades, decline, empire, retreated, advanced,



		* What is a period of time? *How are years/dates recorded?	●Place events, people and changes into correct periods of time on a timeline. ●Use terms related to the period and begin to date events. https://nrich.maths.org/6070	Wars: The Battle of Marathon/Trojan War		
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What do the sources show us about that time period?	●Recognise similarities and differences between periods of time. ●Begin to give reasons for and results of the main events and changes.	Gods and Mortals: Gods and Goddesses Greek Myths	Religion	Belief, watched-over-them, power, myth, magical-creatures, values: bravery/intelligence/right/wrong, labyrinth, paradox, Mount Olympus, God/Goddess, myth
		* What is bias? *How do we know about historical events?	●Identify and describe reasons for and results and historical events, situations and changes in the period studied. ●Identify different ways in which the past is represented and interpreted.			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decision made.	*Motivation – where does it come from? *What influences our behaviour?	●Find out about lives of people in the time period studied and compare with our life today. ●Identify reasons for and results of people's actions.	Gods and Mortals: Life in Ancient Greece: -homes -family -Olympic Games -Culture Famous Ancient Greeks: -Homer -Plato -Aristotle -Archimedes	Democracy	Ancient, city states, protection, power, laws, customs, rulers, soldiers-hoplites, weapons, shield, phalanx, formation, effective, courtyard, decoration, important, decisions, skills, weaving, trained, wreath, religious occasion, event, dedication, craftspeople, scenes, geometric-designs, builders, theatre, feasting, democracy, elect, philosopher
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Year 4 – I am Warrior The Roman Empire and its impact on Britain <i>Julius Caesar's attempted</i>	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	*What is a source? *What is relevance? *What makes something relevant? *How do I know it is a good question? *What does it mean to evaluate? *How can we answer a question well?	●Use sources of information, including ICT, to find out about events, people and changes. ●Select and record information relevant to the study, using e-learning for research. ●Ask and answer different questions. ●Use and evaluate sources of information, including ICT, to find out about events, people and changes. ●Use the relevant material to build up a picture of a past event. ●Ask and answer a variety of questions.	I am Warrior: Life as a Celt – Celtic warriors Queen Boudicca Life as a Roman Roman Warriors Gladiators - Spartacus	Power	Celt, tribespeople, hunting & gathering, roundhouses, wattle & daub, thatched roof, craftsmen, blacksmith, battle, chariots, iron sword, woad, horns, enemies, undisciplined, disciplined, warriors, organised, disorganised, army, groups, legions, centuries, trained, tight-formation, shields-testudo, sword – gladius, armour, soldiers, refuse, leader, Iceni tribe,



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invasion in 55-54 BC **the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall **British resistance, for example, Boudica **'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Chronological understanding – What happened and when?	*Which periods of time can I recall? *What is time and how is it recorded?	●Sequence several events or artefacts into periods of time. ●Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	I am Warrior: Roman Empire Timeline Mount Vesuvius	Empire/Army/ /conquest	savagely, promised, fight-back, defeated, poison, slaves, prisoners, entertainment, crowds, open-air-arenas, amphitheatres, gladiators, ludi, freedom, rebellion, revolt, Roman Republic, Mount Vesuvius, led, victory
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	*What is a period of time? *How are years/dates recorded?	●Place events, people and changes into correct periods of time on a timeline. ●Use terms related to the period and begin to date events. https://nrich.maths.org/6070			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	*What do the sources show us about that time period?	●Recognise similarities and differences between periods of time. ●Begin to give reasons for and results of the main events and changes.	I am Warrior: Roman Empire	Ruler	Britannia, founded, republic, ruled, elected, citizens, senators, revolt, against, invade, control, beaten, Britons, empire, emperor, orders, leads, Iceni-tribe, conquer, defeats, building, Hadrian's wall, defend, provinces, Angles/Saxons, Jutes, attack, leave, protect
		*What is bias? *How do we know about historical events?	●Identify and describe reasons for and results and historical events, situations and changes in the period studied. ●Identify different ways in which the past is represented and interpreted.			
		*Motivation – where does it come from? *What influences our behaviour?	●Find out about lives of people in the time period studied and compare with our life today. ●Identify reasons for and results of people's actions.	I am Warrior: What the Romans did for us? -underfloor heating -drainage & sewerage systems -roads -forts & walls for defence -baths and aqueducts -coins -calendar (names of months...) -Roman Numerals	Society/legacy	Numerals, developed, counting, communication, trade, invented, designed, systems, built, routes, defence, forts, aqueducts, coins-denarii, calendar, July and August (Julius Caesar/Emperor Augustus), democracy, elect
		*How are key groups of people similar – why is this?	●Identify key features of people's lives or key features of events. ●Look for links and effects in the time period studied and offer reasonable explanations.			
		*What is a source? *What is relevance? *What makes something relevant? *How do I know it is a good question?	●Use sources of information, including ICT, to find out about events, people and changes. ●Select and record information relevant to the study, using e-learning for research. ●Ask and answer different questions.			
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Y4 – Traders and Raiders Britain's settlement by Anglo-Saxons and Scots <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>**Scots invasions from Ireland to north Britain (now Scotland)</i> <i>**Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>**Anglo-Saxon art and culture</i> <i>Christian conversion – Canterbury, Iona and Lindisfarne</i>	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	*What does it mean to evaluate? *How can we answer a question well?	•Use and evaluate sources of information, including ICT, to find out about events, people and changes. •Use the relevant material to build up a picture of a past event. •Ask and answer a variety of questions.	Traders and Raiders: Anglo Saxons invade Anglo Saxon way of life Vikings invade Viking way of life End of Anglo Saxon rule	Conquest	Tribes, invade, Denmark, Germany, Britain, shore-forts, east & south coasts, protection, attack, kingdoms, King, settled, villages, huts, farmed, craftspeople, pagans, gods, Christianity, Old-English, Angles, Saxons & Jutes, Viking, Norse – pirate-raid, monasteries, easy-targets, monks, weapons, riches, violence, raids, stealing, precious-items, conquered, longhouses, thatch, metalwork, fast-ships, jewellery, spinning-wool, weave, cloth, dying-fabric, live, trade, neighbours, Wessex, Alfred, success, defeated, deal, troops, 1066 – Normans – end of Anglo Saxon rule.
	Chronological understanding – What happened and when?	* Which periods of time can I recall? * What is time and how is it recorded?	•Sequence several events or artefacts into periods of time. •Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	Traders and Raiders: Timeline of above events	King	
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What is bias? *How do we know about historical events?	•Place events, people and changes into correct periods of time on a timeline. •Use terms related to the period and begin to date events. https://nrich.maths.org/6070	Traders and Raiders: Anglo Saxons invade Anglo Saxon life Vikings invade Viking way of life End of Anglo Saxon rule	Trade/migration	notable people, period, writing, chronicle, ordered, monasteries, distribution, Christian Priest, Monastery, scholar, popular king, knights, round table, legend, Alfred-the-great, Englishman, born, share, agreement, united, leaders
	*Motivation – where does it come from? *What influences our behaviour?	•Identify and describe reasons for and results and historical events, situations and changes in the period studied. •Identify different ways in which the past is represented and interpreted.	•Recognise similarities and differences between periods of time. •Begin to give reasons for and results of the main events and changes.			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	*How are key groups of people similar – why is this?	•Identify key features of people's lives or key features of events. •Look for links and effects in the time period studied and offer reasonable explanations.	Traders and Raiders: Famous People: -Bede -King Arthur -Alfred the Great	Society	
		*What is a source? *What is relevance? *What makes something relevant? *How do I know it is a good question?	•Use sources of information, including ICT, to find out about events, people and changes. •Select and record information relevant to the study, using e-learning for research. •Ask and answer different questions.			



Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Y4 - 1066 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>**Viking raids and invasion</i> <i>**resistance by Alfred the Great and Athelstan, first king of England</i> <i>**further Viking invasions and Danegeld Anglo-Saxon laws and justice</i> <i>**Edward the Confessor and his death in 1066</i> A local history study – Y4 - 1066 <i>-a study over time tracing how several</i>	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	*What does it mean to evaluate? *How can we answer a question well? *Which periods of time can I recall? * What is time and how is it recorded?	•Use and evaluate sources of information, including ICT, to find out about events, people and changes. •Use the relevant material to build up a picture of a past event. •Ask and answer a variety of questions. •Sequence several events or artefacts into periods of time. •Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	1066: Britain in 1066 -Potential kings: Harold Godwinson, William of Normandy, Harald, Hardrada, Edgar Aetheling	Monarchy	King, crowned, brother-in-law, claimed, right-to –the-throne, powerful Saxon Earl, related, former, successor, fierce, warrior, descendant, strongest claim, previous,
	Chronological understanding – What happened and when?	* What is a period of time? *How are years/dates recorded? * What do the sources show us about that time period?	•Place events, people and changes into correct periods of time on a timeline. •Use terms related to the period and begin to date events. https://nrich.maths.org/6070 •Recognise similarities and differences between periods of time. •Begin to give reasons for and results of the main events and changes.	1066: Events of 1066 in a timeline: Edward the confessor dies – William of Normandy is crowned King of England.	Coronation	dies, crowned, invades, claim-to-the-throne, confront, defeated, marches, defeats, proposed, Witan, coronation, official,
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What is bias? *How do we know about historical events? *Motivation – where does it come from? *What influences our behaviour?	•Identify and describe reasons for and results and historical events, situations and changes in the period studied. •Identify different ways in which the past is represented and interpreted. •Find out about lives of people in the time period studied and compare with our life today. •Identify reasons for and results of people's actions.	1066: Battle of Hastings Bayeux Tapestry Castles – Lincoln Castle Domesday Book After William the Conqueror...	Tax/ Country/ Estate-land	Tostig, Norway, take-the-throne, fought, battle, troops, get-ready-for-battle, crowned, Norman-period, French-language, Bayeux Tapestry, Norman invasion, Battle of Hastings, scenes, embroidered, castles – motte and bailey, protect, country, mound, keep, enclosed area, wooden castles-replaced with stone castles, hold off- enemy-attacks, Great survey to find out who owned the land, taxes, scribes, recorded, clerks, Domesday book,
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of	*How are key groups of people similar – why is this?	•Identify key features of people's lives or key features of events. •Look for links and effects in the time period studied and offer reasonable explanations.			



<i>aspects of national history are reflected in the locality</i>	another's views, life and decisions made	* Primary * Secondary * What makes something relevant? * Inference	• Begin to identify primary and secondary sources. • Select and combine relevant information from different sources. • Use the evidence collected to build up a picture of life in the time studied.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
A local history study – Y6 - WW2 <i>a depth study linked to one of the British areas of study listed above</i> <i>**a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>**a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i>	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	• Recognise primary and secondary sources. • Use, evaluate and link a range of sources to find out about an aspect of the past. • Suggest omissions and the means of finding out. • Use the knowledge gathered to work out how conclusions were arrived at.	1066: -Potential kings: Harold Godwinson, William of Normandy, Harald, Hardrada, Edgar Aetheling After William the Conqueror	Tax/ Country/ Estate-land	King, crowned, brother-in-law, claimed, right-to –the-throne, powerful Saxon Earl, related, former, successor, fierce, warrior, descendant, strongest claim, previous, rebellion,
		* Order Y1-Y5 events on a timeline	• Place events, people and changes into correct periods of time. • Make comparisons between different times. • Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade	WW2: The second World war – summary Key leaders Evacuation The Home Front: -The Blitz -Air Raid shelters -Propaganda -Food and Rationing	Alliance	Axis, power, Allied-power, allies, effects, affected, leader, dictator, Prime Minister, President, Emperor, evacuation, evacuees, bombs, destroy, airfields, government, danger, the Blitz, sirens, civilians, air-raid-shelters, raids, propaganda, persuasion, shortages, ships, rationing, ration book, victory,
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	• Place current study on a timeline In relation to other studies, to sequence up to 10 events. • Use relevant dates and terms related to the passing of time.	WW2: The Second War Timeline: -Before -During -After Anne Frank	Military	leader, Nazi party, troops, treaty, occupy, empire, invades, vulnerable, prisoners of war, surrender, victory, Jews, diary, experiences, persecution, transportation, concentration camp, hiding, concealed,
		* Reasoning * Justification * Bias * Interpretation	• Identify and describe reasons for and results of historical events, situations and changes within and across different periods. • Give reasons for and results of the main changes and events • Show some understanding that aspects of the past have been represented and interpreted In different ways.			



	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	WW2: Battle of Britain	Conflict/War	Battle, air force, invasion, planned, military, land, air, sea
		* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - Recognise the past is represented and interpreted in different ways, and give reasons for this.	WW2: The Home Front: -The Blitz -Air Raid shelters -Propaganda -Food and Rationing Anne Frank	Nationality/Power	evacuation, evacuees, bombs, destroy, airfields, government, danger, the Blitz, sirens, civilians, air-raid-shelters, raids, propaganda, persuasion, shortages, ships, rationing, ration book, victory,
		* Primary * Secondary * What makes something relevant? * Inference	- Begin to identify primary and secondary sources. - Select and combine relevant information from different sources. - Use the evidence collected to build up a picture of life in the time studied.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Y5 – Ancient Egypt *The achievements of the earliest	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past?	* Making connections * What is omission? * What is a conclusion?	- Recognise primary and secondary sources. - Use, evaluate and link a range of sources to find out about an aspect of the past. - Suggest omissions and the means of finding out. - Use the knowledge gathered to work out how conclusions were arrived at.	Ancient Egypt: Famous Pharaohs: Khafra Thutmose III Hatshepsut Tutankhamun	Civilisation	Africa, ancient, culture, history, desert, Nile, river, provides, transportation, buildings, cities, temples, palaces, pyramids, civilisation, people, pharaoh, rich, powerful, messengers, gods,



civilizations – an overview of where and when the first civilizations appeared.	*Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Order Y1-Y5 events on a timeline	- Place events, people and changes into correct periods of time. - Make comparisons between different times. - Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade	Rameses II Cleopatra VII -Egypt -Life in ancient Egypt		hierarchical, system, viziers, nobles, scribes, priests, farmers, craftspeople, soldiers, peasants, slaves
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline * Reasoning * Justification * Bias * Interpretation	- Place current study on a timeline In relation to other studies, to sequence up to 10 events. - Use relevant dates and terms related to the passing of time. - Identify and describe reasons for and results of historical events, situations and changes within and across different periods. - Give reasons for and results of the main changes and events - Show some understanding that aspects of the past have been represented and interpreted In different ways.	Ancient Egypt Famous Pharaohs: Khafra Thutmose III Hatshepsut Tutankhamun Rameses II Cleopatra VII -Egypt -Life in ancient Egypt	Ruler	responsible, guards, rulers, religion, restoration, leaders, sphinx, valley of the kings, Giza,
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	Ancient Egypt Discovery of Tutankhamun's tomb	Civilisation	Wealthy, Lord Carnarvon, archaeologist, Howard Carter, team, workers, excavation, discovery, tomb, curse,
		* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied			
	Significance - Importance of an event, development, individual or group <i>Empathy</i> - Developing an understanding of another's views, life and decisions made	* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - Recognise the past is represented and interpreted in different ways, and give reasons for this.	Ancient Egypt Egyptian Gods: -Ra -Anubis -Ma'at -Tefnut Afterlife Hieroglyphics	Religion	beliefs, died, person, spirit, live again, ritual, prepare, body, buried, possessions, tombs, control, writing, pictures, represent, Rosetta Stone, language
		* Primary * Secondary * What makes something relevant? * Inference	- Begin to identify primary and secondary sources. - Select and combine relevant information from different sources. - Use the evidence collected to build up a picture of life in the time studied.			
Context for learning:	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge:	Substantive Concept: key nouns that help pupils make	Vocabulary: list not exhaustive



National Curriculum				what we want pupils to know about the learning context.	sense of the substance of history and the context they are learning about.	
Y5 – Off with her Head **The changing power of monarchs using case studies.	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	- Recognise primary and secondary sources. - Use, evaluate and link a range of sources to find out about an aspect of the past. - Suggest omissions and the means of finding out. - Use the knowledge gathered to work out how conclusions were arrived at.	Off with her Head: The Tudors Henry VIII The six wives: Life at Court War of the Roses	Monarchy	Tudor period, defeat, Battle of Bosworth, War of the Roses, England, King, educated, sportsman, Pope, Roman Catholic Church, reign, founder, Church of England, Navy,
		* Order Y1-Y5 events on a timeline	- Place events, people and changes into correct periods of time. - Make comparisons between different times. - Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade			
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	- Place current study on a timeline In relation to other studies, to sequence up to 10 events. - Use relevant dates and terms related to the passing of time.	Off with her Head: Henry's 'issue of divorce' Anne Boleyn Life at Court	Power	Divorce, lady-in-waiting, break-away, 'Great Matter', chief advisor, Reformation, abbeys, monasteries, convents, money, riches, heir, lineage, disappointment, accused, unfaithful, convicted, imprisoned, Tower of London, executed, prince, sovereign, lord, marriage, homes, palaces, Hampton Court Palace, art, music, dance, poetry, tournaments, important people, courtiers, flattery, wealth, silk, velvet, lace,
		* Reasoning * Justification * Bias * Interpretation	- Identify and describe reasons for and results of historical events, situations and changes within and across different periods. - Give reasons for and results of the main changes and events - Show some understanding that aspects of the past have been represented and interpreted In different ways.			
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	Off with her Head: Hans Holbein* Art Roman Catholicism The Church of England Protestantism Christianity Treason	Rules/Law	German artist, portrait, painter, travellers, royal, nobles,
		* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied			



	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What role does society play in events in the past? • Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. • Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. • Recognise the past is represented and interpreted in different ways, and give reasons for this.	* Primary * Secondary * What makes something relevant? * Inference • Begin to identify primary and secondary sources. • Select and combine relevant information from different sources. • Use the evidence collected to build up a picture of life in the time studied.	Off with her Head: Roman Catholicism The Church of England Protestantism Christianity Treason	Religion	Dissolution of the Monasteries, annulled, treason, reign, throne,
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Y5- Time Traveller **changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	• Recognise primary and secondary sources. • Use, evaluate and link a range of sources to find out about an aspect of the past. • Suggest omissions and the means of finding out. • Use the knowledge gathered to work out how conclusions were arrived at.	Project of choice** Crime and punishment?	Change	Tbc
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	• Place events, people and changes into correct periods of time. • Make comparisons between different times. • Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade			
		* Reasoning * Justification * Bias * Interpretation	• Identify and describe reasons for and results of historical events, situations and changes within and across different periods. • Give reasons for and results of the main changes and events • Show some understanding that aspects of the past have been represented and interpreted in different ways.	Project of choice** Crime and punishment?	identity	Tbc
	Continuity and change - Some things change over time and others remain the same.	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	• Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. • Compare beliefs and behaviour with another time period studied.	Project of choice** Crime and punishment?		Tbc



	*Similarity / Difference within a period/situation (diversity)		• Use evidence to support and illustrate an explanation on the causes and effects of a past event.			
		* What drives human behaviour?	• Study different aspects of life of different people (men and women) • Examine causes and results of events, and the impact on people. • Compare an aspect of life across early and late times studied			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What role does society play in events in the past?	• Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. • Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. • Recognise the past is represented and interpreted in different ways, and give reasons for this.	Project of choice** Crime and punishment?		Tbc
		* Primary * Secondary * What makes something relevant? * Inference	• Begin to identify primary and secondary sources. • Select and combine relevant information from different sources. • Use the evidence collected to build up a picture of life in the time studied.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Y5 - Black Death A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	• Recognise primary and secondary sources. • Use, evaluate and link a range of sources to find out about an aspect of the past. • Suggest omissions and the means of finding out. • Use the knowledge gathered to work out how conclusions were arrived at.	The Black Death Life in the 14th C The feudal System Kings; -Edward I -Edward II -Edward III - Richard II The Black Death -Causes -Symptoms -Treatments	Rules/Law/Tax	fighting expensive battles, harvests, famine, disease, spread, killed, poor, rebellion, taxes, taxation, working conditions, feudal system, roles, hierarchy, serfs, peasants, villeins, nobles, bishops, landowners, protect, knights, bravery, fighters, rules, code of chivalry, craftsmen, merchants, skilled workers, rights, reign, control, rules, changes to law, conquer, defeat, Asia, Europe, population, bacteria, Yersinia
		* Order Y1-Y5 events on a timeline	• Place events, people and changes into correct periods of time. • Make comparisons between different times. • Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade			



	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline * Reasoning * Justification * Bias * Interpretation	- Place current study on a timeline In relation to other studies, to sequence up to 10 events. - Use relevant dates and terms related to the passing of time. - Identify and describe reasons for and results of historical events, situations and changes within and across different periods. - Give reasons for and results of the main changes and events - Show some understanding that aspects of the past have been represented and interpreted In different ways.	The silk roads Trade in 14th C The Black Death -Causes -Symptoms -Treatments	Trade/ Merchant	Pestis, fleas, transfer, buboes, Plague Doctors, trade, merchant, goods, market, cities,
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	The peasants revolt Afterwards	Society/ Peasant	peasants, government, poll-tax, march, protest, parliament, government officials, destroying, property, tax collector, revolt, attack, demands, deal, archbishop, fear, situation, orders, freedom,
		* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another’s views, life and decisions made	* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - Recognise the past is represented and interpreted in different ways, and give reasons for this.	Life in the 14th C The feudal System – how it changed...	Monarchy/ Estate	
		* Primary * Secondary * What makes something relevant? * Inference	- Begin to identify primary and secondary sources. - Select and combine relevant information from different sources. - Use the evidence collected to build up a picture of life in the time studied.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive



Y5/6 – Fire-damps and Davy Lamps **a significant turning point in British history, for example, the first railways	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	- Recognise primary and secondary sources. - Use, evaluate and link a range of sources to find out about an aspect of the past. - Suggest omissions and the means of finding out. - Use the knowledge gathered to work out how conclusions were arrived at.	Fire-damps and Davy Lamps How coal is formed Coal mining Need for coal The industrial Revolution Health, safety and disasters	Revolution/ Change	Fossil fuel, formed, dead-plants, sediment, remains, peat, squash, deep –in the earth, drift mines, digging, earth’s surface, deep-mineshafts, access, era, coal seams, machinery, miners, deep-underground, industrial revolution, engineers, machines, products, speed, faster, steam, engines, coal, industry, important, fuel. Power, iron, steelworks, mills, factories, railways, heat, long hours, cramped spaces, darkness, candle, lamp, entire-families, law, health and safety, dangerous, job, accident, gas, deep-pockets, collapsing-tunnels, flooding, coal-dust, inhalation, chest diseases: infection, asthma, pneumonia, silicosis, laws, passed, working conditions, regulations, safety-equipment, Davy lamp
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	- Place events, people and changes into correct periods of time. - Make comparisons between different times. - Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade	Fire-damps and Davy Lamps Timeline: How coal is formed Coal mining Need for coal The industrial Revolution Health, safety and disasters	law	
	Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	- Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. - Compare beliefs and behaviour with another time period studied. - Use evidence to support and illustrate an explanation on the causes and effects of a past event.	Fire-damps and Davy Lamps Coal and War General strike End to mining in the UK	Conflict	recruitment, army, WW1, coal, shortages, WW2-Bevin Boys, ‘no-choice’ lottery, conscription, rationing, strike, industries, support, disruption, decline, imports, gas, oil, cheaper, protest, government, plans, deep-mine, closed
		* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied			
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another’s views, life and decisions made	* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - Recognise the past is represented and interpreted in different ways, and give reasons for this.	Fire-damps and Davy Lamps How coal is formed Coal mining Need for coal The industrial Revolution Health, safety and disasters	Society	
		* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied.			



			• Recognise the past is represented and interpreted in different ways, and give reasons for this.			
		* Primary * Secondary * What makes something relevant? * Inference	• Begin to identify primary and secondary sources. • Select and combine relevant information from different sources. • Use the evidence collected to build up a picture of life in the time studied.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Y6 – Hola Mexico A non-European society that provides contrasts with British history – ** Mayan civilization c. AD 900;	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	• Recognise primary and secondary sources. • Use, evaluate and link a range of sources to find out about an aspect of the past. • Suggest omissions and the means of finding out. • Use the knowledge gathered to work out how conclusions were arrived at.	<u>Hola Mexico</u> Who were the Maya? -farmers -potters -writers -mathematicians	Civilisation	Group of people, indigenous, Mexico, Central America, experts, civilisation, tradition, lifestyle, language, calendar, astronomy, complex, ulama, temple, equinox, shadow, structures, settlements, monarchy, government, writing system, ancient city, dominate, founders, founded, significant, decline, abandon, natural disasters, disease, warfare, Spanish exploders,
		* Order Y1-Y5 events on a timeline	• Place events, people and changes into correct periods of time. • Make comparisons between different times. • Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade	Maya Calendar Maya ball game El Castillo		
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	• Place current study on a timeline In relation to other studies, to sequence up to 10 events. • Use relevant dates and terms related to the passing of time.	<u>Hola Mexico</u> Settlement Structures Monarchy Government Writing system Mystery of decline	Settlement	
		* Reasoning * Justification * Bias * Interpretation	• Identify and describe reasons for and results of historical events, situations and changes within and across different periods. • Give reasons for and results of the main changes and events • Show some understanding that aspects of the past have been represented and interpreted In different ways.			
	Continuity and change - Some things change over time and others remain the same.	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	• Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. • Compare beliefs and behaviour with another time period studied.	<u>Hola Mexico</u> Settlement Structures Monarchy	Settlement	



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

	*Similarity / Difference within a period/situation (diversity)		Use evidence to support and illustrate an explanation on the causes and effects of a past event.	Government Writing system Mystery of decline		complex, ulama, temple, equinox, shadow, structures, settlements, monarchy, government, writing system, ancient city, dominate, founders, founded, significant, decline, abandon, natural disasters, disease, warfare, Spanish exploders,
	* What drives human behaviour?	- Study different aspects of life of different people (men and women) - Examine causes and results of events, and the impact on people. - Compare an aspect of life across early and late times studied				
	Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another's views, life and decisions made	* What role does society play in events in the past?	- Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. - Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. - Recognise the past is represented and interpreted in different ways, and give reasons for this.	<u>Hola Mexico</u> Settlement Structures Monarchy Government Writing system Mystery of decline	legacy	
		* Primary * Secondary * What makes something relevant? * Inference	- Begin to identify primary and secondary sources. - Select and combine relevant information from different sources. - Use the evidence collected to build up a picture of life in the time studied.			
Context for learning: National Curriculum	Coherence of Core Concepts: what we are aiming to achieve	Threshold concepts: challenges/ barriers in pupils learning	Procedural Knowledge: what they will be able to do to understand the context	Declarative Knowledge: what we want pupils to know about the learning context.	Substantive Concept: key nouns that help pupils make sense of the substance of history and the context they are learning about.	Vocabulary: list not exhaustive
Y6 – Victorians - Revolution A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Historical enquiry - *Using evidence *Communicating ideas About what can we infer from the past? *Cause and consequence - Events, decisions or developments in the past produce later actions, results or effects	* Making connections * What is omission? * What is a conclusion?	- Recognise primary and secondary sources. - Use, evaluate and link a range of sources to find out about an aspect of the past. - Suggest omissions and the means of finding out. - Use the knowledge gathered to work out how conclusions were arrived at.	<u>Victorians – Revolution</u> Victorian era Schools Queen Victoria Rich and Poor Crime and Punishment Great Exhibition	Monarch/ Reign	Queen Victoria, throne, change, introduction, steam, power, revolutionised, transport, factories, farming, industry, social change, suffragette movement, women's right to vote, working conditions, education, era, law, formal, strict, reciting, governess, Prince Albert, powerful, empire, world, population, expansion, high moral standards, rich and poor, divide, difference, slums, servants, workhouse, terrible conditions, hanging, transportation, prison, hulks, police-force, bobbies, peelers, Robert Peel, Hyde Park, inventions, new technology, Crystal Palace, World leader, Victoria and Albert Museum,
		* Order Y1-Y5 events on a timeline	- Place events, people and changes into correct periods of time. - Make comparisons between different times. - Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade			
	Chronological understanding – What happened and when?	* Order Y1-Y5 events on a timeline	- Place current study on a timeline In relation to other studies, to sequence up to 10 events. - Use relevant dates and terms related to the passing of time.	<u>Victorians – Revolution</u> Mines and Collieries Act Charles Darwin Thomas Edison Education Acts	Revolution	
		* Reasoning * Justification * Bias	Identify and describe reasons for and results of historical events, situations and changes within and across different periods.			



		* Interpretation	• Give reasons for and results of the main changes and events • Show some understanding that aspects of the past have been represented and interpreted in different ways.	Houses of Parliament Railways Police Force Poor Law-workhouse Suffragette		Science Museum, Natural History Museum, progress, machines, goods, success, production line, coal, mined, vast quantities, steam engines, dangerous working conditions, Laws, innovation, creativity, social reformer, reign, factory, orphan,
Continuity and change - Some things change over time and others remain the same. *Similarity / Difference within a period/situation (diversity)	* What does it mean to believe? * What is a belief? * How do beliefs influence people? * What is cause and effect?	• Find out about beliefs behaviour and characteristics of people, recognising differences in views and feelings. • Compare beliefs and behaviour with another time period studied. • Use evidence to support and illustrate an explanation on the causes and effects of a past event.	<u>Victorians – Revolution</u> Mines and Collieries Act Charles Darwin Thomas Edison Education Acts	Empire	Queen Victoria, throne, change, introduction, steam, power, revolutionised, transport, factories, farming, industry, social change, suffragette movement, women’s right to vote, working conditions, education, era, law, formal, strict, reciting, governess, Prince Albert, powerful, empire, world, population, expansion, high moral standards, rich and poor, divide, difference, slums, servants, workhouse, terrible conditions, hanging, transportation, prison, hulks, police-force, bobbies, peelers, Robert Peel, Hyde Park, inventions, new technology, Crystal Palace, World leader, Victoria and Albert Museum, Science Museum, Natural History Museum, progress, machines, goods, success, production line, coal, mined, vast quantities, steam engines, dangerous working conditions, Laws, innovation, creativity, social reformer, reign, factory, orphan,	
	* What drives human behaviour?	• Study different aspects of life of different people (men and women) • Examine causes and results of events, and the impact on people. • Compare an aspect of life across early and late times studied	Houses of Parliament Railways Police Force Poor Law Suffragette			
Significance - Importance of an event, development, individual or group Empathy - Developing an understanding of another’s views, life and decisions made	* What role does society play in events in the past?	• Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. • Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. • Recognise the past is represented and interpreted in different ways, and give reasons for this.	<u>Victorians – Revolution</u> Industrial Revolution Famous Victorians: -Dr Barnardo -Florence Nightingale -Charles Dickens -Alexander Bell -William Morris -Lewis Carroll -Isambard Brunel -Elizabeth Fry	Law/ Government		



Work likely in ... Early Years → work likely at KS1 to → work likely at KS2 to → work likely at KS3

1. Chronological knowledge / understanding (including characteristic features of periods)	- Use everyday language related to time - Order and sequence familiar events - Describe main story settings, events and principal characters. - Talk about past and present events in their own lives and in lives of family members.	- Develop an awareness of the past - Use common words and phrases relating to the passing of time - Know where all people/events studied fit into a chronological framework - Identify similarities / differences between periods	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time	- Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning - Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms eg empire, peasant	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	- Be curious about people and show interest in stories - Answer 'how' and 'why' questions ... in response to stories or events. - Explain own knowledge and understanding, and asks appropriate questions. - Know that information can be retrieved from books and computers - Record, using marks they can interpret and explain	- Ask and answer questions * - Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	- Regularly address and sometimes devise historically valid questions * - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by ... - Selecting and organising relevant historical information	- Pursue historically valid enquiries * including some they have framed - Understand how different types of sources are used rigorously to make historical claims - Create relevant, structured and evidentially supported accounts
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this	Discern how and why contrasting arguments and interpretations of the past have been constructed



"It's worrying when pupils reach Year 9 or 10 unable to properly interpret or find fluency in major abstract nouns that crop up again and again in history. They should have bumped into 'empire', 'republic', 'federation', 'peasantry', 'commons' and 'communism', many times by Year 10, so why are many students neither confident nor accurate in their use? Useful generalising terms such as 'institution', 'custom' or 'ideology' are often insecure as well. As for specific ones, peculiar to a period, such as 'appeasement' or 'feudalism', these have often floated away, perhaps never secure in the first place..." Michael Fordham

KS2 Substantive concepts	Absolute Alliance Aristocracy Army Border City Civil War Civilisation Colony Conflict Coronation Country Court Democracy Diplomacy Emperor Empire Enemy Famine Freedom Frontier General Immigration King Merchant Migration Military Monarchy Monk Nation Nationality Navy Nobility Nun as institution Parliament Peace Peasant Political Party Power Prime Minister Public Queen Republic Rights Ruler Rules/Law Settlement Slave Tax Trade Trade-Route Tribe Voyage War, legacy Church monarchy Conquest Estate Religion Society Ancestor
KS3 Substantive concepts	Absolute monarchy Amendment Anarchism Authority Autocracy Bill Campaign2 Campaign3 Capitalism Chivalry Civil liberties Civil Rights Civil Servant Civilian Clan Class Cleric Colonialism Communism Conservative Constitution Culture Dictator Doctrine Domestic policy Duchy Earldom Economic sanction Estate4 Executive5 Fascism Federal Feminism Feudal Foreign policy Free trade 1 constitutional 2 election 3 military Fundamentalism Gentry Heresy Heretic Hierarchy Holy war Illegitimacy Imperialism Industrialisation Judicial Review Judiciary Legislative Liberal Liberty Limited Monarchy Litigation Manorial rights Mercantilism Middle Class Minister Minority6 Minority7 Nationalism Papacy Parliament Patriarch Patriot Persecution Pilgrimage Populism President Pretender Prime Minister Primogeniture Principality Propaganda 4 social class 5 branch of government 6 age Protectionism Racism Radical Recession Reform Regency Regent Resistance Revolution Royal court Separation of powers Skilled labourers Socialism Sovereignty State Suffrage Tariff Terrorism Theocracy Totalitarian Trade union Treaty Tyranny Usurper Working Class
Rationale	This means that these words need to be encountered multiple times throughout a curriculum, with each encounter adding another layer of meaning to the word. Sometimes this might work as an additional example, but often learning the word in a new context makes the meaning of the word much more complex: the word 'revolution', for example, is used to describe both the Industrial Revolution and the Russian Revolution, but the meaning of the concept and what it entails differs significantly between these events. This is a particularly important point in terms of thinking about the lists as 'Key Stage 2' and 'Key Stage 3'. The correct interpretation of each list is "this is the key stage in which the concept is first encountered". All of the concepts on the Key Stage 2 list should obviously continue to be used, and new layers of meaning added, in Key Stage 3 and beyond.