



History Curriculum
And
Progression Of Key Skills
Year 1 – Year 6

	Autumn 1	Spring 1	Summer 2
Year 1	<p>Topic: Homes (Changes within living memory/beyond living memory; Places in own locality)</p> <p>Where would I have lived in the past?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> •Who made the first home? •People in society who make homes. •People who maintain homes <p>Teaching and learning</p> <ul style="list-style-type: none"> • What are our homes like now? • What were homes like in the past? • What were houses built with in the past? • What types of houses did people live in? • How have houses and homes changed through time? (Create a timeline using houses from different time periods). • Why have the types of houses people live in changed over time? • How do we know what homes/houses were like in the past? (Exploration of sources). • What would you like to find out? (Children to ask and answer their own questions - focus on artefacts and objects from houses in the past). <p>End point - What will house be like in the future?</p>	<p>Topic: Toys (Changes within living memory; Different ways of finding out about the past)</p> <p>Would I have fun playing with the toys and games my parents or grandparents had?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> • Ole Kirk Christiansen - LEGO inventor • President Theodore Roosevelt - inspiration for the 'Teddy Bear.' <p>Teaching and learning</p> <ul style="list-style-type: none"> • What toys do we have now? • What kinds of toys were popular in the past? • What toys did your parents or grandparents play with? • What were toys like in the Victorian times? • How can we tell the difference between old and new toys? • How have toys changed? • What different sources can we use to find out about the past? • What would you like to find out? (Children to ask and answer their own questions). <p>End point - What kind of toys might we have in the future?</p>	<p>Topic: Moon Landing (The lives of significant individuals in the past; Changes within living memory; Different ways of finding out about the past)</p> <p>How did the world react to the Moon Landing?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> • Visitor to speak about the moon landing. -What they remember about what happened. • Neil Armstrong • Buzz Aldrin • Tim Peake <p>Teaching and learning</p> <ul style="list-style-type: none"> • Introduction of Moon landing and date it happened. • How long ago was it? Discussion of the past and look at timeline. • Who were the people that went to the Moon? • How did the astronauts get to the Moon? • What did they do there? • How do we know the astronauts went to the Moon? • Comparison of astronauts then and now. • Looking at different sources (books, videos, newspapers). Children to share their ideas about them. <p>End point - What might be the next thing that will always be remembered?</p>

Cultural Capital

Homes:

- Collecting primary info - Going on a walk and observing what houses today look like.
- Trip - History museum.

Toys:

- Art/DT - Making an old/new toy using different materials - possible homework project. Link to Science.
- Parents - come in and speak about their toys, what they used to play with. Give information to their children.
- Trip - Museum of childhood in Bethnal Green.

Moon Landing:

- Art/DT - Making models of astronaut outfit, rocket. (HW project),
- Technology timeline - TVs, Rockets, Planes, Phones

	Autumn 1	Autumn 2	Summer 1 or 2
Year 2	<p>Topic: Great Fire of London (Events beyond living memory)</p> <p>What have we learnt from the Great Fire of London?</p> <p>Significant Individual:</p> <ul style="list-style-type: none"> • Charles II • Samuel Pepys <p>Teaching and learning</p> <ul style="list-style-type: none"> • Where and when did the Great Fire begin? • What was life like in London in 1666? How was it different compared to life in London now? (Recognise that it took place a long time ago). • What happened in the Great Fire? (Read the story of the fire and place the main events in chronological order). • Why did the fire spread so far and stay alight so long? (Look at houses from the period and recognise reasons for the fire). • How do we know what happened in the Great Fire? - (Sources, eye witnesses -know that Pepys saw the fire and wrote about it in his diary). <p>End point - How did London change as a result of the Fire?</p>	<p>Topic: Famous People (The lives of significant Individuals)</p> <p>Why do we remember these people?</p> <p>Significant Individual/Teaching and learning:</p> <ul style="list-style-type: none"> • Florence Nightingale - Who was she and why is she famous? Why did she go to the Crimea? Why is she special and how do we remember her? • Mary Seacole - Who is she and what was her involvement with Florence Nightingale? · • Louis Braille - Who he was and why he was famous? • Queen Elizabeth I - Who was she and why is she famous? • Queen Victoria - Who was she and why is she important? What was her life like? <p>End point - What impact have these individuals had/have on the world?</p>	<p>Topic: Seaside (Past and Present Changes within living memory/Beyond living memory)</p> <p>What was a visit to the seaside like for our parents or grandparents?</p> <p>Significant Individual:</p> <ul style="list-style-type: none"> • Punch and Judy • Queen Victoria • King Edward VII <p>Teaching and learning:</p> <p>What kind of holidays do we go on now? What kind of holidays did British people in the past go on? (Victorian/Edwardian/ grandparents/parents). How is the seaside today different from the seaside of the past? What are postcards? Why are they used? What kind of entertainment can we find at the seaside now and in the past? (Punch and Judy).</p> <p>End point - How has the seaside and the type of holidays we go on changed over time?</p>

Cultural Capital:

Great Fire of London:

- D/T - Houses from The Great Fire of London.
- Art - mixing paint, flames,
- Interactive workshops- recreating scenes using props, visit from Samuel Pepys, maid, visit from/to Fire Brigade

Significant individuals:

Drama visit, Tudor portrait, Hatfield house, children create a braille bookmark.

Seaside:

- Punch and Judy Puppets
- Link to Geography curriculum.

	Autumn 2	Spring 1	Summer 1
Year 3	<p>Topic: Stone Age to Iron Age (Changes in Britain)</p> <p>How did daily life change for people in Britain from the Stone Age to the Iron Age?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> • Cheddar Man • Stonehenge/Amesbury Archer • Boscombe Bowmen <p>Teaching and learning</p> <ul style="list-style-type: none"> • How did life evolve between the Stone Age and the Iron Age? • How is your daily life different to children in the Stone Age? (Clothes, technology, food etc.) • Would you prefer to have lived in the Stone Age or the Iron Age? Why? • What were cave paintings? • How do we know all this information about the past? <p>End Point - Would you rather live now or then? (Use sources to support answer).</p>	<p>Topic: Ancient Egypt (The achievements of the earliest civilizations)</p> <p>What was life like in Ancient Egypt?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> • Tutankhamen • Cleopatra • Nefertiti <p>Teaching and learning</p> <ul style="list-style-type: none"> • What is a civilization? • How did Ancient Egyptians live? • Why did they settle around the Nile? • What were their daily lives like? (Food, traditions, clothing, death, culture, buildings, religion). • How did their society operate? (social hierarchy) • Who are famous figures in Ancient Egypt? • How do we know what Ancient Egypt is like? (Evidence and sources). <p>End Point - Create an 'Ancient Egypt' stall for younger children to visit. What lasting impact does Ancient Egypt have on the world today?</p>	<p>Topic: Railways (Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/Study of local area)</p> <p>Why was the Railway created and what impact did it have?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> • George Stephenson "Father of the Railways" constructed the first locomotive • Philip Layton Richard Trevithick- built the first steam locomotive • John Blenkinsop and Matthew Murray built the first commercially successful steam locomotive • William Hedley and Timothy Hackworth - tramways/designed routes <p>Teaching and learning</p> <ul style="list-style-type: none"> • Why was there a demand for a railway system in Britain to be developed? • How did people's lives change after the invention of the railway? • How has the railway system evolved over time? • Is the extensive railway network that we have a good thing or a bad thing? (Link to pollution/obesity/ demolition of green spaces to build railway links/ unattractive) • Is this good or bad for horses? • Will HS2 be a good or a bad thing? • What is the railway transport system like in our area?

			End Point - How has the invention of the railway changed lives?
	<p>Cultural Capital</p> <p>Stone Age to Iron Age:</p> <ul style="list-style-type: none"> • Trip to National History Museum to view Pre-Historic Collection (bones, skulls etc.) • D&T lessons- children make a Neolithic pot for cooking, eating (out of clay) <p>Ancient Egypt:</p> <ul style="list-style-type: none"> • Art Lessons- Egyptian Calligraphy- Learn hieroglyphics, write their name or a message on papyrus paper • D&T Lessons- Create Egyptian Death Mask <p>Railways:</p> <ul style="list-style-type: none"> • Visit to Edmonton Green- get the train to Cheshunt Station (tracks lower down - visible/ can also see the trains arriving and departing in different directions) - highlight to children that they are no longer in London. 		

	Autumn 1	Autumn 2	Summer 1
Year 4	<p>Topic: Ancient Greece</p> <p>Who were the Ancient Greeks and how did they change the world?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> •Odysseus •Trojans •Greeks •Helen •Cassandra •Alexander the Great <p>Teaching and learning</p> <ul style="list-style-type: none"> • When did the Ancient Greeks live? • What was the Battle of Marathon and the Trojan War and what happened? • What were the beliefs of the Ancient Greeks? (Gods and Myths). • What was the political system like in Ancient Greece? • What was life in Ancient Greece like? How do we know? (Exploration of artefacts and other sources). • How does life in Ancient Greece compare to our modern lives? <p>End Point - How and why was the Ancient Greek Empire successful? What lasting impact did they have? Was Alexander the Great really great? Why?</p>	<p>Topic: The Roman Empire</p> <p>How did the Roman Empire expand and what did they do for Britain?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> •Julius Caesar •Caractacus •Boudicc <p>Teaching and learning</p> <ul style="list-style-type: none"> • What is an Empire? • What does it mean to conquer /invade another land and why is this done? • How did the Roman Empire develop and expand? • When did the Romans conquer Britain and what impact did they have? • How and why did Roman rule in Britain collapse? • Why do empires rise and fall? <p>End Point - Was the Roman invasion a good or bad thing for Britain?</p>	<p>Topic: London through Time (A local history study)</p> <p>How has life in London changed from the Tudor times?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> • Henry V111 • Henry VIII wives • Tudor Monarchs • Shakespeare • Guy Fawkes • Queen Victoria • Winston Churchill <p>Teaching and learning</p> <ul style="list-style-type: none"> • What was Tudor London like and how was it different from modern day London? • What was the role of the River Thames historically? (Shipbuilding and exploration). • Who was Shakespeare and what impact did he have on London? • Who was Guy Fawkes and what was the Gunpowder plot? • What was the Great Plague? How did it affect London? How did it end? • What was the industrial revolution? How did it change London? • Who was Queen Victoria? What was life like in London during the Victorian times? • What was it like to live in London during World War 2?

			End Point - How does London's past impact on our modern lives?
	<p>Cultural Capital:</p> <p>Ancient Greece:</p> <ul style="list-style-type: none">• Art/D&T - Pottery, Sculpture• PE - Panathenaic Games/ Olympic games• English - Greek gods/myths. <p>The Roman Empire:</p> <ul style="list-style-type: none">• Trip -Museum of London.• Art/D&T - Roman Busts• English - Roman Myths <p>London through Time:</p> <ul style="list-style-type: none">• Trips - Hatfield House, Tower of London, Forty Hall (Link to King Henry VIII)• English/Theatre/Performance - Shakespeare		

	Autumn 1	Autumn 2	Summer 2
Year 5	<p>Topic: Anglo Saxons Why did the Anglo Saxons come to Britain and how did they change things?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> King Arthur Ethelbert of Kent St Augustine Alfred the Great <p>Teaching and learning</p> <ul style="list-style-type: none"> Who were the Anglo Saxons? When and why did they invade Britain? What was Anglo Saxon life like? (culture, religion and society). How did the arrival of the Anglo Saxons change Britain? <p>End Point - How does Anglo Saxon life compare to modern day Britain?</p>	<p>Topic: Vikings Who were the Vikings and why did they come to Britain?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> Edward the Confessor Athelstan, first king of England <p>Teaching and learning</p> <ul style="list-style-type: none"> Who were the Vikings? What was their life like? (homes, clothes, food). Why did they want to settle in England? How did they travel? What did they do when they got there? Who was Alfred the Great? What were Viking warriors like? Why were they successful raiders and invaders? What beliefs did the Vikings have? (gods) What happened to the Anglo Saxons and the Vikings? <p>End Point - Was there more to the Vikings than raiding and invading?</p>	<p>Topic: Crime and Punishment (study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066).</p> <p>How has punishment for various crimes changed over the years in Britain?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> Dick Turpin <p>Teaching and learning</p> <ul style="list-style-type: none"> How were various crimes punished? (Roman, Anglo Saxon, Tudor, Victorian) How has the legal system in Britain changed and developed over time? What were prisons like in the past? How does law and punishment now compare to the past? <p>End Point - In which era would you choose to commit a crime? Which would be the easiest era to commit a crime? Do you think the punishments always fit the crime?</p>
	<p>Cultural Capital:</p> <p>Anglo Saxons:</p> <ul style="list-style-type: none"> English - Legend of King Arthur Art - Explore Anglo Saxon Runes <p>Vikings:</p> <ul style="list-style-type: none"> Art/D&T - Creating Viking boats/Viking weapons. 		

	<ul style="list-style-type: none"> Geography - Viking origins/map work <p>Crime and Punishment:</p> <ul style="list-style-type: none"> Trip - Clink Museum for Crime & Punishment 		
	Autumn 1	Spring 1	Spring 2
Year 6	<p>Topic: <i>Mayan Civilisation</i> (A non-European society that provides contrasts with British history)</p> <p style="text-align: center;">Who were the Mayans and what happened to them?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> Ancient Maya rulers Felipe Carrillo Puerto <p>Teaching and learning</p> <ul style="list-style-type: none"> Who were the Maya people? When and where in the world did they live? What beliefs did the Mayas have? (religion, gods, ways of worship). What writing/number systems did they use? What food did the Mayas have? Where did they get their food? What evidence can we use to find reliable information about the Mayas? <p>End Point - How did the life of the Mayas compare with the life of people living in Britain during the same time period? (Anglo Saxons/Vikings).</p>	<p>Topic: <i>WW2 (Including the Battle of Britain 1940)</i> (Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/A significant turning point in British history)</p> <p style="text-align: center;">What was the impact of WW2 on Europe?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> Adolf Hitler Anne Frank Churchill Chamberlain <p>Teaching and learning</p> <ul style="list-style-type: none"> What were the key events that took place leading up to WW2? How long did WW2 last and what happened? (Timeline) How do we know about WW2? (Primary sources - Diary of Anne Frank Propaganda posters). What was life in Britain like during WW2? (Rationing, Evacuees) What was the role of women during WW2? How and why did their roles change? <p>End Point - How might our lives be different if Britain had lost The battle of Britain? What was the lasting impact of WW2 in Britain?</p>	<p>Topic: <i>The Impact of WW2 on Enfield/Edmonton</i> (A local history study)</p> <p style="text-align: center;">What happened in our local area during the war and what is the legacy today?</p> <p>Significant Individual</p> <ul style="list-style-type: none"> Winston Churchill Adolf Hitler Residents of Enfield <p>Teaching and learning</p> <ul style="list-style-type: none"> What happened in Enfield during the war? (Bombing/Evacuation). What was everyday life like for the residents of Enfield during the war? How can we find out about Enfield in the past? (Exploration of sources). What do we have in our local area today that reminds us of WW2? <p>End Point - What do you think your life would have been like if you were a child living in Edmonton during WW2?</p>

	<p>Cultural Capital:</p> <p>Mayan Civilisation: D&T - Exploration of Maya food/recipes. Art - Maya numbers, writing and calendars</p> <p>WW2: WW2 workshop</p> <p>The impact of WW2 on Enfield/London: Walk in local area to visit memorial/bomb sites</p> <p>Other: Shakespeare workshop</p>		

Chronological understanding					
Year 1 Year 2		Year 3 Year 4		Year 5 Year 6	
<ul style="list-style-type: none"> • Understand difference between things that happened in the past and present. • Understand and use the words past and present when telling others about an event. • Describe things that happened to themselves and other people in the past. • Use a timeline to place important events • Sequence events or artefacts in chronological order. • Use words or phrases e.g. yesterday, last week, when I was younger, before I was born, in the past. • Use vocabulary such as in the past, decades ago, century old, new, newest, old, oldest, modern, before, after earliest, latest, present, future, century, new, to show the passing of time. • Sequence photos from different periods of their life. 		<ul style="list-style-type: none"> • Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use a timeline to place historical events in chronological order • Describe dates of and order significant events from the period studied. • Sequence several events or artefacts. • Describe the changes in a period of history. 		<ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline including period times. • Sequence an increasing number of events, movements and dates on a time line. • Describe the changes in a period of history in detail using dates and correct/relevant terms. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	
Range and depth of historical knowledge					
<ul style="list-style-type: none"> • Recognise some similarities and differences between the past and the present. • Identify similarities and differences between ways of life in different periods. • Know and recount episodes from stories and significant events in history. • Understand that there are reasons why people in the past acted as they did. • Describe significant individuals from the 		<ul style="list-style-type: none"> • Recognise key changes over a period of time and be able to give reasons for those changes. • Find out about the everyday lives (clothes, actions, beliefs) of people in time studied. Use evidence. • Compare lives of people in time studied with our life today. • Explain how people and events in the past have influenced life today. • Identify key features, aspects and events of the time 		<ul style="list-style-type: none"> • Give reasons why changes may have occurred and the impact on people, backed up by evidence • Describe similarities and differences between some people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. • Make links between some of the features of past societies. (E.g. religion, houses, society, technology). 	

	past.	studied. <ul style="list-style-type: none"> Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	
	Interpretations of history		
	<ul style="list-style-type: none"> Start to distinguish between fact and fiction. Start to compare two versions of a past event. Identify and explain different ways in which the past is represented. Look at books including story books, video, photos, pictures and artefacts to find out about the past Find answers to simple questions about the past from sources of information e.g. artefacts, Use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Start to Discuss reliability of photos/ accounts/stories. Compare pictures or photographs of people or events in the past. 	<ul style="list-style-type: none"> Distinguish between different sources. Identify reasons for different ways in which the past is represented. Look at more than two versions of the same event or story in history and identify differences. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Know that people in the past represent events or ideas in a way that persuades others. Start to think whether information given is useful. 	<ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past. Give reasons as to why there might be different accounts of history. Look at different versions of the same event and find differences Give reasons as to why there might be different accounts of history linking it to factual understanding of the past Evaluate evidence to choose the most reliable. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Start to understand the difference between primary and secondary evidence and the impact of this on reliability. Show an awareness of the concept of propaganda. Know that people in the past represent events or ideas in a way that may be to persuade others. Begin to evaluate the usefulness of different sources.
	Historical enquiry		
	<ul style="list-style-type: none"> Explore events, look at pictures and ask questions i.e. which things are old and which are new. Look at objects from past and ask questions i.e. what were they used for? Ask questions about the past Use a source - observe or handle sources to 	<ul style="list-style-type: none"> Ask questions and find answers about the past. Use a range of sources e.g. documents, archives, artefacts, photographs, historic buildings, museum and gallery visits as evidence about the past Begin to undertake own research - use internet/books etc. Ask questions and find answers about the past. 	<p>Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <ul style="list-style-type: none"> Investigate own lines of enquiry by thinking of own questions to answer Start to identify and recognise primary and secondary resources Choose reliable sources of evidence to answer questions, realising that

	<p>answer questions about the past.</p> <ul style="list-style-type: none"> Choose and select evidence or sources and explain how it can be used to find out about the past. 	<ul style="list-style-type: none"> Select relevant material to find and record relevant information about aspects of life in the past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. 	<p>there is often not a single answer to historical questions.</p> <ul style="list-style-type: none"> Bring all knowledge together in a fluent account
	<h3>Organisation and communication</h3>		
	<ul style="list-style-type: none"> Begin to show an understanding of historical terms, such as monarch, parliament, government, war, remembrance. Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past; Use drama/role play to communicate their knowledge about the past. Sort artefacts/objects into groups or use timelines to represent their understanding of events. 	<ul style="list-style-type: none"> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; Start to present ideas based on their own research about a studied period. Use a timeline to accurately order and represent events. 	<ul style="list-style-type: none"> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; Plan and present a self-directed project or research about the studied period.

History across the school:

- Black History Month
- Remembrance
- Parent led lessons about their cultural backgrounds
- Chinese New Year
- VE Day