

Stow Heath Primary School

History Curriculum - Key Stage 1



National Curriculum: Pupils should be taught about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.			
Year 1 Coverage		Year 2 Coverage	
Autumn Term – Changes in homes and toys (Changes within Living Memory) Spring Term – Florence Nightingale and Mary Seacole (the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality) (events beyond living memory that are significant nationally or globally) Summer Term – ‘The Titanic’ (events beyond living memory that are significant nationally or globally, significant historical events, people and places in their own locality.)		Autumn Term – The History of castles (events beyond living memory that are significant nationally or globally, significant historical events, people, and places in their own locality) Spring Term - Christopher Columbus and Neil Armstrong (the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality) Summer Term – Seaside holidays in the past (Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)	
Year 1 End points		Year 2 End points	
Disciplinary Knowledge		Disciplinary Knowledge	
Substantive knowledge		Substantive knowledge	
Chronological Awareness I know that ‘the past’ is events already happened. I know a timeline shows the order events in the past happened and place events of a simple timeline. I can sequence 3 or 4 events. I can use common words and phrases for the passing of time (now, long ago, then, before, after) I know where events and artefacts from the past are placed on a timeline chronologically. Change and continuity. I can describe simple changes about ideas/objects that remain the same. I understand some things change while other items remain the same and some are new. I know that throughout someone's lifetime, some things will change, and some things will stay the same. I know that everyday objects have changed over time. Cause and consequence. I can ask why things happen and being to explain why with support. I know that everyday objects have changed as new materials have been invented. Similarities and differences I know that there are similarities and differences between the past and their own lives. I know that everyday objects have similarities and differences with those used for the same purpose in the past. Historical significance I know that some people and events are considered more ‘special’ or significant than others. Sources of evidence I know photographs can tell us about the past. I know that artefacts can tell us about the past. Historical interpretations. I know the past can be represented in photographs.		Chronological Awareness I know that events in history may last different amounts of time. I can sequence photographs of events, focussing on the intervals between events. I can place events on a timeline, building on time periods studied. Change and continuity. I can recognise some things which have changed / stayed the same as the past. I can identify simple reasons for change. Cause and consequence I can ask questions and recognise why people did things, why events happened and what happened as a result. I know changes may come about because of improvements in technology. Similarities and differences I can identify similarities and differences between wats of life at different times. Historical significance I know the impact of a historical event on society. I know that ‘historically significant’ people are those who changed many people's lives. Sources of evidence I can use artefacts, photographs to ask and answer questions about the past. I can make simple observations about a source or artefacts. I know that historians use evidence from sources to find out more about the past. Historical interpretations. I know the past is represented in different ways (including eye-witness accounts)	
Toys and homes Achievements of mankind. I can name household artefacts from the past. I know what household artefacts were used for in the past. I can compare toys from the past. I know how toys have changed over time. I know how to compare objects using basic chronological language – old, new, older, newer, oldest, newest. Florence Nightingale and Mary Seacole Achievements of mankind. I know historical information about a significant person and the impact they had. (Florence Nightingale and Mary Seacole) I know the reasons for why people in the past acted as they did, for example discriminating against others. I know why Florence Nightingale and Mary Seacole were significant people in History. I know how hospitals have changed over time. I can show an understanding of concepts such as war and peace.		Castles Power – Monarchy and hierarchy I can identify objects related to castle from the past and present and deduce facts from them. I know how castles have changed overtime. I can use words and phrases relating to the passing of time to share my knowledges of how castles have changed over time. I know different ways how the past is represented – photographs / historical sites / diaries etc. I know how castles are significant in our locality to help us learn about the past. I can show an understanding of concepts such as hierarchy and power. Explorers Achievements of mankind. I know the legacy and contributions of explorers. I know the achievements of significant individuals – Columbus and Armstrong. I know why explorers do what they do and consider them to be significant. I can show an understanding of concepts such as discovery and exploration. I know historical information about two significant explorers and the impact they had. (Christopher Columbus and Neil Armstrong) I know the differences between Christophers Columbus' voyage and Neil Armstrong's mission. Seaside Holidays Changes in community, culture, and society. I know different ways how the past is represented. I can identify objects from the past and present and sort them (seaside related items) I know how seaside holidays have changed overtime. I can use words and phrases relating to the passing of time to share my knowledges of how seaside holidays have changed over time.	
The Titanic Disaster and conflict I know what artefacts can tell me about the Titanic disaster. I know the reasons for why people in the past acted as they did. I know the causes and effects of a significant event like the Titanic disaster. I know historical information about a significant event and the impact it had. (The Titanic) I know the differences between the social class in the past.			

History Curriculum –Key Stage 2

National Curriculum:

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 3 Coverage		Year 4 Coverage	
Autumn Term –‘Local History’ Victorian Lock and Key industry (a local history study) Spring Term – Stone age to Iron age (changes in Britain from the Stone Age to the Iron Age) Summer Term – Romans/ Britain’s settlement by Anglo Saxons (the Roman Empire and its impact on Britain/ Britain's settlement by Anglo Saxons)		Autumn Term – Industrial Revolution (Canals / James Brindley) (a local history study) (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Spring Term – The Anglo Saxons and Vikings (Britain's settlement by Anglo-Saxons and Scots) (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor) Summer Term – ‘London – Then and Now’ 17th Century London – Great Fire of London and The Plague (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)	
Year 3 End points		Year 4 End points	
Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
<u>Chronological Awareness</u> I know that history is divided into periods of history e.g. ancient times. I know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. I can sequence events on a timeline, referring to times studied in KS1 to see where these fit in. I can use BC/AD/Century. I can sequence 8-10 artefacts / historical pictures or events. I am beginning to develop chronologically secure knowledge of local, British and world history across time periods studied. I can place the time studied (The Victorians, Stone age, Bronze age and Iron age, The Romans) on a timeline. I can notice connections over a period of time. I can make simple individual timelines.	<u>Local History – Lock and Key</u> <u>Monarchy</u> I know how historical sources tell me information about the Victorian period. I know where events and people from the past fit within a chronological framework. I know about a significant monarch in British history (Queen Victoria) and the impact they had. <u>Culture and Society</u> I know the significant impact that Victorian inventions had on British society. I know the significance of a historical landmark in our locality. I know how living conditions have changed over time. I know the impact the Victorians had on modern Britain.	<u>Chronological Awareness</u> I know that history is divided into periods of history e.g. ancient times Middle Ages and modern. I know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. I can sequence events on a timeline, referring to times studied in KS1 and Y3 to see where these fit in. I can use BC/AD/Century. I can sequence 8-10 artefacts / historical pictures or events. I am beginning to develop chronologically secure knowledge of local, British and world history across time periods studied. I can place the time studied on a timeline. I can notice connections over a period of time. I can make simple individual timelines.	<u>Local Study – James Brindley / The Black Country</u> <u>Civilisation (social and cultural)</u> I know the significant impact that waterways inventions had on British society .I know what jobs people did on the waterways. I know how living conditions for men, women and children varied when living on narrowboats. <u>Trade</u> I can understand that trade began as the exchange of goods. <u>Achievements of mankind</u> I know how historical sources tell me information about the history of the Black Country. I know about a significant inventor in British history (James Brindley) and the impact they had. <u>Anglo-Saxons and Vikings</u> <u>Power (Monarchy, government and Empire)</u> I know the development of groups, kingdoms and monarchy in Britain (Anglo Saxons) I can understand that societal hierarchies and structures existed including aristocracy and peasantry. I can understand some reasons why empires, fall/collapse. I can consider why Alfred the Great is remembered as ‘The Great’? I can understand some reasons why empires, fall/collapse <u>Invasion, Settlement and Migration.</u> I know that there were different reasons for invading Britain. I can understand that there are varied reasons for coming to Britain.
<u>Change and continuity.</u> I can identify reasons for change and reasons for continuities. I can compare and describe different periods of history by identifying changes and continuity. I know that change can be brought about the advancements in trade.	<u>Stone age – Iron Age</u> <u>Invasion, Settlement and Migration.</u> I understand the earliest settlements in Britain - Stone age, Bronze age and Iron age. <u>Civilisation (social and cultural)</u> I can understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. I know how society began to grow because of farming in the Mesolithic and Neolithic periods. <u>Trade</u>	<u>Change and continuity.</u> I can identify reasons for change and reasons for continuities. I can compare and describe different periods of history by identifying changes and continuity. I know that change can be brought about the advancements in trade.	
<u>Cause and consequence</u> I can identify the consequences of events and actions of people. I can identify reasons for historical events, situations and changes during the time periods studied in Year 3.		<u>Cause and consequence</u> I can identify the consequences of events and actions of people. I can identify reasons for historical events, situations and changes during the time periods studied in Year 4.	

<u>Similarities and differences</u> I can identify and explain similarities and differences between the different time periods. I can identify similarities and differences between social, cultural and religion. <u>Historical significance</u> I can recall some important people and events. I know that significant archaeological findings are those which change how we see the past. <u>Sources of evidence</u> I can use a range of sources to find out about the time periods studied in Year 3. I can use evidence to build up a picture of the past. I can make inferences and deductions using artefacts and images from the past. <u>Historical Interpretations</u> I know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. I know that assumptions made by historians can change in the light of new evidence.	I know that communities traded with each other and over the English Channel in the Prehistoric Period. I can understand that trade began as the exchange of goods. <u>Beliefs</u> I know that there are different beliefs in different cultures, times and groups. <u>The Romans</u> <u>Invasion, Settlement and Migration.</u> I know where the Roman empire originated and place onto a timeline. I know how the Roman empire expanded over time. I know how the Roman Army contributed to the expansion of the empire. I know what Britain was like before the Roman Invasion. I know why the Romans wanted to invade Britain. <u>Civilisation (social and cultural)</u> I know by using historical sources the significance of Boudica and her rebellion. <u>Trade</u> I know how the landscape of Britain was changed by the Romans. I know the impact of the Roman empire on modern Britain. <u>Beliefs</u> I know that there are different beliefs in different cultures, times and groups.	<u>Similarities and differences</u> I can identify and explain similarities and differences between periods of history. I can identify similarities and differences between social, cultural and religion in Britain and the wider world. <u>Historical significance</u> I can recall some important people and events. I know that significant archaeological findings are those which change how we see the past. <u>Sources of evidence</u> I can use a range of sources to find out about the time periods studied in Year 4. I can use evidence to build up a picture of the past. I can make inferences and deductions using images from the past. <u>Historical Interpretations</u> I know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. I know that assumptions made by historians can change in the light of new evidence.	I know that there are different reasons for migration. I know that settlement created tensions and problems. I can understand the impact of settlers on the existing population. I understand the earliest settlements in Britain. I know that settlements changed over time. <u>Beliefs</u> To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. <u>Achievements of mankind</u> I know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. <u>Civilisation (social and cultural)</u> I know how invaders and settlers (Vikings) influence the cultures of the existing population. <u>Trade</u> I can understand that trade began as the exchange of goods. I can understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. I can understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. <u>Significant turning point in British History (The plague and Great Fire)</u> <u>Civilisation (social and cultural)</u> I know how standards of hygiene have changed overtime. I know the significant impact the spread of the plague had on London. I know the significance and impact of how one disaster ended another. I know how eye-witness accounts can be a good source of information for historians. I know the impact the plague and the Great Fire had in changing London
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Year 5 Coverage		Year 6 Coverage	
Autumn Term – ‘Ancient Greece’ (Ancient Greece – a study of Greek life and achievements and their influence on the western world) In Year 5 children looked at Ancient Greek, where they ordered historical events (chronology), looked at historically significant items (artefacts) and to compare different eras Spring Term – The Mayan Civilisation (a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300)		Autumn Term – The Battle of Britain WW2 (a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066) Spring Term – The Ancient Egyptians (the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) Summer Term – ‘Inspire Me!’ The lives of significant historical people who have influenced changes across the world	
Year 5 End points		Year 6 End points	
Disciplinary Knowledge	Substantive knowledge	Disciplinary Knowledge	Substantive knowledge
<u>Chronological Awareness</u> I know relevant dates and relevant terms for the period and period label. I can sequence events on a timeline, comparing where it fits in with times studied in previous year groups. I can understand the term “century” and how dating by centuries works. Putting dates in the correct century and use the terms AD and BC in my work. I can develop a chronologically secure understanding of Ancient Greeks and across the periods studied. I can place the time, period of history and context on a timeline and relate current study on a timeline to other periods of history studied. I can compare and make connections between different contexts in the past. I can sequence up to 10 events on a timeline. <u>Change and continuity.</u>	<u>Ancient Greeks</u> <u>Power (Monarchy, government and Empire)</u> I can compare social, ethnic, and cultural diversity of a past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes, and experiences. I know what daily life was like in the past. I know where the Ancient Greeks originated and place onto a timeline. I can infer information about the Ancient Greeks using historical sources and artefacts from the past. I can compare the city-states of Athens and Sparta using historical vocabulary. I know why Alexander the Great was a significant figure in History. I know the historical impact of Alexander the Great's rule <u>Civilisation (social and cultural)</u> I know how society is organised in different cultures, times and groups.	<u>Chronological Awareness</u> I know relevant dates and relevant terms for the period and period label (WW2 / Ancient Egyptians). I can sequence events on a timeline, comparing where it fits in with times studied in previous year groups. I can understand the term “century” and how dating by centuries works. Putting dates in the correct century and use the terms AD and BC in my work. I can develop a chronologically secure understanding of British, local and world history across the periods studied. I can place the time, period of history (WW2 / Ancient Egyptians) and context on a timeline and relate current study on a timeline to other periods of history studied. I can compare and make connections between different contexts in the past. I can sequence up to 10 events on a timeline. <u>Change and continuity.</u>	<u>WW2 and the Battle of Britain</u> <u>Power and Invasion (Monarchy, government and Empire)</u> I can infer information about the WW2 using historical sources and artefacts from the past. I know the significant role women played during WW2 I know what impact rationing had on British society I know the lasting impact made by different nationalities during the war. I know the reasons for WW2 and can place key events onto a timeline. <u>Civilisation (social and cultural) / Beliefs</u> I know how society is organised in different cultures, times and groups. I know the reasons for why people were evacuated. I know the significance of how people protected themselves during the Blitz. <u>Ancient Egyptians</u> <u>Power (Monarchy, government and Empire)</u>

I can describe and make links between events and changes within across different time periods / societies when studying the Ancient Greece / Mayan civilisation. I can identify reasons for changes and continuity using the vocabulary and terms of the period. I can analyse and present reasons for changes and continuity. <u>Cause and consequence</u> I can analyse, explain and give reasons for historical events, situations and changes in the time period. <u>Similarities and differences</u> I can describe the similarities and differences between social, cultural and religion in the time periods studied in Year 5. <u>Historical significance</u> I can explain the significance of events and developments form the different time periods. I know how historians select criteria for significance and that this changes. <u>Sources of evidence</u> I recognise primary and secondary sources. I can use a range of sources to find about the civilisation. I can identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources. I can describe how secondary sources are influenced by the beliefs, cultures and time of the author. <u>Historical Interpretations</u> I know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. I can understand that there are different interpretations of historical figures and events.	I can compare the development and role of education in societies. I can understand that there are differences between early and later civilisations (Maya and Anglo-Saxons). <u>Beliefs</u> I know of the different beliefs that different cultures, times and groups hold. I know the significance of gods and goddesses from historical sources. I can explain key ideas and questions from Ancient Greek philosophy. <u>Achievements of mankind</u> I can use historical vocabulary to communicate the significance of Ancient Greek legacies and the impact on modern society. <u>The Mayan Civilisation</u> <u>Power (Monarchy, government and Empire)</u> I can understand that different empires have different reasons for their expansion - (Maya and Anglo-Saxons) I know that there are different reasons for the decline of different empires - (Maya) <u>Civilisation (social and cultural)</u> I know how society is organised in different cultures, times and groups. I can compare the development and role of education in societies. I can understand that there are differences between early and later civilisations (Maya and Anglo-Saxons). <u>Beliefs</u> I know of the different beliefs that different cultures, times and groups hold. I am aware of how different societies practise and demonstrate their beliefs (Maya) <u>Achievements of mankind</u> I know that new and sophisticated technologies were advanced which allowed the Mayans to develop	I can describe and make links between events and changes within across different time periods / societies when studying the ancient Egyptians. I can identify reasons for changes and continuity using the vocabulary and terms of the period. I can analyse and present reasons for changes and continuity. <u>Cause and consequence</u> I can analyse, explain and give reasons for historical events, situations and changes in the WW2 / Ancient Egyptians. <u>Similarities and differences</u> I can describe the similarities and differences between social, cultural and religion in the WW2 / Ancient Egyptians and make links with different time periods studied. <u>Historical significance</u> I know and can compare significant people and events from the WW2 / Ancient Egyptians. I can explain the significance of events and developments form the WW2 / Ancient Egyptians. I know how historians select criteria for significance and that this changes. <u>Sources of evidence</u> I recognise primary and secondary sources. I can use a range of sources to find about the WW2 / Ancient Egyptians. I can identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources. I can describe how secondary sources are influenced by the beliefs, cultures and time of the author. <u>Historical Interpretations</u> I know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. I can understand that there are different interpretations of historical figures and events.	I can understand that different empires have different reasons for their expansion - (Ancient Egyptians) I know that there are different reasons for the decline of different empires - (Ancient Egyptians) <u>Civilisation (social and cultural)</u> I know how society is organised in different cultures, times and groups. I can compare the development and role of education in societies. I can understand that there are differences between early and later civilisations (Ancient Egyptians and other periods studied at KS2) <u>Beliefs</u> I know of the different beliefs that different cultures, times and groups hold. I am aware of how different societies practise and demonstrate their beliefs (Ancient Egyptians) <u>Achievements of mankind</u> I know that new and sophisticated technologies were advanced which allowed cities to develop. <u>Significant People (social and cultural) / Beliefs</u> I know about significant people who have positively impacted on climate change and the environment I know what impact significant people have made to British History. I know what impact significant people have made to world History.
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